

Wherever you are in Australia, you are on the lands and waters of Australia's First Peoples. Please acknowledge the traditional owners of where you are tuning in from today in our chat.



I acknowledge the Traditional Owners of the land I am on today, the Turrbal people, and acknowledge their deep and profound connection to land, sea, and community. I pay my respects to them as the past, present and continuing storytellers of the world's oldest living culture.



Tiffany C. Li ✓

@tiffanycli

...

Stay indoors. But also return in person. Wear a mask. Not that one. The expensive one, that you can't find. Take rapid tests. Which you also can't find. But if you find them, don't buy them. Rapid tests don't work. You need PCR. There are zero appointments in your area.

@scarymommy





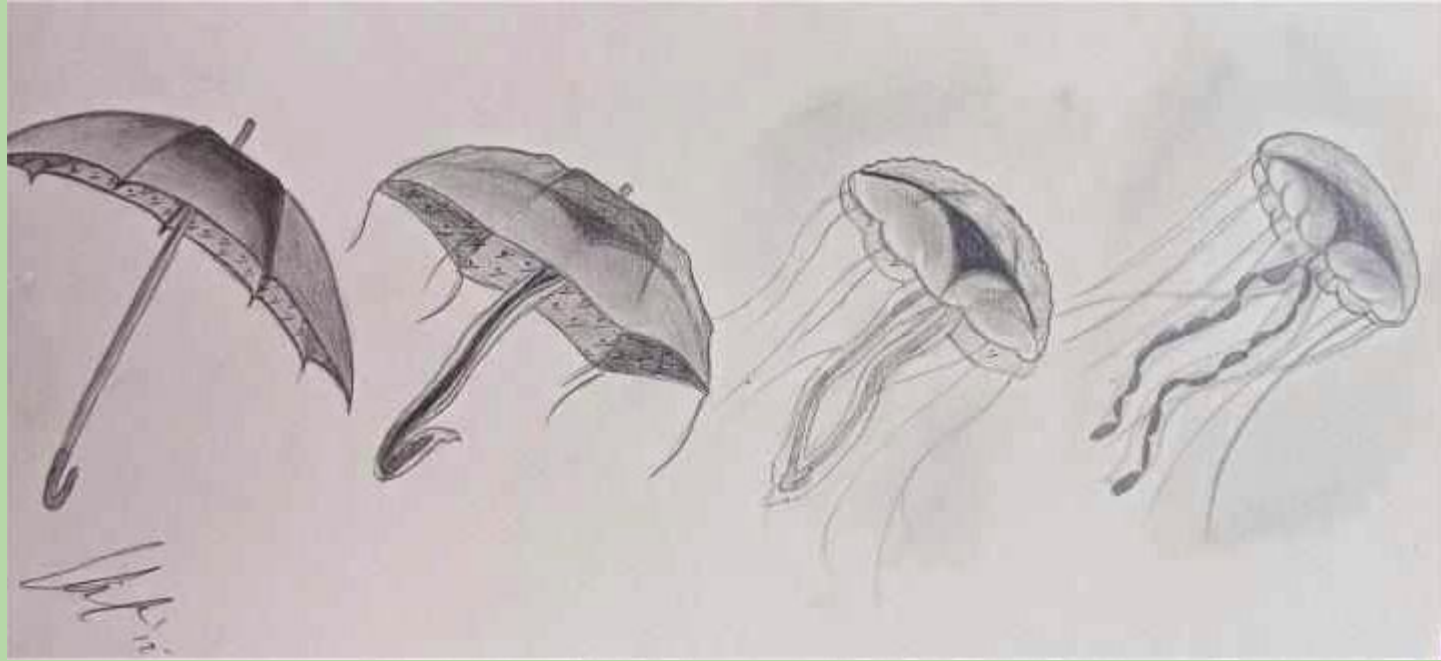
No need to
HURRY.
No need to
SPARKLE.
No need to be
ANYBODY
BUT
Ourselves.

- VIRGINIA Woolf



Metamorphosis: A Tale of Five Poems

Source: <https://www.blendspace.com/lessons/E9shLDTuHqGnOQ/copy-of-progressive-rhythm-metamorphosis>



Visual metamorphosis is the term we use to indicate **shape-shifting in art**. It allows an artist to transform a shape representing one item into a similar shape representing something else.

Source: https://www.everypainterpaintshimself.com/theme/visual_metamorphosis#:~:text=Visual%20metamorphosis%20is%20the%20term,similar%20shape%20representing%20something%20else

From the Stella Prize-winning author of
The Natural Way of Things and *The Weekend*

Charlotte Wood The Luminous Solution

CREATIVITY, RESILIENCE AND THE INNER LIFE

natured: what was there to say?

duration of a whole novel. I was no activist, nor commentator, nor polemicist. I certainly didn't see myself as a political writer. How could an artist like me work with material of this kind? How could I respond?

The painter Jasper Johns once said art is what happens when you take an object and do something to it—and then do something else to it. It was this 'something else' that slowly emerged, through trial and error, allowing me to stay with the story.

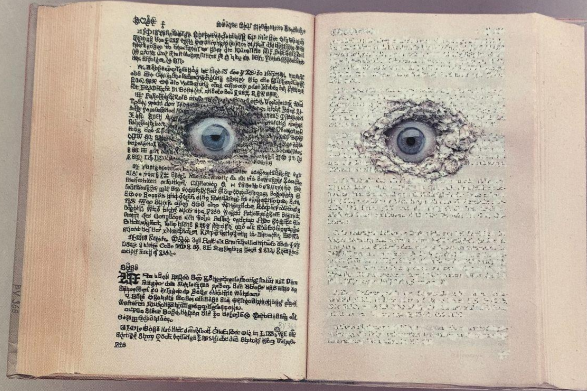
I suspect there may be a relationship between Johns's 'something else' and what the revered acting teacher Uta Hagen called one's 'inner objects'. I've only recently come to Hagen's classic *Respect for Acting*, but am finding it revelatory about the writing process. Among other lessons, Hagen taught the use of 'personal objects'.

Getting my head around the task: Gotta fail first

Transforming Text: Poem to Story



STUDYING POETRY



Brian Moon

Chalk



THIS BOOK REMAINS
THE PROPERTY OF
**RYAN CATHOLIC
COMMUNITY SCHOOL**

BELLBIRD BOOKS

Introductory Activities

'Studying Poetry' - Chapter Four

- Alfred Noyes' 'The Highwayman'
- [Haiku](#)
- '[My Last Duchess](#)' and [Margaret Atwood's Short Story](#)
- [Precision and Concision in Poetry:](#)

Created by Debra Patzwald of
Centenary Heights State High School,
Toowoomba [Example](#)

Critiquing Poetry

You be the judge.

JUDGE
JUDY SHEINDLIN

FIRST ICE

A girl freezes in a telephone booth.
In her draughty overcoat she hides
A face all smeared
in lipstick and tears.

She breathes on her thin palms.
Her fingers are icicles. She wears ear-rings.

She'll have to walk home alone,
Along the ice-bound street.

First ice. The very first time.
The first ice of telephone phrases.

Frozen tears glisten on her cheeks –
The first ice of human hurt.

Andrei Voznesensky
(Trans. George Reavey)

FIRST FROST

A girl is freezing in a telephone booth,
huddled in her flimsy coat,
her face stained by tears
and smeared with lipstick.

She breathes on her thin little fingers.
Fingers like ice. Glass beads in her ears.

She has to beat her way back alone
down the icy street.

First frost. A beginning of losses.
The first frost of telephone phrases.

It is the start of winter glittering on her cheek,
the first frost of having been hurt.

Andrei Voznesensky
(Trans. Stanley Kunitz)

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A girl freezes in a telephone booth.
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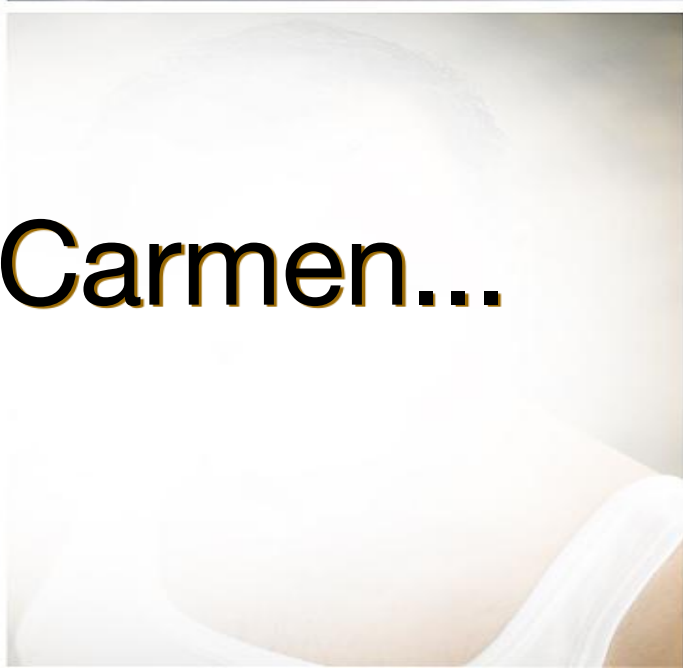
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(Trans. Stanley Kunitz)



Over to Carmen...





LOVE POEM

Samuel Wagan Watson





LOVE POEM -

Pre-Reading exercise

- The exercise is on the classroom as an assignment.
- Please complete the exercise then turn it in.

The use of particular words in a poem will influence a reader's responses, and the meanings he or she produces, depending upon how the reader processes the text. Different words can result in different shades of meaning or feeling. For this reason, poets choose their words carefully, predicting how readers will react to certain choices and combinations.

1. Listed below is a set of word associations for the word 'LOVE'. Match the associations with the three contexts by numbering each word with a 1, 2, or 3. (Some **words may fit more than one** context.)

Word:	LOVE					
Contexts:	1. Romantic (when you feel attraction and an emotional connection with someone.) 2. Filial (the love associated by kinship between parent and child.) 3. Fraternal (close friendship- like brotherly love → sporting teams, year level cohorts, etc...)					
Associations:	Loyal		Protection		Tender	
	Amorous		Devoted		Ardency	
	Cherished		Comforting		Unconditional	
	Benevolent		Affection		Supportive	

2. Think about why you associate these words with the three types of love you have chosen. Represent in your own way (ie. through written explanation/ symbol/ song lyric etc...):
- How do you understand **Romantic Love**?
 - What is **Filial Love**?
 - How do you experience **Fraternal Love**?



