

MACQUARIE PEN ANTHOLOGY *of* AUSTRALIAN LITERATURE

TEACHING GUIDE

KEY TEXTS

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**NELSON MEERS
FOUNDATION**

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TITLE OF UNIT	Unit 1: Icons
FOCUS	What is an Australian icon? Has this changed over time? How do Australian writers treat and define the iconic in their texts?
LEVEL	Lower to Middle Secondary
KEY TEXTS	<p>From the <i>Anthology</i>:</p> <p>Blainey, Geoffrey: <i>The Rush that Never Ended</i> Inglis, K.S.: <i>Sacred Places</i> Leunig, Michael: Life Cycle of the Supermarket Trolley Modjeska, Drusilla: <i>Stravinsky's Lunch</i> Paterson, Banjo: 'Waltzing Matilda' Ricketty Kate: 'Via the Bridge' Seymour, Alan: <i>The One Day of the Year</i></p>

TITLE OF UNIT	Unit 2: Make 'em Laugh, Make 'em Cry: Humour and emotion in Australian literature
FOCUS	Is there a distinctively Australian sense of humour recognisable in our literary heritage? Does the contemporary student see humour in the same things and respond in the same ways as previous generations? How well do Australian writers deal with more serious subjects?
LEVEL	Lower to Middle Secondary
KEY TEXTS	From the <i>Anthology</i> : Astley, Thea: <i>It's Raining in Mango</i> Humphries, Barry: 'Edna's Hymn' Lindsay, Norman: <i>The Magic Pudding</i> Marshall, Alan: 'The Grey Kangaroo'

TITLE OF UNIT	Unit 3: Aboriginal Perspectives
FOCUS	What do Aboriginal writers have to say about the white people who colonised their land? What do colonisers have to say about Aboriginal people? Is there any common ground between black and white writers on these subjects? In what ways has time altered the expression of these perspectives?
LEVEL	Lower to Middle Secondary
KEY TEXTS	<p>From the <i>Anthology</i>:</p> <p>Astley, Thea: <i>It's Raining in Mango</i> Bellar, Lisa: 'Women's Liberation'; 'Taxi' Bennelong: Letter to Mr Philips, 1796 Burnum Burnum: <i>The Burnum Burnum Declaration</i> Cameron, Bessie: Letter to the Editor, 1886 Dark, Eleanor: <i>The Timeless Land</i> Davis, Jack: 'The First-born'; 'The Black Tracker' Furphy, Joseph: <i>Such is Life</i> Gilbert, Kevin: 'People Are Legends'; Extract from <i>The Cherry Pickers</i> Martiniello, Jennifer: 'Uluru by Champagne'; 'Emily Kngwarreye' Morgan, Sally: <i>My Place</i> Oodgeroo of the Noonuccal: 'Assimilation – No!'; 'Integration – Yes!'; 'The Dawn is at Hand'; 'We are Going' Randall, Bob: Brown Skin Baby Roach, Archie: 'Took the Children Away' Tench, Watkin: <i>A Complete Account of the Settlement of Port Jackson</i> Watson, Samuel Wagan: 'Recipe for Metropolis Brisbane' Worgan, George: <i>Journal of a First Fleet Surgeon</i></p>

TITLE OF UNIT	Unit 4: Text into Film I
FOCUS	<p>Some of the texts/extracts included in the Anthology have been interpreted on film or made into a TV series.</p> <p>How does the text/extract compare with its representation in the film version? What techniques have been employed to adapt the text to film?</p> <p>What are the strengths and weaknesses of these transformations?</p>
LEVEL	Lower to Middle Secondary
KEY TEXTS	<p>From the <i>Anthology</i>:</p> <p>Lawson, Henry: ‘The Drover’s Wife’ Paterson, Banjo: ‘The Man from Snowy River’; ‘Waltzing Matilda’ Pilkington, Doris: <i>Follow the Rabbit-Proof Fence</i></p>

TITLE OF UNIT	Unit 5: Landscapes/Mindsapes
FOCUS	How do authors draw on/use the distinctive Australian landscape in their work? In what ways do landscapes represent aspects of the individual or collective self? How does landscape become mindscape?
LEVEL	Middle to Upper Secondary
KEY TEXTS	<p>From the <i>Anthology</i>:</p> <p>Banfield, E.J.: <i>Confessions of a Beachcomber</i> Hope, A.D.: 'Australia' Mackellar, Dorothea: 'My Country' Malouf, David : 'A First Place' Slessor, K.: 'Beach Burial' Sze Pui, Taam: <i>My Life and Work</i> Stewart, Douglas: 'The Fierce Country' Wright, Judith : 'South of My Days'; 'The Surfer'</p>

