

# MACQUARIE PEN ANTHOLOGY *of* AUSTRALIAN LITERATURE

## TEACHING GUIDE

### Unit 8: From the Outside

for Middle to Upper Secondary English

[www.macquariepenanthology.com.au](http://www.macquariepenanthology.com.au)

This Teaching Guide unit may be printed out and used in an educational institution by educators and students free of charge. Student handouts may be printed out or photocopied for groups of students free of charge. Student handouts may be copied and uploaded onto a closed intranet belonging to an educational institution for use by students free of charge.

No element of this Teaching Guide may be reproduced for sale or uploaded to a publicly accessible website or included in another print or electronic publication without prior written permission from Allen & Unwin. Please contact [permissions@allenandunwin.com](mailto:permissions@allenandunwin.com)

The Teaching Guide for the *Macquarie PEN Anthology of Australian Literature* is © copyright Allen & Unwin, 2009.



**NELSON MEERS  
FOUNDATION**

This Teaching Guide was produced with the support of the Nelson Meers Foundation.

## From the Outside

<b>FOCUS</b>	How does it feel to be on the outside looking in? How do writers deal with experiences of alienation or exclusion from families, others, communities, and mainstream national cultures?
<b>LEVEL</b>	Middle to Upper Secondary
<b>LENGTH</b>	Approximately 12 – 15 lessons
<b>KEY TEXTS</b>	<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> <p>Supplementary resources:</p> <p><i>Anthology</i> film clip from <a href="http://www.macquariepenanthology.com.au">www.macquariepenanthology.com.au</a>          ‘<i>The Winter Sparrows</i>: a reading’ – Mary Rose Liverani</p>
<b>LEARNING &amp; TEACHING ACTIVITIES</b>  <b>Introduction</b>	<p>Feeling as though you are on the outside – not accepted, alienated, excluded or marginalised from your family, your peer group, or your society – is a recurrent theme of both literary and non literary texts. Students will consider the way writers deal with the concepts of alienation and marginalisation; of being on the outside, looking in. They will demonstrate their understanding and response to these texts in a variety of ways including textual analysis, a speech, and imaginative writing.</p>

<p><b>1. Defining ‘outsiders’</b></p> <p><b>(1-2 lessons)</b></p>	<p><b>Activity 1(a)</b>  Ask students to think about the concept of the outsider as it is represented in the media, popular culture, literature, film and so on. After considering the examples they suggest, and any others you may wish to introduce, spend some time attempting to define the concept of the ‘outsider’.</p> <p>You may choose to use mind maps, paired or group work as well as engaging in a class discussion about this concept.</p> <p><b>Activity 1(b)</b>  Following this introductory discussion, have students write a short, creative piece (200 words) entitled ‘The Outsider’. This may take the form of a poem or prose. Some students may be willing to read their work aloud in a later lesson.</p>
<p><b>2. Responding to texts about cultural inclusion and exclusion</b></p> <p><b>(4 lessons)</b></p>	<p><b>Activity 2(a)</b>  As a class, talk about the concept of ‘multiculturalism’. Explain that the term comes from two Latin words, ‘multus’ meaning many, and ‘cultura’ meaning cultivation.</p> <p>As you attempt to define what the term ‘multiculturalism’ means and how it is used the following websites may prove useful:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.immi.gov.au/media/publications/multicultural/agenda/agenda89/whatismu.htm">www.immi.gov.au/media/publications/multicultural/agenda/agenda89/whatismu.htm</a>  provides the Australian government’s definition of multiculturalism</li> <li>• <a href="http://www.google.com.au/search?hl=en&amp;client=firefox-a&amp;rls=org.mozilla:en-US:official&amp;defl=en&amp;q=define:Multiculturalism&amp;sa=X&amp;oi=glossarydefinition&amp;ct=title">www.google.com.au/search?hl=en&amp;client=firefox-a&amp;rls=org.mozilla:en-US:official&amp;defl=en&amp;q=define:Multiculturalism&amp;sa=X&amp;oi=glossarydefinition&amp;ct=title</a>  provides a list of definitions on multiculturalism</li> <li>• <a href="http://www.multiculturalaustralia.edu.au/">www.multiculturalaustralia.edu.au/</a>  provides a range of texts, print and visual, past and present that represent and discuss multiculturalism in Australia.</li> </ul> <p>Ask students in groups to fill out <b>Student Handout 2(a)</b> as a way to identify some of the multicultural influences in Australian culture and society and to think about how these influences are generally viewed.</p> <p><b>Activity 2(b)</b>  Have a class discussion about the group findings.</p>

