



NCEA Level 1 Explain Significant Connections Across Texts: Identity Poetry Compare/Contrast

Year Level: 11

Learning Outcomes

*Curriculum achievement objectives
(AOs) for:*

English

Processes and strategies

Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.

- selects and uses appropriate processing and comprehension strategies with confidence
- thinks critically about texts with understanding and confidence

Purposes and audiences

Show a developed understanding of how texts are shaped for different purposes and audiences

- identifies particular points of view

within texts and understands that texts can position a reader

Ideas

Show a developed understanding of ideas within, across, and beyond texts.

- makes connections by interpreting ideas within and between texts from a range of contexts

Language features

Show a developed understanding of how language features are used for effect within and across texts.

- understands that authors have different voices and styles and identifies and can explain these differences

Achievement Standard aligned to

AS90852 Explain significant connection(s) across texts, using supporting evidence

Teaching and Learning

Suggested resources

[ransack](#) – essa may ranapiri (poetry collection)

[Brown Girls in Red Lipstick](#) – Courtney Sina Meredith (poetry collection)

[The World' Wife](#) – Carol Ann Duffy (poetry collection)



Lesson 1 Sequence

1. Do Now Activity: *“What makes up a person’s identity?”* Have students brainstorm their answers to the question. They could share answers with a partner, in a group, or as whole class activity. Extend the discussion by asking why identity is important within wider communities and cultures. What is “New Zealand” identity, for example?
2. Have students work in groups. Give each group a different poem to work with for the lesson.
3. In groups, students read through the poem they have been given. They should begin their analysis by answering the following questions about the poem.
 - What is significant about the title?
 - What is the structure of the poem?
 - What themes can you identify?
 - Can you identify any key language techniques?
 - Who is the narrator of the poem?
 - How does the poet deal with the theme of “identity”? What identities do they discuss?
4. Poetry Information Posters. Working in their groups, have students create information posters about the poem. These will be used to teach the rest of the class about their poem. Key information focussing on the theme of identity and their analysis from the above questions should be included on the poster.
5. Students present their posters to the class. This could also be completed in the following lesson. Class members could be encouraged to take notes and/or to ask questions in order to develop their understanding of the poem.

Lesson 2 Sequence

1. Do Now Activity: *“If you were to write an identity poem, what important information about yourself would you include?”* Have students engage with the theme of identity by considering their own identities and what is important to them. This could be done as a Think/Pair/Share activity, as a brainstorm, or as a class discussion.
2. Display the poetry posters from the previous lesson as a resource. Have students choose a second poem (different from the one they analysed in their group) to compare/contrast. They could collect information about their chosen poem by taking notes from the posters. Alternatively, they could work in “expert groups” where group members share information about the poem they analysed.

3. Working individually, students complete a comparison table for their two poems, focussing on the following questions:
 - **Themes** - are both poems about similar issues or themes?
 - **Attitudes** - are the poets expressing similar or different attitudes to their themes?
 - **Form** - are the poems written in a clearly recognisable form or not?
 - **Structure** - how have the poets chosen to set out the poem and its stanza(s) on the page?
 - **Language** - are there striking features of language (like phrases or lines that stand out) in each poem?
 - Rhythm and rhyme - do the poets use rhythm or rhyme schemes in the same way?
4. Using the information they have collected in their table, students write a compare/contrast paragraph.
5. Students swap work and feedback on each other's paragraphs. This could be done using the assessment criteria. It could also be done as a homework activity.

Assessment and Evaluation

Formative and/or Summative assessment task(s), including how will feedback be provided

Formative assessment through students giving each other feedback on their work. Student feedback could be used to identify learning needs to be addressed in following lessons

Provision for identifying next learning steps for students who need:

This task will allow both teachers and students to identify any gaps in learning around features of poetry

- further learning opportunities
- increased challenge