

Year 12

English

Unit 3

Poetry and Plays



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Analysing different kinds of writing

Form and Genre

Texts are categorised using forms and genres. Form is the term used to describe a particular type of text, such as a novel, short story, play, poetry, film or TV show.

Each of these categories can be broken down into different genres, such as romance, adventure, mystery, thriller or science fiction for example.

Whether you are writing about a novel, a short story, a play, a poem or a film you will need to consider the following aspects:

Plot: The plot is a sequence of events in a text that tell a story. The basic pattern of plot development is to have an **orientation** (where the basic elements are outlined for the reader), followed by the **complication** (which often develops as a result of a conflict). This generally leads to the **climax**, which is followed by a **resolution**.

Setting: The time and place in which the action occurs is the setting.

Characters: How does the writer develop the characters? Is it by directly telling the reader what they are like or are they revealed by what the characters say and do?

Conflict: Conflict in literature is the struggle between two opposing forces, e.g. good and evil.

Style: Style is the writer's choice of form, e.g. a diary entry, a narrative fiction, a biography.

Plays and Poetry

A play will require you to pay attention to the stage directions. You will need to consider the stage setting, (including scenery, props and lighting), and the overall atmosphere. You will need to think about the influence of music, sound effects, costumes and the positions of characters on stage.

A poem requires you to consider its form such as ballad, sonnet, rhyme or free verse. Look at how figures of speech, imagery, unusual word choices, repetition, sound such as alliteration and tone work together to create mood and atmosphere.

Imagery and Metaphoric Language

Writers use imagery to make their writing more vivid or thought provoking and to create a specific mood or atmosphere. Imagery can take a number of forms including similes, metaphors and use of symbols. This is often found in poetry.

Simile

A simile is a figure of speech that compares one thing with another. It uses the word 'like' or 'as' to make the connection, for example,

- like a bull in a china shop
- fought like a tiger
- as strong as an ox

Metaphor

A metaphor compares one object with another and speaks as if it actually IS the other. A Metaphor does not use 'like' or 'as'

For example:

- Our new car is a lemon
- The Prime Minister came under fire in Parliament today.

Exercise 1

Complete these every-day similes, using the following words:

fox, lead balloon, toast, wet week, mice

1. Dad's joke went down like a _____
2. That lesson seemed to drag on like a _____
3. The robber's plan showed that he was as cunning as a _____
4. Sitting by the fire I felt as warm as _____
5. We tried to be as quiet as _____ so no one would hear us.

Now create 3 of your own similes in regard to describing

- a) We ran like _____
- b) The fruit tasted like -----
- c) The trip in the land rover was like _____

Exercise 2

Write the two words from each sentence that make the metaphor.

1. The atmosphere was adrenalin fuelled.
2. The teacher was boiling with anger.
3. Security at the concert will be watertight.
4. We need to hammer out a solution.

Now create 3 metaphors of your own, to describe.

- a) a hot day
- b) a traffic jam
- c) a luxury resort

Poetry

How to analyse poetry

Step 1. Read the poem aloud

Poetry is meant to be read aloud. Reading a poem quietly to yourself will not give you a complete experience of a poem. When poets compose poems, they engage in word play and utilise rhymes and rhythms that affect the meaning of poem. You won't pick up on a pun unless you hear it. Similarly, you cannot understand what a poet is doing with rhythm unless you hear it or speak it.

Poetry Analysis Guide

- **Narrator and audience:** Identify the narrator. To whom is the narrator speaking?
- **Setting:** When and where does the poem take place? Which season, time of day, year, and at what event or location?
- **Purpose:** Does this poem have a goal? What is it?
- **Content:** What is the poem about?
- **Core theme:** What is the central theme or message the poem is trying to communicate?
- **Syntax** (the arrangement of words) and word choice: How does the selection and arrangement of words affect the poem and the reader? What kinds of choices did the poet make, and why?
- **Imagery:** Note the imagery (sensory details) in the poem. Which senses are engaged, and how?

