

Exploring and Creating Modernist Literary Texts Unit of Work

(Suitable for all state-based curriculums
for the senior secondary
Australian Curriculum:
English/English Literature)

Unit overview and lessons based on analysing
how modernist ideas, values and styles are
represented through Australian and global
literature and artworks and developing skills
in writing a creative piece that stylistically
represents modernist ideas and values

SHELLEY MCNAMARA

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Shelley McNamara
www.qwiller.com.au

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Author: Shelley McNamara

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Unit of work:	Exploring and Creating Modernist Literary Texts	Year:	11
Duration:	7 weeks	Assessment:	Modernist Literary Writing
Concepts:	Modernism, creative writing	Module:	Unit 1
English Textual Concepts:	Character, Code and Convention, Context, Intertextuality, Narrative, Point of View	Course:	English/English Literature Secondary senior Australian English Curriculum
Learning experiences: Reading Writing Viewing Listening Creating Representing		General capabilities: <ul style="list-style-type: none"> • Critical and creative thinking • Intercultural understanding • Literacy 	
Link to other learning areas: <ul style="list-style-type: none"> • History • Art 		Other learning across the curriculum areas <ul style="list-style-type: none"> • Difference and diversity 	
Cross-curriculum priorities: <ul style="list-style-type: none"> • Asia and Australia's engagement with Asia 			

Essential Learning Goal	Overarching Questions
To investigate modernism in Australia and around the world through wide reading of literary texts and artworks and to create modernist literary writing.	<ul style="list-style-type: none"> • What is modernism? • What is the cultural significance of modernism? • What techniques are used in modernist writing?

Secondary senior Australian English Curriculum: English

Unit 1: Content Statements	English: Content Descriptions
Investigate the relationships between language, context and meaning by:	<ul style="list-style-type: none"> analyse how texts are created in and for a variety of contexts, audiences and purposes (ACEEN001) analyse how language choices are made for different purposes and in different contexts using appropriate metalanguage; for example personification, voice-over, flashback and salience (ACEEN002) investigate and reflect on the difference between initial personal response and more studied and complex response (ACELR003)
Create a range of texts:	<ul style="list-style-type: none"> use appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts (ACEEN011)
Examine similarities and differences between imaginative, persuasive and interpretive texts including:	<ul style="list-style-type: none"> explore the ways text structures, language features and stylistic choices are used in different types of texts (ACEEN005) analyse how vocabulary, idiom and rhetoric are used for different purposes and contexts (ACEEN006)
Creating analytical texts	<ul style="list-style-type: none"> use stylistic features to craft and communicate points of view (ACELR013)
Unit 2: Content Statements	English: Content Descriptions
Investigate the representation of ideas, attitudes and voices in texts including:	<ul style="list-style-type: none"> analyse the ways language features, text structures and stylistic choices represent perspective and influence audiences (ACEEN024)
Unit 3: Content Statements	English: Content Descriptions
Create a range of texts:	<ul style="list-style-type: none"> transform and adapt texts for different purposes, contexts and audiences (ACEEN050) investigate text structures and language features related to specific genres for different purposes and audiences (ACEEN052)
Unit 4: Content Statements	English: Content Descriptions
Creating analytical texts	<ul style="list-style-type: none"> develop creative and informed interpretations of texts supported by close textual analysis (ACELR062)


ACARA, *Australian English Curriculum: English*, Accessed Jan 20, 2018 pp.27-47

Secondary senior Australian English Curriculum: English Literature

Unit 1 Content Statements	English Literature Content Descriptions
Investigate and reflect on different ways of reading literary texts including:	<ul style="list-style-type: none"> • how responses of readers and viewers can range from empathetic to critical (ACELR004)
Analyse distinctive features in literary texts including:	<ul style="list-style-type: none"> • how text structures, language features and stylistic elements shape meaning and create particular effects and nuances, for example, through allusions, paradoxes and ambiguities (ACELR005) • examine different points of view represented in texts, for example those of characters, narrators and the implied author, and the ways in which these points of view are created (ACELR006) • the use of figurative language and rhetorical devices to represent concepts and shape arguments, for example, symbolism, metonymy, types of irony, patterns of imagery (ACELR009)
Creating analytical texts	<ul style="list-style-type: none"> • synthesise complex ideas and information in a sustained, structured argument using relevant textual evidence (ACELR011)
Create imaginative texts:	<ul style="list-style-type: none"> • experimenting with aspects of style and form to achieve deliberate effects (ACELR017)
Unit 2 Content Statements	English Literature: Content Descriptions
Analyse and reflect on the relationships between authors, texts and contexts including:	<ul style="list-style-type: none"> • the ways in which texts are influenced by other texts and by contexts (ACELR019)
Compare and evaluate the form, language and content of literary texts including:	<ul style="list-style-type: none"> • explain how composers (authors, poets, playwrights, directors, designers and so on) adapt language forms, features and structures of texts from other genres, periods and cultures in new texts, for example appropriations in popular culture and the use of literary allusion (ACELR025)
Creating imaginative texts	<ul style="list-style-type: none"> • integrate real and imagined experiences by selecting and adapting particular aspects of texts to create new texts (ACELR033) • use analysis of specific language concepts and literary devices in texts to inform the composition of imaginative texts (ACELR034)

