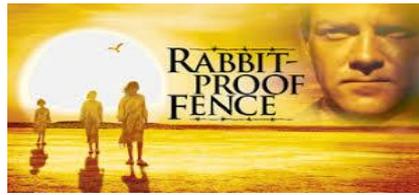


## STAGE 2 ESSENTIAL ENGLISH (RESPONDING TO TEXTS)

Task: Responding to film “Rabbit Proof Fence” through narrative

TEXT TYPE: Narrative text inspired by themes presented in the film accompanied with a reflection



### Task Description:

For this task you will do some research about “The Stolen Generation” period in Australian history and view the film “Rabbit Proof Fence”. After discussing the themes and ideas of the film, you will create:

1. A narrative such as a poem or song about one or more of these ideas as a personal response to the text. Use mind and concept maps to record your planning. Show themes, ideas and vocabulary such as words and phrases on your maps. Your words and phrases can be in your first language.
2. A reflection and analysis about why you chose this theme/s to base your narrative on, as well as identifying the literary techniques you used, give examples from your poetry.

Clickview link: <https://clickv.ie/w/biel> Username: nascstudent@nasc.edu.au Password: clickview2018

### Task Purpose:

- Learn about important history of Colonial and Aboriginal interaction with a focus on the “Stolen Generation” period.
- Consider the impact of the past on current Indigenous Australia
- Learn about some Aboriginal cultural customs like the “yarning/talking circle” and the role of trackers
- Connect with our ATSI SSO and exchange meaningful dialogue
- Reflect on similarities with personal stories of survival
- Learn about identifying themes and messages in a text, and the ways the creator conveys their meaning
- Learn how to use literary/poetic techniques for creative writing

**Task Criteria:** you may present your narrative and reflection as a written text or as a multimodal oral presentation. You need to also hand in your planning maps. **Weighting: 10%**

To prepare for this task, please complete the following:

1. Study the following poetry texts in Wordflyers, complete as many of the blue lessons that you can

1. **J2, G2, No. 1 “Ode” or “Lyric Poem”**  
**Writing 1, Writing 2, then continue with all the other lessons**
2. **J1, G3, No. 2 “Free verse poetry”**  
**Writing 1, writing 2, then continue with other lessons**

2. Read/watch on YouTube Archie Roach performing his song about his experience as a “Stolen Generation” child. Discuss his song lyrics and the poetic techniques he has used to convey meaning.
3. Read and discuss the supplementary text I have provided about writing poetry and poetic techniques – see the glossary of poetic techniques at the back of this booklet
4. Study and discuss supplementary reading about the background and historical text behind the film Rabbit Proof fence
5. Watch and discuss the film “Rabbit Proof fence”
6. Participate in a yarning circle centred around relevant themes and questions, participate in a session with our Aboriginal school support officer
7. Create a list of themes for our poetry
8. Create mind maps, concept maps and word walls to help create our poetry, see blank templates attached

## Performance standards:

**Task: Narrative text (Rabbit Proof Fence) inspired by themes presented in the film accompanied with a reflection**

Grade	Communication	Comprehension	Analysis
<b>A</b>	<p>Consistently clear and coherent writing and speaking, using varied and appropriate vocabulary.</p> <p>Discerning use of consistently appropriate textual conventions for context and purpose.</p>	<p>Thorough comprehension of the information, ideas, and perspectives in a range of texts.</p> <p>Thorough comprehension of ways in which the creators and readers of texts use a wide range of language features and stylistic features.</p>	<p>Thoughtful analysis of ways in which creators of a range of texts convey information, ideas, and perspectives.</p>
<b>B</b>	<p>Usually clear and coherent writing and speaking, using appropriate vocabulary.</p> <p>Effective use of appropriate textual conventions for context and purpose.</p>	<p>Comprehension of information, ideas, and perspectives in a range of texts.</p> <p>Comprehension of ways in which the creators and readers of texts use language features and stylistic features.</p>	<p>Analysis of ways in which creators of a range of texts convey information, ideas, and perspectives.</p>
<b>C</b>	<p>Generally clear and coherent writing and speaking, using mainly appropriate vocabulary.</p> <p>Appropriate use of some textual conventions for context and purpose.</p>	<p>Comprehension of some information, ideas, and perspectives in a limited range of texts.</p> <p>Comprehension of some ways in which the creators and readers of a narrow range of texts use some language features and stylistic features.</p>	<p>Description and some analysis of ways in which creators of a narrow range of texts convey simple information, ideas, or perspectives</p>
<b>D</b>	<p>Occasionally clear and coherent writing and speaking, using restricted vocabulary.</p> <p>Occasionally appropriate use of some textual conventions for context and purpose.</p>	<p>Identification of some simple information, ideas, and/or perspectives in a limited range of texts.</p> <p>Occasional comprehension of some ways in which the creators and readers of simple texts use some language features and stylistic features.</p>	<p>Description of the ways in which creators of a narrow range of texts convey simple information, ideas, or perspectives.</p>
<b>E</b>	<p>Restricted clarity and coherence in writing and speaking, using limited vocabulary.</p> <p>Limited use of textual conventions for a context or purpose.</p>	<p>Identification of a simple piece of information, idea, or perspective in a text.</p> <p>Limited comprehension of one or more ways in which the creator or reader of simple texts use a language feature or stylistic feature to make meaning.</p>	<p>Recognition of the way in which a creator of a text conveys a simple piece of information, idea, or perspective.</p>