- **Literary devices:** List all literary devices you can identify in the poem (metaphor, simile, etc.).
- **Tone:** Is the poem light-hearted or serious? Ominous or optimistic? Casual or formal?
- **Musicality:** Use scansion to measure the poem's metrical patterns. What observations can you make about its rhythm or rhyme scheme? Is there any repetition of sounds (alliteration, consonance, or assonance)?
- **Form and structure:** Does the poem follow a formal form, such as a sonnet or a haiku? Can you detect a pattern in its structure, or is it free-form?
- **Criticism:** What is objectively working or not working? What do you like about the poem? What do you dislike? What might appeal to other readers?
- **Paraphrase the poem:** Rewrite the poem in your own words. Did you learn anything new about it?
- **Recite the poem:** Does the poem work better on the page or read aloud?

<https://www.writingforward.com/poetry-writing/how-to-analyze-poetry>

The Hollow Men by T.S. Eliot

I

We are the hollow men

We are the stuffed men

Leaning together

Headpiece filled with straw. Alas!

Our dried voices, when

We whisper together

Are quiet and meaningless

As wind in dry grass

Or rats' feet over broken glass

In our dry cellar

Shape without form, shade without colour.

Paralysed force, gesture without motion;

Those who have crossed
With direct eyes, to death's other Kingdom
Remember us—if at all—not as lost
Violent souls, but only
As the hollow men

IV

The eyes are not here
There are no eyes here
In this valley of dying stars
In this hollow valley
This broken jaw of our lost kingdoms

In this last of meeting places
We grope together
And avoid speech
Gathered on this beach of the tumid river

Sightless, unless
The eyes reappear
As the perpetual star
Multifoliate rose
Of death's twilight kingdom
The hope only
Of empty men.

V

Here we go round the prickly pear
Prickly pear prickly pear

Here we go round the prickly pear
At five o'clock in the morning.

Between the idea
And the reality
Between the motion
And the act
Falls the Shadow

For Thine is the Kingdom

For Thine is
Life is
For Thine is the

This is the way the world ends
This is the way the world ends
This is the way the world ends
Not with a bang but a whimper.

This poem is in the public domain. Published in Poem-a-Day on July 20, 2024, by the Academy of American Poets.

The Hollow Men Study Guide

T.S. Eliot wrote “The Hollow Men” in 1923, five years after World War I ended in 1918. At the time, Eliot lived as an American expatriate in London, England. His poetry of the 1920s responded to the aftermath of the war, especially its effect on the European ethical and literary tradition.

The First World War changed Europe profoundly. About 10 million people died and 30 million were injured, in horrible conditions made possible by new technology such as poison gas and machine guns. The old empires of Russia, Austria-Hungary, and the Ottoman Empire

collapsed. Socialist, Communist, and Anti-Colonialist uprisings became widespread. Through the Treaty of Versailles, Germany was humiliated and forced to take financial responsibility for the war, creating the resentment and poverty that led to the Second World War. Diseases spread rapidly; the 1918 flu pandemic killed at least 50 million people. In four years, the world became entirely different. Those that remained were in shock.

Modernist writers including Eliot attempted to create new ways of expressing the disillusionment and devastation brought about by the Great War (WW1). "The Hollow Men," published in 1925, is a poem of trauma and despair. The poem struggles to understand the futility of the war and tries to collect the pieces of a shattered Europe. It reflects a search for faith, but finds no answers.

A few years later, Eliot converted to Christianity, and found answers. He subsequently wrote his first major Christian poem in 1927, "Ash Wednesday." In 1948, Eliot was awarded the Nobel Prize in Literature.

His conversion to Christianity altered his pessimistic tone of writing. In 1939 Eliot wrote the very famous, and very joyful 'Old Possum's Book of Practical Cats'. It is a collection of whimsical light poems by T. S. Eliot about feline psychology and sociology, published by Faber and Faber. It serves as the basis for Andrew Lloyd Webber's 1981 musical Cats.

Analysis: The theme is emptiness and cultural decay.

The speaker declares that he is part of a group of empty people. These people are stuffed, perhaps like scarecrows, and lean against each other with their heads full of straw. Their voices are so dried-out that they can barely be heard when they whisper to each other, and what they say is as meaningless as the rustling of wind in dead grass, or the skittering of rats over shattered glass in a dry cellar.