**Activity 2(c)**

Tell students that they will be reading some texts from the *Anthology* that give a picture of growing multiculturalism in Australian society and working towards a class discussion of the following questions:

- Are the writers in the texts set for study expressing experiences of alienation or exclusion based on cultural identity?
- How successfully do the writers convey these (or other) experiences?

Have students read and record their personal responses to three of the following:

Abdullah, Mena and Mathew, Ray: 'The Dragon of Kashmir'

Armanno, Venero: extract from *The Volcano*

Liverani, Mary Rose: extract from *The Winter Sparrows*\*

Skrzynecki, Peter: 'Migrant Hostel'

Waten, Judah: extract from *Alien Son*

\*View the film clip at [www.macquariepenanthology.com.au](http://www.macquariepenanthology.com.au)

'*The Winter Sparrows: a reading*' – Mary Rose Liverani

**Activity 2(d)**

Students to form small groups and share their thoughts with each other about the texts. After their group work allow students time to make notes about how they would answer the set questions (above).

Follow this with a class discussion of the question. Work with the class to construct an essay on the board/whiteboard or using a computer that provides an answer to each question.

**Activity 2(e)**

Have students choose one text and rewrite part of it from an alternative viewpoint.

<p><b>3. Close analysis of 'The Ungrateful Immigrant' by Ouyang Yu</b></p> <p><b>(1-2 lessons)</b></p>	<p><b>Activity 3(a)</b></p> <p>The following website provides useful biographical information about Ouyang Yu: <a href="http://www.ouyangyu.com.au/">www.ouyangyu.com.au/</a>.</p> <p>Answer the questions in <b>Student Handout 3(a)</b> looking at the ways Ouyang Yu uses poetic language and form, to convey the concept of being from the outside.</p>
<p><b>4. Close analysis of Marlene by K.S. Prichard</b></p> <p><b>(2-3 lessons)</b></p>	<p><b>Activity 4(a)</b></p> <p>The Katherine Susannah Pritchard Writers Centre has a website with biographical information: <a href="http://www.kspf.iinet.net.au/">www.kspf.iinet.net.au/</a>.</p> <p>Students to complete the questions on Prichard's short story 'Marlene'. See <b>Student Handout 4(a)</b>.</p>
<p><b>5. Feelings of alienation at home and at school</b></p> <p><b>(2-3 lessons)</b></p>	<p><b>Activity 5(a)</b></p> <p>Australian writers often choose to describe their feelings of alienation from their own families or from their experiences at school. Ask students to examine the extracts from one or more of the following texts and to discuss how successfully the writers convey their feelings of being an outsider in these situations:</p> <p>Humphries, Barry: <i>More Please</i>  James, Clive: <i>Unreliable Memoirs</i>  Porter, Hal: <i>The Watcher on the Cast-Iron Balcony</i>  Sykes, Roberta: <i>Snake Cradle</i></p> <p><b>Activity 5(b)</b></p> <p>Students to find an example of a text by another Australian writer that deals with this theme and present a two minute talk to the class about their chosen text.</p>
<p><b>6. Write about it</b></p> <p><b>(2 lessons + home time)</b></p>	<p>Refer to <b>Student Handout 6(a)</b> for a range of writing tasks to conclude this unit.</p> <p>Display a selection of these in the classroom.</p>

## From the Outside

### Student Handout 2(a)

#### Cultural Influences in Australia

How are various cultures from around the world represented in Australia?

