

# Freedom

'A society in which men recognise no check upon their freedom soon becomes a society where freedom is a possession of only a savage few.'

*Life Magazine*, 1 July 1944

'It is often safer to be in chains than to be free.'

Franz Kafka, *The Castle*, 1926

This unit enables students to consider the broad, multi-faceted concept of freedom. Students will explore what it means to be free through a range of texts, reflect upon their developing understanding about freedom and present their findings about what it means to be free in original and creative ways.

## Guiding Question

What does it mean to be free?

## Year Level

Grade 9/10

## Focus Essential Learnings

### Thinking - *Reflective thinking*

**Key Element Outcome:** Understands that reflective thinking is a deliberate process, affected by emotions and motivations, and that it is used to develop and refine ideas and beliefs and to explore different and new perceptions.

**Standard 5:** Understands how to deliberately select and apply thinking strategies to the consideration of alternative perceptions and value positions, and evaluate the quality of personal choices about such issues.

### Communicating - *Being literate*

**Key Element Outcome:** Understands, uses and critically evaluates non-verbal, spoken, visual and print communication practices of the world in which they live.

**Standard 5:** Understands the sophisticated ways in which communications may be varied and combined to fulfil a range of requirements for learning, life and work.

### **Communicating - *Being arts literate***

**Key Element Outcome:** Understands the purposes and uses of a range of art forms – visual arts, media, dance, music, drama and literature – and how to make and share meaning from and through them. Uses with confidence and skill the codes and conventions of the art form best suited to their expressive needs.

**Standard 5:** Understands the sophisticated ways in which the art form most suited to their expressive needs may be used to reflect, challenge and shape values and understandings of a society.

### **Understanding Goals**

1. Students will understand that the concept of freedom is a personal and social construct.

*What does it mean to be free?*

2. Students will understand that freedom comes at a cost.

*Does freedom come at a cost?*

3. Students will understand that there are different types of freedom – political, social, spiritual, cultural, intellectual, freedom of choice, freedom of speech/thought, physical, sexual, personal, racial.

*Are there different types of freedom?*

4. Students will understand how to craft a text about freedom for a particular audience and purpose.

*How is a text crafted for a particular audience and purpose?*

### **Notes to the Teacher**

The following supplementary questions about freedom could also be explored with students.

1. Are we free?
2. What does freedom look like? Feel like? (Understanding one's place in society and how to make informed and ethical decision)
3. Am I free? What do I need to do to gain my freedom?
4. What does it mean for others to be free?
5. How can individuals/groups interfere with the freedom of others?
6. Can true freedom exist without constraints?
7. Is freedom free or does it come at a cost?
8. Do individuals have the power to make a difference? How can we improve the freedom of others?
9. Does gender influence practical freedoms?
10. Do concepts of freedom change with age?

UGs	Tuning In – Introductory Performances	Notes to the Teacher and Ongoing Assessment
1	<p>Invite students to write an initial response to the guiding question:</p> <ul style="list-style-type: none"> <li>• What does it mean to be free?</li> </ul> <p>Have students use the cooperative learning strategy think/pair/share to explore the question in more detail.</p> <p>As a follow up ask students to reflect on the quote by Jacques Rousseau.</p> <p><i>'Man is born free- yet he is everywhere in chains.'</i></p>	<p>Teachers should consider the use of frontloading activities about the concept of freedom.</p> <p>Teachers might like to split the Rousseau quote into two and ask students to consider what the quote means.</p> <p>Both the question and quote would be great starting points for discussion or formal debate.</p>
UGs	Guided Inquiry – Finding Out More	Notes to the Teacher and Ongoing Assessment
1,2,3	<p>Have students explore a range of texts that consider elements of freedom as an idea or concept. This could begin with whole class explorations and then move into personal exploration.</p>	<p>Students will explore a range of pieces that consider the idea of freedom. This will be done as a whole class at the beginning – allowing students time for reflective thinking and sharing of</p>

