# Student resource booklet

## Critical study phase – English Standard Module B Year 11

**Module case study** – Year 11 Module B – Close Study of Literature

**Case study text** – The poems of Wilfred Owen (p): ‘Dulce Et Decorum Est’, ‘Anthem For Doomed Youth’, ‘Mental Cases’, ‘Spring Offensive’ and ‘Exposure’

**Technology focus** – Zoom breakout rooms for group activities, Microsoft Sway, PowerPoint of Google Slides for student presentations.

### Resource one – module description

English Standard Year 11 Module B – close study of literature

In this module, students develop their knowledge and appreciation of a substantial literary print text. Through their close study of and personal responses to the text in its entirety, students develop an understanding of the ways that language features, text structures and stylistic choices can be used in literary texts.

Students study one literary print text, for example a prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet. They identify, analyse and respond to the ideas in the text and the ways in which meaning is shaped. Students examine the conventions that are particular to their chosen literary form, and the ways that authors use, manipulate and/or challenge those conventions.

Through their critical and creative responses to the text, students develop their understanding of the use and effects of elements such as style, tone and mood. They further develop their critical skills to analyse and assess the ways meaning is shaped and conveyed.

Through their engagement with the text and their own compositions, students further develop their personal connections with, and enjoyment of the text, enabling them to express their personal interpretation of its meaning and importance. They express their ideas clearly and cohesively using appropriate register, structure and modality. They plan, draft and refine their own written and spoken texts, applying the conventions of syntax, spelling and grammar appropriately for their audience, context and purpose.

[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 – SLIMS poem analysis table

Table 1: SLIMS poem analysis activity

|  |  |
| --- | --- |
| Analysis element: | Notes, examples, quotes from the poem: |
| Structure  How is the poem structured? Does it have stanzas with a regular number of lines, or are there any other interesting features of its structure? | Student answer space |
| Language  What kind of language (or diction) is used? Is this language relevant to the subject and/or theme? What effect does the language have on the poem’s meaning and the audience? | Student answer space |
| Imagery  Are there any notable examples of similes, metaphors, personifications or symbols in the poem? Any literal or emotive imagery that is created? What is its effect? | Student answer space |
| Movement including rhythm  When read or spoken/performed, does the poem have a regular (slow or fast) rhythm? What is the effect of any rhythmic qualities? | Student answer space |
| Sounds  Does the poem have any significant sound features, such as onomatopoeia, alliteration, or assonance? Does the poem rhyme? What are the effects of these features of sound on the meaning? | Student answer space |

### Resource three – the three level guide questions approach

**What it is**: levelled reading is a way to comprehend, interpret and apply difficult texts by working at the literal, interpretive and applied levels.

**What it does**: levelled reading helps readers to go beyond the surface of a text in a step-by-step way.

**Level 1 ‘Here’ (literal – reading what is right there)**

Here the reader finds the answer in the text. The reader might be asked to do any of the following:

* identify the main ideas of the paragraph or short story
* recall details that support the main ideas
* organize the sequence in which the main events occurred.

Examples of literal question starters:

* What happened?
* How many?
* How did?
* Who?
* What is?
* Which?

**Level 2 ‘Hidden’ (interpretive – reading between the lines)**

Here the reader interprets the information to find answers. The reader might be asked to do any of the following:

* predict endings and anticipate consequences
* state reasons for events
* make generalisations.

Examples of interpretive question starters:

* Why did?
* What was?
* What do you think about?
* Can you explain?
* How was this similar to?

**Level 3 ‘Head’ (applied – reading beyond the lines)**

Here the reader makes links between the text and his or her own experience and knowledge to develop an answer. The reader asks open-ended questions to promote deeper understanding and do the following:

* make generalisations
* make comparisons
* make judgments
* make recommendations and suggestions
* make decisions
* create alternative endings.

Examples of applied question starters:

* How would you?
* Do you agree?
* What would have happened if?
* How might?
* What effect does?
* If you were … what would you ...?

### Resource four – SPECCS template questions and student analysis table

Subject matter – what event, situation, issue or experience does the poem describe, examine or deal with? For example, her reaction/s to visiting the Reed Flute Cave.

Purpose – what is the poet’s purpose in writing this – what message does the poet want to communicate to the audience? For example, linking the wonder of this natural creation in China to the wonder of the creations of nature in Australia and travel as a broadening of the mind and soul.

Emotion – what is the main emotion, feeling or mood of the poem? Does the mood seem to change during the poem? What effect does this have and why? What emotions or feelings is the poet trying to evoke in the audience? For example, wonder, awe, feeling homesick for Stradbroke Island.