## (EXAMPLES FROM OUR CLASS)

### Themes and Ideas in the Rabbit Proof Fence Story

Force  
No choice  
Powerlessness  
Power  
Healing  
Love

Confinement  
Oppression  
Separation  
Reunion  
Adapting  
Learning

Hope  
Courage  
Survival  
Leadership  
Teamwork

**You may like to use a scene from the film as an inspiration for your writing.**

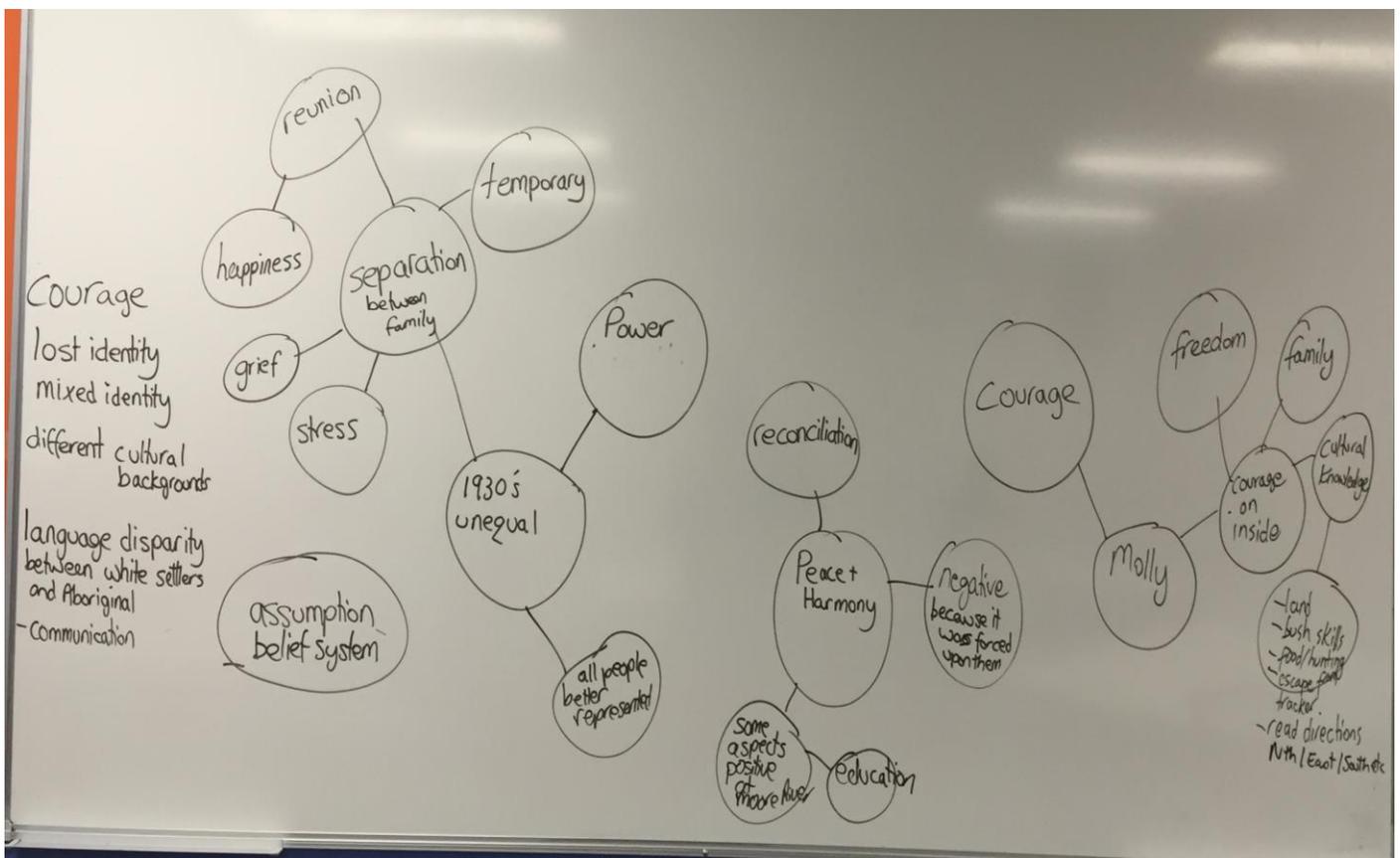
*Use the dictionary, thesaurus and other wordlists to help you.*