Love Poem - Samuel Wagan Watson

He had L O V E tattooed across his clenched right fist, followed by P O E M, etched in a vagabond's quill, across the other LOVE POEM. And with these fists coming at you in unison, you copped a taste of his, LOVE POEM. He stalked the crooked lines of this world, straightening them out with a little, LOVE POEM. "My old man fixed the world with his fists . . . in his memory I have a little, LOVE POEM . . ." He'd start out with the POEM and then he'd flourish it with some LOVE, his one-two, two-one strategies with bloody tattooed gloves. In time he no longer used his real name, just the combination of slugs . . . LOVE POEM, POEM, LOVE, LOVE POEM, LOVE POEM, POEM, LOVE . . . This hard, crooked world could use some tenderizing, with a little LOVE POEM, LOVE POEM, LOVE . . . POEM!

- ★ What is your initial impressions of the poem?
- ★ What is the invited reading?
- ★ Who is the implied Author?



The [online text](#) is slightly different to the published poem in *LOVE POEMS AND DEATH THREATS*

a collection of poetry by
SAMUEL WAGAN WATSON (2015).

- The changes are highlighted for you.
- Complete the activities below the poems.



Lesson 2 - LOVE POEM

LEARNING INTENTIONS- Students will:

- develop an understanding of literal versus figurative readings of poetry.
- examine how language is used to represent the (implied) relationship between characters.

SUCCESS CRITERIA- Students will be able to:

- explain their responses to the poem by drawing on their analysis of poetic devices.



Love Poem - Samuel Wagan Watson

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Lesson 1 - LOVE POEM

LEARNING INTENTIONS- Students will:

- develop an understanding of how other forms of love and relationship are presented in poetry.
- examine the language used to represent the (implied) relationship between characters and the underpinning cultural assumptions, attitudes, beliefs and values.

SUCCESS CRITERIA- Students will be able to:

- explain their responses to the poem by drawing on the language choices.
- interpret how the words on the page present the (implied) narrative and identify the impact on the reader.



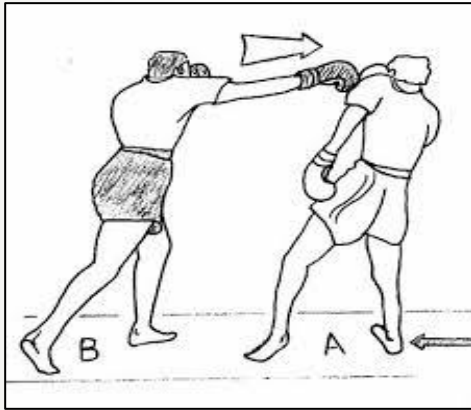
Boxing- Poetry in Motion

What might each LOVE POEM look like?

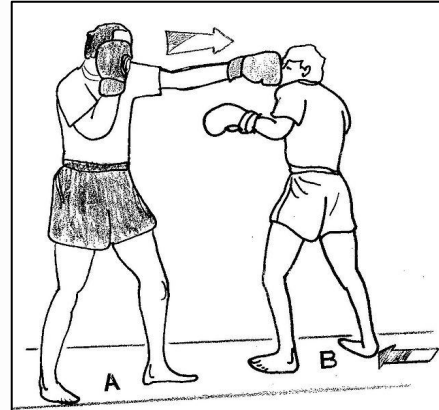
LOVE POEM appears three times as

action - refer to 1, 2, & 3

(in Annotated Poem - Slide 10)



LOVE- Right Jab

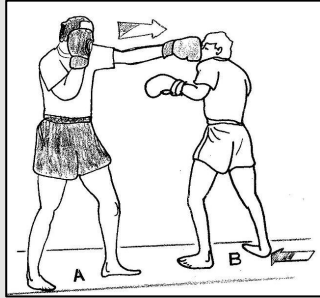


POEM- Left Jab



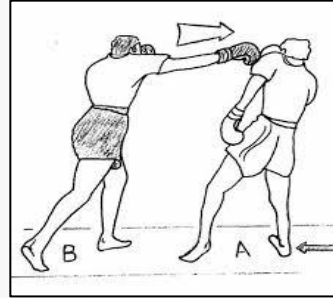
He'd start with the POEM and then he'd flourish it with some LOVE, his one-two, two-one strategies ...

4a



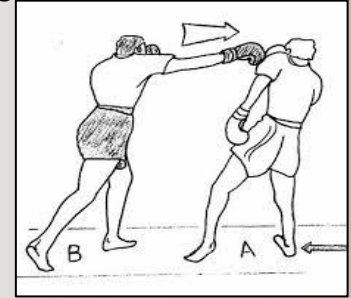
POEM- Left Jab

4b



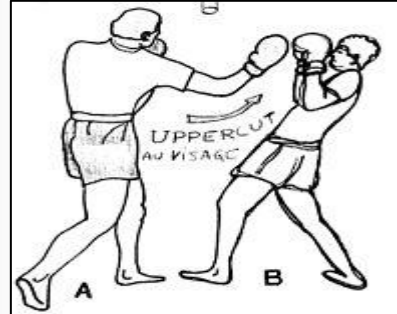
LOVE- Right Jab

4c

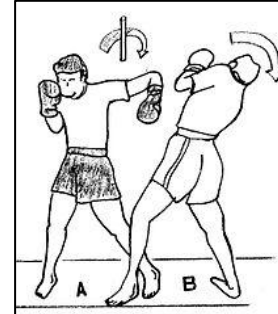


LOVE- Right Jab

4d



LOVE- Right Uppercut

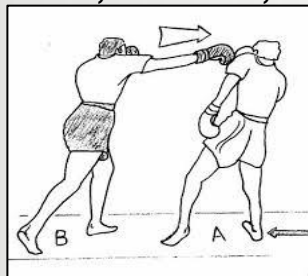


POEM- Left Hook

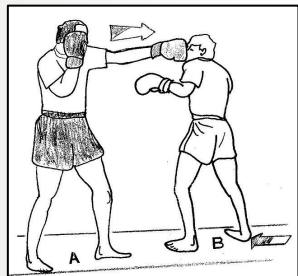


... just the combination of slugs ... LOVE POEM, POEM, LOVE, LOVE POEM, LOVE POEM, POEM, LOVE ...

5a

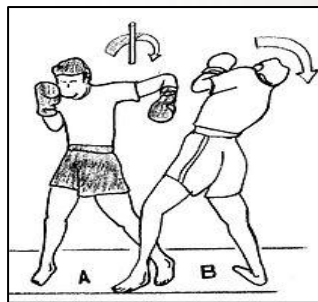


LOVE- Right Jab



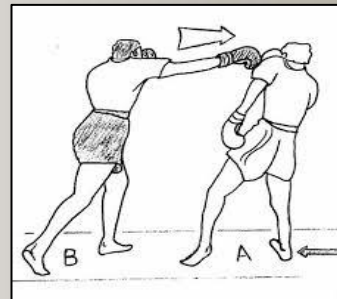
POEM- Left Jab

5b



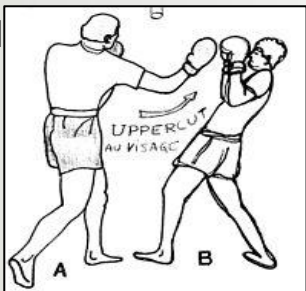
POEM- Left hook

5c

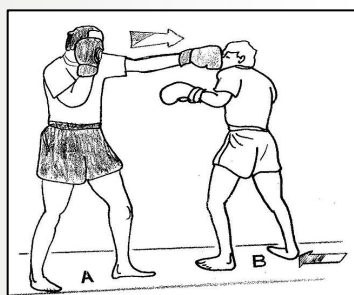


LOVE- Right Jab

5d

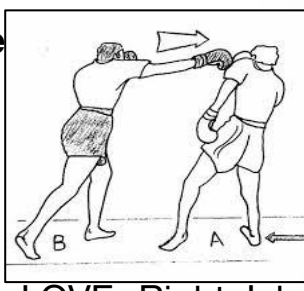


LOVE- Right Uppercut

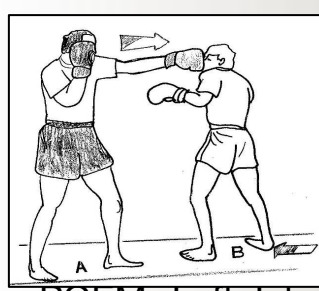


POEM- Left Jab

5e

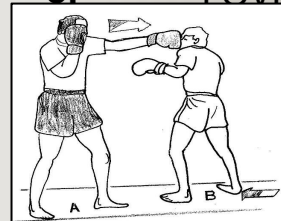


LOVE- Right Jab



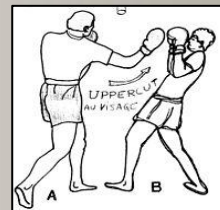
POEM- Left Jab

5f



POEM- Left Jab

5g

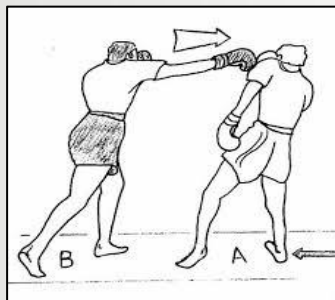


LOVE- Right Uppercut

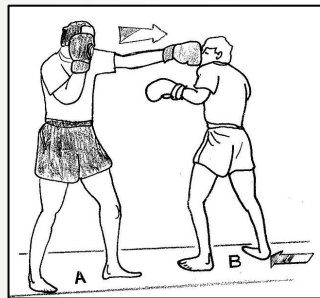


with a little LOVE POEM, LOVE POEM, LOVE ... POEM!

