

NSW HSC English Common Module: Exploring  
Human Experiences in Selected Poems by  
Kenneth Slessor and Related Texts

Unit of Work

(NSW English Stage 6 Syllabus  
for the Australian curriculum:  
Standard, Advanced and  
English Studies – Year 12)

Unit overview and lessons  
based on analysing how  
human experiences are  
represented in selected  
poems of Kenneth Slessor  
and related texts, including  
analysis of context and  
language forms and features



SHELLEY MCNAMARA

*Qwiller*

[www.qwiller.com.au](http://www.qwiller.com.au)

NSW HSC English: Common Module:  
Exploring Human Experiences in  
Selected Poems by Kenneth Slessor  
and Related Texts:  
Unit of Work  
(for the NSW English Stage 6  
(Standard and Advanced) Syllabus  
for the Australian curriculum)

Shelley McNamara

*Qwiller*

[www.qwiller.com.au](http://www.qwiller.com.au)

First published 2018 by QWILLER

Visit our website at [www.qwiller.com.au](http://www.qwiller.com.au)

Copyright © Shelley McNamara 2018

All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the copyright owner, except under conditions described in the Copyright Act 1968 of Australia (the Act) and subsequent amendments and conditions described in the Terms of Use on [www.qwiller.com.au](http://www.qwiller.com.au). Exception also applies to license agreements for bi-annual subscribers. See the website for details. All enquiries are to be made to the publisher at the address above.

A licence must be obtained and a remuneration notice must be given to a Copyright Agency Limited (CAL) if educational institutions wish to copy any part of this unit of work for educational purposes under the Act. Then, a maximum of 10% of this unit of work is allowed to be copied by any educational institution for its educational purposes. Licence restrictions must be adhered to. For details of the CAL licence contact: Copyright Agency Limited, Level 15, 233 Castlereagh Street, Sydney, NSW 2000. Telephone: (02) 9394 7600. Facsimile: (02) 9394 7601. Email: [info@copyright.com.au](mailto:info@copyright.com.au)

Cataloguing data

Author: Shelley McNamara

ISBN: 978-1-925624-93-9

Title: *NSW HSC English: Common Module: Exploring Human Experiences in Selected Poems by Kenneth Slessor and Related Texts: Unit of Work for the NSW Stage 6 Syllabus (Standard and Advanced) for the Australian curriculum*

Publisher: Shelley McNamara

Editor: Shelley McNamara

Image: Kenneth Slessor







<https://mypoeticside.com/poets/kenneth-slessor-poems>

Cover design: Toby Andrews [www.lilypad.com.au](http://www.lilypad.com.au)

Typeset in Avenir Next 10 pt and Tekton Pro Bold Cond 10 pt

## Acknowledgements

Thank you to John Ryan at Southern Cross Distance Education Centre for his guidance and advice whilst creating this education resource.

<b>Unit of work:</b>	NSW HSC English: Common Module: Exploring Human Experiences in Selected Poems by Kenneth Slessor and Related Texts	<b>Year:</b>	12 (Stage 6)
<b>Duration:</b>	10 weeks	<b>Assessment:</b>	Creative Portfolio/Essay
<b>Concepts:</b>	Representation, human experiences, personal critique	<b>Module:</b>	Common
<b>English Textual Concepts:</b>	Code and Convention, Context	<b>Course:</b>	(NESA), <i>NSW Syllabus for the Australian curriculum: Standard and Advanced Stage 6</i>
<b>Learning experiences:</b>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Viewing</li> <li>• Creating</li> <li>• Representing</li> </ul>	<b>General capabilities:</b>	<ul style="list-style-type: none"> <li> Critical and creative thinking</li> <li> Ethical understanding</li> <li> Literacy</li> <li> Personal and social capability</li> </ul>
<b>Link to other learning areas:</b>	<ul style="list-style-type: none"> <li>• History</li> </ul>	<b>Other learning across the curriculum areas</b>	<ul style="list-style-type: none"> <li> Civics and citizenship</li> <li> Difference and diversity</li> </ul>