Category	Examples	Details: How is this viewed? (positively/negatively)
Cuisine / food	Eg Italian (pasta, pizza etc)	Seen as family oriented; part of vibrant casual living; popular with many Australians
Religion		
TV shows		
Music		
Traditions		

## From the Outside

### Student Handout 3 (a)

#### ‘The Ungrateful Immigrant’ by Ouyang Yu

1. What do you think is the main concern or theme of the poem? What ‘ideas and views of human experience’ does the text present?
2. How is this theme conveyed to the reader?
3. Who do you think is the intended audience of this poem? Explain your reasoning.
4. Consider the Australian Federal Government’s three dimensions of its multicultural policy:
  - a. **cultural identity**: the right of all Australians, within carefully defined limits, to express and share their individual cultural heritage, including their language and religion;
  - b. **social justice**: the right of all Australians to equality of treatment and opportunity, and the removal of barriers of race, ethnicity, culture, religion, language, gender or place of birth; and
  - c. **economic efficiency**: the need to maintain, develop and utilise effectively the skills and talents of all Australians, regardless of background.

Do you consider this poem challenges these statements? Why or why not?



## From the Outside

### Student Handout 4(a)

#### Questions for analysing Prichard's story 'Marlene'

Answer the following questions. Make sure you use textual examples to justify your response.

#### SETTING

- List the key descriptions of the setting in the order in which they appear in the story.
- What impression of the 'half-caste' camp is conveyed through these descriptions?
- Choose two or three examples of stylistic devices used to create these descriptions (eg: figurative language, imagery, repetition) and explain the effects that are achieved by their use.

#### CHARACTER

- What are the attitudes towards 'half-castes' as represented in this text?
- How are these people marginalised or excluded from their society?
- What does this say about the dominant attitudes or ideologies of the time?
- Through the way these characters have been represented, do you believe the text is trying to subvert, challenge or reinforce these attitudes or ideologies?

#### NARRATIVE POINT OF VIEW

- What is the point of view used in this story? How do you know?
- Is the narrator reliable or not? Explain.
- What is the narrator's attitude towards: the white folk, the half-castes, the treatment of half-castes?
- What do you think the narrator values? Give reasons for your views.

#### GAPS AND SILENCES

- What gaps are evident in the text?
- What silences are evident in the text?
- What do these features say about the society of this time? Consider the beliefs, attitudes and values of the cultures depicted.

#### THEME and AUDIENCE

- What do you think the main concern or theme of the story is? What ideas and views of human experience does the text present?
- How is this theme conveyed to the reader?
- Who do you think is the intended audience of this text? Explain your reasoning.

## From the Outside

### Student Handout 6(a)

You have read a range of texts (short stories and poems) that represent the way individuals have been alienated, marginalised or excluded from parts of Australian society. Complete one of the following writing tasks.

1. Write a **short story or poem** in which you convey ideas of alienation or exclusion in Australian society.

OR

2. Choose a suitable form (eg: **poem, short story, song, poster, website, newspaper or magazine article**) to convey your own personal experiences of feeling alienated or excluded. Alternatively you might like to assume the voice of a character or of a group of your peers to convey these feelings.

OR

3. Write and present a **brief talk** on one of the texts from the *Anthology* or a text of your own choice; explain how the theme of being an ‘outsider’ is presented in the text.

OR

4. ‘How do writers deal with experiences of alienation or exclusion from families, others, communities, and mainstream national cultures?’ Write an **essay** answering this question in the light of two or three of the texts from the *Anthology*.

OR

5. Produce a **feature article** that represents an issue relating to how individuals or specific groups in society are alienated or excluded.