These men are bodies without definition, shadows without colour, frozen strength, action without movement. To Eliot, they are examples of humanity, for which there is no hope...humanity without brains, foresight or understanding. He sees humanity as being responsible for war and destruction, and the broken world that followed.

If the hollow men, (representing humanity at the time), will be remembered at all, they will be remembered as empty people, as people stuffed, metaphorically, with straw.

It seems that humanity never learns a lesson from past history – 'Here we go round the prickly pear' is a parody on the children's nursery rhyme 'Here we go round the mulberry bush'. The horrors of war go on and on, coming round and round again and again.

Perhaps the line from the Lord's prayer is a reflection of not understanding how God could allow humanity to end up in such a mess. This is the question that many people have still today – "What about suffering?" "Why does God allow it?"

At the end of the poem the speaker begins to repeat that phrase but stumbles:

For Thine is the Kingdom

The words trail off ...

For Thine is

Life is

For Thine is the

This is the way the world ends

This is the way the world ends

This is the way the world ends

Not with a bang but a whimper.

‘This is how the world ends’, the speaker says three times in a row... ‘not with a loud burst but with a quiet whimper’. Perhaps the ‘bang’ refers to the sounds of war, which didn’t actually end the world, but left it in a state of weakness and struggle, whimpering for survival. This is reflected in the Great Depression that followed WW1.

Activities

1. What is the general tone of the poem?
2. What is T.S. Eliot trying to convey?
3. Who are the Hollow Men?
4. What does the writer mean by men with heads stuffed with straw?
5. Why does he describe the men as colourless and paralysed?
6. What is his general opinion of humanity?
7. ‘Here we go round the Prickly Pear’. Why does the writer use the parody of this nursery rhyme and why do you think he uses ‘prickly pear’ instead of ‘mulberry bush’ in the poem?
8. List as many metaphors from the poem as you can.
9. Find the simile in section 1V.
10. Why do you think the writer makes reference to the Lord’s prayer? What can’t he understand about God?
11. What is the Christian’s answer to a person with this misunderstanding?

Old Possum's of Practical Cats by T.S. Eliot

This book will be printed out for you by your teacher.

1. Read the first poem in the book.
2. How is the style and tone of these poems very different to The Hollow Men?
3. From the study notes, why do you think his tone has changed from the previous poem?

Choose three other poems from the Old Possum's Book of Practical Cats.

4. For each poem, write a paragraph saying what the poem is about.
5. Make a character study of the cat who is featured in each poem.
6. In each poem, Identify as many poetic features you can find, and write about them.
7. Briefly describe how these devices create mood and feeling and how they shape a reader's response.

Christian Poetry by Wendy Cummins

Mighty God

The battle that you face is not just yours
The battle belongs to the Lord
No foe can stand against the mighty God
The battle belongs to the Lord

He will fight your enemies just for you
They're defeated before they've begun
When you stand quite firm in the might of God
He's the victorious one

Faithfulness is what He asks
Faithfulness to Him
No battle's too hard for the King of kings
So surrender everything to Him

Give up the fight that belongs to Him

He will defeat every singly foe

Praise God He's won the battle

And victory will overflow

Storms

Storms will come and storms will go

But how do we handle them?

Do we panic and stress and run to and fro

Or do we trust in God and rest?

Rest in Him is the only way

To walk right through the storm

For storms will come and storms will go

Remember God will see us through

God will take us by the hand

And show us which way to go

He won't stress and strive but take us through

To His restful peaceful side

Peace within the storm He gives

Peace to comfort our souls

So bever fear the storms of life

For with God we can bear every foe

Activities

1. In the two poems above, Identify some of the features outlined in the analysis guide on page 4-5. Quote the line or words of the poems to give evidence of the literacy feature.
2. Outline the major themes and messages of the two poems.

Plays

1. The Wizard of Oz study guide

Your teacher will print out the play script for you. Different students can take roles and read different character parts. Think about using expression in your voices. There is no need to perform the play. Keep it as a play reading. (Your major performance will be the second play, Peter Ambuofa.)