Essential Learning Goal	Overarching Questions
<ol style="list-style-type: none"> <li>1. How you personally perceive the representation of human experiences in texts? Representation is shown through the text's construction, context, language and other features.</li> <li>2. How does the text invite you to: <ul style="list-style-type: none"> <li>• see the world differently</li> <li>• challenge your assumptions about the world</li> <li>• think of new ideas about the world we live in?</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. What view of human experiences does this text produce? How? Why is this important?</li> <li>2. Where are gaps and contradictions? What might be missing from the picture?</li> <li>3. Whose interests are served?</li> <li>4. What are the assumptions about gender/culture/class?</li> <li>5. Does it reinforce/create stereotypes?</li> <li>6. How does this text challenge, criticise, transform or resist?</li> <li>7. What paradoxes and anomalies about the human condition and experiences are represented?</li> <li>8. How do human experiences represent culture and identity? In what ways are these representations significant?</li> </ol>

## NSW English Standard Stage 6 (Year 12) Syllabus: Objectives, Outcomes & Content Descriptions

English (Standard) Objectives	HSC English (Standard) Outcomes	Content Statements	HSC English (Standard) Content Descriptions
<b>Objective A</b> Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing.	<b>Outcome 1</b> <b>A student:</b> independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN12-1 <b>Related Life Skills outcomes:</b> ENLS6-1, ENLS6-2, ENLS6-3	Engage personally with texts	<ul style="list-style-type: none"> <li>compose considered and well-crafted personal responses to texts and critically consider the responses of others 🌟🌟🌟</li> </ul>
		Develop and apply contextual knowledge	<ul style="list-style-type: none"> <li>explain how and why texts influence and position readers and viewers (ACEEN040) 🌟🌟</li> </ul>
		Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> <li>analyse and assess the ways language features, text structures and stylistic choices shape points of view and influence audiences (ACEEN024) 🌟</li> <li>apply and articulate criteria used to evaluate a text or its ideas</li> </ul>
		Respond to and compose texts	<ul style="list-style-type: none"> <li>develop creative, informed and sustained interpretations of texts supported by close textual analysis (ACELR062) 🌟📖📖</li> <li>compose texts that combine different modes and media for a variety of contexts, audiences and purposes 📺</li> </ul>
English (Standard) Objectives	HSC English (Standard) Outcomes	Content Statements	HSC English (Standard) Content Descriptions
<b>Objective B</b> Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to use language to shape and make meaning according to purpose, audience and context.	<b>Outcome 3</b> <b>A student:</b> analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning EN12-3 <b>Related Life Skills outcomes:</b> ENLS6-7	Engage personally with texts	<ul style="list-style-type: none"> <li>engage with complex texts through their language forms, features and structures to understand and appreciate the power of language to shape meaning 🌟🌟</li> </ul>
		Develop and apply contextual knowledge	<ul style="list-style-type: none"> <li>understand and use language appropriately and effectively for particular purposes, for example making connections, questioning, challenging, analysing, speculating and generalising 📖🌟</li> <li>analyse how language choices are made for different purposes and in different contexts using appropriate metalanguage (ACEEN002) 🌟🌟</li> <li>use appropriate and effective form, content, style and tone for different purposes and audiences and assess their effectiveness in real and imagined contexts (ACEEN011) 🌟📖🌟</li> <li>appreciate the uses and value of Standard Australian English for a variety of purposes, audiences and contexts 📖🌟</li> </ul>

		Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> <li>explain the ways text structures, language features and stylistic choices are used in different types of texts (ACEEN005) ✨</li> <li>investigate and use specific vocabulary, including evaluative language, to express shades of meaning, feeling and opinion</li> <li>use accurate spelling, punctuation, syntax and metalanguage (ACEEN017) ✨</li> <li>analyse, assess and experiment with the interplay between imaginative, persuasive and interpretive techniques ✨ ✨</li> </ul>
		Respond to and compose texts	<ul style="list-style-type: none"> <li>understand and appreciate how language features, text structures and stylistic choices are effectively integrated in a range of quality literature and other texts and apply this understanding to their own compositions ✨ ✨</li> <li>control language features, text structures and stylistic choices of texts to shape meaning and influence responses ✨ ✨ ✨ ✨</li> </ul>
<b>English (Standard) Objectives</b>	<b>HSC English (Standard) Outcomes</b>	<b>Content Statements</b>	<b>HSC English (Standard) Content Descriptions</b>
<b>Objective C</b> Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to think in ways that are imaginative, creative, interpretive and critical.	<b>Outcome 5</b> <b>A student:</b> thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments EN12-5  <b>Related Life Skills outcomes:</b> ENLS6-9	Engage personally with texts	<ul style="list-style-type: none"> <li>investigate a wide range of texts, including those by and about Aboriginal and/or Torres Strait Islander People(s), in order to think broadly, deeply and flexibly in imaginative, creative, interpretive and analytical ways ✨ ✨ ✨</li> <li>appreciate the value of thinking about texts in different ways ✨ ✨ ✨</li> </ul>
		Develop and apply contextual knowledge	<ul style="list-style-type: none"> <li>analyse how the contexts of composers (authors, poets, playwrights, directors, designers and so on) or responders (readers, listeners, viewers, an audience and so on) influence their perspectives and ideas ✨ ✨ ✨</li> </ul>
		Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> <li>understand, assess and appreciate how different language features, text structures and stylistic choices can be used to represent different perspectives and attitudes ✨ ✨</li> <li>assess the effects of rhetorical devices, for example emphasis, emotive language and imagery in the construction of argument (ACEEN025) ✨ ✨ ✨ ✨</li> </ul>
		Respond to and compose texts	<ul style="list-style-type: none"> <li>synthesise information and ideas for a range of purposes, including development of sustained, evidence-based, logical and complex argument (ACEEN071) ✨ ✨ ✨</li> <li>use the information and ideas gathered from a range of texts to present perspectives in analytical, expressive and imaginative ways ✨ ✨ ✨ ✨</li> <li>assess their own and others' justifications, evidence and point of view (ACELR064) ✨ ✨ ✨ ✨ ✨</li> </ul>

	<p><b>Outcome 6</b>  <b>A student:</b> investigates and explains the relationships between texts EN12-6</p> <p><b>Related Life Skills outcomes:</b> ENLS6-10</p>	<p>Develop and apply contextual knowledge</p> <p>Understand and apply knowledge of language forms and features</p> <p>Respond to and compose texts</p>	<ul style="list-style-type: none"> <li>explain similarities and differences between and among texts with reference to their contexts 🌐</li> <li>investigate the relationships between text and context by undertaking close analysis of texts (ACEEN060) 🌐</li> <li>compare the forms, features and structures of texts from different contexts to draw conclusions about their effectiveness in communicating ideas ⚙️🌐🌟</li> <li>analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts</li> <li>compose imaginative texts that make thematic or stylistic connections with other texts or refer to other texts for particular purposes ⚙️🌐</li> </ul>
<b>English (Standard) Objectives</b>	<b>HSC English (Standard) Outcomes</b>	<b>Content Statements</b>	<b>HSC English (Standard) Content Descriptions</b>
<p><b>Objective D</b>  Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to express themselves and their relationships with others and their world.</p>	<p><b>Outcome 7</b>  <b>A student:</b> explains and evaluates the diverse ways texts can represent personal and public worlds EN12-7</p> <p><b>Related Life Skills outcomes:</b> ENLS6-11</p>	Engage personally with texts	<ul style="list-style-type: none"> <li>explain how their personal values and perspectives are reconsidered through their engagement with a variety of texts, including those by and about Aboriginal and/or Torres Strait Islander People(s) 🇺🇸🌐🌟</li> </ul>
		Develop and apply contextual knowledge	<ul style="list-style-type: none"> <li>assess the impact of context on shaping the social, moral and ethical positions represented in texts ⚙️🌐</li> <li>explain how responses to texts vary over time and in different cultural contexts (ACEEN031) 🌐🌟</li> </ul>
		Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> <li>analyse and assess the diverse ways in which creative and critical texts can represent human experience, universal themes and social contexts ⚙️🌐🌟</li> <li>analyse and assess the impact of language and structural choices on shaping own and others' perspectives (ACEEN028) ⚙️🌐🌟</li> </ul>
		Respond to and compose texts	<ul style="list-style-type: none"> <li>recognise and evaluate different interpretations of texts that derive from different perspectives ⚙️🌐</li> <li>compose imaginative, interpretive and critical texts that reflect particular values and perspectives, including their own 🇺🇸🌐🌟</li> <li>analyse, explain and evaluate the ways ideas, voices and points of view are represented for particular purposes and effects (ACEEN029) 🇺🇸🌐🌟</li> </ul>