Use mind maps and concept maps to help you create content for your poetry.

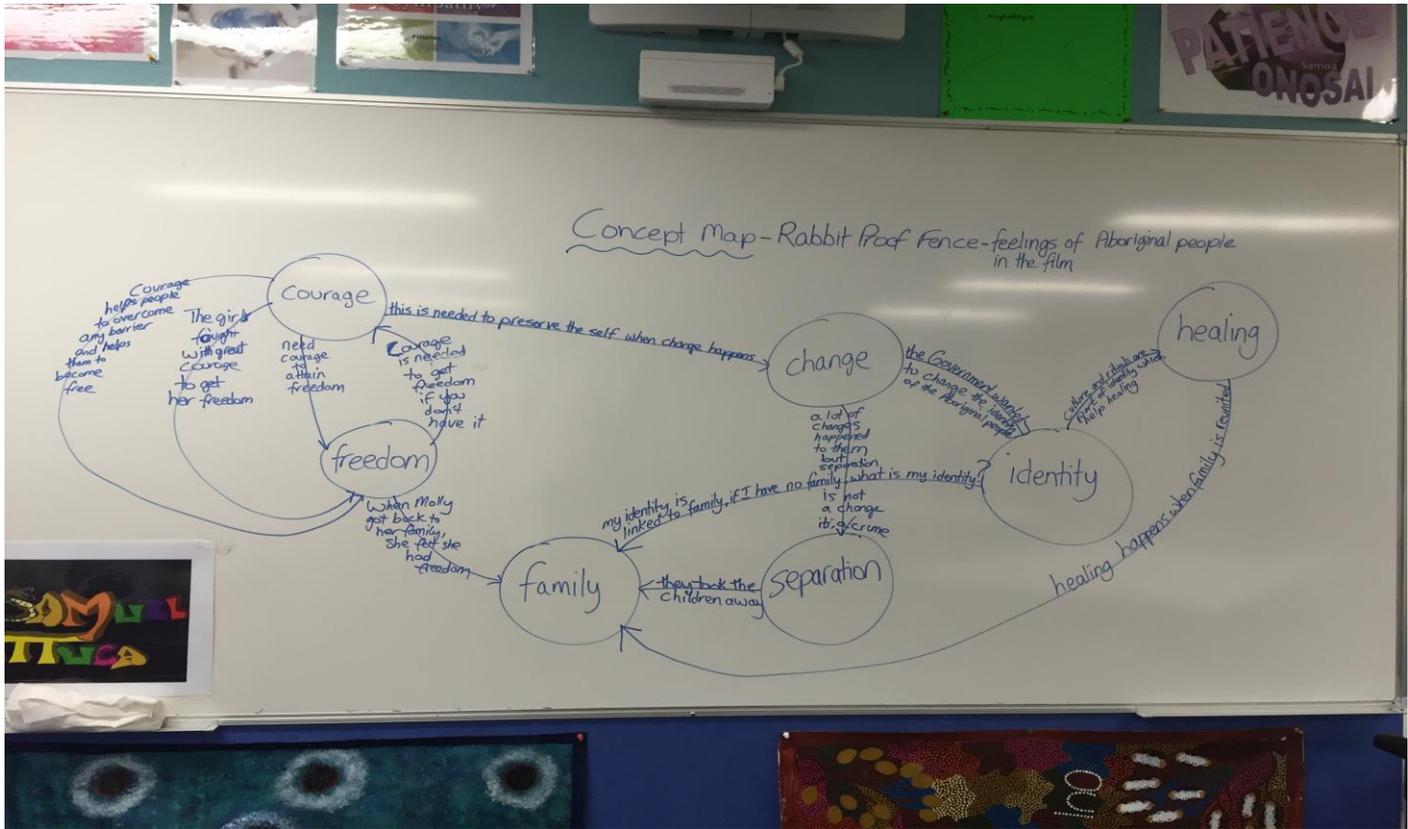