6a

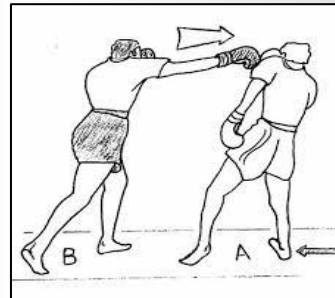


LOVE- Right Jab

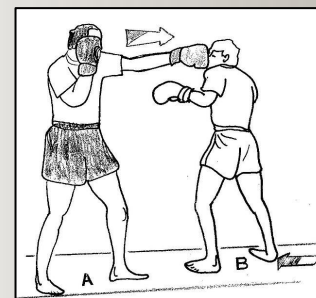


POEM- Left Jab

6b

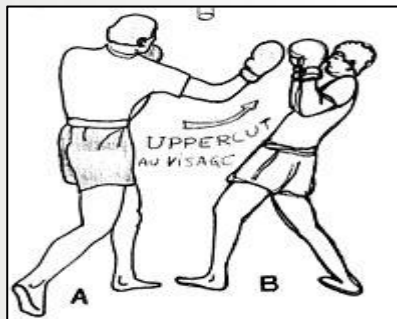


LOVE- Right Jab

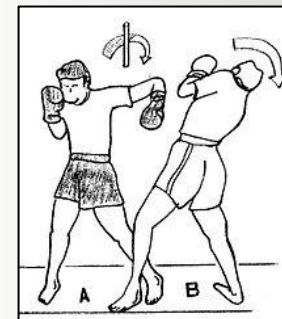


POEM- Left Jab

6c



LOVE- Right Uppercut



POEM- Left Hook

6d

Your Turn:



Activity 1:

- Stand up and step back from your desks.
- It's your turn to move - create your own *LOVE POEM*
 - Using the images above try a few combinations.
 - Remember social distancing, you are doing this by yourself.



Activity 2:

Reflection: Write a single stanza poem in any shape you chose (it could be a square, rectangle, triangle, etc...) where you are the implied author (you take on the role of Samuel Wagan Watson) and respond to these questions:

- How did the actions make you feel?
- Did it feel loving?
- Do you understand why the poet uses boxing in the poem?
- What could it be alluding to?



Lesson 3 & 4 - LOVE POEM

LEARNING INTENTIONS- Students will:

- continue to improve their poetry annotation to evaluate the effects of language features and their impact on readers.

SUCCESS CRITERIA- Students will be able to:

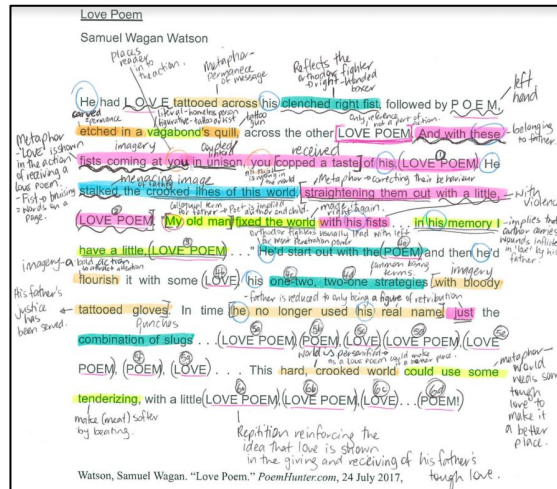
- use their poetry annotations to evaluate the effects of language features and their impact on reader response.
- use the annotations to respond creatively to the text.



Marking up a text to bring attention to words, phrases, and structure that may have some importance to the overall mood or theme of a poem.

- Read the [annotations of the poem](#).
- What additional things do you want to draw attention to?
- What things would you disagree with?

Activity 1: Get your poetry booklets out → IT'S TIME FOR YOU TO ANNOTATE!!!!





2. Filial Relationship explored:

- Who is the implied author of the poem?
 - How does this position you to read the character of the father and his relationship with his son?
- Watch [Excerpt 1](#) & [Excerpt 2](#) from: A Night by the Fire with Samuel Wagan Watson 2014 produced by the State Library of Qld.
 - How does this change the way you read the poem?
- Read the responses to the first couple of questions in this [interview](#) with Samuel Wagan Watson and discern what type of relationship he had with his father.
- Does the poem reflect his actual relationship he had with his father?



Your Turn:

- Now that you have examined the implied representation of the author's father, I want you to consider these two things:
 - How can we flip it?
 - How can you make it feel more loving, nurturing, protecting, comforting?
- ⇒ Create a piece of artwork (drawing, digital photograph, song, poem, etc...) that encapsulates an idealised version of **Filial Love** - the love associated by kinship between parent and child.



Student Work



Re-writing Activity



Play (k)



0:11 / 1:08





0:28 / 1:08





0:48 / 1:08





Play (k)



0:32 / 1:18



Girl Meets Boy



Porphyria's
Lover

ROBERT
BROWNING
poem



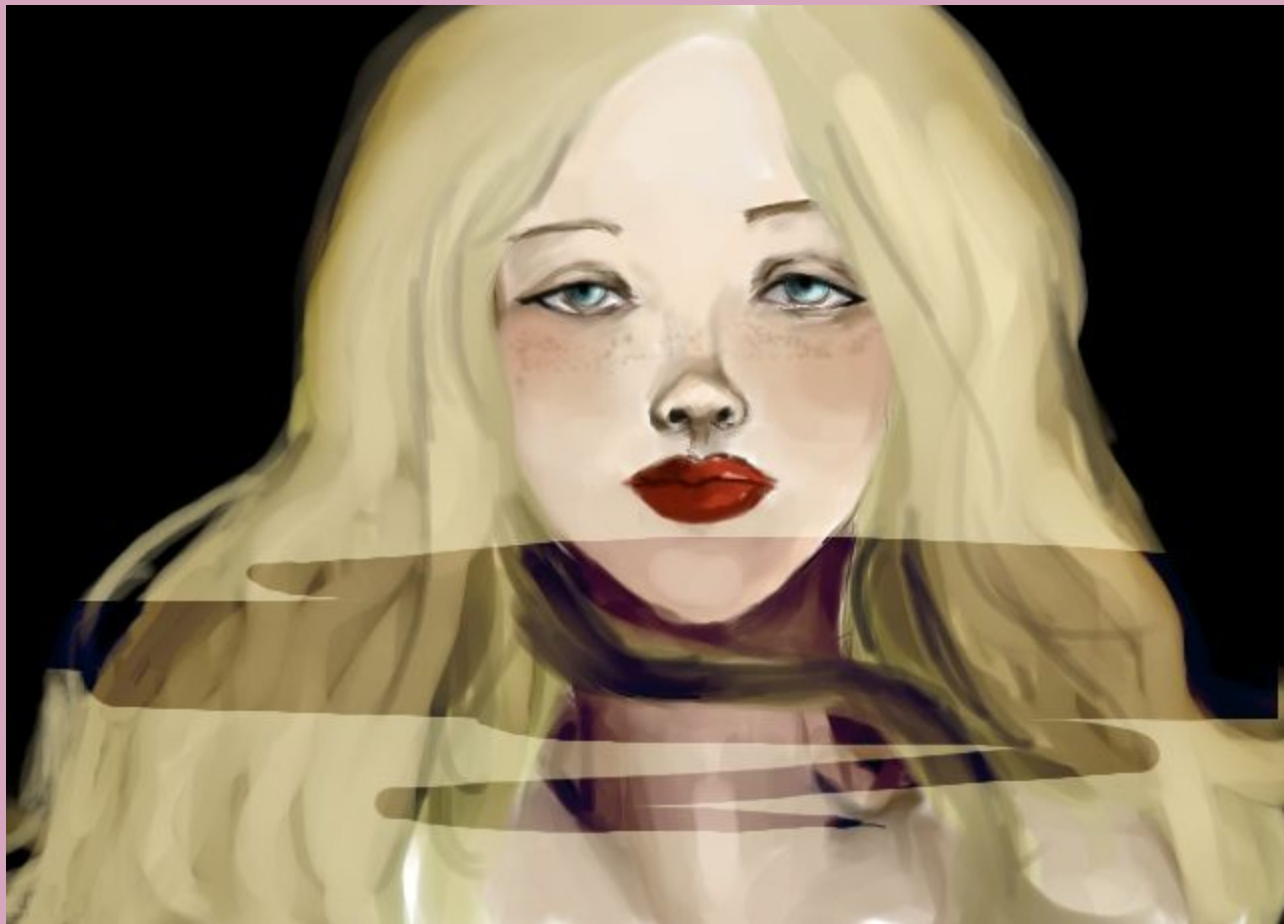
<https://i.ytimg.com/vi/fE6PjB1kn4w/hqdefault.jpg>

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A watercolor illustration of a woman with curly hair, wearing a necklace with a cross pendant. The necklace features the text "IN DER GOTTES NOT SIND A NOST" written in a stylized font. The background is a warm, textured wash of yellow and orange, with scattered black and red dots.







Happy and proud; at last I know
Porphyria worshipped me; Surprise made my
heart swell, and still it grew
while I debated what to do.



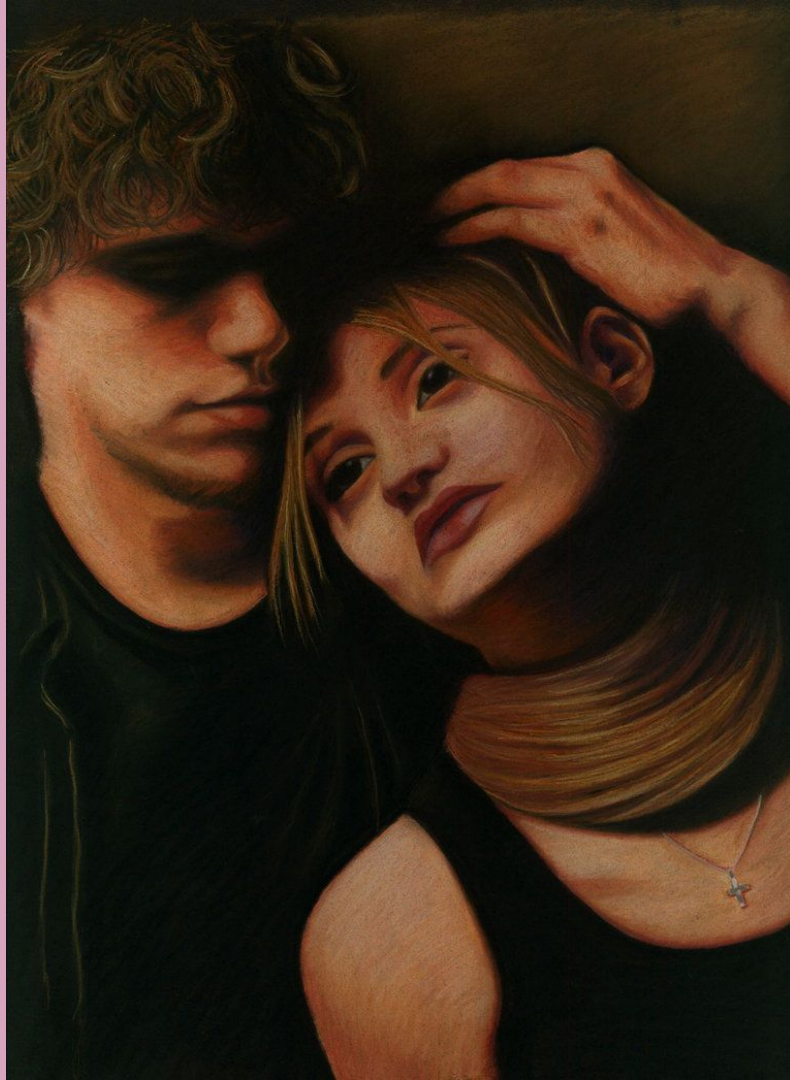
<https://schoolworkhelper.net/wp-content/uploads/2018/04/Porphyrion-Lover-by-Robert-Browning-300x296.jpg>