## NSW English Advanced Stage 6 Syllabus (Year 12) – Objectives, Outcomes & Content Descriptions

HSC English (Advanced) Objectives	HSC English (Advanced) Outcomes	Content Statements	HSC English (Advanced) Content Descriptions
<p><b>Objective A</b></p> <p>Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing.</p>	<p><b>Outcome 1</b></p> <p><b>A student:</b> independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EA12-1</p>	Engage personally with texts	<ul style="list-style-type: none"> <li>evaluate the relationship between responder, composer, text and context 🌐📖</li> <li>critically evaluate the aesthetic qualities of texts and the power of language to express personal ideas and experiences 🗣️🌐🌐🌐</li> </ul>
		Develop and apply contextual knowledge	<ul style="list-style-type: none"> <li>critically engage with complex texts from a variety of personal, social, historical and cultural contexts, and evaluate how these contexts impact on meaning 🗣️🌐🌐</li> <li>analyse and evaluate how and why texts influence and position readers and viewers (ACEEN040) 🌐🗣️</li> </ul>
		Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> <li>analyse how text structures, language features and stylistic elements shape meaning and create particular effects and nuances, for example through allusions, paradoxes and ambiguities (ACELR005) 🌐🗣️</li> <li>judiciously select aspects of language, style and convention to represent experience for interpretive, imaginative and evaluative purposes 🌐📖</li> </ul>
		Respond to and compose texts	<ul style="list-style-type: none"> <li>develop a creative, informed and sustained interpretation of texts supported by close textual analysis (ACELR062) 🌐</li> <li>compose texts that integrate different modes, media and forms and assess the impacts of this combination on meaning and response (ACELR065) 📖🗣️🗣️</li> </ul>
HSC English (Advanced) Objectives	HSC English (Advanced) Outcomes	Content Statements	HSC English (Advanced) Content Descriptions
<p><b>Objective B</b></p> <p>Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to use language to shape and make meaning</p>	<p><b>Outcome 3</b></p> <p>› <b>A student:</b> critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes,</p>	Engage personally with texts	<ul style="list-style-type: none"> <li>engage with complex texts through their specific language forms, features and structures to understand particular representations of human experience and appreciate the power of language to shape meaning 🗣️🗣️🌐</li> <li>explore and evaluate how mode, medium and form shape and inform responses to texts</li> </ul>
		Develop and apply contextual knowledge	<ul style="list-style-type: none"> <li>critically select, use and analyse language forms and features in a variety of personal, social and cultural contexts and reflect on how these choices influence responses 🗣️🌐</li> <li>use appropriate and effective form, content, style and tone for different purposes and audiences and evaluate their effectiveness in real and imagined contexts (ACEEN011)</li> </ul>