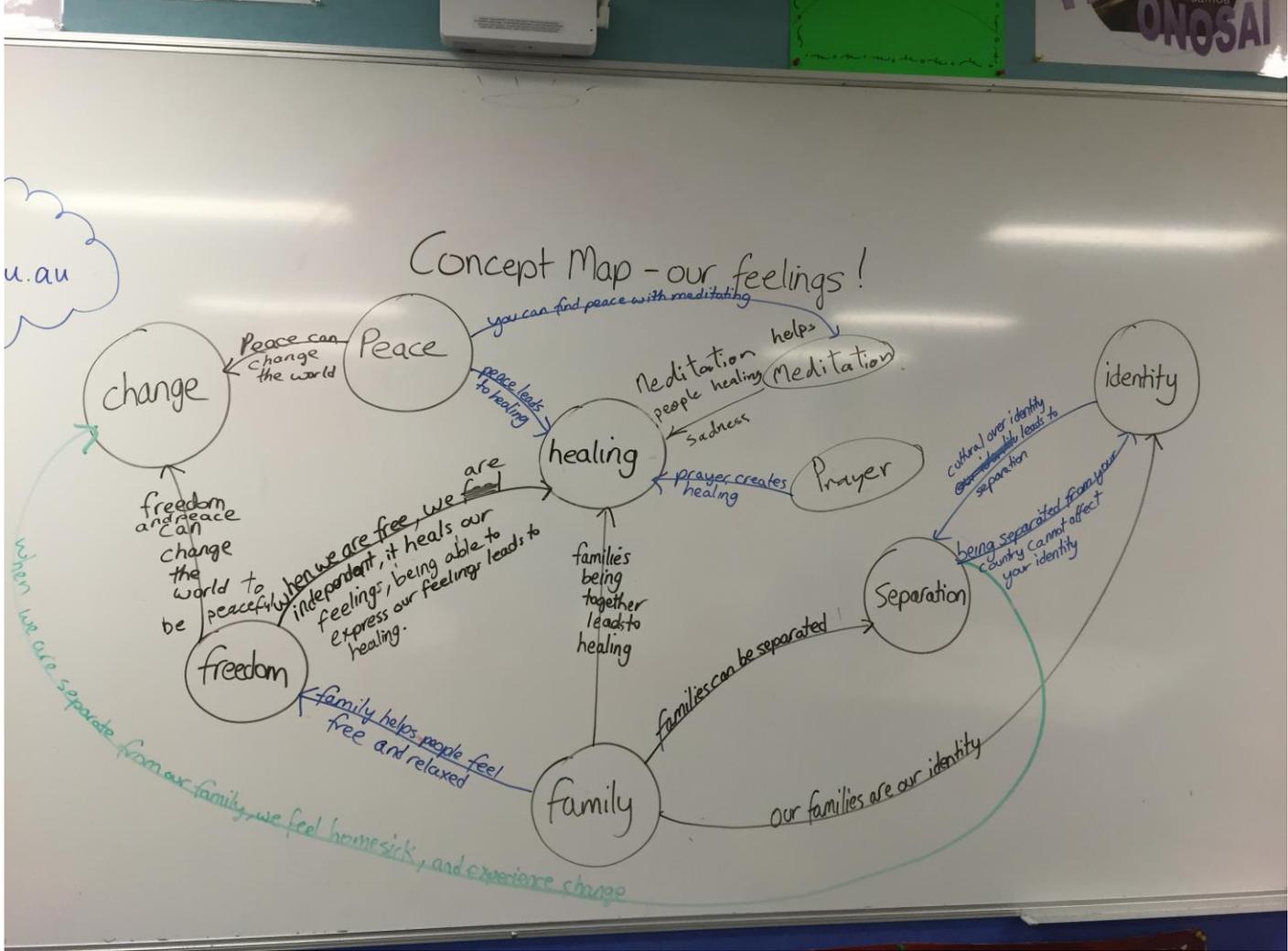
**Mind maps explore themes and ideas**

