



TEACHER RESOURCE

Poetry
takeover

SOUTH
AUSTRALIA'S
HISTORY
FESTIVAL

Change! It's the only constant.

The *Poetry Takeover Challenge* is a new component to South Australia's History Festival. Even though the festival will look a little different this year, the Poetry Takeover is going ahead and we look forward to reading your poems, written with the timely theme in mind; a state of change.

During May 2020, we invite young people to take inspiration from the collections that the History Trust of SA and other museums and galleries hold on behalf of the state of South Australia. We encourage teachers and students to engage with objects, think creatively, connect those thoughts to the theme of change, and then develop a poem of any kind.

These questions may guide you:

- What does local history mean to you?
- Why are objects important and why should we care?
- Why would a museum have *that* particular object on display?
- What's the story?

The *Poetry Takeover Challenge* is open to all students in Years 4 through 11 across South Australia. Parents, carers and/or teachers can provide support. The poems will be inspired by museum objects discovered by exploring the [collections linked on this site](#).

Participants can create poems in any form: haiku, stanza, limerick, sonnet or spoken word, either written or recorded.

Submit your poem in writing, or as an audio or video file, along with a picture of the object that inspired you. The History Trust will share the poems on our Poetry Gallery page and on the [History Festival Facebook](#) and [Instagram](#) accounts. Be sure to tell your family and friends to read your poem online and take part in the Community Choice voting in May/June.

How to enter

1. Choose an object or artwork that you love! It could be a work that makes you feel something or maybe you're excited by the colour, texture, form, or content of the work. Pick anything that draws you to it. Start here with our [Resources page](#).
2. Develop a poem inspired by the object and relating to the theme '*change*'. Think about the different kinds of poetry: It could be a haiku, a limerick, free verse (no rules!), spoken word/slam, a sonnet, anything!
3. Submit your poem & object image from 1–31 May 2020 on our [Submissions page](#).

What to submit

- Your poem: written (up to 25 lines) or recorded audio/video (up to 3 minutes).
- An image of your chosen object. Ensure you acknowledge the source of your object image. If you include music in audio/video entries, please ensure it is copyright-free.

Who can participate

Poetry Takeover is open to anyone in South Australia in years 4–11.

Important Details

- Poems submitted must be the student's own work.
- One entry per person.
- Submissions are accepted from Friday 1st of May until 5pm Sunday 31st May 2020.
- Be respectful. Poems are not to contain any discriminatory or offensive language.
- Entries must be submitted through the Poetry Takeover website.
- Poems will be displayed on the Poetry Takeover website and via social media channels.

Judging Criteria

Poetry is a wildly creative medium, which makes it a lot of fun to create and to read, and as all English teachers know, difficult to assess. Lucky for us, we have assembled a team of passionate and diverse student judges that will develop their own assessment matrix and pore over the submitted work, to select this year's winning poems.

The judges will be tackling the entries with the following criteria and tips in mind, and will be looking for a strong connection to the chosen object and the theme; change.

Years 4-6- we are more concerned with the way an idea is captured and the response and relationship to the object.

Years 7-8 & 9-11- we will look at poetic devices such as rhyme, half-rhyme, alliteration, assonance, imagery, and personification, and their discerning use within the poem, as well as the overall concept.

Tips for Students

1. Your poem should tackle a big idea – find a compelling, exciting, disturbing, meaningful, intriguing, important, far-reaching, or unexpected poem about human experience. Remember simple ideas can have a deep impact. Small objects can tell big stories. Big ideas can be captured in a metaphor or a moment.

2. Form – the type of poem you write / speak – the form it takes, should suit what you are trying to say. Rhyme, don't rhyme. Repeat a rhythm, don't repeat a rhythm, tackle a sonnet, a limerick, a haiku, Slam us with your ideas. Double space, single space, visually shape your poem or play it straight – our judges don't mind, just make sure it is the best form to convey your ideas.

3. Craft your poem with perfect word choices – carefully select the right words to say what you mean, to build your picture for the reader. Your words

should be precise, they should express with clarity and imagination your big idea. We should think “wow that was the perfect word for that idea/object/moment” or “not a word was wasted or out of place”. Your spelling should be correct.