according to purpose, audience and context.	audiences and contexts and evaluates their effects on meaning EA12-3	Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> <li>• skilfully use language for making connections, questioning, affirming, challenging and speculating about texts with clarity and control</li> <li>• skilfully use appropriate language and terminology of critical and creative expression in refining arguments, interpreting texts and crafting imaginative compositions (ACELR063) ✨</li> <li>• make innovative and imaginative use of language features including punctuation and syntax for particular effects (ACEEN051) ✨</li> </ul>
		Respond to and compose texts	<ul style="list-style-type: none"> <li>• support critical interpretations of texts through sustained argument and relevant detailed textual analysis (ACELR046) ✨</li> <li>• analyse and evaluate the effectiveness of language patterns in their own and others' compositions, for example grammatical and figurative choices ✨</li> </ul>
<b>HSC English (Advanced) Objectives</b>	<b>HSC English (Advanced) Outcomes</b>	<b>Content Statements</b>	<b>HSC English (Advanced) Content Descriptions</b>
<b>Objective C</b> Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to think in ways that are imaginative, creative, interpretive and critical.	<b>Outcome 5</b> › <b>A student:</b> thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments EA12-5	Engage personally with texts	<ul style="list-style-type: none"> <li>• critically investigate a wide range of complex texts, including those by and about Aboriginal and/or Torres Strait Islander People(s), in order to think broadly, deeply and flexibly in imaginative, creative, interpretive and analytical ways 🙌🌐🌟🌟🌐</li> </ul>
		Develop and apply contextual knowledge	<ul style="list-style-type: none"> <li>• evaluate the influence of the contexts of composers and responders on perspectives and ideas 🙌🌐</li> <li>• engage critically and creatively with a wide range of texts which may be informed by different critical perspectives ✨</li> </ul>
		Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> <li>• analyse how different language forms, features and structures can be used to represent different perspectives 🙌🌐🌟🌟🌐</li> <li>• critically evaluate the use of figurative language and rhetorical devices to represent concepts and shape arguments, for example symbolism, metonymy, irony or imagery (ACELR009) ✨🌟🌟🌟</li> </ul>
		Respond to and compose texts	<ul style="list-style-type: none"> <li>• critically evaluate own and others' arguments, justifications, evidence and points of view (ACELR064) ✨🌟</li> <li>• analyse and evaluate the effectiveness of argument in imaginative, informative and persuasive texts ✨📺📺</li> <li>• compose creative and critical texts that affirm or challenge ideas, values and perspectives that are represented in texts 🗣️🗣️</li> </ul>

HSC English (Advanced) Objectives	HSC English (Advanced) Outcomes	Content Statements	HSC English (Advanced) Content Descriptions
<b>Objective C</b> Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to think in ways that are imaginative, creative, interpretive and critical.	<b>Outcome 6</b> › <b>A student:</b> investigates and evaluates the relationships between texts EA12-6	Engage personally with texts	<ul style="list-style-type: none"> <li>read, listen and/or view widely to compare and contrast how composers use patterns and conventions in texts, for example through wordplay, parody and hybridity, and the ways in which appropriations of earlier texts allow new insights into original texts (ACELR024) 🗣️ 📺 📖</li> </ul>
		Develop and apply contextual knowledge	<ul style="list-style-type: none"> <li>evaluate how texts reflect, confirm or challenge expectations associated with particular genres and styles</li> <li>analyse the ways in which perspectives are conveyed through texts drawn from other times and cultures, and how these may be renewed for a contemporary Australian audience (ACELR057) 🗣️ 🌐 📺 🗣️</li> </ul>
		Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> <li>compare and evaluate the use of textual conventions and patterns in texts from different contexts to deepen their understanding of how meaning is made 🗣️ 🌐 📺</li> <li>analyse how composers (authors, poets, playwrights, directors, designers and so on) combine elements from different texts, sources and genres to create new texts for particular audiences and purposes 🗣️ 📺 📖</li> </ul>
		Respond to texts	<ul style="list-style-type: none"> <li>critically analyse how intertextuality and textual appropriation influence interpretation and meaning 🗣️</li> <li>evaluate and discuss whether textual appropriations lead to a deeper understanding of the original text and their own cultural context 🗣️ 🗣️</li> <li>adapt literary conventions for specific audiences, challenging conventions and reinterpreting ideas and perspectives (ACELR051) 🗣️</li> </ul>
HSC English (Advanced) Objectives	HSC English (Advanced) Outcomes	Content Statements	HSC English (Advanced) Content Descriptions
<b>Objective D</b> Through responding to and composing a wide range of texts and through the close study of texts, students will develop	<b>Outcome 7</b> › <b>A student:</b> evaluates the diverse ways texts can represent personal and public	Engage personally with texts	<ul style="list-style-type: none"> <li>appreciate, analyse and speculate about the power of language to represent personal and public worlds for critical reflection and pleasure (ACELR038) 🗣️ 🗣️ 📺</li> </ul>
		Develop and apply contextual knowledge	<ul style="list-style-type: none"> <li>evaluate the effect of context on shaping the social, moral and ethical perspectives in texts 🗣️ 🗣️ 🗣️</li> <li>evaluate how texts, including their own compositions, are influenced by personal, social and cultural contexts and recognise how they are valued 🗣️ 🗣️ 🗣️ 🗣️ 🗣️</li> </ul>