<https://th.bing.com/th/id/R.8db04dfac5988e5d7c16ae617bf47932?rik=kV0ulacz%2f7gP%2bq&riu=http%3a%2f%2f4.bp.blogspot.com%2f-8MnJ-smi7Zc%2fUKDr9ZH2vQl%2fAAAAAAAAAao%2fK0J9JJurdu4%2fs1600%2flaura%2bwoodley%2b1095119361%2bfront%2bcover.jpg&ehk=L8C%2bFNn6eYF1JPUhexR13wnLsikQ4Wqin6%2fddf wxy%2bo%3d&risl=&pid=ImgRaw&r=0>

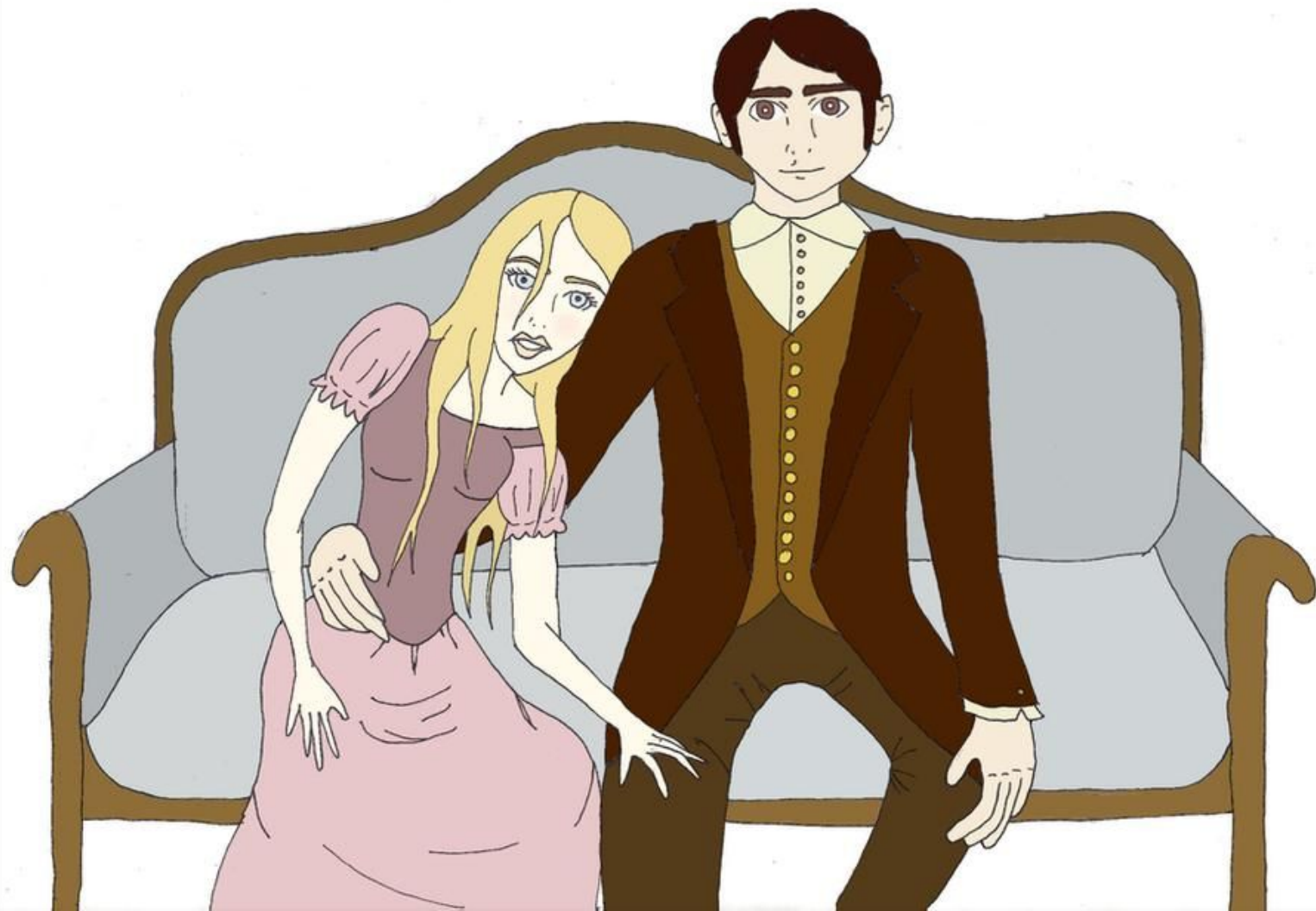








https://th.bing.com/th/id/R.005383296d27deae9fa4aa471c70a3bb?rik=7%2bk2hfeo3yqkQ&riu=http%3a%2f%2fimg09.deviantart.net%2ff70a%2fi%2f2006%2f303%2f3%2f5%2fporphyria_s_loyer_by_cynicalplushi.e.jpg&ehk=DpzuYWnUP%2f4iGnstUrN4VxNqsb2%2bZOjNeHU6ShO5AE%3d&rsi=&pid=ImgRaw&r=0



Historical Context



Robert Browning (1812 - 1889) was a very famous English poet of the Victorian age. He was most admired for his mastery of dramatic monologue and psychological portraiture.

The Victorian Era: 1837 - 1901

The period of Queen Victoria's reign was a time of massive change, world-changing technological progress and ingenuity.

It was the time of the world's first Industrial Revolution, enormous political reform and social change, Charles Dickens and Charles Darwin, a railway boom and the first telephone and telegraph.

The Victorian Era also saw a demise of rural life as cities rapidly grew and expanded, people worked long and difficult factory hours in horrible and dangerous conditions. Jack the Ripper's reign of terror highlighted the overcrowded slums and anonymous status suffered by the poor.

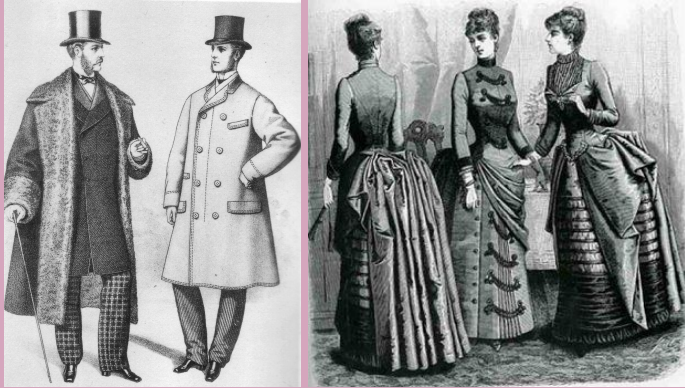
Social Values of the Victorian Era

Rich versus Poor

- There was a HUGE divide between the way the rich and poor lived: think hundred room mansions like you see in the films, and then think one cramped room with a whole family in it.
- Rich people didn't have to work as they inherited wealth and poor people had to work ALL the time - even children - this was the Industrial Revolution after all.
- There was an emerging middle class, but it was only 15% of the population and mainly consisted of doctors, attorneys, factory owners and the like.



Social Values of the Victorian Era



Men versus Women

- Rich boys were well educated and sent to school where rich girls were trained in the home with the aim of being wives
- Men = creatures of ambition, independence, action, reason, and aggression.
- Women = creatures of passivity, dependence, submission, weakness, and self-sacrifice.
- Men had the freedom to select professions of their choosing, while women were expected to marry, submit to their husbands, bear children, care for the home, and provide instructions to servants.
- Women were regarded as the literal property of men. Unlike men, women could not vote, sue, or truly own property of their own. Moreover, in the event of a divorce, women would lose all of their property to men. Women were also expected to remain loyal and faithful to their husbands who were in turn permitted to have as many liaisons and trysts as they pleased.



Sexuality in the Victorian Era



- The Victorian Era is characterised by extreme sexual repression and any expression of it was shunned. Consequently, it was sent underground in the form of illegal brothels and illicit pornography. The dark side of such repression was an obsession with sex; Victorian London had more brothels than schools and some 80,000 working prostitutes.
- There was a huge public appetite for stories of sexual scandals and many texts were produced to satisfy this popular demand
- While men were permitted to have affairs and sexual relationships as they wished, there was a massive double standard for women
- Any woman expressing her sexuality was going to end up being a fallen woman - outcast to die alone and in poverty
- It would never be acceptable for two people from different social classes to pursue a relationship of any kind

Compare & Contrast

- **1830s:** The invention of the steam press, cheaper paper, and increasing literacy in England results in the proliferation of newspapers, including a great number of scandal sheets.
- **Today:** Circulation of tabloids in England such as the *Daily Mirror*, that concentrate on scandalous stories, far exceeds that of other daily publications.
- **1830s:** In England, a man has the legal right to beat and lock up his wife; a woman who leaves her husband is not allowed even to keep what she earns; a man may divorce his wife but a woman must prove cruelty or desertion if she wants to leave her husband. She is not able to obtain a divorce.
- **Today:** In the United States, statistics show that women experience more than ten times as many incidents of violence (including murder) against them by their spouses or partners than do males.
- **1830s:** In England, middle- and upper-class men were expected to have affairs, but the slightest hint of scandal that a woman had a sexual relationship outside marriage meant social ostracism.
- **Today:** In the United States, more men than women are reported to commit adultery, but more women than men file for divorce to get out of bad marriages.