4. Use powerful imagery to create mood & understanding. Poetry often does with imagery what prose can't – make your point with strong, memorable images about places, concepts, events, thoughts. Be bold and brave in your choices- avoid cliché and be cautious about over description.

5. Kill your darlings (edit!) get rid of all the unnecessary commas, exclamation points, words, adjectives, overblown language etc. – trim it down, give it a haircut! Make it sing with clarity.

6. Less is more – you don't have to TELL the reader everything or spell it out in detail – you can be elusive, ambiguous, metaphorical. A poem isn't always a direct statement, sometimes it is full of hints and ideas, or it makes us think of, say, the tragedy of war, when it is talking about something else, like gardening.

7. Make us feel, make us think. Your audience should have a strong emotional and / or intellectual response. Perhaps they instantly feel an emotional connection to the poem, or perhaps they are still thinking about it a few days later. Either way, the poem should impact on the reader: “wow this poem made me feel...” or “now I understand” or even “I want to know more”.

Prizes

- Two prizes will be awarded in each of the three categories: Years 4-6, Years 7-8 and Years 9-11.
- Winners in each category will be awarded a \$50 Dymocks voucher.
- Three Community Choice prizes will also be awarded. These will be voted on by site visitors once all entries have been received.
- Entries will be displayed in the Poetry Takeover online gallery and shared on social media.

Fitting into the Curriculum

Poetry and creative writing is included in the English course of the Australian Curriculum for Years 4 – 10, and is open to be explored in different ways. On the next page we have mapped out the relevant Achievement Criteria for English in each year level to help you assess your students' poems.

The General Capabilities covered in this research and poetry task include: *Literacy, ICT Capability, Creative & Critical Thinking, Personal & Cultural Capability, and Intercultural Understanding.*

The exploration of historical and cultural objects can allow students to access the **Cross-Curricular Priorities** of

- *Aboriginal and Torres Strait Islander Perspectives* (consider the protest movement for Aboriginal rights through the Centre of Democracy collection)
- *Asia and Australia's Engagement with Asia* (check out the Migration Museum collection)
- *Sustainability* (considering environmental impacts of historical change such as industrialisation or migration)

This project also provides a valuable opportunity to connect with your local institutions and South Australian history!

[Here](#) and on our website you can find a list of local museums, history community groups and galleries separated into council areas, showing what schools are also nearby. Have a look if you want to connect with a local group.



Year 4 English Achievement Criteria (Productive modes)

- Students use language features to create coherence and add *detail* to their texts
- They create texts that show understanding of how images and detail can be used to extend key *ideas*.
- They demonstrate understanding of grammar, select vocabulary from a range of resources, and use accurate spelling and grammar, re-reading and *editing* their work to improve meaning.

Year 5 English Achievement Standards (Productive modes)

- Students use language features to show how *ideas* can be extended.
- They create *imaginative* texts for different purposes and audiences.
- When writing, they demonstrate understanding of grammar using a variety of sentence types. They select vocabulary and use accurate spelling and punctuation. They *edit* their work for cohesive structure and *meaning*.

Year 6 English Achievement Criteria (Productive modes)

- Students understand how language features and language patterns can be used for emphasis
- They demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria

Year 7 English Achievement Criteria (Productive modes)

- Students understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view
- They create texts showing how language features and images from other texts can be combined for effect
- When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation

Year 8 English Achievement Criteria (Productive modes)

- Students understand how the selection of language features can be used for particular purposes and effects
- Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways
- They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation

Year 9 English Achievement Criteria (Productive modes)

- Students understand how to use a variety of language features to create different levels of meaning.
- In creating texts, students demonstrate how manipulating language features and images can create innovative texts.
- Students create texts that respond to issues, interpreting and integrating ideas from other texts
- They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and grammar

Year 10 English Achievement Criteria (Productive modes)

- Students show how the selection of language features can achieve precision and stylistic effect.
- They develop their own style by experimenting with language features, stylistic devices, texts structures and images.
- Students create a wide range of texts to articulate complex ideas.
- They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

Choosing an Object

In the context of the Poetry Takeover challenge, the term *object* refers to an object within a museum or gallery collection. Museums collect and display objects that have historical or scientific value, tell a story and/or have aesthetic value.