knowledge, understanding and skills in order to express themselves and their relationships with others and their world.	worlds and recognises how they are valued EA12-7	Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> <li>• evaluate and select language forms, features and structures of texts to represent diverse human experience, universal themes and social, cultural and historical contexts 🖐️🌐🌍</li> <li>• evaluate how particular thematic, aesthetic, generic and technological elements represent personal and public worlds and reflect on how this influences how texts are valued 🖐️🌐💻🌍</li> </ul>
		Respond to and compose texts	<ul style="list-style-type: none"> <li>• evaluate interpretations of texts that derive from different perspectives and recognise how this influences personal composition and response 🖐️🌐🌍</li> <li>• experiment in own compositions with the different ways in which form, personal style, language and content engage and position the audience (ACELR052) 🌐💻🌍</li> </ul>

NSW Education Standards Authority (NESA), *NSW Syllabus for the Australian curriculum: Advanced Stage 6*, April 2017, pp.43-51

© NESA

Content Descriptions: Standard English	Content Descriptions: Advanced English	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
<p><b>Outcome 1</b> <b>Engage personally with texts</b></p> <ul style="list-style-type: none"> <li>evaluate the relationship between responder, composer, text and context</li> <li>compose considered and well-crafted personal responses to texts and critically consider the responses of others</li> </ul> <p><b>Outcome 3</b> <b>Understand and apply knowledge of language forms and features</b></p> <ul style="list-style-type: none"> <li>analyse, assess and experiment with the interplay between imaginative, persuasive and interpretive techniques</li> </ul>	<p><b>Outcome 1</b> <b>Engage personally with texts</b></p> <ul style="list-style-type: none"> <li>evaluate the relationship between responder, composer, text and context</li> <li>critically evaluate the aesthetic qualities of texts and the power of language to express personal ideas and experiences</li> </ul> <p><b>Outcome 3</b> <b>Understand and apply knowledge of language forms and features</b></p> <ul style="list-style-type: none"> <li>skilfully use language for making connections, questioning, affirming, challenging and speculating about texts with clarity and control</li> </ul>	<p><b>Intellectual quality</b> <b>Higher-order Thinking</b> <b>Metalanguage</b></p>	<p><b>Exploring human experiences in texts</b></p> <p><b>Guidance</b></p> <ol style="list-style-type: none"> <li>Explain, discuss or read notes from the worksheet about how to explore human experiences by looking at the ways texts convey identity and culture and invite responders to: <ul style="list-style-type: none"> <li>see the world differently</li> <li>challenge your assumptions about the world</li> <li>think of new ideas about the world we live in.</li> </ul> </li> <li>Discuss what is being said about personal and collective human experiences through the following aspects of the poster for the documentary, <i>Human Experiences</i>: <ul style="list-style-type: none"> <li>title of film</li> <li>the real and imagined</li> <li>the documentary medium</li> <li>culture and identity.</li> </ul> </li> </ol> <p><b>Task</b></p> <ol style="list-style-type: none"> <li>Write 3-4 sentences explaining what this poster reflects about human experiences.</li> <li>How have the ideas in the poster ignited new ideas about identity and culture? Explain these.</li> </ol>		<p>Exploring human experiences in texts worksheet</p> <p><a href="https://pdasp.eakers.com/steaker/802/The_HumanExperience">https://pdasp.eakers.com/steaker/802/The_HumanExperience</a></p>