Context – what are the personal, historical and/or cultural contexts of the poem? What impact does the context/s have on the poem’s subject matter and purpose? Does the audience’s own context change the reception of the poem? For example – her home, references to the Rainbow Serpent.

Craftsmanship – this is the use of poetic devices. How does the poet achieve the effect? What specific devices or techniques have they used in the poem, and what is the effect of these on meaning? Refer to your SLIMS analysis to support your decisions. For example, her use of rhetorical questions, first person narration, use of present tense verbs, the metaphor of the snake etcetera.

Summary – what is the overall impact of the poem for you and other audiences? What makes it standout as a poem? How successful is it as a piece of communication about an issue/s? Does it successfully achieve the poet’s purpose?

Table 2: SPECCS poem analysis table

|  |  |
| --- | --- |
| Analysis element: | Notes, examples, quotes from the poem: |
| Subject matter  What event, situation, issue or experience does the poem describe, examine or deal with? | Student answer space |
| Purpose  What is the poet’s purpose in writing this – what message does the poet want to communicate to the audience? | Student answer space |
| Emotion  What is the main emotion, feeling or mood of the poem? Does the mood seem to change during the poem? What effect does this have and why? What emotions or feelings is the poet trying to evoke in the audience? | Student answer space |
| Context  What are the personal, historical and/or cultural contexts of the poem? What are the cultural assumptions and values conveyed in the poem? What impact does the context/s have on the poem’s subject matter and purpose? Does the audience’s own context change the reception of the poem? | Student answer space |
| Craftsmanship  This is the use of poetic devices. How does the poet achieve the effect? What specific devices or techniques have they used in the poem, and what is the effect of these on meaning? Refer to your SLIMS analysis to support your decisions. | Student answer space |
| Summary  What is the overall impact of the poem for you and other audiences? What makes it standout as a poem? How successful is it as a piece of communication about an issue/s? Does it successfully achieve the poet’s purpose? | Student answer space |

### Resource five – peer feedback form

Do they have a slide for each SPECCS aspect?

* Yes
* No

Does their information respond to the stimulus questions for each aspects?

* Yes
* No

Do they use an image in each slide to support their evaluation?

* No
* Yes, supports what they have written but adds no new information.
* Yes, and adds more information to their written explanation.

Have they used specific details, textual analysis and direct quotations in each slide to support their evaluation?

* Yes
* No

Are their ideas clearly conveyed by their choices? Tick all that are appropriate:

* Layout of the slide.
* Organisation of their ideas.
* Expression.
* Vocabulary choices.
* Font choice and size of their writing.

Does their summary slide make it clear what their personal response to the poem is?

* Yes
* No

Medal one (What would you give an award to for this piece of writing?):

| Student answer space |
| --- |

Medal two (Another award):

| Student answer space |
| --- |

Mission (What does the writer most need to work on now?):

| Student answer space |
| --- |

Teacher note – the feedback form could be transferred to a Google/Microsoft Form for digital feedback.

### Resource six – mini essay feedback form

Does their first paragraph introduce the name of the poet and the work and identify the key message/s of the poem?

* Yes
* No

Key message is:

| Student answer space |
| --- |

Are their body paragraphs unified with everything in the paragraph related to the topic of the paragraph?

* Yes
* No

Are their body paragraphs coherent, with everything in the paragraph arranged in a logical order?

* Yes
* No

Have they used specific details, textual analysis and direct quotations in each body paragraph?

* Yes
* No

If yes, can you identify an example of their analysis?

| Student answer space |
| --- |

Are the textual details all relevant to the point they are making?

* Yes
* No

Is relevant contextual information included in the analysis?

* Yes
* No

If yes, can you give an example?

| Student answer space |
| --- |

Have they used transitional words where necessary within each paragraph? For example, as well, as a result, therefore.

* Yes
* No

If they compose more than one body paragraph, are there transitions linking the paragraphs of their essay? For example, similarly, however, in contrast.

* Yes
* No

Have they used language effectively – meaning is clear through their choices, academic vocabulary and register, use of complex sentences and varied sentence starters?

* Yes
* No

If yes, can you give an example?

| Student answer space |
| --- |

If no, can you identify a sentence and/or words that you think they could improve?

| Student answer space |
| --- |

Does their concluding paragraph bring their discussion together? Do they revisit their thesis and finish with the last impact of the poem’s message/s?

* Yes
* No

Medal One:

| Student answer space |
| --- |

Medal Two:

| Student answer space |
| --- |

Mission:

| Student answer space |
| --- |

Teacher note: The feedback form could be transferred to a Google Form for digital feedback.