Porphyria

Porphyria (por-FEAR-e-uh) refers to a group of disorders that result from a buildup of natural chemicals that produce porphyrin in your body. **Porphyrins** are essential for the function of hemoglobin — a protein in your red blood cells that links to porphyrin, binds iron, and carries oxygen to your organs and tissues.

Psychiatric manifestations include hysteria, anxiety, **depression**, phobias, **psychosis**, organic **disorders**, agitation, delirium, and altered consciousness ranging from somnolence to coma.

Porphyria's Lover

[Clean Poem](#)

[Annotated Poem](#)

[The Infinite Moment](#)

[Analysis Frameworks](#)

Storyboard



Character Analysis

Porphyria	The Lover
<ul style="list-style-type: none">● 'Glides' in - confident? Graceful?● Cloak, shawl, gloves - rich?	<ul style="list-style-type: none">● 'Heart fit to break' - in love?● Waiting in a dark cold cottage - sulking?

Setting Analysis

Outside	Inside
<ul style="list-style-type: none"><li data-bbox="131 363 691 401">• Gothic setting - storm outside	<ul style="list-style-type: none"><li data-bbox="1051 363 1572 445">• Dark when she gets there - foreshadowing?

Symbols



- Storm outside - tumultuous weather symbolic of the turmoil and danger within the lover

Key Quotes

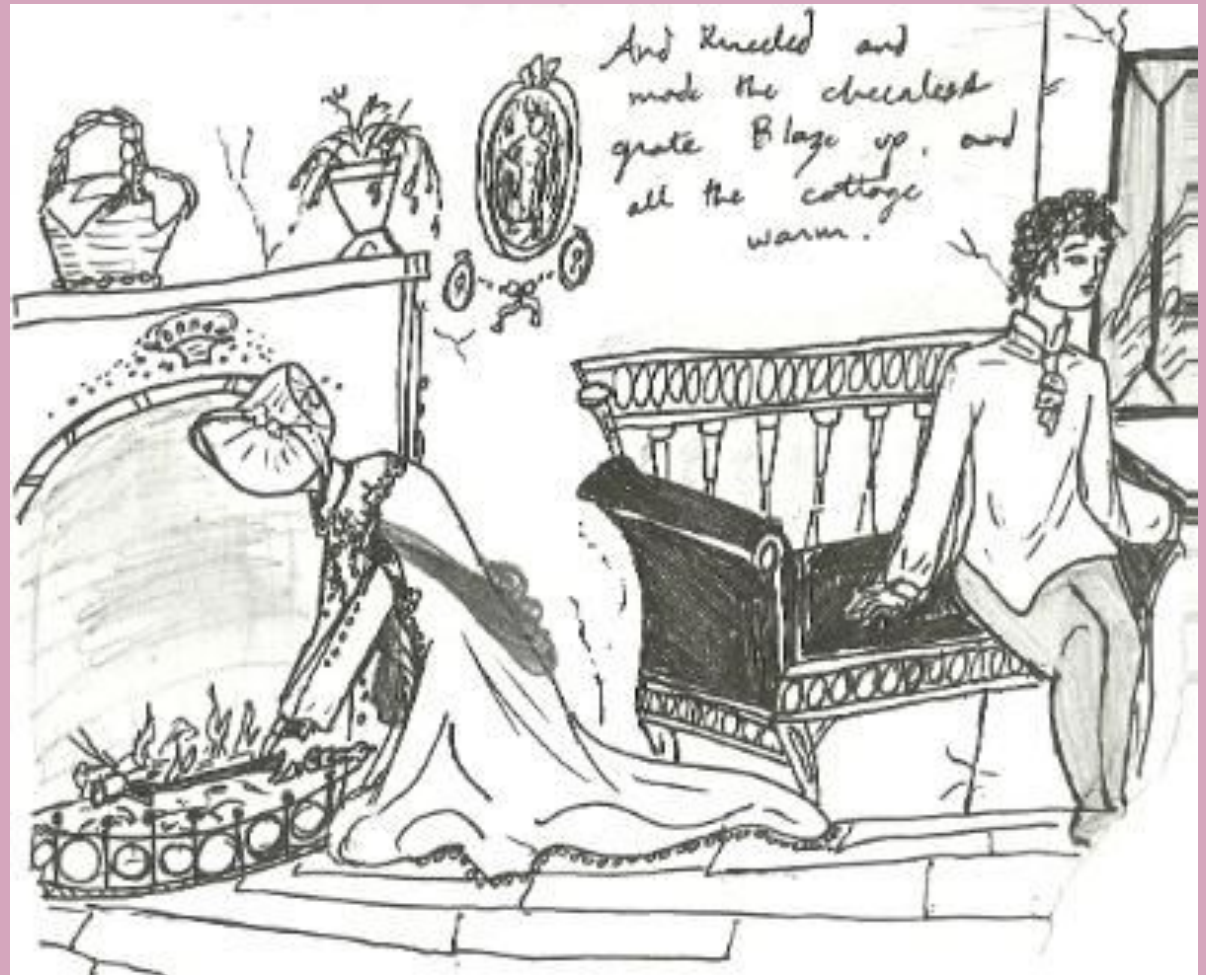
‘The rain set in early tonight’

Clips

[Student Performance](#)

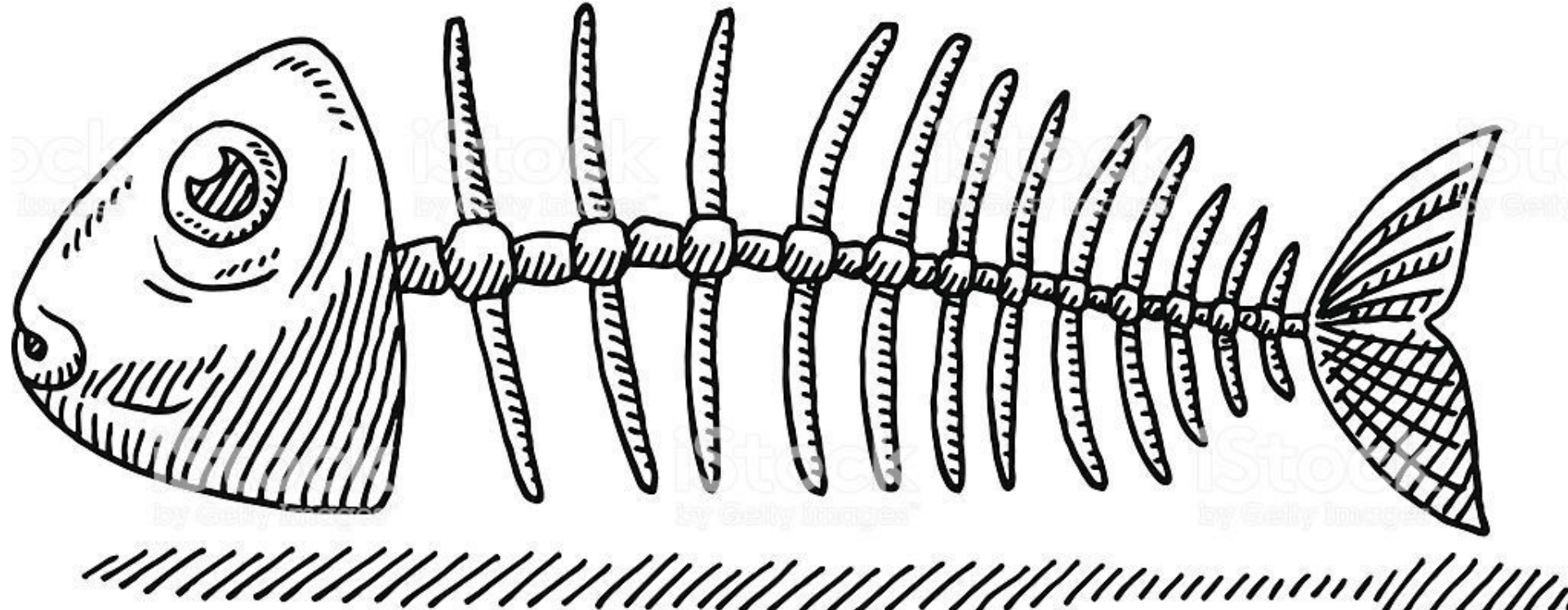
[Short Film](#)

[Dramatic Film](#)



