

| | |
|----------------|-----------------------------------|
| Subject | FOUNDATION ENGLISH |
| | 10 |
| | WAR PERSPECTIVES IN POETRY |

| | | | |
|----------------------|---|---|---|
| 2: WAR LEGACY | Unit 2 War Perspectives and War Poetry | In this unit, students will explore the theme of War and will engage with a variety of personal perspectives through poetry. They will have the opportunity to engage with visual and written texts, as well as create their own texts to convey a war perspective. Students will support their ideas with multimodal elements to strengthen their responses. | Culminating Activity: Poem and Explanation |
|----------------------|---|---|---|

| Week | Learning Activities |
|-------------|----------------------------|
|-------------|----------------------------|

Please note: all resources referred to are available in Class Notebook. Students in this subject have been emailed a link to this space through their school email address. When they open the Class Notebook for the first time, it is recommended they bookmark the link.

It is recommended that students continue to engage in some reading – preferably at least 15 minutes per day. Student should choose a variety of texts; novels, magazines, paper for reading.

| | |
|---|--|
| <p>WEEK 1 – 20 April</p> <p>Knowledge: <i>We are learning about the theme of war</i></p> <p>Skill: <i>We are learning to identify the characteristics associated with War and the individuals involved.</i></p> | <p>Introduction to the theme of War</p> <ul style="list-style-type: none"> Consider the theme of war – <i>brainstorm scaffold</i> A soldier at war – <i>Frayer Model sheet</i> Extending vocabulary – <i>key vocabulary sheet</i> |
| <p>WEEK 2 – 27 April</p> <p>Knowledge: <i>We are learning about war perspectives</i></p> <p>Skill: <i>We are learning to identify and explain the war experiences that form individual perspectives</i></p> | <p>War Perspectives</p> <ul style="list-style-type: none"> Review – what is a perspective? Deconstruct Perspectives – <i>war perspectives sheet</i> Activity 1 – <i>Indigenous ANZAC's</i> |
| <p>WEEK 3 – 4 May</p> <p>Knowledge: <i>We are learning about war perspectives in visual texts</i></p> <p>Skill: <i>We are learning to compare and contrast the perspectives presented in a range of visual texts</i></p> | <p>War Perspectives in Visual Texts</p> <ul style="list-style-type: none"> Consider how images/photos portray different perspectives – <i>PowerPoint (Visual Texts War Perspectives)</i> Review images and explain meaning – <i>Visual Texts War Perspectives worksheet</i> Activity – write a paragraph to explain the perspectives seen in one of the visual text. Use <i>Visual Text Paragraph scaffold</i> |
| <p>WEEK 4 – 11 May</p> <p>Knowledge: <i>We are learning about war perspectives in written texts</i></p> <p>Skill: <i>We are learning to compare and contrast the perspectives presented in visual texts with those in written texts</i></p> | <p>War Perspectives in Written Texts (Letters, Poetry)</p> <ul style="list-style-type: none"> Read the written texts from WW1 – <i>Written Texts War Perspectives</i> Activity 1 – <i>Standing in the shoes of others</i> (soldier) Activity 2 – <i>Standing in the shoes of others</i> (loved one) |
| <p>WEEK 5 – 18 May</p> <p>Knowledge: <i>We are learning about Poetic Devices</i></p> <p>Skill: <i>We are learning to identify specific poetic devices used in poetry and explain how they influence a reader</i></p> | <p>Poetic Devices</p> <ul style="list-style-type: none"> Investigate a range of poetic devices – <i>Poetry Toolbox worksheet</i> Read war poems – <i>War Poem Information Sheet</i> Choose one war poem and identify key poetic devices (rhyme, repetition, alliteration etc.) – <i>Use Poetry Toolbox</i> |

| | |
|--|---|
| <p>WEEK 6 – 25 May</p> <p>Knowledge: We are learning about war perspectives in poetry</p> <p>Skill: We are learning to present a war perspective through an original poem</p> | <p>Constructing Original Poem</p> <ul style="list-style-type: none"> Identify war perspective – <i>War Perspectives Stimulus to support ideas</i> Construct poem – <i>PowerPoint + sticky notes/paper (Write your poem)</i> Word process original poem and submit to teacher for feedback |
| <p>WEEK 7 – 1 June</p> <p>Knowledge: We are learning about war perspectives in poetry and the inclusion of poetic devices</p> <p>Skill: We are learning to explain how poetic devices influence how a reader is positioned to feel towards a topic/perspective</p> | <p>Poem Analysis</p> <ul style="list-style-type: none"> Review feedback from Teacher Analyse original poem and identify poetic devices – <i>Poetry Toolbox</i> Text construction (Explanation) – <i>Planning Sheet</i> |
| <p>WEEK 8 – 8 June</p> <p>Knowledge: We are learning about war perspectives in poetry and the inclusion of poetic devices</p> <p>Skill: We are learning to explain how poetic devices influence how a reader is positioned to feel towards a topic/perspective</p> | <p>Identifying Poetry Devices/Planning and Writing</p> <ul style="list-style-type: none"> Write Explanation – <i>Writing Scaffold and Exemplar (aligns to Planning Sheet)</i> Submit to teacher for feedback |
| <p>WEEK 9 – 15 June</p> <p>Knowledge: We are learning about war perspectives in poetry and the inclusion of poetic devices</p> <p>Skill: We are learning to explain how poetic devices influence how a reader is positioned to feel towards a topic/perspective</p> | <p>Developing Multimodal element (PowerPoint)</p> <ul style="list-style-type: none"> Review feedback from draft Construct Multimodal element – <i>PowerPoint Planning Sheet and Exemplar</i> Review and check that Explanation and PowerPoint align |
| <p>WEEK 10 – 22 June</p> <p>Knowledge: We are learning about war perspectives in poetry and the inclusion of poetic devices</p> <p>Skill: We are learning to explain how poetic devices influence how a reader is positioned to feel towards a topic/perspective</p> | <p>Polishing and submitting final copy</p> <ul style="list-style-type: none"> Polish and review final work (word documents) Submit to teacher |