**Concept maps take these themes and ideas and makes links between them**

*Below is an example of a mind map from our class*



Below are some examples of our concept maps:



Iconic songs with Archie Roach at Womadelaide

<https://www.youtube.com/watch?v=-Ekw3UpB54>

## They Took the Children Away

This story's right, this story's true  
I would not tell lies to you  
Like the promises they did not keep  
And how they fenced us in like sheep.  
Said to us come take our hand  
Sent us off to mission land.  
Taught us to read, to write and pray  
Then they took the children away,  
Took the children away,  
The children away.  
Snatched from their mother's breast  
Said this is for the best  
Took them away.

The welfare and the policeman  
Said you've got to understand  
We'll give them what you can't give  
Teach them how to really live.  
Teach them how to live they said  
Humiliated them instead  
Taught them that and taught them this  
And others taught them prejudice.  
You took the children away  
The children away  
Breaking their mothers heart  
Tearing us all apart  
Took them away

One dark day on Framingham  
Come and didn't give a damn  
My mother cried go get their dad  
He came running, fighting mad  
Mother's tears were falling down  
Dad shaped up and stood his ground.  
He said 'You touch my kids and you fight me'

And they took us from our family.  
Took us away  
They took us away  
Snatched from our mother's breast  
Said this was for the best  
Took us away.

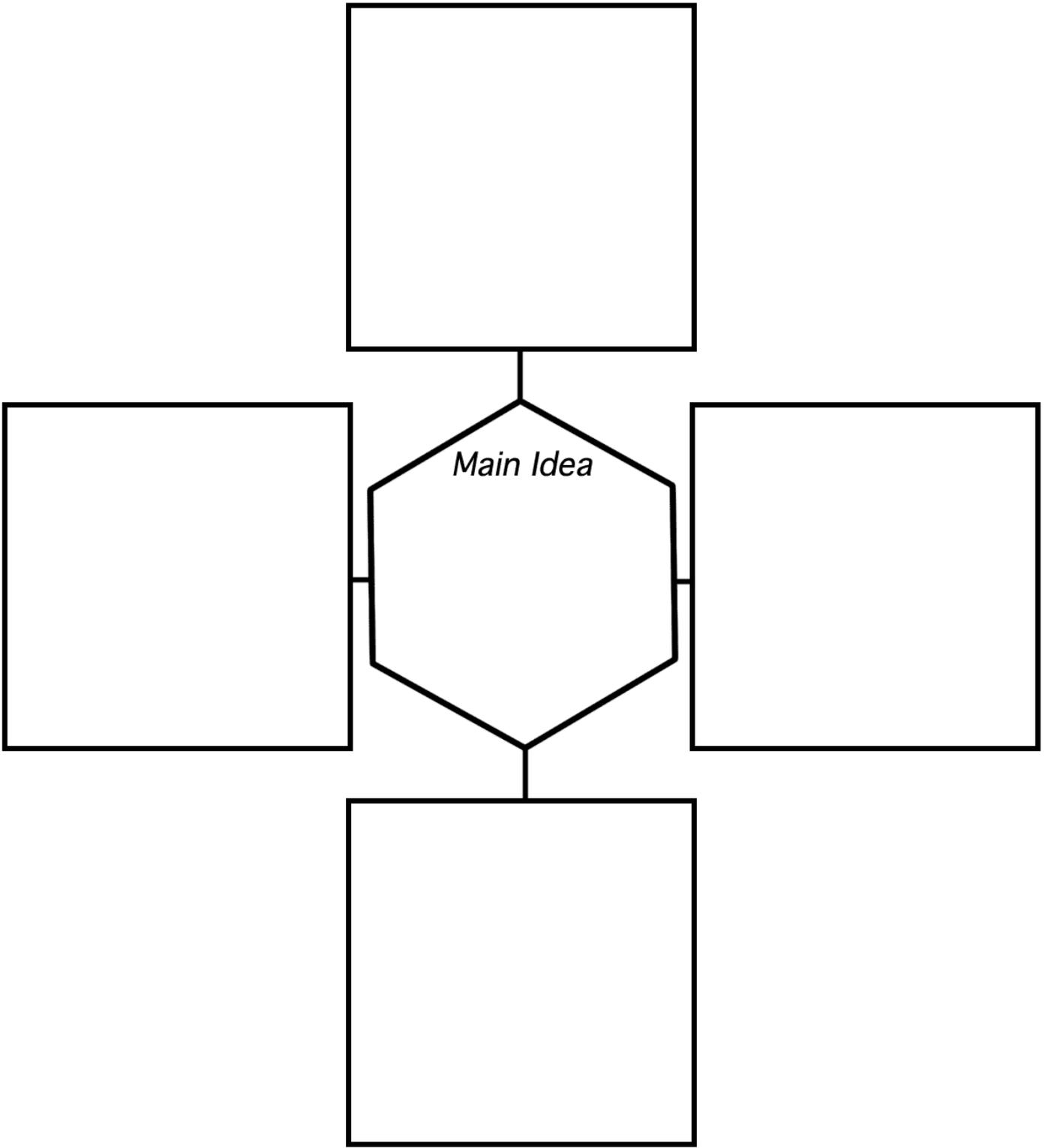
Told us what to do and say  
Told us all the white man's ways  
Then they split us up again  
And gave us gifts to ease the pain  
Sent us off to foster homes  
As we grew up we felt alone  
Cause we were acting white  
Yet feeling black