	<p>Examples of possible whole class explorations include:</p> <p>Web Texts Film Short Story Speeches Art Works Poetry (See the resources list for details).</p> <p>Ask students to write reflectively as they confront issues about freedom presented in the texts. For example, invite students to consider:</p> <ul style="list-style-type: none"> <li>• How does the text make you feel?</li> <li>• What was the text about? (Remember to link it into the idea of freedom)</li> <li>• What do you think the creator's purpose is for the text? Do you need to find out more about the creator and their time?</li> <li>• Was the creator's technique effective?</li> <li>• Which aspects of the text had the greatest impact (positive and negative) on you?</li> <li>• Would everyone respond in the same way? What circumstances may cause someone to react in a different way?</li> <li>• Which other mediums would you use to explore the same ideas as the author? Give at least one detailed example.</li> <li>• Who is the intended audience for the text? How does the author/creator reach</li> </ul>	<p>understanding.</p> <p>Teachers should include instruction on how the structures and features of texts enhance or detract from the delivery of the message.</p> <p>As this happens the teacher should model reflective writing. The following materials may help with this:</p> <p>Stepping Out Materials</p> <p><i>Teaching Complex Thinking: Critical, Creative, Caring</i> by Michael Pohl</p> <p><i>Six Thinking Hats</i> by Edward de Bono</p> <p>Assess students' ability to write reflectively. Students will:</p> <ul style="list-style-type: none"> <li>• identify ideas and issues about freedom in texts</li> <li>• explain their developing understanding about the concept of freedom</li> </ul>
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	their audience?	<ul style="list-style-type: none"> <li>consider different points of view about freedom</li> <li>justify their conclusions about freedom</li> </ul>
<b>UGs</b>	<b>Independent Inquiry – Exploring the Issues Deeply</b>	<b>Notes to the Teacher and Ongoing Assessment</b>
1,2, 3,4	<p>Have students negotiate to look at one text in detail considering the focus question:</p> <ul style="list-style-type: none"> <li>What is the author/creator/artist saying about freedom?</li> </ul> <p>Ask students to create a mind map to highlight their deepening understanding about freedom.</p> <p>Invite students to use reflective thinking as the stimulus to determine their culminating performance of understanding.</p>	<p>Remind students about the process of negotiation.</p> <p>A mind map is a graphic organiser where related ideas radiate out from the one central idea. Mind maps have:</p> <ul style="list-style-type: none"> <li>a clear central idea or image</li> <li>highlight examples and connections</li> <li>use colour, words, images and symbols to highlight key ideas</li> </ul>
<b>UGs</b>	<b>Culminating Performance of Understanding</b>	<b>Notes to the Teacher and Ongoing Assessment</b>
1,2, 3,4	<p>Have students complete the following as demonstration of their understanding.</p> <ul style="list-style-type: none"> <li>An extended reflective journal piece about the concept of freedom.</li> <li>A creative demonstration of what they believe freedom is. This could be done individually, in a pair or in a small group. Ask students to refer to the document</li> </ul>	<p>Use established criteria to assess students' ability to write reflectively about the concept of freedom.</p> <p>Co-develop transparent assessment criteria with students for particular culminating performances, for example, through the use of rubrics.</p> <p>Assess students' ability to</p>

	<p>Creative Demonstrations for ideas. See the resources list for details.</p> <p>Ask students to perform their understanding to their classmates or to a wider public audience.</p> <p>Invite students to return to the guiding question:</p> <ul style="list-style-type: none"> <li>• What does it mean to be free?</li> </ul> <p>Ask students to complete a final piece of reflective writing about what they have learned about freedom.</p> <p>This should/could reflect new knowledge, ideas and understandings. Suggest that students revisit the unit's understanding goals to help them reflect on this issue.</p>	<p>communicate their deepening understanding of freedom. Students will:</p> <ul style="list-style-type: none"> <li>• create texts with a clear sense of audience, purpose and form</li> <li>• demonstrate an understanding that freedom is a personal and social construct</li> <li>• demonstrate an understanding that freedom often comes at a cost</li> <li>• deliberately transform texts for effect</li> </ul> <p>Assess students' final written reflection through their ability to demonstrate how their thinking about freedom has developed and deepened during the unit.</p>
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## Resources

Art Works	Notes
Memorial Art at Auschwitz. Images from the holocaust. <a href="http://fcit.coedu.usf.edu/holocaust/gallfr2/FAUSC40.htm">http://fcit.coedu.usf.edu/holocaust/gallfr2/FAUSC40.htm</a>	A teacher's guide to the holocaust.
Art in response to the Holocaust. <a href="http://fcit.coedu.usf.edu/holocaust/arts/artRespo.htm">http://fcit.coedu.usf.edu/holocaust/arts/artRespo.htm</a>	Both of these sites explore political, racial and religious freedom
Photograph of a Freedom Wall <a href="http://www.rftw.org/2001images2/DC/Freedom.JPG">http://www.rftw.org/2001images2/DC/Freedom.JPG</a>	This could be an inspiration for creating a Freedom Wall in your school.
The Statue of Liberty <a href="http://www.endex.com/gf/buildings/liberty/libertyfacts.htm">http://www.endex.com/gf/buildings/liberty/libertyfacts.htm</a>	An international symbol that has come to represent the USA as the protector of freedom. This could be an interesting starting point for a debate about the USA's role in wars around the globe; its record on race relations; gun ownership etc
Edvard Munch – 'The Scream' <a href="http://www.ibiblio.org/wm/paint/auth/munch/">http://www.ibiblio.org/wm/paint/auth/munch/</a>	A very famous painting that has been used in a variety of ways. It fits in well with the whole idea of freedom.