Fishbone Hair

By Kathy Jetnil-Kijner



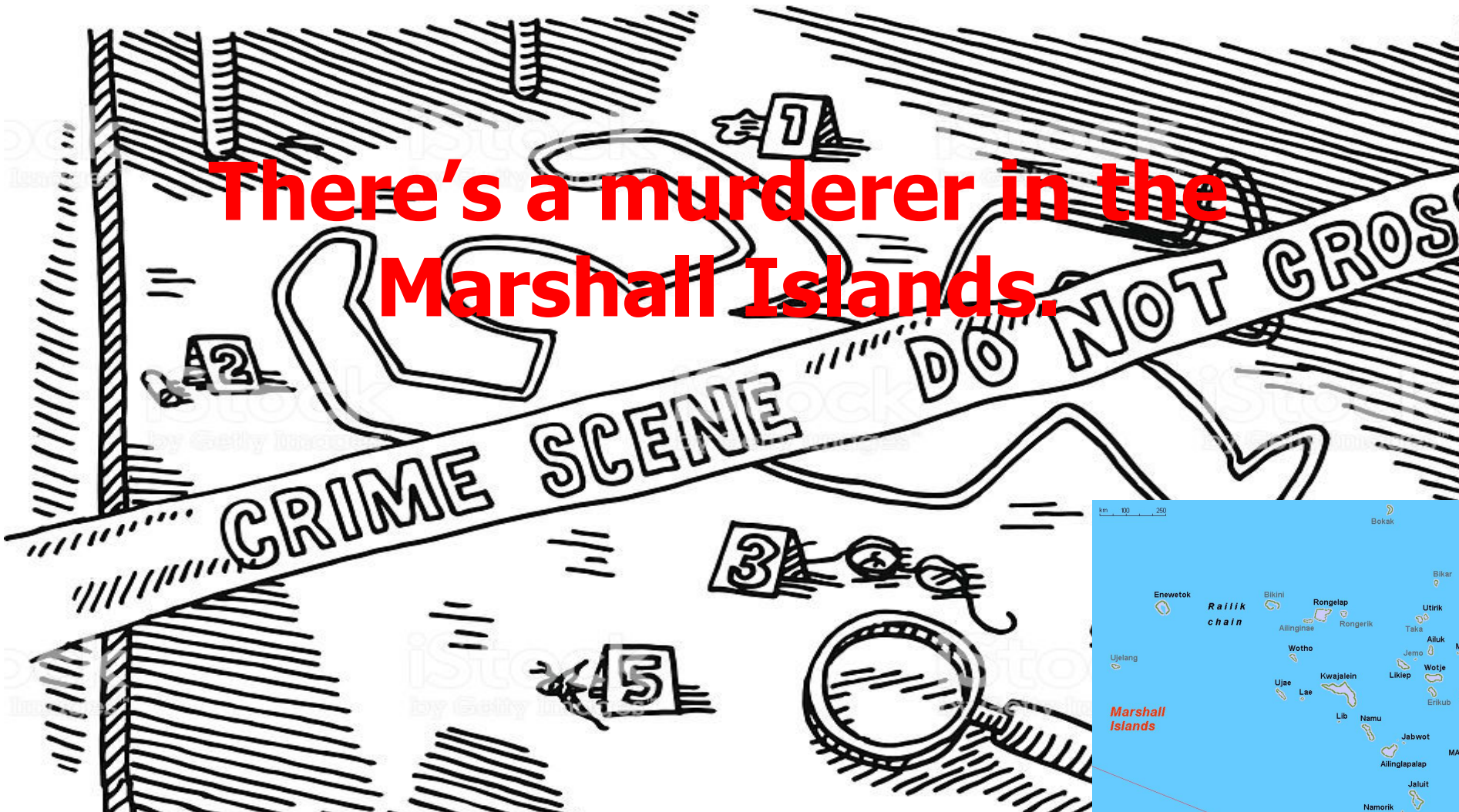


Whodunnit?

Solve the mystery...



**There's a murderer in the
Marshall Islands.**



Looks like a beautiful place, right?



But there are dark secrets here...



You are the detectives...

Bad things have happened here, criminal things.

People have died, people have been murdered here, and the murderers haven't been punished. They're still around and life is still very dangerous for the people here.

Your job is to discover the truth about the victims and murderers.

Homicide Report

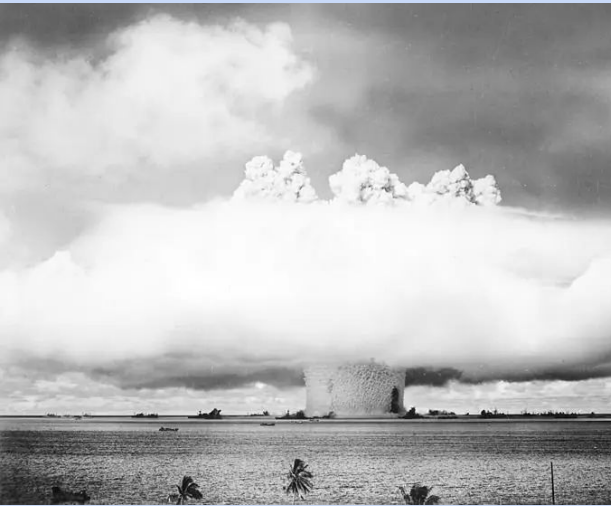
MURDER REPORT – FORM XLIVBC	
<small>Do Not Report www.Juriscor-00-21-70-08</small>	
Full Name:	<div></div>
Age at death:	
Marital status:	
Appearance:	
Medical history:	
Events leading to death:	
Cause of death:	
Persons suspected of murder:	
Reasons for murder:	
	Date of report: _____
	Report information collected by: _____

Context

What happened in the Marshall Islands?

Consequences

Author and Poem

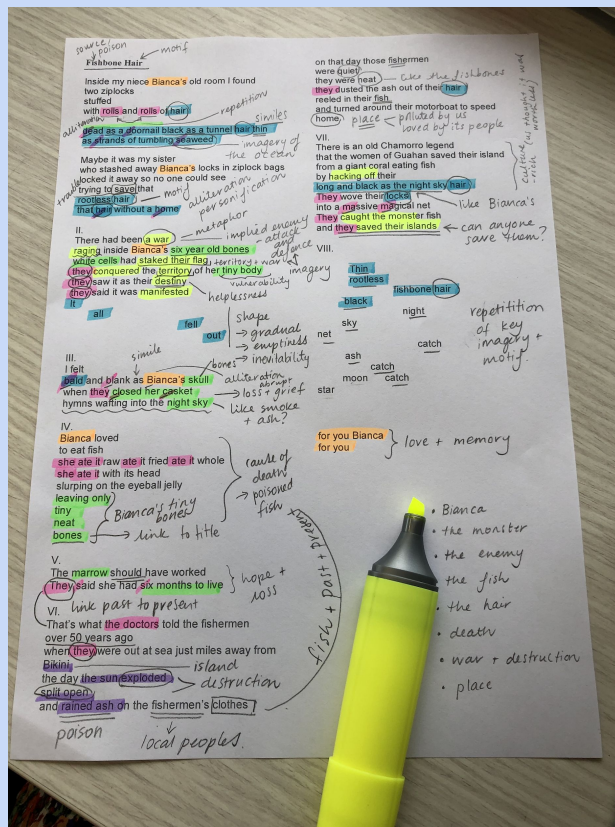




Closer to home...

Explosions and Operation Buffalo Ep 3 33 30





Perspectives



dusted
the ash out of
their hair
revel in their
fish

ash

Sun
exploded
split
open

on that day those
fishermen went quite

That's what the doctors told the fishermen
over 50 years ago



ash rained on
the fishermen's
clothes

motel of hair:

- ✿ hair without a home
- ✿ trying to save their
- rootless hair
- ✿ it all fell out
- ✿ long & black as
- the night sky
- hair

motel of lock:

- ✿ two zlocks
- ✿ Bianca's locks
- in ziplock bags
- locked it away so
- no one could see
- ✿ they wore their
- locks

thin bones:

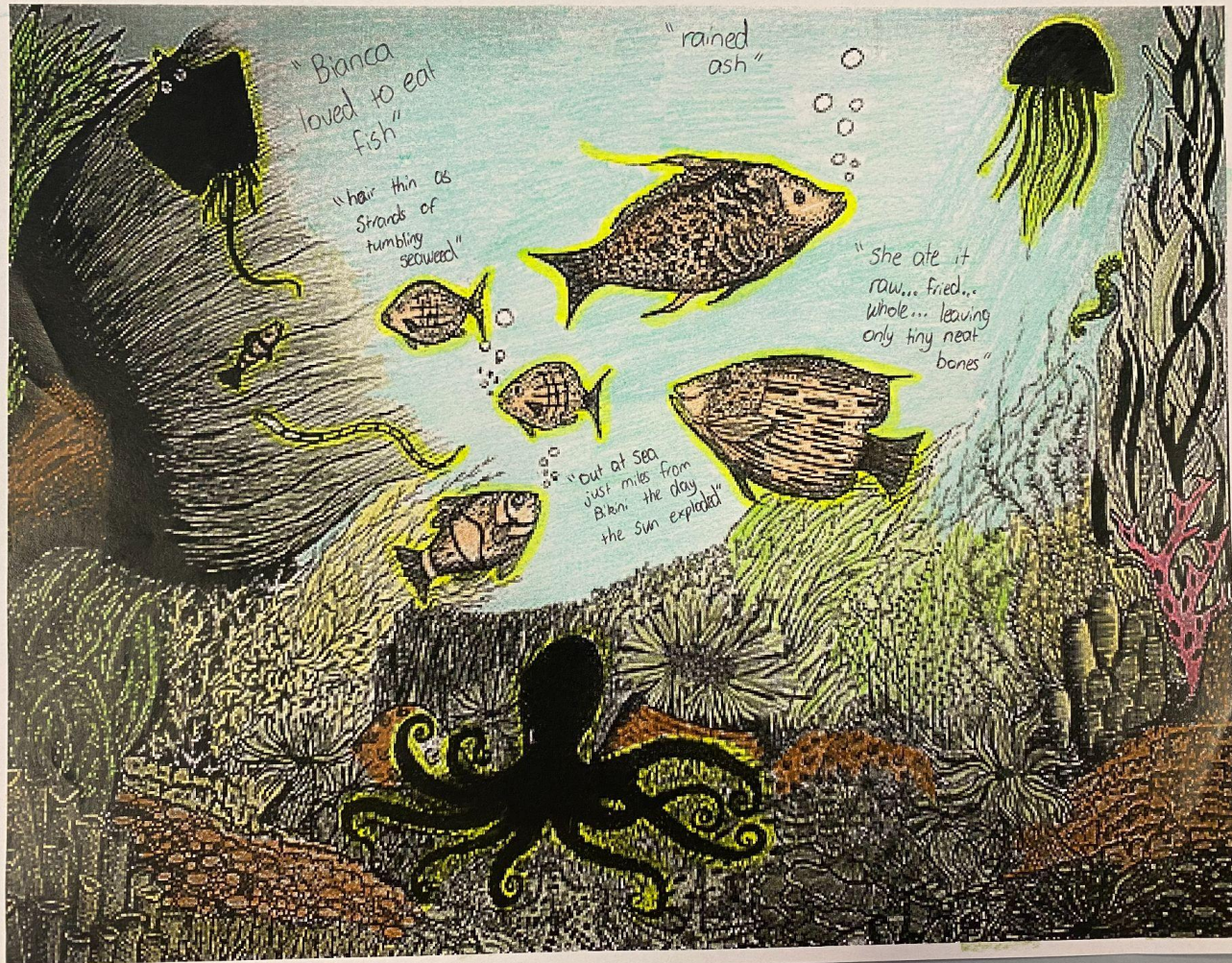
- tiny near bones
- tiny body
- fishbone hair
- were quiet they
- were near

Bianca loved to eat fish
she ate it raw ate it
fried ate it whole she
ate it with its head
~~slurping down~~
she could only
try near bones

There had
been a war raging
inside Bianca's six year
old bones white cells had
staked their flag

I felt bold
and blank as
Bianca's skull when
they closed her
casket humans walking
into the night sky
They said she had
six months to
live.
The man who
should have
worked.