One sweet day all the children came back  
The children come back  
The children come back  
Back where their hearts grow strong  
Back where they all belong  
The children came back  
Said the children come back  
The children come back  
Back where they understand  
Back to their mother's land  
The children come back

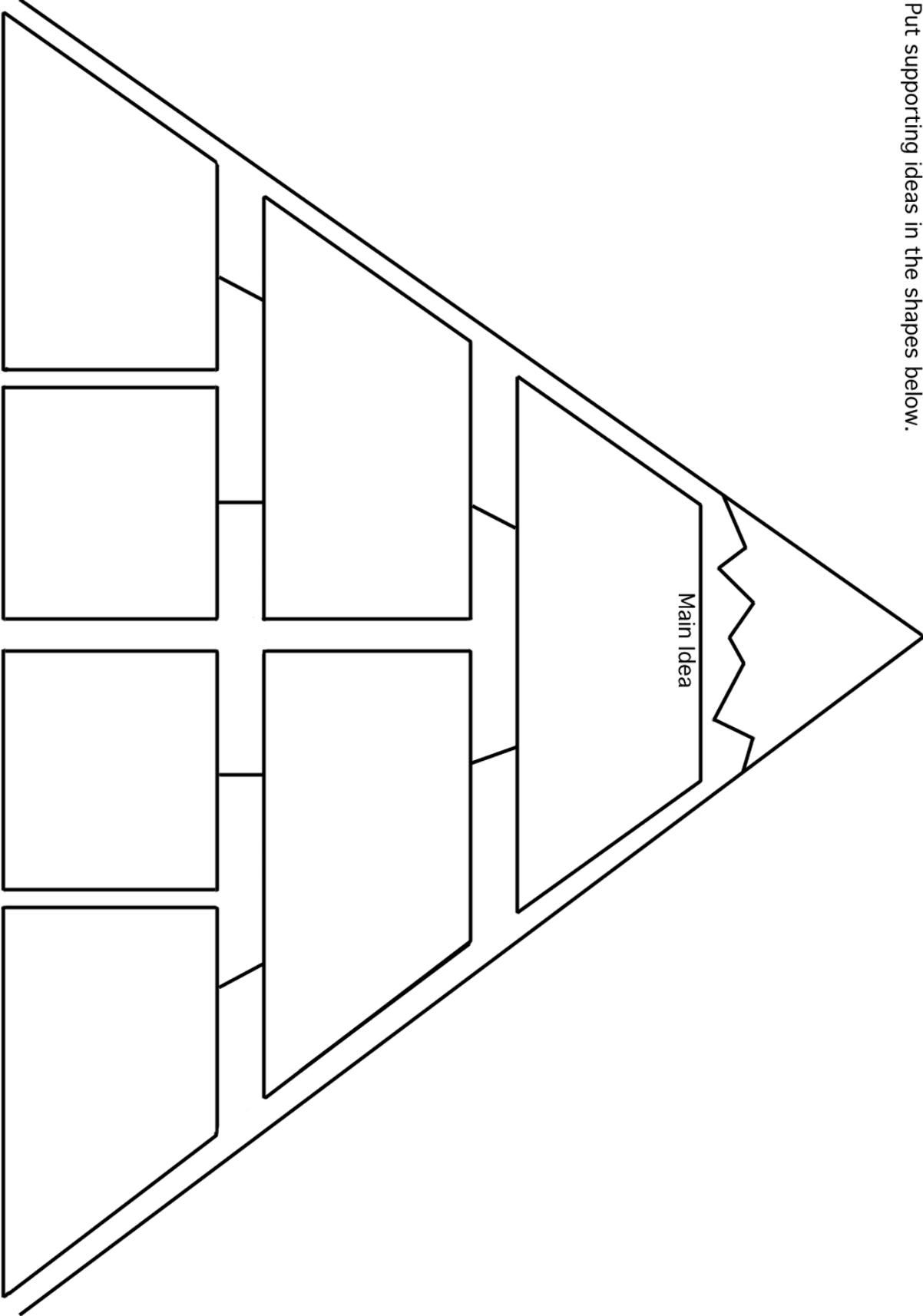
Back to their mother  
Back to their father  
Back to their sister  
Back to their brother  
Back to their people  
Back to their land  
All the children come back  
The children come back  
The children come back  
Yes I came back.