Poetry	
Walt Whitman <i>Oh Captain My Captain</i>	Can be found at <a href="http://www.peterweircave.com/dps/captain.html">http://www.peterweircave.com/dps/captain.html</a>
Lord Byron <i>The Prisoners of Chillon</i>	Can be found at <a href="http://www.photoaspects.com/chesil/byron/chillon.html">http://www.photoaspects.com/chesil/byron/chillon.html</a>
Robert Frost <i>The Road Not Taken</i>	Can be found at <a href="http://www.poetry.com.au/classics/titles/r/road-not-taken.html">http://www.poetry.com.au/classics/titles/r/road-not-taken.html</a>
A. B. 'Banjo' Paterson <i>Clancy of the Overflow</i>	Can be found at <a href="http://www.the-rathouse.com/ClancyoftheOverflow.html">http://www.the-rathouse.com/ClancyoftheOverflow.html</a>
Pam Ayres <i>Battery Hens</i>	The imposition of humans upon the freedom of other species. A search of the internet for sites dedicated to animal rights would reveal some interesting bits and pieces. Pam Ayres has recorded this poem. It is worthwhile trying to track it down if only to hear her great voice.
Novels	
George Orwell <i>1984</i>	Political Freedom
Melina Marchetta <i>Looking for Alibrandi</i>	Personal Freedom
James Moloney <i>Touch Me</i>	Personal Freedom
Phillip Gwynne <i>Deadly Unna?</i>	Personal & Racial Freedom
Steven Herrick <i>The Simple Gift</i>	It's about Billy, who leaves home aboard a freight train heading interstate. Billy finds himself in Bendarat, living in a disused train carriage, where he meets a homeless man called Old Bill. Old Bill drinks away his past while Billy tries to find a future. <a href="http://www.acay.com.au/~sherrick/">http://www.acay.com.au/~sherrick/</a>
John Steinbeck <i>Of Mice and Men</i>	Personal Freedom
James Moloney <i>A Bridge To Wiseman's Cove</i>	Personal Freedom
Harper Lee <i>To Kill a Mockingbird</i>	Some really interesting information at <a href="http://mockingbird.chebucto.org/">http://mockingbird.chebucto.org/</a>
James Roy <i>Captain Mack</i>	Freedom <a href="http://www.jamesroy.com.au/">http://www.jamesroy.com.au/</a>
Maureen McCarthy <i>Ganglands</i>	Freedom of Choice
Joseph P Lash <i>Helen and Teacher: The Story of Helen Keller and Anne Sullivan Macy</i>	A review of this text can be found at <a href="http://www.hallmemoirs.com/specific_groups/293.shtml">http://www.hallmemoirs.com/specific_groups/293.shtml</a> There are a number of other texts about Helen and her life that might also be worth tracking down.
Janine Shepherd <i>Never Tell Me Never</i>	A review can be found at <a href="http://www.icmi.com.au/speaker.phtml?id=608">http://www.icmi.com.au/speaker.phtml?id=608</a>
Virginia Andrews <i>Flowers In The Attic</i>	Personal Freedom

Joan Lingard <i>Across The Barricades</i>	This is the second in a series of stories about the relationship between a Catholic boy, Kevin, and a Protestant girl, Sadie.
Brian Caswell <i>Only The Heart</i>	This is Brian's first excursion into writing with a co-author. David Phu An Chiem is a director and producer for film and television, and <i>Only the Heart</i> is the story of his family's escape from Vietnam.
Jack Kerouac <i>On The Road</i>	Personal Freedom
Tony Shillitoe <i>Caught in The Headlights</i>	Personal Freedom
Richard Bach <i>Jonathon Livingston Seagull</i>	A short novel about a young seagull's refusal to accept the limits of his body or the conventions of the flock.
Michelle Magorian <i>Goodnight Mister Tom</i>	Personal Freedom A series of reading activities for the book can be found at <a href="http://www.natewww.force9.co.uk/other/00000415.pdf">http://www.natewww.force9.co.uk/other/00000415.pdf</a>
Garry Disher <i>Eva's Angel</i>	Freedom of Choice
Alice Walker <i>The Color Purple</i>	Personal & Racial Freedom Good teaching ideas can be found at <a href="http://www.library.csi.cuny.edu/dept/history/lavender/purple.html">http://www.library.csi.cuny.edu/dept/history/lavender/purple.html</a>
<b>Short Stories</b>	
H. M. Tolcher <i>A Weight of Thistledown</i>	A copy of this can be found in the AATE publication <i>A Taste of Cockroach</i> . It explores the theme of imprisonment and its effect on the human spirit.
Sally Morgan <i>The Letter</i>	Sally's writing often explores the question of aboriginal identity and the stolen generation.
Michael Leunig <i>The Horse I Backed</i>	A horse leaves the race and takes a different course. This is a cartoon story. In Andy Griffiths' <i>Animal Tales</i>
Jackie French <i>The Black Kid</i>	In <i>Ride The Wild Wind</i> A black boy is locked away because he is the only one who can ride a horse.
Daniel Keyes <i>Flowers For Algernon</i>	The following web address has a number of teaching ideas to go with this text <a href="http://www.freebooters.org/connie/flowers/">http://www.freebooters.org/connie/flowers/</a>
Ray Bradbury <i>All In a Summer's Day</i>	Deals with discrimination.
Ray Bradbury <i>There Will Come Soft Rains</i>	Discusses the impact technology and war on our lives. This story was partly inspired by the silhouettes of people burned by the bomb onto buildings and streets in Hiroshima.
Roald Dahl <i>Genesis &amp; Catastrophe</i>	First published in the December 1959 issue of <i>Playboy!</i> A story to read aloud and discuss.
<b>Films</b>	
<i>Schindler's List</i>	A teaching guide can be found at <a href="http://www.southerninstitute.info/holocaust_education/schind.html">http://www.southerninstitute.info/holocaust_education/schind.html</a>

