

Unit of work:	People and Politics in WH Auden's Poetry	Year:	12 (Stage 6)
Duration:	8 weeks	Assessment:	Representation and Text essay
Concepts:	Representation and Text	Module:	C: Representation and Text
<p>Learning experiences: reading, writing, viewing, listening, creating</p> <p>Links to other learning areas:</p> <ul style="list-style-type: none"> • History <p>General capabilities:</p> <ul style="list-style-type: none"> • Literacy • Critical and creative thinking • Personal and social competence 			

Essential Learning Goal	Overarching Questions	Key Learning Ideas
To explore, analyse and evaluate how texts represent people and politics in WH Auden's poetry and related texts.	<ul style="list-style-type: none"> • How do texts represent ideas about people and politics? • How do texts explore the relationship between social purpose and form? • How are political perspectives, ideas, events or situations expressed in texts? • What are the impacts of politics acts on individual lives and society? 	<ul style="list-style-type: none"> • Representation and texts • People and politics • The relationship between social purpose and form • Personal responses about issues of representation • Politics perspectives and key ideas in WH Auden's poetry and related texts

Unit Focus/Rationale

This unit of work explores how texts represent 'people and politics' through a study of poetry by WH Auden and related texts. Students will develop informed personal responses about issues of representation and analyse the relationship between social purpose and form. Through their study of the prescribed texts and related texts students will develop a deep understanding of how texts explore ideas such as power, authority and the role of the individual. Students will analyse how texts represent individual, shared or competing political perspectives, ideas, events or situations and analyse the impact political acts like 'writing' may have on individual lives or society more broadly. Students will develop their thesis about this and make judgments about how medium of production, textual form and choice of language shape meaning and influence perspectives. Students will also develop skills in writing an essay that explores Representation and Text.

Resources

From S. Smith, *The Cambridge Companion to Auden*, Cambridge University Press, 2005:

- Nicholas Jennings, 'Auden in America'
- Ian Sansom, 'Auden and influence'
- 'Richard Davenport-Hines, Auden's life and character'
- Patrick Deane, 'Auden's England'
- Edward Mendelson, 'The European Auden'
- Stan Smith, 'Auden's light and serio-comic verse'
- Peter Porter, 'Auden's language and style'
- John Lucas, 'Auden's politics: power, authority and the individual'
- Rod Mengham, 'Auden, psychology and society'
- Gareth Reeves, 'Auden and Religion'
- Paola Marchetti, 'Auden's landscapes'
- Rainer Emig, 'Auden and ecology'

Related texts

- *New York Times*, September 1, 1939

<http://www.nytimes.com/learning/general/onthisday/big/0901.html>

- Boat people image:

www.boat-people.org

- Orwell, George, 'Notes on Nationalism', Polemic London, 1945

http://orwell.ru/library/essays/nationalism/english/e_nat

- Mendelsohn, Daniel, 'The Mad Men Account', *The New York Review*, February 24, 2011

<http://www.nybooks.com/articles/2011/02/24/mad-men-account/>

- Singer, Peter, 'The Troubled Life of Nim Chimsky', *The New York Review*, August 18, 2011

<http://www.nybooks.com/daily/2011/08/18/troubled-life-nim-chimsky/>

- Bernard, April, 'A Genius ill-Served', *The New York Review*, March 24, 2011

<http://www.nybooks.com/articles/2011/03/24/genius-ill-served/>

- Baker, Russel, 'Overgrown Boys', *The New York Review*, January 12, 2012

<http://www.nybooks.com/articles/2012/01/12/overgrown-boys/>

- McMurtry, Larry, 'Marilyn', *The New York Review*, March 10, 2011

<http://www.nybooks.com/articles/2011/03/10/mari>

Formative Assessment	Summative Assessment	Outcomes
Deconstruction of two poems Deconstruction of one related text Essay paragraphs Essay plan	Representation and Text essay	2. A student explains relationships among texts. 4. A student explains and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses. 5. A student explains and evaluates the effects of textual forms, technologies and their media of production on meaning. 7. A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts. Outcomes of the <i>English Stage 6 Syllabus</i> https://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/english-syllabus-from2010.pdf (accessed 07 January 2017). © Board of Studies