About the play

Background

The Wizard of Oz was a musical stage production loosely based on the book, The Wonderful Wizard of Oz by Frank Baum, 1900. The stage play opened at the Grand Opera House in Chicago on 16 June 1902, and moved to Broadway early in 1903. The Broadway production included famous songs, the most famous being 'Somewhere Over the Rainbow'. The musical toured cities across the nation in full version until 1909 with shorter abridged versions or just music performances by different groups until about 1918. There were a few reprisals in the 1940s plus modern recreations in the 2000s. It was described as one of the most successful American stage extravaganzas of the early 20th century,

Plot Summary

Dorothy dreams that while she is asleep in her house in Kansas, the house is swept away in a tornado. The rest of the family made it safely to the storm shelter but Dorothy and her dog Toto were left in the house. Carried by the tornado, the house lands in the land of Oz. Although a beautiful place, Dorothy is desperate to return home. She learns that the only way back to Kansas is to seek the help of the Wizard of Oz.

As Dorothy and Toto walk along the yellow brick road, they meet three companions: the Scarecrow, who seeks a brain, the Tin Man, who desires a heart, and the Lion, who wants courage.

Each character's journey reflects their personal struggles and desires, culminating in their quest for the Wizard's assistance. Oz is ruled by the power of two wicked witches, the Wicked Witch of the East and the Wicked Witch of the West. Dorothy accidentally kills the Wicked Witch of the East when her house lands on the witch. When Dorothy and the companions finally make it to the Wizard's house, The Wizard instructs Dorothy and friends that they must kill the remaining evil power, the Wicked Witch of the West, as an exchange for the help he says he can offer. When this has been achieved, the Wizard reveals that he has no magic powers at all but is a mere man who found himself in Oz many years ago after an air balloon ride went wrong. The three friends now realise that they don't need the Wizard's help anyway, because they have found that they have within themselves, the

abilities they thought they were missing. That is, wisdom for the Scarecrow, compassion for the Tin Man and courage for the Lion. The Wizard decides to return to America and says he will take Dorothy, but the air balloon takes off before she is aboard. She wakes up in her own home in Kansas, the whole experience being a dream.

Setting and Characters

The story is set in Kansas and the magical land of Oz, introducing Dorothy, her family, and her dog Toto. Key characters include Dorothy, Scarecrow, Tin Man, and Lion, each representing different desires and traits. The narrative begins with a tornado that transports Dorothy to Oz, setting the stage for her adventure. The yellow brick road serves as a central motif guiding Dorothy to the Emerald City where the Wizard lives.

Character Analysis

Dorothy

Dorothy is a young girl from Kansas who embodies bravery and determination. Her character represents the theme of home and the importance of family. Throughout her journey, she learns valuable lessons about friendship and self-reliance. Dorothy's interactions with the other characters highlight her nurturing nature and leadership qualities.

Scarecrow

The Scarecrow symbolizes the quest for intelligence and wisdom. He believes he lacks a brain, yet demonstrates cleverness and resourcefulness throughout the story. His character reflects the idea that knowledge and intelligence come from experience, not just formal education.

Tin Man

The Tin man represents the desire for emotional depth and compassion, symbolized by the heart. The Tin Man's journey illustrates the importance of empathy and connection with others.

Lion

The Lion embodies the struggle with self-doubt and the quest for courage. Despite being a lion, believed to be “the king of the beasts”, he perceives himself as cowardly. His character development emphasizes that true bravery often involves facing one's fears.

The Wizard

The Wizard represents someone who strives and pretends to be famous but is actually a fraud. He's not a wizard at all, but just a human who does a few conjuring tricks. Although dishonest in his attempt to be a figure of importance in the Emerald City, he at least shows

some humility when he is found out, and does offer, through his own human capacity, to help Dorothy and her three friends.

Key Themes and Motifs

The Quest for Identity

Each character's journey reflects their search for self-identity and personal growth. For the Lion, the Tin Man and the Scarecrow, the story suggests that the qualities the characters seek are already within them, and only need to be discovered. Dorothy's return to Kansas symbolizes the realization that home and belonging are the main things that matter to her.

Friendship and Teamwork

The bond formed between Dorothy, Scarecrow, Tin Man, and Lion highlights the importance of friendship. Their collective journey showcases how teamwork can help overcome obstacles and fears. Each character supports one another, demonstrating the value of collaboration and mutual support. The narrative reinforces the idea that true friends help each other grow and achieve their goals.