<i>Rabbit Proof Fence</i>	A story of the Stolen Generation. The truthfulness of this is questioned by Keith Windshuttle at <a href="http://www.newcriterion.com/archive/21/mar03/keithw.htm">http://www.newcriterion.com/archive/21/mar03/keithw.htm</a>
<i>Powder</i>	A review can be found at <a href="http://www.movieprop.com/tvandmovie/reviews/powder.htm">http://www.movieprop.com/tvandmovie/reviews/powder.htm</a>
<i>Power of One</i>	Personal & Racial Freedom
<i>Bend It Like Beckham</i>	Personal & Religious Freedom A review can be found at <a href="http://www.smh.com.au/articles/2002/07/03/1025667007176.html">http://www.smh.com.au/articles/2002/07/03/1025667007176.html</a>
<i>Dead Poet's Society</i>	Parental, Educational & Personal Freedom Here is a link to an interesting article about fathers and sons and <i>Dead Poet's Society</i> <a href="http://www.stolaf.edu/depts/cis/wp/langes/Poets.html">http://www.stolaf.edu/depts/cis/wp/langes/Poets.html</a>
<i>Dances With Wolves</i>	Freedom of Choice
<i>Amistad</i>	Slavery A review that questions ownership of the story can be found at <a href="http://members.aol.com/aleong1631/amistad.html">http://members.aol.com/aleong1631/amistad.html</a>
<i>Papillon</i>	Papillon, a petty criminal, is wrongly convicted of murder and sentenced to life in the French penal colony in Guyana (South America). Papillon is determined to escape but his first attempts result in eventual recapture. As punishment, he is sent to Devil's Island, a prison within the Guyana prison, from which no one has ever escaped. He continues his attempts to escape despite incarcerations in solitary confinement as punishment.
<i>Shawshank Redemption</i>	'Fear can hold you prisoner, hope can set you free.' Quote taken from web site dedicated to this movie <a href="http://www.geocities.com/Heartland/Estates/2857/shawshank.html">http://www.geocities.com/Heartland/Estates/2857/shawshank.html</a>
<i>Braveheart</i>	Political Freedom <a href="http://www.macbraveheart.co.uk/">http://www.macbraveheart.co.uk/</a> The MacBraveHeart web pages are dedicated to keeping alive the spirit of Braveheart,
<i>My Left Foot</i>	Personal Freedom & disability A review can be found at <a href="http://deseretnews.com/movies/reviews/ip0u45zc.htm">http://deseretnews.com/movies/reviews/ip0u45zc.htm</a> Here is a link that gives background on cerebral palsy <a href="http://www.ucp.org/ucp_generaldoc.cfm/1/9/37/37-37/447">http://www.ucp.org/ucp_generaldoc.cfm/1/9/37/37-37/447</a>
<i>Elephant Man</i>	Personal Freedom & disability A website dedicated to Joseph Carey Merrick <a href="http://www.jsitton.pwp.blueyonder.co.uk/elephantman/">http://www.jsitton.pwp.blueyonder.co.uk/elephantman/</a>

	<a href="#">elephant_man.htm</a>
<i>Shirley Valentine</i>	Personal Freedom <a href="http://www.spiritualityhealth.com/newsh/items/movierview/item_3140.html">http://www.spiritualityhealth.com/newsh/items/movierview/item_3140.html</a>
<i>Bridge on the River Kwai</i>	Deals with prisoners of war
<i>Paradise Road</i>	Deals with women taken as prisoners of war
<i>Free Willy</i>	Three films in the series. Here are some review links. Free Willy <a href="http://movie-reviews.colossus.net/movies/f/free_willy.html">http://movie-reviews.colossus.net/movies/f/free_willy.html</a> Free Willy 2 <a href="http://www.splicedonline.com/95andbefore/willy2.html">http://www.splicedonline.com/95andbefore/willy2.html</a> Free Willy 3 <a href="http://www.suntimes.com/ebert/ebert_reviews/1997/08/080810.html">http://www.suntimes.com/ebert/ebert_reviews/1997/08/080810.html</a>
<i>Hurricane</i>	A boxer wrongly imprisoned for murder, and the people who aided in his fight to prove his innocence.
<i>Bowling for Columbine</i>	A documentary about the right to bear arms in the USA by Mike Moore
<b>Music</b>	
John Lennon <i>Imagine</i>	Lyrics can be found at <a href="http://www.merseyworld.com/imagine/lyrics/imagine.htm">http://www.merseyworld.com/imagine/lyrics/imagine.htm</a>
Billy Holiday <i>Strange Fruit</i>	Lyrics found at <a href="http://www.bluesforpeace.com/lyrics/strange-fruit.htm">http://www.bluesforpeace.com/lyrics/strange-fruit.htm</a>
The Hollies <i>Too Young To Be Married</i>	Lyrics found at <a href="http://www.lyricsfreak.com/h/hollies/65627.html">http://www.lyricsfreak.com/h/hollies/65627.html</a>
Janis Joplin <i>Me &amp; Bobby Magee</i>	<a href="http://www.bluesforpeace.com/lyrics/bobby-mcgee.htm">http://www.bluesforpeace.com/lyrics/bobby-mcgee.htm</a> The link for the lyrics
Queen <i>I Want To Break Free</i>	The lyrics can be found at <a href="http://www.lyricstime.com/lyrics/31265.html">http://www.lyricstime.com/lyrics/31265.html</a>
Song Lyrics for Activists and Protests	<a href="http://www.ocap.ca/lyrics.html">http://www.ocap.ca/lyrics.html</a>
<b>Cartoons</b>	
A collection of political cartoons. <a href="http://www.cartoon-crn.com/boligan2.gif">http://www.cartoon-crn.com/boligan2.gif</a>	These focus on the freedom of speech.
<a href="http://www.cartoonstock.com/newscartoons/directory/i/iraq.asp">http://www.cartoonstock.com/newscartoons/directory/i/iraq.asp</a>	A number of cartoons that explore political freedom & the war in Iraq.