Fishbone Hair



Little Red Cap

By Carol Ann Duffy



The Fairy Tale (or Wonder Tale) Tradition

- Short, familiar narrative originally told to explain the world and its dangers
- Were passed down orally as folklore (folk tales) and so are considered anonymous
- They were stories associated with common people - not the rich - who were called Volk
- They are like time capsules that tell us what life was like, what people were afraid of, and that reflect values, beliefs, attitudes and cultural assumptions of the time
- Contain the same sorts of familiar characters and symbolism and combine them differently
- Use plots that promise all kinds of riches; fairy tales typically offer hope of release from poverty, maltreatment, and subjection - a happy ending is one of their generic markers - fairy tales express hope



Fractured Fairy Tales

A fractured fairy tale is a story which makes use of a traditional fairy tale but restructures and reimagines, with the aim of appealing to a modern audience. The writer might be critiquing the ideas offered by different versions. This makes some of them subversive.



Subversive fractured fairy tales force the viewer to look at a familiar story from a unique perspective - often those who had no power in society in the original, such as women and children. Often these subversive tales take on the narrative point of view from a different angle — perhaps the viewpoint character is the villain, recast as a sympathetic character, such as Maleficent. It's rare for **witches** to have backstories in the traditional tales, but modern fractured retellings often give us the witch's perspective.

Many tales which aim to be subversive nevertheless uphold traditional ideas:

- Youth is beauty
- Age is ugly and to be avoided
- It's not so bad being ugly, but your ugliness still prevents you from marrying someone beautiful (Shrek)



Princess and the Pea

Traditional - Princess and the Pea

Fixed Fairytale - Princess and the Pea



THE 3 LITTLE WOLVES



Once upon a time, there were three little wolves and the time came for them to seek their fortunes and build their houses. The first little wolf built his house of straw while the middle brother decided to build his house of sticks. They were done with building their houses very quickly and without much hard work. The third pig, the oldest, decided to build a house of bricks. He didn't mind the hard work because he wanted a strong house as in the woods nearby there was a pig who liked to eat the wolves.



When the three houses were finished, they sang and danced happily. After that, the first wolf reached for his door and the big bad pig showed up. The little wolf got scared and quickly hid in his house made of straw. The big bad pig huffed and puffed and blew the house down in minutes, seeing this the little wolf ran to his middle brother's house made of sticks.



The pig now came to this house and huffed and puffed and blew the house down in hardly any time. Now, both the terrified wolves ran to their older brother's house made of bricks.



The big bad pig tried to huff and puff and blow the third house down, but he could not. He kept trying for hours but the house was very strong and all the three wolves were safe and sound.



The pig tried to enter through the chimney but the third wolf boiled a big pot of water and kept it below the chimney. The pig fell into it and was cooked until he turned into a pork roast.



The three wolves chuckled him on the fire to form the crackle and they celebrated by eating the pig which was now pork. The three little wolves lived happily ever after.

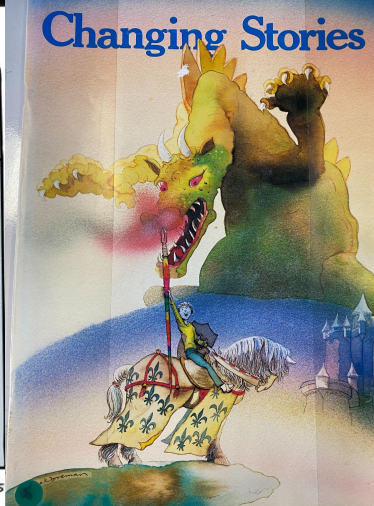
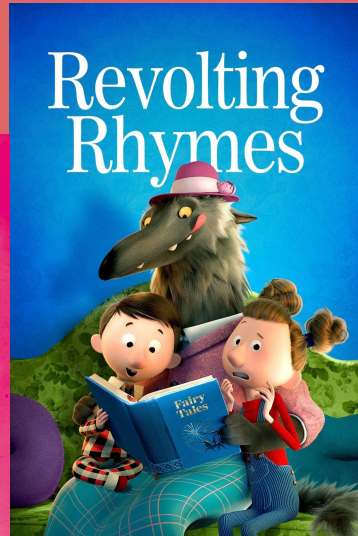
THE END

BY

Lani, Holly and Alyssa

Other Fractured Fairy Tales

- Grimm
- Revolting Rhymes - iView
- Changing Stories
- Princess Smarty Pants
- Memes



Hansel and Gretel

[True Story](#)

[Gretel and Hansel Trailer](#)

[Hipster Hansel and Grunge Gretel](#)



The Forest: An Unknown Place

The forest is one of the most common fairy tale settings. It is a place beyond the safety and familiarity of the town or village.

It represents the unknown, where anything can happen. It is outside of normal experience, and is both a magical realm and a place of danger. It is a place of freedom and wildness, where normal rules no longer apply.

Strange events can take place in the forest, and it can be a place of transformation, where the hero overcomes various difficulties and finds his or her way home.

It can also represent a hiding place where characters can take refuge, but it can also represent the things that we most fear.



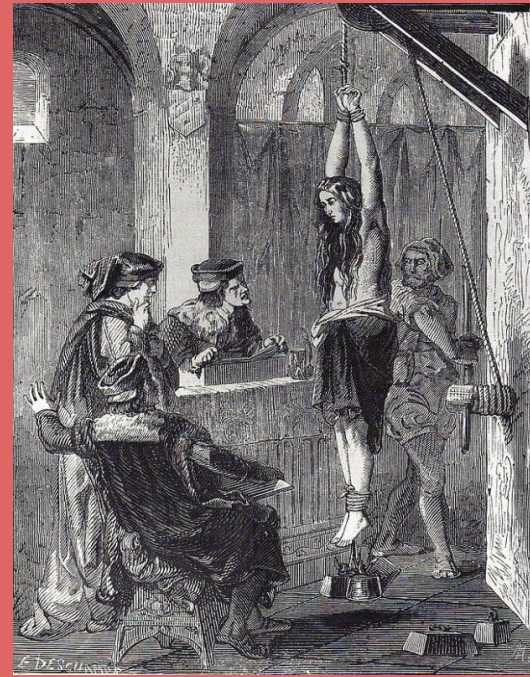
The forest is a symbol of the natural world, in contrast to the world of humans. It represents something more primitive and untamed. When characters find themselves in the forest, they are cut off from home and from the outside world.

When the fairy tales were first told, the lands of northern and western Europe were thick with woodland. At that time, the forest represented very real dangers, such as bandits and wild animals.

Witches

The History of Witches

Ugly History: Witch Hunts



Little Red Riding Hood

[Context and Summary](#)

[Original](#)

[Traditional version](#)

[A retelling](#)

[The Werewolf](#)



Who's Afraid?

Little Red knocked.

She heard footsteps. The door opened in on a house that smelled like old people.

She scrutinised the figure in the nightie quickly. Small eyes. Small ears. And not a single tooth! It was granny after all.

Her heart sank. When, oh when would it be him?

<http://micro-fiction.blogspot.com/>

Source: <http://micro-fiction.blogspot.com/2010/11/whos-afraid.html>



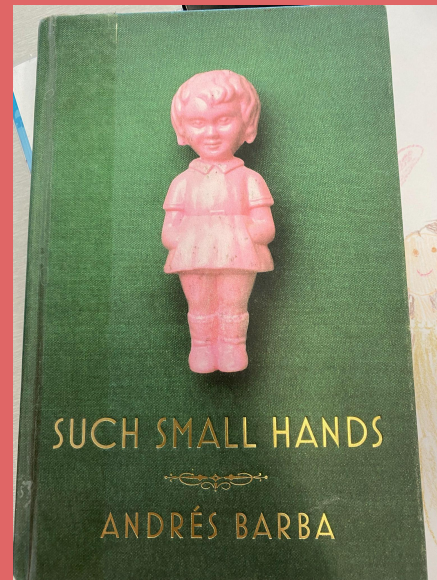
And the idea that the whole world is contained in one fang, and that that fang can be seen in its mouth, and it's white, and made to sink into flesh, and that the wolf, who is bad in real life, looks good when he's in his cage. Then you sense how they were made for each other, the wolf and the cage, how the wolf has been tamed and his fur has turned yellow in the shade, how the forest is contained in his eyes. We were allowed to put our hand almost up to the railing, so we'd be scared and say:

"What if there were no bars? Can you imagine?"

The wolf seemed hear us, to understand our words;

it raised its snout and gave us a look full of saliva and wanted to pounce on us.

And the elephants? And the rhinos? And the



Carol Ann Duffy

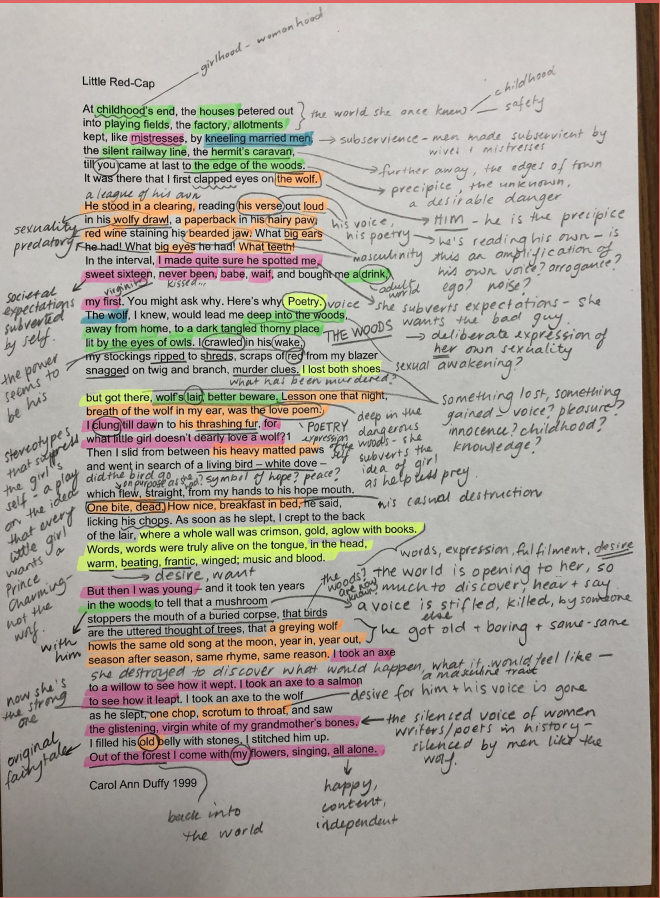


- Determined to be a poet from a very young age
- When she was 16, she met a much older (39) poet and had a 12 year relationship
- Very famous, very prolific, feminist writer