This iconic song by famous Aboriginal singer/songwriter recounts his personal experience of being a Stolen Generations child. Before he sang it at a WOMAD festival he spoke the following words:

*"An uncle of mine Uncle Banjo – Clark, he said, "Ay, you write songs don't you boy? And I go "Yeah Unc," he said, "Why don't you write a song about when you were taken, you know taken away?" And he's stopped me in my tracks and I said, "Oh my God, why would I want to write about that, revisit that? Besides I don't remember much about it, I was just about 3 or something, so I can't remember much about that at all." He looked at me, you know square in the eyes and said, "Yeah – but I do." And I think that's one of the reasons, that's just one reason why I wrote that song. Doesn't matter how your history's been, good or bad or sad things in your history, you've got to tell it all, and it has a way of helping to ease the pain. Every time I sing this song, people say, "Don't you get sick of singing that song?" I say, "Na, you see every time I sing it, I let a little bit of it go." So that's the power of music."*



Put the main idea on the top of the mountain.  
Put supporting ideas in the shapes below.



## Glossary of Poetic Techniques

Poetic Technique	What it is	Reasons it might be used/effects it might produce	Examples
<b>Simile</b>	A comparison between two apparently unlike things. Can be detected through the presence of the words like, as, or than.	<ul style="list-style-type: none"> <li>- To emphasise one part of a thing</li> <li>- To provide a more interesting description</li> <li>- To make people see the similarities between two things</li> </ul>	<ul style="list-style-type: none"> <li>- I love you like a fat kid loves cake - 50 Cent</li> <li>- light as a feather</li> <li>- mad as hell</li> <li>- plain as day</li> </ul>
<b>Metaphor</b>	A direct comparison between two apparently unlike things, not using the words like, as, or than.	<ul style="list-style-type: none"> <li>- To provoke an emotion with the comparison</li> </ul>	<ul style="list-style-type: none"> <li>- He's a dolphin in the water.</li> <li>- My love is a red, red, rose.</li> <li>- You're a pig.</li> </ul>
<b>Figurative language</b>	Describing something without just using the literal meaning of the words; using comparisons and descriptive language.	<ul style="list-style-type: none"> <li>- To make your writing more interesting and to create an image in the reader's mind</li> <li>- To provoke emotions in the reader</li> </ul>	The use of most of the other techniques is considered figurative writing! Also the use of interesting descriptive words.
<b>Alliteration</b>	Successive words beginning with the same sound or with the same letter.	<ul style="list-style-type: none"> <li>- To draw attention to a particular phrase.</li> <li>- To make a sentence flow well</li> <li>- To subtly make the reader think of things they associate with that letter or sound</li> </ul>	<ul style="list-style-type: none"> <li>- "Sing a song of sixpence..."</li> <li>- Back to basics</li> <li>- Sink or swim</li> </ul>
<b>Assonance</b>	Repeating a vowel sound in a series of words.		<ul style="list-style-type: none"> <li>- how now brown cow</li> <li>- do you like blue?</li> <li>- the sound of the underground</li> </ul>
<b>Repetition</b>	The repeating of ideas, words, phrases, lines, or stanzas (verses).	<ul style="list-style-type: none"> <li>- To draw attention to an idea</li> <li>- To highlight the emotional impact</li> <li>- To get a phrase "stuck in the reader's head"</li> </ul>	<ul style="list-style-type: none"> <li>- "I believe in you"</li> <li>- songs with a chorus</li> </ul>
<b>Personification</b>	Assigning human traits to something that isn't human.	<ul style="list-style-type: none"> <li>- To make poems or descriptions more fantastic and quirky</li> <li>- To get you to relate to something that is not human</li> </ul>	<ul style="list-style-type: none"> <li>- That chocolate is calling to me.</li> <li>- The plants are thirsty.</li> <li>- The computer is taunting me.</li> </ul>