Speeches	
Martin Luther King Jnr <i>I Had A Dream</i> <a href="http://www.mecca.org/~crights/dream.html">http://www.mecca.org/~crights/dream.html</a> <a href="http://members.aol.com/klove01/dreamsp.htm">http://members.aol.com/klove01/dreamsp.htm</a>	This speech can also be found in a book entitled – Martin Luther King Jnr <i>'I have A Dream: Writings and Speeches That Changed the World'</i> (Harper 1992)
Nelson Mandel's speech when he was released from prison. <a href="http://www.anc.org.za/ancdocs/history/mandela/1990/release.html">http://www.anc.org.za/ancdocs/history/mandela/1990/release.html</a>	Other speeches worth pursuing are those by Abraham Lincoln and Winston Churchill.
Picture Books	
Shaun Tan <i>Red Tree</i>	Hope can bring freedom. <a href="http://www.locusmag.com/2001/Issue12/Tan.html">http://www.locusmag.com/2001/Issue12/Tan.html</a>
Shaun Tan <i>The Lost Thing</i>	Freedom can be destroyed if identity is lost.
Elizabeth Stanley <i>The Deliverance of the Dancing Bears</i>	Freedom sometimes means someone else taking action.
Margaret Wild <i>Let The Celebrations Begin</i>	This book is about a young girl, Miriam, and other women in the <a href="#">Belsen</a> concentration camp preparing for a children's party to be held after liberation. It is really a story about hope and the power of human spirit to survive. Here is a link that has some listed activities. <a href="http://www.voorhees.k12.nj.us/695651115141546/blank/browse.asp?a=383&amp;BMDRN=2000&amp;BCOB=0&amp;c=53055&amp;695651115141546Nav=l&amp;NodeID=546">http://www.voorhees.k12.nj.us/695651115141546/blank/browse.asp?a=383&amp;BMDRN=2000&amp;BCOB=0&amp;c=53055&amp;695651115141546Nav=l&amp;NodeID=546</a>
Junko Morimoto <i>Hiroshima</i>	Here are two interesting web sites <a href="http://rosella.apana.org.au/~mlb/cranes/reslink3.htm">http://rosella.apana.org.au/~mlb/cranes/reslink3.htm</a> <a href="http://www.carolhurst.com/newsletters/22newsletter.s.html">http://www.carolhurst.com/newsletters/22newsletter.s.html</a>
Raymond Briggs <i>The Tin Pot General &amp; The Old Iron Woman</i>	A Raymond Briggs site. Follow the links, there are even illustrations from the text. <a href="http://www.toonhound.com/briggs.htm">http://www.toonhound.com/briggs.htm</a>
Bob Graham <i>Pete &amp; Roland</i>	Roland the budgie's quest for freedom. He writes wonderful books. Read the following article about the donation of his Kate Greenway prize to help refugees. <a href="http://www.theage.com.au/articles/2003/07/18/1058035202882.html">http://www.theage.com.au/articles/2003/07/18/1058035202882.html</a>
Plays	
William Shakespeare <i>Romeo &amp; Juliet, Othello, Merchant of Venice, Macbeth</i>	Shakespeare's plays often deal with the crisis of individual freedom when others interfere with their lives.
David Williamson <i>One Day of The Year</i>	Freedom to hold beliefs with which others do not agree.