Courage and Bravery

The story explores different forms of courage, from physical bravery to emotional strength. The characters confront their fears, illustrating that bravery is not the absence of fear but the willingness to face it. The Lion's journey is particularly important, as he learns that courage comes from within.

Self-confidence and believing in yourself

The story suggests that the only quality that any of the three friends truly lacked was a willingness to rely on and believe in themselves. By assuming that only an external force like the Wizard of Oz can make them feel whole, they ignore what skills and qualities they already have. The three companions didn't believe they were valuable because they felt themselves lacking, but by rising up to take hold of various challenges during the adventure, they prove that they were valuable and capable as anyone else.

Home and Belonging

Almost from the moment that a cyclone sends her to the strange Land of Oz, Dorothy is determined to find a way back home to Kansas and family. This highlights one of the story's main points: that everyone has somewhere they truly belong. It's notable that Dorothy immediately wants to go home and even sheds tears at the thought of staying in Oz forever. Despite how magical and dazzling Oz seems to be, Dorothy still feels that she belongs back on the flat, grey prairies of Kansas. She explains that people always long for their home, no matter how beautiful other places might be.

Good vs Evil

The wickedness of the witches is obvious. Dorothy participates in the fight against evil by killing both wicked witches, though it's notable that both killings were accidental.

The Ethics of the story for Christians

Is it right for Christians to read books or watch productions of plays that include witches and wizards?

For young children stories that include witches and wizards, and even fairies for that matter, are confusing. It is difficult for a young child to know the difference between fact and fantasy, and to them, these types of stories may be the equivalent of horror stories, giving them nightmares. The other problem is that exposing young children to these types of fairy stories may set the stage for them thinking in later life that witchcraft doesn't exist because it's just make-believe.

However, older children and teenagers can easily discern between fact and fantasy. Witches are real, as are ghosts, and as Christians we know these to be evil spirits working through ordinary people who open themselves up to Satan-worship. The Bible tells us about a real witch, (also called a medium) in 1 Samuel 28:3-16. Saul consulted a medium to bring up Samuel from the dead, because he was distressed and wanted advice. However, the Samuel that the medium brought up was not the real Samuel – only an imitating spirit – and things did not turn out well for Saul.

Older students can understand when a story illustrates good overcoming evil, using the symbolism of witches as evil. The most famous example of this is the novel by Christian author C.S Lewis, "The Lion, the Witch and the Wardrobe". This is in our Year 7 curriculum. If you missed it in Year 7, ask your teacher for a copy.

When choosing to watch movies or read books, remember this:

Philippians 4:8 Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.

Avoid filling your mind with horror or stories that glorify evil.

Questions (to be answered AFTER you read the play)

1. Make a short summary of the story in your own words.
2. Describe the character of the three companions – the Scarecrow, the Tin Man and the Lion.
3. Explain how each of the three characters were able to receive what they were actually looking for.

4. How can this narrative be applied to people who lack confidence in themselves? What should they do?
5. Apply the saying “never say never” to the three companions.
6. What are the similarities and differences between these three characters and the type of people that the poem, “The Hollow Men” is trying to portray.

The Art of Mime

Biography: Marcel Marceau

Born March 22, 1923 · Strasbourg, Bas-Rhin, France

Died September 22, 2007 · Cahors, Lot, France

Birth name Marcel Mangel

Height 5' 9" (1.75 m)

Marcel Marceau was the legendary Jewish mime artist, who survived the Nazi occupation, and saved many children in WWII. He was regarded for his unique acting style, moving audiences without uttering a single word, and was known to the world as a "master of silence."

He was born Marcel Mangel on March 22, 1923, in Strasbourg, Alsace, France, and was brought up in Strasbourg and Lille. There he was introduced to music and theatre by his father, Charles Mangel, a butcher, who was also a singer and a supporter of arts and music. His mother, Anne, took Marcel to a Charlie Chaplin's movie at the age of 5. Marcel was entranced and decided to become a mime artist. Young Marcel was also fond of art and literature, he studied English in addition to his French and German, and became trilingual.