<b>Onomatopoeia</b>	Words which imitate sound.	<ul style="list-style-type: none"> <li>- To make the poem sound more lively</li> <li>- To convey an emotion or mood</li> <li>- To create interesting language</li> </ul>	<ul style="list-style-type: none"> <li>- Bang</li> <li>- Beep</li> <li>- Squish</li> <li>- Splat</li> </ul>
<b>Rhythm</b>	A pattern of repeating sound or language. A 'beat'.	<ul style="list-style-type: none"> <li>- To create patterns (the beat)</li> <li>- To make the poem flow easily</li> <li>- To draw attention to parts of the poem</li> </ul>	<ul style="list-style-type: none"> <li>- Many songs</li> <li>- "England, Ireland, Scotland, Wales..."</li> <li>- "Cup and Saucer..."</li> </ul>
<b>Enjambment</b>	Splitting up a sentence into two or more lines in a poem.	<ul style="list-style-type: none"> <li>- To make the reader want to read on to the next line</li> <li>- To make the structure more interesting</li> <li>- To give the impression of someone's thoughts flowing</li> </ul>	<ul style="list-style-type: none"> <li>- I think that I shall never see</li> <li>- A poem lovely as a tree. (Joyce Kilmer)</li> </ul>
<b>Dialect</b>	A variety of a particular language that is specific to a particular region or group of people.	<ul style="list-style-type: none"> <li>- To make the poem seem authentic to a particular time, place or people.</li> <li>- To celebrate or preserve a way of speaking, through poetry.</li> </ul>	<ul style="list-style-type: none"> <li>- "Bedad, it's cruke, me lad" – John O'Brien</li> <li>- "The best-laid schemes o' mice an' men, Gang aft agley..." – Robert Burns</li> </ul>
<b>Ambiguity</b>	An ambiguous word or a phrase can mean more than one thing. The double meaning can be obvious or more subtle.	<ul style="list-style-type: none"> <li>- To add richness to the poem.</li> <li>- To make the reader think about the poem's real meaning.</li> </ul>	<ul style="list-style-type: none"> <li>- Dark</li> <li>- Heavy</li> <li>- Light</li> <li>- Land</li> </ul>
<b>Juxtaposition</b>	The placement of two concepts, descriptions or words side by side or next to each other.	<ul style="list-style-type: none"> <li>- To invite comparison of the similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>- Ozymandias by Percy Bysshe Shelley</li> </ul>
<b>Symbolism</b>	The art of using an object or a word to represent an idea. Actions, people, places, words, and objects can all have symbolic meanings.	<ul style="list-style-type: none"> <li>- To suggest an idea without saying it outright.</li> <li>- To create a mood or emotion.</li> <li>- To show a deeper meaning.</li> </ul>	<ul style="list-style-type: none"> <li>- Rain symbolises sorrow</li> <li>- Doves symbolise peace</li> <li>- Red symbolises passion</li> </ul>