

YEAR 12 ENGLISH: AREA OF STUDY

Area of Study: Belonging

Definition:	For a person to 'fit into' a specified place, environment or situation or to be appropriately classified in a specific category. To have the right qualities to be a member of a specific group, organisation or class where you know you are safe and secure there.
Synonyms:	Inclusiveness, acceptance, connectedness, security, camaraderie, accord, sense of sameness, affiliation, allegiance, fealty, fidelity, solidarity, unity.
Antonyms:	Isolation, exclusion, alienation, disconnection, solitary, ostracised, antipathy, disassociation, disparity, dissension, incongruity, seclusion, segregation.
Focus Theme-Parents:	<ul style="list-style-type: none">• Security• Socioeconomic class• Education• Lifestyle• Expectations• Heritage• Heredity

PETER SKRZYNECKI – IMMIGRANT CHRONICLE

Feliks Skrzynecki

Themes:

- Disconnectedness between Peter with his father and heritage
- Individuality
- Fathers' security in his garden. (He doesn't culturally belong here so he cannot find security in society).
- Culture

Techniques	Explain	Effect on Audience.
"they dug cancer out of his foot" – symbolism	'dug' in relation to gardening	Reminds us of Feliks connecting with his garden
"ten times around the world" – hyperbole	He swept the garden so many times that he could have circumnavigated the world 10 times.	Helps us visualise how long he spent in the garden.
"fingers cracked like the sods he broke" – simile	Organic comparison of Feliks to the earth	Similes are used throughout this poem to relate back to nature and remind the audience.
"watched me pegging my tents further and further south of Hadrian's wall" – metaphor	He was becoming more educated and becoming closer to Australian civilisation leaving his fathers' Polish heritage behind.	This reminds us of why he doesn't belong with his father and Poland. This is the last sentence and summarises the theme of the poem.
"farms where paddocks flowered", "skilled in slaughtering" – Alliteration	'F' makes a soft and gentle sound, flowers are soft. 'S' makes a much meaner sound and slaughtering is much harsher.	Shows juxtaposition between gentle and harsh. It also helps our understanding that the flowers are meant to be visualised gently and the slaughtering is not.
Uneasy mood and reverent, admiring, respectful tone	Peter is in awe of his father's strength.	Helps to put a whole perspective on the poem.

In the Folk Museum

Themes:

- Migration
- Heritage that he doesn't see as his own
- Children of today becoming disconnected from heritage

Techniques	Explain	Effect on Audience
"hay knife, draining plough, shoulder yoke, box iron" – rhythmic list	Peter believes his past is irrelevant as the imagery is monotonous. Also, we don't use these tools in Australia, showing that he has never needed to use them and doesn't plan on giving his respect now.	This bores the reader a little so that we feel Peters' boredom in the museum. Unfamiliar tools hold no interest to anyone.
"A darkness in the rooms.....a street that leads around autumn.....dressed in yellow and brown" – juxtaposition.	Contrasts the boring inside with the nice outside pretty autumn. There is also a contrast between light and dark. This may show life and death and that his past is dead to him.	We understand that he wants to go outside and enjoy himself because we feel the same.
Repetition of 'w' in the final stanza – alliteration	This reflects the relief in leaving the museum because 'w' makes a soft, peaceful sound.	We understand that he is looking for new entities to belong.
"Would you please sign the visitor's book?" – rhetorical question	Is this because he is a migrant and will need to sign the 'visitors' book or because he doesn't belong with that culture.	We never know if he signs it or not. This, hence, plays on our mind and we think about the poem for a little while. It may tell us that we need to answer questions in our own life.
Depressing mood and detached, confused tone.	To show Peters disconnection with his heritage and dislike of being surrounded by it because he doesn't understand it.	Helps us feel how Peter felt in the museum and see that he doesn't belong there.

St Patricks College

Themes:

- Isolation
- Education
- Disinterest and awareness of failure
- Guilt in not belonging as his mother desires

Techniques	Explain	Effect on Audience
Language – first person	Shows loneliness.	Develops a further isolation for the audience.
“Our lady watched with outstretched arms” – personification	The religious figure on the building cannot watch and doesn’t consciously have her arms outstretched.	Shows that some people believe in her and hence she can ‘watch’ etc because she is real.
“Caught the 414 bus like a foreign tourist” – simile	He is lost in this city and feels like a tourist, but he is a migrant and unable to leave.	This relates his actions back to his reasons for doing so.
Sentence structure – doesn’t start from the perspective of the noun.	To show why something happened before what happened.	Maybe to show that he doesn’t understand the reason for his family migrating to Australia or why he has to keep up that heritage.
Religious imagery	Imagery of “our lady”, “prayer”, “Luceat Lux Vestra”, “Christian decorums”, “the Lords prayer”, “venite Adoremus”, “litanies and hymns” and “let my light shine”.	These reinforce that the school is Catholic and Peter doesn’t want to be there.