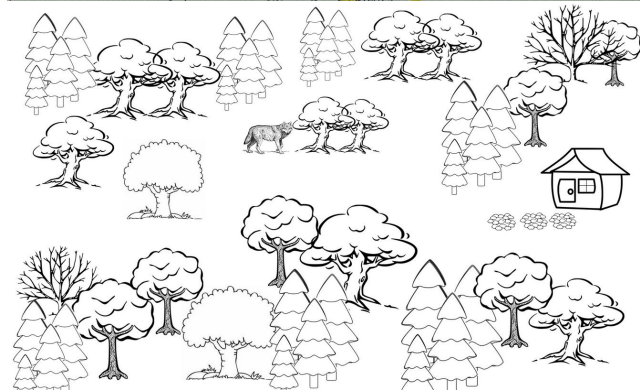
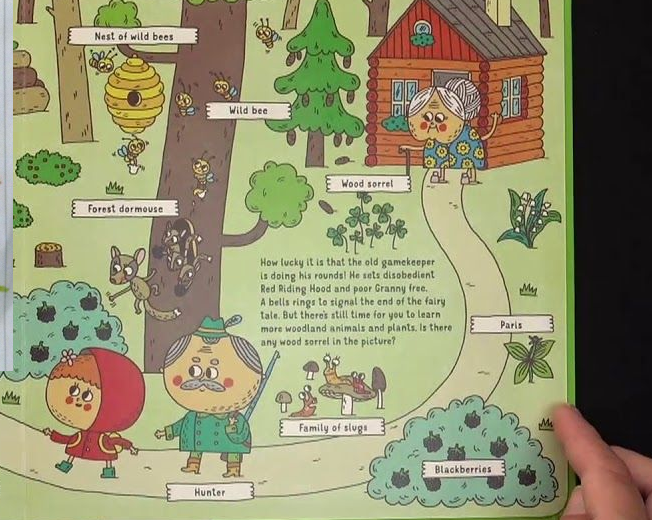
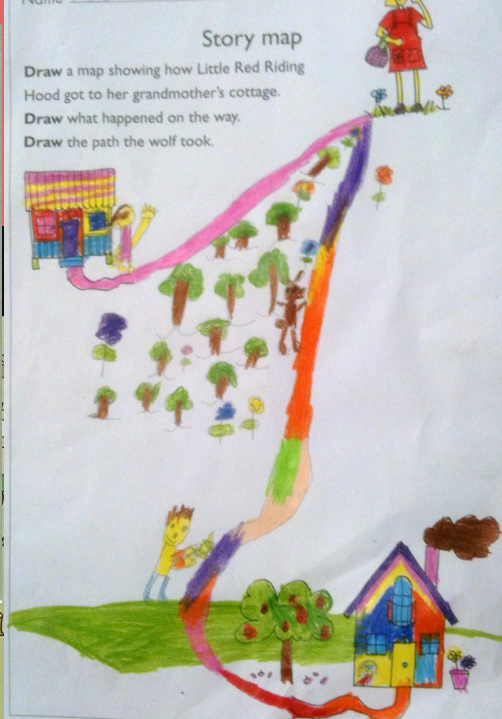


Clean Poem

Annotated Poem



Mapping Little Red Cap's Journey



Transforming Texts

Convert a section of the poem (your choice) into a dramatic script, using generic conventions such as stage directions, set design, dialogue and so forth.

Scene 1

The drawing room of Lady and Lord Montague, which is furnished with plush carpets, silk curtains and beautifully carved antique furniture. Lord Montague is sitting on a velvet sofa, smoking a pipe and reading the paper. Lady Montague is sitting at a grand piano, trying but failing to play a melody.

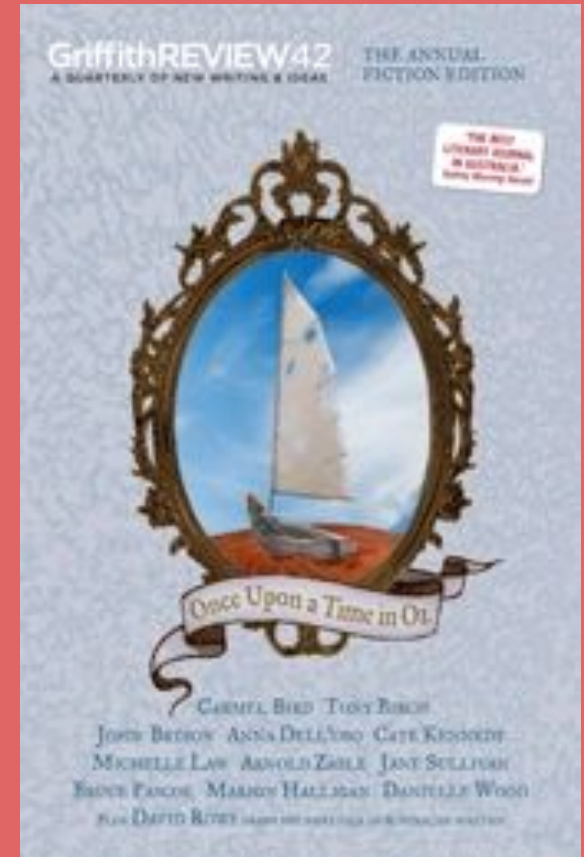
Lady Montague: Try as I might, I simply cannot get this blessed melody right!

Lord Montague: You are trying too hard, darling. Relax, look at the notes and let your fingers find their way to the right notes. Stop trying to get it right. Just feel the music.

Lady Montague: *(pushing a strand of hair from her face wearily)* Yes. Perhaps you are right.

Griffith Review 42: Once Upon a Time in Oz

[Snow White and the Child Soldier by Ali Alizadeh](#)





Ali Alizadeh

Alizadeh was born in Iran in 1976, two years before the Iranian Revolution made the country an Islamic Republic. In other words, Iran had been a relatively free and modern country and then it was turned into an ultra conservative, oppressive Islamic state in which every facet of life was ruled by the government. His family fled the war-torn country and emigrated to Queensland where Alizadeh attended high school. He was the victim of relentless racism, bullying and ostracism. He has written all of his life, especially about the experience of being an outsider far from home.



Before



After



'My People' by Ali Alizadeh

[Clean Poem](#)

[Annotated Poem](#)

'My People' - Analysis

Metaphor And Motif (death, destruction, burial)	Personification (time)	Imagery (light, sound)	Characters (not you)
<ul style="list-style-type: none">•			<ul style="list-style-type: none">• 'My people' -• 'I' -

Visual Representation

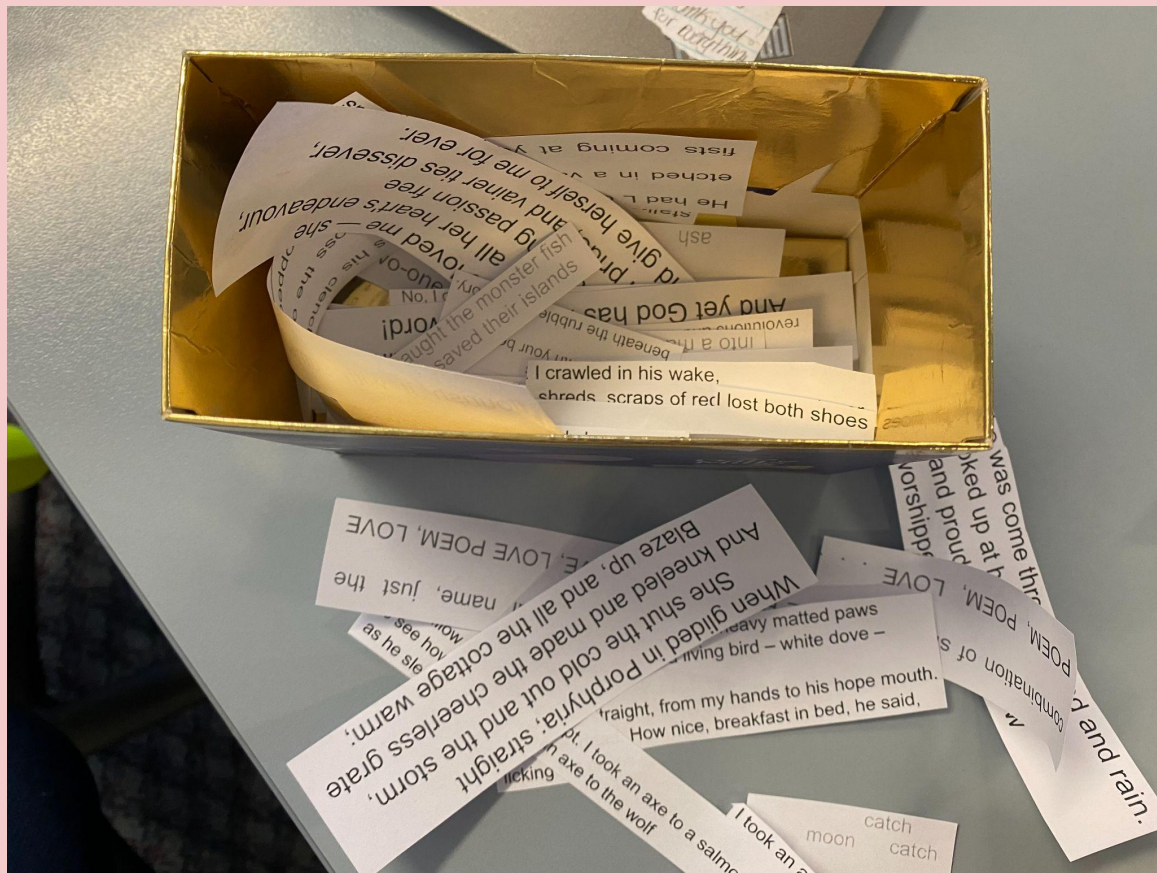
'My People' by Ali Alizadeh



**IT'S MY OWN FAULT FOR USING
POWERPOINT**

POWERPOINT IS BORING

Making a Decision



Get a cup of tea and enjoy...

'Porphyria's Only'





but, in the middle
of all the
chaos and
mess, are
little bits
and pieces
of magic to
be savored

Don't miss them.