At the beginning of the Second World War, he had to hide his Jewish origin and changed his name to Marceau, when his Jewish family was forced to flee their home. His father was deported to Auschwitz, where he was killed in 1944. Both Marceau and his brother, Alain, were in a French underground movement that helped children to escape to safety, into neutral Switzerland.

Marcel's stage name was “Bip”. During World War II, his skills as a mime artist were valuable for another reason: He used his mime skills to save Jewish children during the Holocaust. Thousands of children were left as orphans after their parents had been murdered by the Nazis. The children were also in danger of being killed, if found.

Marceau was recruited to help the French Resistance by his cousin, Georges Loinger, a commander in the secret unit who was part of a Jewish relief group that smuggled Jewish orphans from occupied France to neutral countries. This organization was credited with saving around 350 children.

Their mission was to evacuate Jewish children who had been hiding in a French Catholic orphanage and to get them to the Swiss border, where they would find safety. But traveling with large groups of children was anything but easy. Marceau had a secret weapon: His training as a mime.

He started doing performances in the orphanage, and through mime, was able to help children heal emotionally from the horrors of war and loss of their parents. As the Nazi army started to move south, it was obvious that a large number of Jewish children in one orphanage could easily be discovered. The rescue organization had to start preparing children to travel in small groups to the Swiss border. The children had to be trained to appear as if they were simply going on vacation to a home near the Swiss border. Marcel helped with the training and really put the children at ease. Marceau didn't just use his acting skills to make the children feel comfortable: He used them to save their lives. He mimed to keep children quiet as they were escaping.

"The kids loved Marcel and felt safe with him," Loinger told the Jewish Telegraph Agency in 2007, after Marceau's death.

One of Marceau's escape expeditions involved posing as a Boy Scout leader to trick the authorities. He disguised himself in Scout uniform, with 24 Jewish children also dressed in Scout uniforms. He took them through the forests to the border, where someone else would take them into Switzerland. And when he unexpectedly ran into a group of German soldiers near the end of the war, he pretended he was a member of the French Army and demanded they surrender. They did—all 30 of them.

Marceau saved at least 70 children. In addition to his border crossing feats, he also forged identity documents to make Jews look younger so they'd be allowed to flee Nazi deportation.

In 1959, Marcel Marceau established his own school in Paris, and later the Marceau Foundation to promote the art of pantomime in the United States. His "art of silence" filled a remarkable acting career that lasted over 60 years. He was an actor, director, teacher, interpreter, and public figure, and made extensive tours in countries on five continents.

In 2022, speaking of his father's murder in Auschwitz, he said, "I cried for my father, but I also cried for the millions of people who died...Destiny permitted me to live. This is why I have to bring hope to people who struggle in the world."

<https://www.history.com/articles/marcel-marceau-wwii-french-resistance-georges-loinger>

<https://www.imdb.com/name/nm0545131/bio/>

Questions

1. What is the art of mime?
2. Where did Marcel Marceau live and when?
3. At what age did he die?
4. Who was Charlie Chaplain, (research), and how did he inspire Marcel?
5. Why did he change his name from Marcel Mangel to Marcel Marceau?
6. What was the French Resistance? (research this)
7. Describe the mission of rescuing Jewish children, (part of the French Resistance movement)
8. How many children did the organization rescue?
9. How many did Marcel Marceau personally rescue?
10. Why did the children have to be moved from the orphanage?
11. What was Marcel's role in the mission?
12. Why were the children safe once they crossed the Swiss border? (research this)
13. What was Marcel's reflection on his father's death?

2. Peter Ambuofa Play

This is a play created around the true story of Ambuofa from the island of Malaita in the Solomon Islands, in the early 1890s. In those days the Australian government recruited Solomon Islanders to come to Australia to work on the sugar plantations. The islanders became known as the 'Blackbirders'. Florence Young, the sister of a plantation owner, was led to start Bible and reading sessions for the workers on her brother's plantation. As a result, Ambuofa became a Christian. After three years, when his contract expired and it was time to return to Malaita, his family rejected him because he had given up on the traditional ways of witchcraft. This is the amazing story of how Ambuofa lived on the beach and gradually set up a community of Christians, mainly those returning from Australia who were also rejected by their families. Eventually Florence Young, with three other missionaries, sailed to Malaita to help with Bible teaching. Christianity took root and the families started to see that Ambuofa's God was real and true. He chose the Christian name of Peter, so is known as Peter Ambuofa.