Arthur Miller <i>The Crucible</i>	This play deals with religious persecution and social hysteria. The following link takes you to a wealth of information about Miller and his plays. <a href="http://www.webenglishteacher.com/miller.html">http://www.webenglishteacher.com/miller.html</a>
<b>Miscellaneous</b>	
National Flags	Various national flags use colour to symbolise freedom. Other flags are seen as symbols of freedom. For example the Southern Cross & the Eureka Stockade
Newspapers	There are always articles about freedom that can stimulate discussion. For example, boat people, refugees, Siamese twins.
Magna Carta	<a href="http://www.bl.uk/diglib/magna-carta/overview.html">http://www.bl.uk/diglib/magna-carta/overview.html</a> This link includes a picture of the original document and a link to a transcript and translation.
Australian Constitution	<a href="http://www.statusquo.org/Story.html">http://www.statusquo.org/Story.html</a> An easy to read and interactive introduction to the Australian Constitution which features numerous and colourful icons to show the way as well as providing numerous links to the Constitution. Or so the search engine description goes. We liked the fact the web address is named after a 70s stadium rock band.
American Bill of Rights	The relevant section of the American Constitution can be found at <a href="http://memory.loc.gov/const/bor.html">http://memory.loc.gov/const/bor.html</a>
United Nations Declaration of Human Rights	Follow this link to the declaration <a href="http://www.leftjustified.com/leftjust/lib/sc/ht/wtp/un-decla.html">http://www.leftjustified.com/leftjust/lib/sc/ht/wtp/un-decla.html</a> Article 14 by itself should provide plenty of discussion.
The Death Penalty	Here is a link to an interesting article that would stimulate discussion. <a href="http://www.commondreams.org/views02/0212-06.htm">http://www.commondreams.org/views02/0212-06.htm</a>
Where have all the protest songs gone?	<a href="http://news.bbc.co.uk/1/hi/uk/2788263.stm">http://news.bbc.co.uk/1/hi/uk/2788263.stm</a>

## ART WORKS

Throughout history, writers, politicians, song-writers, poets and artists have all responded in their particular genres to the concept of freedom or the loss of it. A visual representation of an issue often contains a very powerful message and by looking at art forms we can gain an understanding of the culture and that which is vital to the community from which it comes.

### Appraisal of Art Forms:

Students are to investigate art works which have been created in response to the Holocaust: For example, the sculpture “Starvation” by Mieczyslaw Stobierski at Auschwitz; memorials at Dachau; sculptures at the Ravensbruck camp; drawings and paintings by David Olere; “Wings of Witness” – a holocaust memorial sculpture.

References to these and other pieces can be found at <http://fcit.coedu.usf.edu/holocaust/gallfr2/FAUSC40.htm> .

### Reflective Questions for Journal Writing

**Before viewing the artworks, students should answer the following question:**

Is it possible for the concept of freedom to be represented in art?

### After viewing:

- What strong messages educate the viewer of the particular piece?
- Does the artwork sustain the notion of freedom?
- Does the social, political or cultural background of the artist relate to the artwork?
- Why has there been such a variety of artists who have responded to the events of the holocaust?
- How does each selected piece make you feel?
- Is it possible for artworks to present stronger messages than written words?

**Final reflection: Comment on the following question.**

Is it likely that the artworks which have been created in response to the Holocaust will ever make a real difference to people’s actions in the future or are they simply memorials to those who died?

## **SPEECHES**

### **The Power of the Spoken Word and the Art of Oratory**

Martin Luther King, Winston Churchill, Malcolm X and John F. Kennedy are acknowledged as being among the great orators of the twentieth century. Their speeches were characterised by a great level of emotional impact on their listeners. These great orators aimed to impress, convince and move people to action.

#### **Language Features of Speeches:**

There are a number of techniques which are used in the writing of successful speeches.

Rhetorical questions can be used for effect, but are not necessarily answered.

Understatement can be used for effect.

Contrast provides the opportunity for two opposite viewpoints to be placed close to each other for effect.

Quotations link the audience and provide a common, shared experience.

Personal pronouns are used to address the audience. For example, 'you' are here today, 'we' are here today; 'they' think that.

Emotive language is often used to influence an audience.

Alliteration, assonance, onomatopoeia and rhyming are used for aural effect and appeal to the listener.

Imagery: metaphors, similes and personification create pictures in the mind of the listener.

Repetition: particular points and phrases are often repeated for effect.

Lists: important points can be listed in a particular order.

Delivery is an important part of oratory: the speaker needs to communicate with the audience in an interesting and persuasive manner.

### **Analysing a Speech:**

Using the points listed above, analyse the speeches of two well-known orators and determine the reasons for their success. What were the purposes of the speeches? How did the speakers address their audiences? Were they convincing? Did they move people to action? Identify the techniques used in each speech.

Suggested speeches:

“I Have a Dream” Martin Luther King

“For the Defense of Liberty Everywhere” J. F. Kennedy

## POETRY

### Clancy of the Overflow

A.B. (Banjo) Paterson

This is a ballad that reveals a man's dissatisfaction with his job and his life in the city. He yearns for the freedom that he imagines Clancy of the Overflow has when he discovers that Clancy has '...gone to Queensland droving'. He has 'visions' of a carefree life ('As the stock are slowly stringing/Clancy rides behind them singing') in a vast and beautiful setting ('...sunlit plain extended/...everlasting stars') with no restrictions on his freedom.

By contrast the city is restrictive and ugly ('dingy/ sunlight struggles feebly/ gritty/ fiendish rattle/ greedy'). The writer wants the reader to share his feelings through all the senses: we smell the foetid air, we taste the dust, we hear the trams, the swearing of the children and the 'ceaseless tramp of feet', we see the 'pallid faces' of the people and feel them 'shoulder' past each other in their haste. The feeling is constricted, claustrophobic; it almost chokes me. By contrast the bush is friendly, gentle ('kindly voices greet him/ murmur of the breezes') and open, devoid of barriers. It suggests freedom on many levels. This would not be so evocative without the stark contrast to the city.