The chosen object should be something that appeals to the poet in some way, which connects with the theme of *change*. The theme is open to interpretation!

Before students are let loose on a collection, we suggest choosing one and looking through the objects as a class. This is an opportunity to question, discuss, and look critically at the objects. Here are some questions to prompt discussion (there are more in the graphic on the next page!):

- Do you know what this object is? (Many objects will be old and unfamiliar to students. Many objects have some written details about the origin but it can be fun to have students guess first.)
- Why do you think a museum would display this object? Why is it important?
- When do you think this object was created?
- What kind of person might have owned this object?
- What materials is this made from?
- Do you like the decoration on this object? Why/why not?
- Do you think this object was made in Australia or overseas?
- Is this object connected to a particular culture/event/time period?
- What do modern versions of this object look like?

Looking through an online collection can be overwhelming for students if they don't know what they're looking for. You might like to

use some of the questions above as prompts, some of your own, or you can use the [Reflection Cards](#) found on the Resources page of our website to guide their exploration.



Online Collections

We have collected a huge range of resources including object and image collections from South Australia, along with videos and tutorials to get your creative juices flowing.

You'll find links to all the History Trust collections on the [Resources](#) page of our website, including:

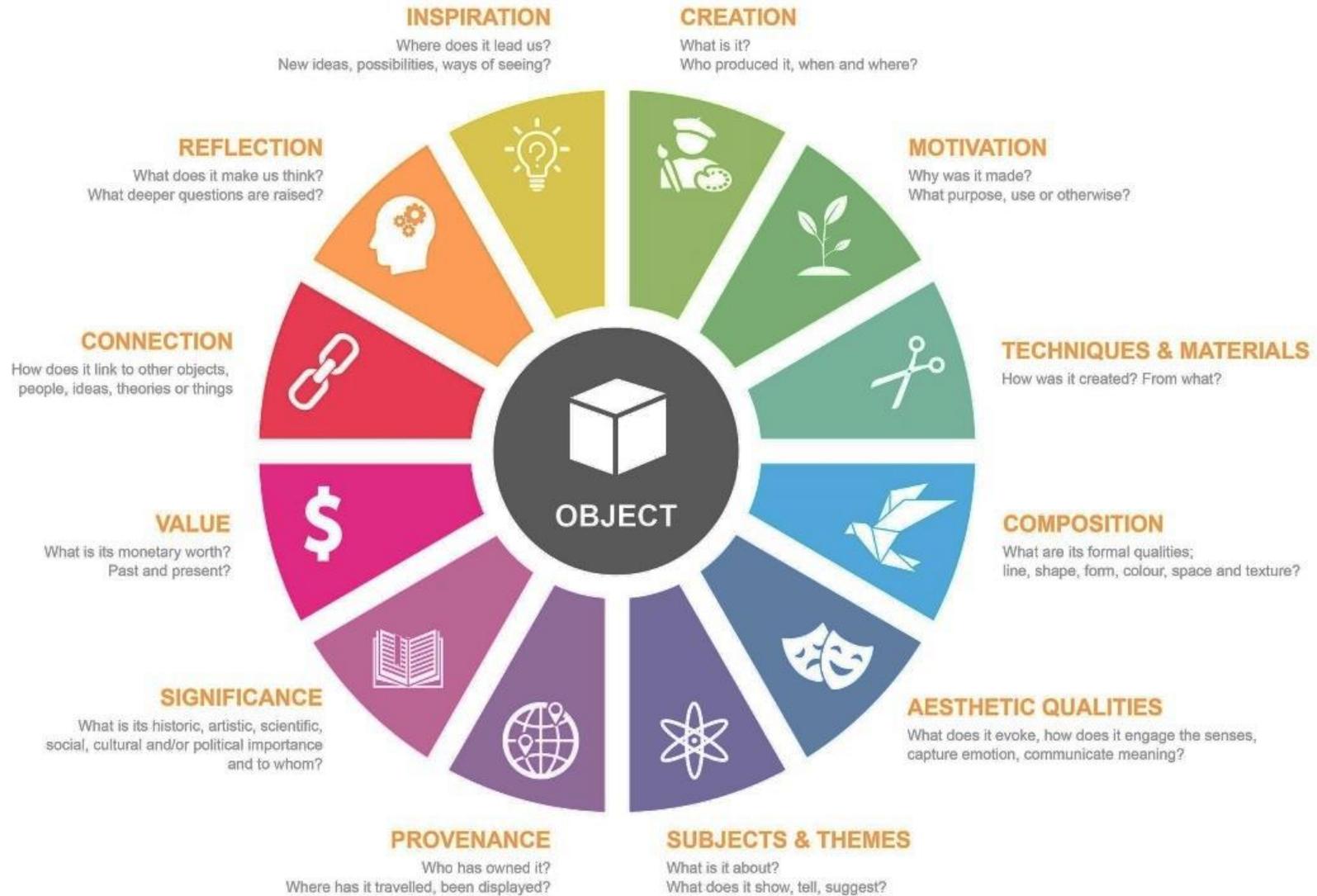
- [Migration Museum](#)
- [National Motor Museum](#)
- [South Australian Maritime Museum](#)
- [Centre of Democracy](#)