Unit 3 Content Statements	English Literature: Content Descriptions
Evaluate the ways in which literary texts represent culture and identity including:	<ul style="list-style-type: none"> the power of language to represent ideas, events and people in particular ways (ACELR038)
Create analytical texts:	<ul style="list-style-type: none"> develop independent interpretations of texts supported by informed observation and close textual analysis (ACELR045) experimenting with different modes, mediums and forms. (ACELR048)
Create imaginative texts:	<ul style="list-style-type: none"> draw on knowledge and experience of literary devices, for example genre and hybridity, in creating new texts (ACELR050)
Unit 4 Content Statements	English Literature: Content Descriptions
Evaluate and reflect on the ways in which literary texts can be interpreted including:	<ul style="list-style-type: none"> how specific literary elements and forms shape meaning and influence responses, for example, mise-en- scène, enjambment, dramatic monologue and verse drama (ACELR059)

ACARA, *Australian English Curriculum: English Literature*, Accessed Jan 20, 2018 pp.97-114

Content Descriptions: English	Content Descriptions: English Literature	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
<p>Investigate the relationships between language, context and meaning by:</p> <ul style="list-style-type: none"> analyse how texts are created in and for a variety of contexts, audiences and purposes (ACEEN001) 	<p>Analyse and reflect on the relationships between authors, texts and contexts including:</p> <ul style="list-style-type: none"> the ways in which texts are influenced by other texts and by contexts (ACELR019) <p>Evaluate the ways in which literary texts represent culture and identity including:</p> <ul style="list-style-type: none"> the power of language to represent ideas, events and people in particular ways (ACELR038) <p>Compare and evaluate the form, language and content of literary texts including:</p> <ul style="list-style-type: none"> explain how composers (authors, poets, playwrights, directors, designers and so on) adapt language forms, features and structures of texts from other genres, 	<p>Significance</p> <p>Background knowledge</p> <p>Cultural knowledge</p>	<p>Part One: The City – memory, place and politics</p> <p>Modernism and Creativity</p> <p>Guidance</p> <ol style="list-style-type: none"> Explain the connection between modernism and creativity. Discuss: What thoughts, ideas, feelings come to mind when you read these definitions? ‘Modernity of yesterday is the tradition of today and the modernity of today will be the tradition of tomorrow.’ Jose Andres Puerla ‘Modernity is a qualitative, not chronological category.’ Theodore Adrono ‘The characteristic feature of modernity is criticism.’ Octovio Paz Discuss the final quote below and ask students to write their own understanding of what it means. ‘Modernity is the transitory, the fugitive, the contingent which make up one half of art; the other being the eternal and the immutable. The transitory (though) ... must not be neglected.’ Charles Baudelaire <p>The city: culture + place in layers</p> <ol style="list-style-type: none"> Explain, discuss or read notes from the worksheet about the city being a place of culture and layers Introduce contemporary digital artwork by Syrian artist Tammam Azzam, called ‘Freedom Graffiti’, which is part of a body of work called ‘Syrian Museum’. The deconstruction of the city is a key subject of Azzam’s work. Discuss: What does the city represent? Think about how people interact in a city, the physical aspects of the city, such as buildings, and culture. Brainstorm ideas. Look at Azzam’s ‘Freedom Graffiti’. Discuss: What does it make you think of? What feelings is it meant to evoke? How is this artwork paradoxical (suggesting a message by placing opposites together)? 		<p>Modernism and Creativity worksheet</p> <p>Azzam’s ‘Freedom Graffiti’</p>

	periods and cultures in new texts, for example appropriations in popular culture and the use of literary allusion (ACELR025)		<p>5. Ask students to complete the task below:</p> <p>Task</p> <p>a. Explain the importance of the title of the artwork 'Freedom Graffiti'. Refer to the textual elements of the image in your response. You might like to undertake some research.</p>		
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