Techniques such as alliteration heighten the sense of anxiety felt in the city. The repetition of 't', which is a clipped, harsh sound, in many words in the sixth stanza suggests the city is impersonal and unfriendly ('rattle, tramways, street, gutter, fighting, fitfully, faintly, tramp, feet'). Metaphors such as the one comparing townfolk to stunted plants ('... with their stunted forms and weedy/ ....have no time to grow...') reinforce this feeling. Rhyme and rhythm enhance flow and amplify movement, bringing to life the frantic pace of the city.

At first I was caught up in the romantic image of life in the bush but on reflection I realised that dust, heat and flies had not been part of this 'vision'. I remembered Henry Lawson's poem 'The Drover', which depicts droving as hard and sometimes dangerous work. Paterson lulled me into accepting his idyllic vision of life in the bush because he positioned me as a confidante – he is revealing, through the narrator, personal details about his dissatisfaction with his life and intimate musings about his desire for freedom. On some level, most of us wish for more freedom in our lives and so we empathise. We are drawn into celebrating Clancy's freedom while we wistfully imagine our own lives without restrictions.

Follow this link to a copy of the poem.

<http://www.the-rathouse.com/ClancyoftheOverflow.html>

## WEB TEXTS

The teacher gives students the following web address:

<http://www.fen.net/quotes/freedom.shtml>

The students are asked to read through the assembled quotes and to reflect upon them in their journals as they go.

The teacher will need to model reflective journal writing if the students haven't attempted it before. The teacher might also find it useful to have a list of questions ready for each of the quotes. The depth, style and complexity for each question would depend upon the students.

After completing their reflective writing the students are required to select one quote, which they found challenged their thinking, to read aloud to the class. They would need to be able to explain to the class what it was that they found challenging.

Students who found this too difficult could select a quote to read and say why they made their selection, or what it meant to them.

## FILM

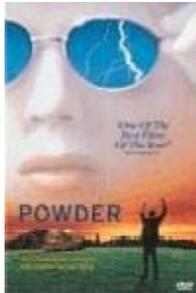
Show the students the film *Powder* directed by Victor Salva. Stop the movie at significant points asking the students to write their thoughts about Powder/Jeremy in their journals.

- When Jessica first brings him out into the daylight
- When he first meets the other boys at lunch
- The hunting incident
- The scene where he sits with the sheriff by his wife's side
- The round table interview with the testers
- The fight with the other boys at the gym
- The finale with the lightning

The final reflection should be a response to the question:

*Has Jeremy achieved true freedom at the end of the movie?*

Teachers will need to have modelled reflective journal writing before students undertake this activity.



## SHORT STORY

### FREEDOM SONG

The ancient chanting filled her being with its measured beat. Black Pearl sat watching the sea and it echoed the rhythm with each wave that pounded onto the jagged rocks. The song in Black Pearl's blood was as old as time. Quietly at first, but growing steadily stronger, Black Pearl began to sing. As her lone voice rose before the stormy sea, others joined in. Her brother, the sea eagle leant his melancholy cry to Black Pearl's song. Her father, the rock gave the song his quiet, ever present strength. Her mother, the river sang of freedom and joy and wide, open spaces. Her sister, the crayfish, who was hiding in the calmness of the rock pool, sang of secret places and half remembered dreams.

As they sang Black Pearl felt her strength slowly restored and her soul was soothed. The fear and humiliation, which she had worn like tattered clothes for so many days, began to dissipate. Never would the feeling be forgotten, but for the moment she could lose herself in the song. For a moment she could forget him. The one who had stolen her from her home and family. The one who had brought her here to this desolate island. The one who had forced her and the other two women to catch seals so he could slaughter them.

Oh, how she hated him. White and soft like a witchetty grub, but he had the fire stick. All blacks feared the fire stick. Black Pearl had seen it blow an elder's face apart and watched him writhe on the ground in agony before he died. Black Pearl sang to forget.

Black Pearl sang to remember her past. All her ancestors joined her as she sang to the land and sky, to the water and animals. Black Pearl sang to the great serpent that had made her home and people. She beseeched the warriors of the past, singing for some of their strength. Strength to carry on with her life. Black Pearl sang for courage.

He was white and weak. She wanted to pick him up, like a witchetty grub, and squash his soft body in her hands. She wanted Werowa to come and take his spirit so she could dance on his dead body and laugh with glee.

Black Pearl's face remained calm as she sang but her eyes flashed and sparkled, mirroring the fury of the sea. The waves were flung up against the coastline and the spray fell onto Black Pearl's face. It mingled with the salty tears coursing down her cheeks as she gazed toward the horizon. Towards home. The home she was taken from by him. The place she ached for with every fibre of her small, black body. Black Pearl sang for her people. For the memory of happy times.

Over the song and the crash of the surf Black Pearl heard a different noise. A harsh voice that did not belong to this land. It was him.

“Black Pearl!”

Black Pearl finished her song and waited quietly.

“Black Pearl, where are you?”

Black Pearl waited.

“Don’t you hide from me you black bitch!”

Silently Black Pearl rose from her rock. The sealer turned and caught sight of her and his small eyes flashed cruelly. He strode across the rocks towards her and grabbed hold of her arm roughly.