You'll also find links to a huge collection of [local and regional museum collections](#), which is growing every day!

Feel free to contact your [local museum or gallery](#) if you can't find them in the resources list. They might be able to share images with you. You may even discover a nearby museum you didn't know about before!



The graphic below is from the [Flinders University Museum of Art](#)



Getting Started with Poetry

There are so many fantastic, creative activities to help students engage with and get started writing poetry. We'd love to hear about your approach!

If poetry is new for you or you want to have a go at something different, here are a couple of poetry activities that are tried and tested by the Educators at the History Trust.

Poetry in a Box

Write down a collection of random subjects on paper slips and put them in one box/hat (subjects can vary according to age but some examples include: winter, snails, a rose, death, your celebrity crush, etc.).

In another box/hat, create paper strips with poetry forms written on them; haiku, limerick, cinquain for example. For younger students you may keep it simple with two or three forms that you have studied in class. For older or more advanced students you can create a mixed bag, and let them research the form quickly if they are not familiar with it.

Encourage the class to have a go and just write something silly or even terrible, as they don't have to share it. Although there are always a few who do want to share! This is a good, fun game that allows students to practice in some different forms without any pressure.

Poetry Bingo

This game works really well using a song as an example of poetry. You can mock up a bingo board with poetic devices in each square (e.g. metaphor, alliteration, hyperbole, repetition, rhyme). The complexity of your bingo board will depend on what you have recently studied in class. You could have a small 4 squares or fill up the page with devices and questions about the poem/song.

Play the chosen song once before giving out the bingo sheet, then distribute and give the class a few minutes to read and discuss the forms

before playing the song again. Just like bingo, they have to cross off the poetry devices as they hear them, but they also have to write the example they've heard in the box too.

Some great songs to use for this game include: *Let it Be* by The Beatles, *Fight the Power* by Public Enemy, *Firework* by Katy Perry, *I am a Rock* by Simon & Garfunkel, even *Let It Go* from Frozen for the little ones.

Poetry Wheel

Check out [this website](#) where you can customise a virtual wheel that students can spin to randomise choices (there are a few different sites). Create a wheel full of characters such as; the young girl, the old man, the cook, the inventor, the fool, the slug, the whale, etc.

Have each student spin the wheel twice and then write a narrative poem about the two characters, reminiscent of Lewis Carroll's *The Walrus and the Carpenter*. This gives the students a prompt and also some license to be silly. It works well following a study of nonsense poetry for more advanced students.

Bad Poetry Competition

Some students are so paralysed by the thought of writing something good that they don't know where to start. This is where the Bad Poetry Competition comes in! Give your class 20 minutes to write the *worst* poem they possibly can. They may even write more than one. Let them use any form or any subject, but offer some prompts or subjects if they get stuck. You can ask students if they'd like to share their bad poem with the class and then get everyone to vote on the worst one. Good, silly fun.

To extend the lesson you could introduce the task by telling the class about the real life [Bad Poetry Competition at Columbia University](#). There are clips on Youtube and links to the winning poems on their website. This could lead into a discussion on what makes a bad poem, which of course later can lead into a discussion on what makes a *good* poem.

For enquiries about the Poetry Takeover or other Education programs presented by the History Trust of SA, contact

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