ENGLISH

Lesson 1

Year 9

Topic: Representations in texts

Examining representations in a song

Aboriginal peoples and Torres Strait Islander peoples are warned that resources in this lesson may contain images, voices and names of persons who may now be deceased.

Today you will:

- understand language features of literary texts that create representations.

Resources

Digital

Video — Representation (2:19)

Slideshow — Evaluative language devices

Find and prepare

Sheet 2 — Australian identity

Sheet 3 — Australian icons

Sheet 5 — Comprehending 'True Blue'

Sheet 6 — Evaluative language devices: 'True Blue'

Key terms

cohesion, colloquialism, culture, evaluative language, icon, living language, metaphor, myth, representation, rhetorical question, slang, symbol, symbolism

For definitions and explanations of terms, please see the Glossary.

Keep the **Glossary** for reference throughout this unit.

Lesson

Review understanding of Australian identity

1. The following characters are all Australian and have many aspects that contribute to their Australian identity. Some characters are historical and some characters are more modern.



I am Kaiya. I'm a Yagera man of the Noonuccal people. My country is the land my ancestors have fished and hunted since the Dreaming — the crystal clear waters of Moreton Bay. Here I fish with the spear I am named after.

G'day, I'm Kev. I'm a Yagera man of the Noonuccal people. I live beside Moreton Bay, the traditional country of my ancestors. I love being out on the water — fishing, snorkelling and jetty jumping with my friends.





Nǐ hǎo. My name is Wei. I came to this land to seek my fortune on the goldfields of Araluen. Australia is a strange place to me — many Australians seem to have very strange customs. I am glad that there are more of my countrymen here. Together, we maintain our connection to the ways of our homeland.

Hi, I'm Liu. I've lived in western Sydney all my life. I guess my family is pretty interesting. We speak Cantonese at home but always English when we are out and about. My mates from footy are always hassling me to invite them over so they can eat my Mum's cooking!





My name is Jennifer O'Shea and I was born in the colony of New South Wales. My parents used to tell me ghastly tales about life back in Ireland. They say I am lucky to be in a new country where I will have more opportunities than 'back home'.

Hey, my name's Jane. I live in Geelong and I love it here. My friends and I like to catch the train into the city where we go shopping, maybe see a movie and ride the trams. It's awesome.



2. Read what each character talks about and check the boxes in the table to identify whether they are historical or modern.

> You can identify whether a character is modern or historical by examining the kinds of clothes they are wearing, the language they use and the kinds of activities they describe — even how they refer to Australia.

Name	Historical character	Modern character
Kaiya	☐	☐
Kev	☐	☐
Wei	☐	☐
Liu	☐	☐
Jennifer	☐	☐
Jane	☐	☐

3. Open **Sheet 2 —** Australian identity and describe what being Australian means to you.

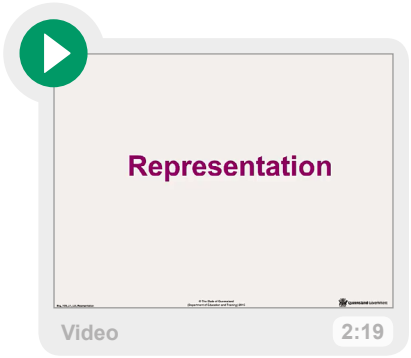
   Some aspects of Australia are very well-known and are recognised as being associated with Australia. Consider our native wildlife, the song 'Waltzing Matilda', and our natural wonders like Uluru and the Great Barrier Reef. What about legends like the bushranger Ned Kelly or 'The Man from Snowy River'? They have become synonymous with Australia. Think about typical Australian icons, behaviours and cultures.

4. Open **Sheet 3 —** Australian icons and select four icons that you think best represent aspects of Australia's peoples, histories or cultures.

> **culture:** the beliefs, customs, practices and social behaviours of a group, nation or people
>
> **symbol:** an object or image that represents something else
>
> **icon:** an important symbol for a group, people or culture
>
> **myth:** a popular belief that has become associated with something else
>
> **representation:** where words, images or symbols serve to express or stand for something else such as a person, thing or idea

5. View the **Video — Representation** for more information about how representations are constructed.

   This video outlines how visual and written information, and social and cultural perspectives, can create representations in texts.



6. List the four icons you selected from **Sheet 3** and identify the aspects of Australian identity represented and what they could symbolise about Australia. One example has been provided for you.

Australian icons	**Aspect of Australia being represented** (for example: peoples, histories or cultures)	**What does the icon symbolise about Australia?**
Australian cattle dog	*Australian people*: living in regional areas *Australian culture*: working on the land	Represents Australian: • mateship • work ethic — hard working
		Represents Australian: • •
		Represents Australian: • •
		Represents Australian: • •
		Represents Australian: • •

Comprehend song lyrics that create representations

You are going to read the lyrics of the song 'True Blue' by John Williamson, which conveys one perspective about representations of Australia's peoples, histories and cultures.

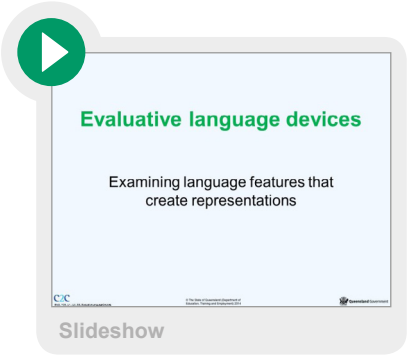
> 'True Blue' was written in the 1980s when Australian companies were being sold to overseas corporations and the concept of 'globalisation' was being discussed as an emerging national issue for Australia. The lyrics reflect questions about what it means to be Australian.

7. Use a search engine to find an online version of the lyrics for 'True Blue' by John Williamson.
8. Open **Sheet 5 —** Comprehending 'True Blue' and refer to the song lyrics to answer questions about representations in the text.

Examine language features that create representations

9. View the **Slideshow — Evaluative language devices.**

   This slideshow outlines direct and indirect expressions of evaluative language, and language devices, including colloquialism, creative spelling, symbolism, metaphors and rhetorical questions.



10. Open **Sheet 6 —** Evaluative language devices: 'True Blue'.
    a. Answer questions 1–4 on **Sheet 6** about colloquialisms used in the song lyrics.

> **colloquialism:** an informal word or phrase that is used more often in conversation than in formal speech or writing
>
> **slang:** an more informal version of colloquial language
>
> **living language:** a language that is constantly evolving or changing due to the way it is used and preserved

    b. Answer questions 5–7 on **Sheet 6** about symbolism and metaphors used in the song lyrics.

> **symbolism:** the use of symbols to give an object a deeper or more abstract meaning than that which is represented at face value. For example, the symbol of a fractured heart may symbolise love gone awry
>
> **metaphor:** when one thing is said to be something that it is not. It is not meant to be taken literally. A connection is made from one object, person, place or event to another, which can help the reader apply qualities of one to the other to provide insight or new knowledge. For example: 'her heart of stone'

c. Answer questions 8–9 on **Sheet 6** about rhetorical questions in the song lyrics.

cohesion: grammatical or lexical relationships that bind different parts of a text together and give it unity

rhetorical question: a question that is asked to provoke thought rather than require an answer

Reflect on how language features influence interpretations



You can understand how Australia's peoples, histories and cultures are represented in texts by examining the language features. Do you think 'True Blue' influences us to see Australia in a particular way?

11. Write a paragraph about how the language features in 'True Blue' could influence an audience to accept particular representations of Australian identity. (4–6 sentences).