“Why aren’t you skinning seals?” he demanded as he squeezed her forearm brutally. Black Pearl stood unmoving and silent. She lifted her chin proudly and gazed towards her home.

The sealer raised his hand and smashed it across her face. Black Pearl staggered back and fell onto the rocks. Her hand found itself around a sharp stone. An offering from her father.

“Use it!” her brother the sea eagle cried, circling above.

“Use it!”

The sealer gazed down at her with smug arrogance

“Now get and do your work woman.”

Black Pearl’s blood sang with the ancient warriors’ song. She raised her eyes and looked at him coldly. The sealer’s smirk faded and a look of uncertainty crossed his face.

“Why haven’t you...?”

The storm snatched the scream from Black Pearl’s throat as she leapt at the sealer. Her scream was filled with all the pent up shame and rage she had inside her. The sealer stood dumbfounded then raised his arms. Too late. Black Pearl struck with the full force of her fury. The stone slid easily through the jugular vein in the sealer’s soft white throat: his hands flew to the wound from which his life force ebbed. He looked at Black Pearl in shock.

Black Pearl gazed down at him as he lay dying on the rocks. She wiped her hand across her face and felt the salty sting of her split lip. Then she turned and started walking back to where the other women were. To tell them they were free. Black Pearl began to sing.

### **Kelly Howell 1997**

(Inspired by a brief reference to an Aboriginal ancestor called Black Pearl in Richard Flanagan’s *The Death of a River Guide*)

## Short Story Activities

Read the story *Freedom Song*. Record your initial response in your reflective journal.

In a small group, discuss the main characters, events, ideas, issues and feelings in the story. How effectively does the story explore the concept of freedom? After group consensus, construct a 'picture map' to show your group's interpretation of *Freedom Song*. NB: No words are permitted on the picture map. Share with the class.

Who is Black Pearl?

Black Pearl is the story's protagonist. How is the reader positioned to support her?

The sealer is the story's antagonist. How does the dialogue reinforce the reader's dislike of the sealer?

Retell the story making the sealer the protagonist and Black Pearl the antagonist. How does this alter the messages of the story?

To gain her freedom, Black Pearl commits murder. At what point in the story did you realise that Black Pearl would make a bid for freedom? What alternative action might she have taken?

Are there any circumstances under which it is acceptable to take another person's life? Organise a class debate on this topic.

Why does Black Pearl sing?

How does the song lead Black Pearl to freedom?  
Write the words to her freedom song.

How does *Freedom Song* make you feel? It is likely to have evoked different emotions at different points in the story. Construct a diagram showing these feelings and justify with examples from the story. For example, draw a stick figure (you) with a number of helium balloons in its hands – these represent positive feelings. Add some bricks attached to the figure's feet – these represent negative feelings.

Which emotion is the strongest? Why?

Newspaper reports usually endeavour to present the facts (who, what, where, when, why & how) without emotion or making value judgements. Write a

newspaper report on the death of the sealer, keeping your report free of bias, value judgements and emotion. Give it an attention grabbing headline.

We construct meaning from texts according to our gender, background, values and beliefs and cultural influences. This means different people may respond quite differently to the same text. Consider how the reactions of the following people may differ after reading *Freedom Song*: a policeman, a civil rights advocate, a male chauvinist, an Aboriginal woman. Conduct a 'pen and paper' conversation with a partner to develop some alternate viewpoints.

How does *Freedom Song* explore the statement, 'Freedom is not free'.

## CREATIVE DEMONSTRATIONS

1. A debate
2. A Charter of Rights
3. A campaign. For example, plan a campaign and use forceful arguments to convince others of what you think needs to be done in an area such as civil rights
4. Court of Law. For example retell Steve Biko's trial
5. Run a film festival called 'Freedom'
6. Make your own film, animation or cartoon
7. Record interviews of people who have a story to tell about freedom – this could be mocked up or real
8. Newspaper reports – same story presented from different biased points of view
9. Create a dramatic performance – monologue, duologue, mime, one-act play, dramatisation, documentary drama, dance drama
10. Artistic representation of your ideas about freedom – photography, painting, sculpture, collage. This could focus in on symbolism such as Amnesty International greeting cards
11. Write and perform a poem/prose
12. Publish a collection of poems that explore freedom
13. A Public Forum. Set up a forum for open discussion, including members of the community. You will need a formal agenda and strict meeting procedure – chairperson, order of speakers, timetable, question time, proposals to be voted on
14. Biographical study. For example, Malcolm X, Martin Luther King Jr, William Wallace
15. Writing/performing your own protest song
16. Telling a story – oral/written
17. Co-ordinate/create a Freedom Wall

18. Survey opinions and present the results
19. Create own website or PowerPoint representation
20. A speech
21. Write your own picture book
22. Write a diary of a character who has their freedom curtailed, or who regains their freedom after a struggle
23. Essay – expository, opinionative, argumentative
24. Analyse the work of one author/artist in the light of how they explore freedom
25. Create a pamphlet/brochure that can be distributed
26. Write an article for the school newsletter  
Write a letter to the editor
27. Create an advertising campaign in print or in visual media. For example, Amnesty International