# Student resource booklet

## Connecting phase – English Standard Module C

**Module case study** – Module C – The Craft of Writing

**Case study text** – ‘May the Pen Grace your Page’, Luka Lesson (performance poetry)

**Technology focus** – LinoIt and Google Drawings (support outlined in resource two) for asynchronous collaborative learning spaces

### Resource one – Syllabus description for Standard Module C

Module C – The Craft of Writing

In this module, students strengthen and extend their knowledge, skills and confidence as writers. They write for a range of authentic audiences and purposes to convey ideas with power and increasing precision.

Students appreciate, examine and analyse at least two challenging short prescribed texts as well as texts from their own wide reading, as models and stimulus for the development of their own ideas and written expression. They examine how writers of complex texts use language creatively and imaginatively for a range of purposes, to describe the world around them, evoke emotion, shape a perspective or to share a vision.

Through the study of texts drawn from enduring, quality texts of the past as well as from recognised contemporary works, students appreciate, analyse and assess the importance and power of language. Through a considered appraisal of, and imaginative engagement with these texts, students reflect on the complex and recursive process of writing to further develop their ability to apply their knowledge of textual forms and features in their own sustained and cohesive compositions.

During the pre-writing stage, students generate and explore ideas through discussion and speculations. Throughout the stages of drafting and revising, students experiment with a range of language forms and features for example imagery, rhetoric, voice, characterisation, point of view, dialogue and tone. Students consider purpose and audience to carefully shape meaning. During the editing stages students apply the conventions of syntax, spelling, punctuation and grammar appropriately and effectively for publication.

Students have opportunities to work independently and collaboratively to reflect, refine and strengthen their own skills in producing crafted, imaginative, discursive, persuasive and informative texts.

Note: students may revisit prescribed texts from other modules to enhance their experiences of quality writing.

[English Standard Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017.

### Resource two – technology information and links

* [LinoIt](https://en.linoit.com/) web app for sticky notes and photo sharing
* Venn Diagrams can be created in Googler Docs using Google Drawing. Third Party services on the web will also create these for you.
* Mentimeter link and activities available at [mentimeter.com](https://www.mentimeter.com/).

### Resource three – stimulus quote from Luka Lesson

*“*Don’t stop questioning, there is no point [stopping], as society keeps moving, and developing and growing, we can keep looking at history through a different lens, we can keep discovering things about our history that may not have been spoken about before, or lessons in our history and mythology and story that can now help us to not make those same mistakes again … We’re living in a really volatile time, and to just be unafraid and to be able to question what’s gone on before and to see people around us from different backgrounds, and histories and ethnicities as people that we can relate to and connect to and not use these ugly lenses that seem to be thrown around in society today.

It’s a never-ending journey of knowledge, and discovery if we just keep questioning everything.”

© Auran Abraham, The Creative Issue, 29 March 2018 [thecreativeissue.com.au/lessons-learned-luka-lesson/](https://www.thecreativeissue.com.au/lessons-learned-luka-lesson/)

### Resource four – Slamcraft Flow article

[sarahtemporal.com/2018/09/23/slamcraft-flow](https://sarahtemporal.com/2018/09/23/slamcraft-flow/) © Sarah Temporal

### Resource five – links to texts

* ‘May your Pen Grace the Page’, © Luka Lesson.

Recording of performance available at [Luka Lesson](https://www.youtube.com/watch?v=xuBdtaU3CaU) (duration 2:47) October 29, 2018 (youtube.com/watch?v=xuBdtaU3CaU)

Lyrics at [May Your Pen Grace The Page](http://www.lukalesson.com.au/blog/may-your-pen-grace-the-page-a4dcf853-1e50-4e51-b07f-fe37e524a5cd) (lukalesson.com.au/blog/may-your-pen-grace-the-page-a4dcf853-1e50-4e51-b07f-fe37e524a5cd).

* ‘Why I Write’, © Zohab Zee Khan.

Recording of performance available at [Why I Write – Zohab Zee Khan](https://www.youtube.com/watch?v=LMXRH5wHrCM) (duration 1:29) April 10, 2014 (youtube.com/watch?v=LMXRH5wHrCM)

Lyrics at [I write](https://www.criticalmuslim.io/four-poems-4/) (criticalmuslim.io/four-poems-4/).

* ‘[Why I Write’](https://www.orwellfoundation.com/the-orwell-foundation/orwell/essays-and-other-works/why-i-write/) © The Orwell Estate and Penguin Books.

### Resource 6 – making connections – analysis questions prompts

* the similar content of the two texts
* poetic and language techniques applied
* the different purposes of each poem
* how the purpose of the text influences the language choices made
* tone/mood/atmosphere/humour/satire
* how and why pace is used
* the power of verse – (link to Luka Lesson’s quote)
* the use of imperative language by Lesson and the difference in the positioning the reader as a result
* how point of view positions responders through narrative stance including limited 1st and 3rd person narrative.