Your teacher will print out the play for you.

As a class you can organise the production of the play. You can recruit students from other classes to take part.

Note that there are two versions, and two options for performance: the first is where actors take spoken parts; the second is where the narrator reads the story and actors use the art of mime to help portray the story.

Questions (to be answered AFTER reading the play.)

1. How did the Australian government take advantage of Solomon Islanders?
2. Why did the Solomon Islanders agree to take part in the program?
3. Explain the similarities and differences between this program and the slave trade practiced by England and America?
3. Describe the aspects that made coming to Australia a culture shock for the Solomon Islanders.
4. How did Florence Young go out of her way to help the Solomon Islanders?
5. Why was it difficult for the Solomon Islanders to return home after the 3-year program?

Persuasive Writing

Writers use a range of strategies to influence or persuade readers to agree with their point of view and to undermine their opponent's views.

Persuasive techniques

Persuasive technique	Example
Use of experts	Professor Jones, a psychiatrist, believes that bullying causes child and adolescent anxiety.
Use of statistics	90% of those interviewed were outraged by the proposal.
Rhetorical questions	Should we allow such violent actions on the football field?
Emotive language	These young graffiti artists (positive) These young vandals (negative)
Inclusive language	We all realise ...
Case studies	Mr. Dan is a frail old man. He depends on government financial assistance, but can't manage with what he receives.
Anecdotal evidence	My teenage daughter has told me that this type of behaviour is common among her friends.
Repetition of words and phrases	Mr. Rasi was wrong. Mr. Todd was wrong. All politicians who underestimate the intelligence of voters are wrong.
Analogies or comparisons	The gradual erosion of our rights could lead us into a situation could lead us into a situation similar to when the Nazis came into power.

Persuasive writing sample

Topic: Physical Education Should Be a Required Subject

Physical education is sometimes treated as less important than academic subjects. We see this view quite often, though it overlooks the role of physical activity in overall well-being. Schools should keep physical education as a required part of the curriculum.

Case studies show that regular movement supports both physical and mental health. Students who engage in physical activity tend to have better focus and lower stress levels. This, in turn, affects how they perform in other subjects.

Removing or reducing physical education may seem like a way to make more time for academic work. In practice, it can have the opposite effect. Without regular activity, students may struggle with energy and concentration.

Some students may not enjoy traditional sports. That is a fair point. Still, physical education can include a range of activities, not just competitive games. The goal is participation and movement, not performance.

Keeping physical education required helps maintain balance in the school day. It supports both learning and well-being in a way that is often underestimated.

Source: <https://essayservice.com/blog/persuasive-essay-examples>

Activities

1. Make a list of the persuasive writing techniques from the table, that are used in the above persuasive writing sample.
2. Write two pieces of persuasive writing of approximately 250 words. Choose your own topic and try and persuade readers to agree with you.

Examples of topics: (You can take the positive or negative viewpoint)

- Mobile phones should not be used by students at school.
- Social media use should be limited for students
- School uniforms should be compulsory.
- School should finish earlier.
- Year-round schooling is not a good idea.
- Fiji's immigration policy should be open to everyone who wants to live in Fiji.
- Space exploration is a waste of money.
- Self-drive cars are the best way forward.
- It is harder to be a young person today than when our parents were growing up.

Oral Presentation

An oral presentation could take the form of a talk or a Power Point presentation. Prepare an oral presentation based on your research project for Term 1 ,2 or 3. **Duration: 10 minutes**

Non-verbal techniques

- Make sure that your audience can see and hear you at all times.
- In general, it is better to stand, because this will allow your voice to carry.
- Avoid distracting mannerisms such as sitting on a desk and swinging your legs, or saying "um" too much.
- If you are using notes, prepare 'palm cards'. (Small pieces of card with dot points)
- Ensure that you look at your audience regularly.
- Breathe deeply and try to keep your body relaxed.
- Speak clearly and try not to rush.
- The occasional gesture such as pointing to a poster or diagram can help.

Rehearsal

Take time to rehearse your speech in advance. Your rehearsal should include the audio-visual material you will be using.