ANNE GEDDES (PHOTO)

Jack and Maneesha



Themes:

- Racism (this photograph is against racism)
- Respect (the way the man is gently holding the child)
- Multiculturalism (between indigenous child and white Australian man)
- Protection/security (child is sleeping, showing they are relaxed)

Techniques	Explain	Effect on Audience
Metaphor – the man is holding the child in his palm, just like God is envisaged to do with everyone.	It shows that even as small humans we are important to God and that we belong to him.	Show that religion should not be affected by race and anyone can belong anywhere if they want to.
Colour – is shades of grey.	Used to create a sense of unity rather than contrast that conflicting colours would create.	This gives the picture a timeless effect relating to all audiences and to help express the Christian message, one of all time.
Vector lines – of the large hands directing to the child's face.	The hands are not aesthetically pleasing which gives them an authenticity.	This authenticity is used over airbrushed hands so the audience doesn't see it as superficial.
Contrast – between size and age of child with the hands.	This emphasises the care and protection of the vulnerable child.	The audience can see that the child is clearly sleeping with a calm facial expression, which conveys their comfort and security in these hands of the carer.
Shot angle.	The subject is presented in an equal manner. They are not dominating (with the camera looking up) and they are not over vulnerable (with the camera looking down).	This emphasises the theme of multiculturalism, anti-racism and respect and that everyone should be treated equally.

Offer shot	The child is not looking you in the eye to demand your attention.	It gives the audience an opportunity to make their own decision about the matter of racism and multiculturalism.
Layout – background	The background is plain.	Their attention is directed to the focal point, the baby in the hands.

LI CUNXIN – MAO'S LAST DANCER (NOVEL)

Themes:

- Importance of family values (belonging to family)
- Passion (belonging to a sport, hobby)
- Determination (to fight against not belonging in the academy and still strive for the best)
- Striving to realise one's dreams (belonging to oneself)
- Human achievement/excellence (belonging to the world)
- Goal setting and achieving goals against odds (succeeding even though not belonging)
- Leadership (belonging through people's admiration)
- Racism
- Migration

Techniques	Explain	Effect on Audience
'Although we have no money... we do have PRIDE...the Li family always had a good reputation...remember this: never lose your pride and dignity no matter how hard life is.' (p16)	Li does belong to his family.	We learn that you don't have to belong to a country to belong to a family.
Throughout Li's childhood there are examples of great struggle: <ul style="list-style-type: none"> • Not having enough food or coal • Being ill and not affording to go to the doctor • Sharing a bed with three brothers • Regularly having lice. 	Li Cunxin grew up in poverty, yet throughout the first section there are examples of great warmth and love alongside terrible hardship.	This proves that you belong to family no matter what.
"There is no class distinction. Total equality. Everyone will work share equally. There will be no greed or unfairness. We will have the best of everything".	This shows belonging to a country or large group.	This can't ever happen because everyone is different and an individual. We all have different needs and wants.
<p>'Never forget where you come from,' she said. (p170)</p> <p>Li's ambition at age 11 is 'to serve the Revolution and be a Red Guard for Chairman Mao', 'I experienced an extraordinary sense of belonging..... I was so proud to be a young Guard of Chairman Mao.' (p174-5)</p> <p>'I knew now, with sudden shock, that I could never go back to the life I used to have.' (p172)</p> <p>'I had been manipulated by Chairman Mao's communist propaganda'. (p 276)</p>	Li realises that he no longer wants to belong to China and that he was forced to for many years.	Page 172 shows a turning point for Li in the book and page 276 reinforces it.

Character Mannerisms <ul style="list-style-type: none"> • Li's Homesickness • Li makes new friends 	Belonging to a family and a group of friends.	You can belong to more than one thing. Maybe it symbolises belonging to America AND China.
Symbols Li kept 40 pages of a foreign book, a love story (p87).	This is used to hint towards the bigger world around him. the Chinese guards usually destroyed any love story, but this is used to show that one day Li won't have to worry about this and will belong somewhere else.	This shows that Li no longer has to belong to China, but to wherever he wants to.
Symbols Cultural Differences in America <ul style="list-style-type: none"> • Muffins (translates to horse poo in his language) • Blenders • Big houses • Affluent shopping centres • Cash machines • Discos • People's apparent freedom to make disparaging comments about their politicians • Pepsi. 	These are used to highlight Li's heritage and that he is different.	These show how Li doesn't belong in America yet.
'I dance better here, because I feel more free'.	This shows that he belongs because he can be free. He belongs by not having to belong.	We learn that in life we don't have to force yourself to belong in order to actually belong.
Language -"Chink"	Li queries about being called a 'chink'. Ben answers: "You know in the theatre if the curtain parts just a tiny little bit, then the light shining through we call a 'chink'. So, if someone calls you a 'chink' Li, what it means is that they see the light in you".	We know that it was intended to be racist but this is left alone because Li is just finding his place in America and Ben doesn't want this to be ruined.
In the Chinese consulates office, Li is being persuaded to still believe in and act proud of China and that he is only seeing the good parts of America.	He is being told to belong to somewhere where he doesn't want to anymore.	This is used to show that Li is making the right choice to stay in America

Text Type Autobiography	This helps create a strong sense of authenticity	To make the story believable so we can take away the morals without questioning the story.
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