TITLE OF UNIT	Unit 6: Family Dramas
FOCUS	The tensions of family life are a recurrent motif of fiction and non-fiction alike. How do writers use their chosen form to explore the subject of family relationships?
LEVEL	Middle to Upper Secondary
KEY TEXTS	<p>From the <i>Anthology</i>:</p> <p>Gray, Robert: 'Diptych' Harwood, Gwen: 'Barn Owl' James, Clive: <i>Unreliable Memoirs</i> Seymour, Alan: <i>The One Day of the Year</i> Winton, Tim: 'My Father's Axe'</p>

TITLE OF UNIT	Unit 7: Text into Film II
FOCUS	<p>Some of the texts/extracts included in the <i>Anthology</i> have been interpreted on film or made into a TV series.</p> <p>How does the text/extract compare with its representation in the film version? What techniques have been employed to adapt the text to film? What are the strengths and weaknesses of these transformations?</p>
LEVEL	Middle to Upper Secondary
KEY TEXTS	<p>From the <i>Anthology</i>:</p> <p>Flanagan, Richard: <i>The Sound of One Hand Clapping</i> Franklin, Miles: <i>My Brilliant Career</i> Johnston, George: <i>My Brother Jack</i> Kenneally, Thomas: <i>Schindler's Ark</i> Koch, Christopher: <i>The Year of Living Dangerously</i> Nowra, Louis: <i>Radiance</i> Rayson, Hannie: <i>Hotel Sorrento</i></p>

TITLE OF UNIT	Unit 8: From the Outside
FOCUS	How does it feel to be on the outside looking in? How do writers deal with experiences of alienation and/or exclusion from families, others, communities, and mainstream national cultures?
LEVEL	Middle to Upper Secondary
KEY TEXTS	<p>From the <i>Anthology</i>:</p> <p>Abdullah, Mena and Mathew, Ray: ‘The Dragon of Kashmir’ Armanno, Venero: <i>The Volcano</i> Humphries, Barry: <i>More Please</i> James, Clive: <i>Unreliable Memoirs</i> Liverani, Mary Rose: <i>The Winter Sparrows</i> Porter, Hal: <i>The Watcher on the Cast-Iron Balcony</i> Prichard, Katharine Susannah: ‘Marlene’ Skrzynecki, Peter: ‘Migrant Hostel’ Sykes, Roberta: <i>Snake Cradle</i> Waten, Judah: <i>Alien Son</i> Yu, Ouyang.: ‘The Ungrateful Immigrant’</p>

TITLE OF UNIT	Unit 9: Voices
FOCUS	How writers create distinctive voices in fiction and non-fiction texts.
LEVEL	Upper Secondary
KEY TEXTS	<p>From the <i>Anthology</i>:</p> <p>Clift, Charmian: 'Images in Aspic' Dawe, Bruce: 'A Victorian Hangman Tells his Love' Grenville, Kate: 'How Many Birthdays Left?' Horne, Donald: <i>The Education of Young Donald</i> Humphries, Barry: 'Letter to Richard Allen' Keating, Paul: 'The Ghost of the Swagman' Kelly, Ned: 'The Jerilderie Letter' King George Arthur: Letter to Colonial Secretary, Van Diemen's Land Leunig, Michael: 'One of the Preambles' Menzies, Robert: 'The Forgotten People' Morgan, Anna: 'Under the Black Flag'</p>

TITLE OF UNIT	Unit 10: Writers at Play
FOCUS	Exploring ways that experimentation and play with word, image and ideas allow writers to make their mark on the literary landscape.
LEVEL	Upper Secondary
KEY TEXTS	<p>From the <i>Anthology</i>:</p> <p>Beveridge, Judith: ‘Yachts’ Farmer, Beverley: ‘Ismini’ Hewett, Dorothy: <i>Wild Card</i> Jolley, Elizabeth: ‘Night Runner’ Rankin, Jennifer: ‘Cliffs’ Vu, Chi: <i>Vietnam: A psychic guide</i></p>