


PEOPLE AND POLITICS IN WH AUDEN’S POETRY – UOW SAMPLE LESSON

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
<p>4. Students learn about the ways in which language forms and features, and structures of texts shape meaning and influence responses by:</p> <p>4.1 explaining and analysing the effects of a variety of language forms and features, and the structures of texts</p> <p>4.2 identifying a range of possible responses to texts influenced by their language forms and features, and their structure</p> <p>4.3 using various language forms and features, and structures of texts to influence meaning and responses.</p> <p>7. Students learn to communicate information, ideas and values for a variety of purposes, audiences and contexts by:</p> <p>7.1 identifying and explaining the effects of language forms and features, and structures of texts</p> <p>7.2 composing and adapting texts to address different purposes and audiences.</p>	<p><b>Intellectual quality</b> Deep knowledge Deep understanding Higher-order thinking Metalinguage</p> <p><b>Quality learning environment</b> Explicit quality criteria</p> <p><b>Significance</b> Cultural knowledge Knowledge integration</p>	<p><b>Deconstructing ‘In Memory of W.B. Yeats’</b></p> <p><b>Guidance</b></p> <ol style="list-style-type: none"> <li>1. Explain, discuss or read notes from the worksheet about deconstructing ‘In Memory of W.B. Yeats’.</li> <li>2. Ask students to complete the exercise below:</li> </ol> <p><b>Exercise</b></p> <ol style="list-style-type: none"> <li>i. Use the notes and your readings to help you as you fill in the deconstruction table about ‘In Memory of W.B. Yeats’ by making your own notes about the following: <ul style="list-style-type: none"> <li>• literary and cultural context</li> <li>• textual features such as: <ul style="list-style-type: none"> <li>○ structural (and relate to the whole text, including layout)</li> <li>○ figurative (and relate to sentence and word level)</li> <li>○ grammatical features.</li> </ul> </li> </ul> </li> </ol> <p><b>Diversity of Learners</b> To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below:</p> <p><b>Extension</b> Write at least a 300–word paragraph analysing how people and politics are represented in ‘In Memory of W.B. Yeats’.</p>		<p>Deconstructing ‘In Memory of W.B. Yeats’ worksheet</p>