Poetry and Protest

Week 8 - Recruiting Guerrilla Artists

**SST:** protest, Guerrilla Art, activists, culture jamming, subverting, exposition, PEETEEEL

**Learning intention:** My focus this week is on exploring the idea of protest and the ways in which I can have a voice about what I believe.

The *Macquarie Dictionary* defines protest (n) as ‘a formal expression or declaration of objection or disapproval, often in opposition to something which one is powerless to prevent or avoid and as a verb (sometimes followed by against or at) to give expression to one’s objection or disapproval; remonstrate or make a solemn declaration’. This activity would work particularly well in an online environment such as a blog post.

Write your own definition for ‘protest’ in your workbook.

Look up the definitions for this week’s SST and write your own definition for each in your workbook.
Recall a situation where you have felt passionate about an injustice, a social or an environmental issue. Describe this situation as a third-person description of the facts, showing no empathetic involvement (half page). Then rewrite this situation in first person stating your feelings about this concern and how you felt things should be (half page). Share this with a peer at your table team.

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**Guerrilla Art**

Guerrilla Art is a clever and fun way of sharing your message with the world. To find out what this is and how to become a Guerilla Artist visit:


Write a half page explaining Guerilla Artists. In your explanation include ways someone can get involved as well as reasons for doing this.

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**Culture jamming**

Culture jammers use existing media such as billboards, bus-ads, posters, and other ads to make strong comments on the issues occurring in society. Culture jamming is based on the idea that advertising is little more than propaganda for established interests, and that there is little escape from this propaganda in industrialised nations. Culture jammers do not believe this is a form vandalism, they believe that they are reclaiming public spaces which only the very wealthy can afford.

Culture jamming is a form of activism and a resistance movement against popular culture, based on the ideas of "guerrilla communication" and the "detournement" of popular icons and
ideas. Forms of culture jamming include adbusting, performance art, graffiti art and hacktivism (notably cybersquatting).

On the main page of Poetry and Protest there is a powerpoint presentation called ‘Culture Jamming’ for you to view. In pairs, discuss each image paying close attention to what the message is and what would have motivated each of the composers.

In your workbooks complete the activity on the last slide of the powerpoint presentation.

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**Children and protest**

In this activity you will reflect on the following poem by William Blake. The challenge is to analyse and compare how the two parts of this poem use language and visual images to evoke pity, sorrow and thereby protest. You will gather and write information in your workbook about the poet and the context of the poem. In pairs, annotate the poem identifying poetic techniques, examine the diction, voice, juxtaposition, tone and imagery within this poem and make comprehensive notes in your workbook.

‘Infant Joy’ and ‘Infant Sorrow’ written by William Blake is a poem about protest. Compose an exposition consisting of a thesis paragraph, two PEETEEEL paragraphs and one concluding paragraph where you agree with this statement. TIP: Construct your analysis table first.

🔍 Remember, google is your BFF, most of the answers can be found here, but be careful as plagiarism is illegal.
Infant Joy

``I have no name:
  I am but two days old."
What shall I call thee?
``I happy am,
Joy is my name."
Sweet joy befall thee!

Pretty joy!
Sweet joy but two days old,
Sweet joy I call thee:
Thou dost smile,
I sing the while,
Sweet joy befall thee!

Infant Sorrow

My mother groan'd! my father wept.
Into the dangerous world I leapt:
Helpless, naked, piping loud:
Like a fiend hid in a cloud.

Struggling in my father's hands,
Striving against my swadling bands,
Bound and weary I thought best
To sulk upon my mother's breast.

William Blake
**Success criteria:**
I understand the subject specific terminology and have written definitions for each in my own words.
I have written about a situation I have felt passionate about in the past and have written this in third person and first person in my workbook.
I have demonstrated knowledge of Guerrilla Artists by composing a half page explanation.
I have created my own culture jam item and a half page explanation to demonstrate I understand what culture jammers do.
I have pasted ‘Infant Joy’ ‘Infant Sorrow’ into my workbook and have annotated to identify poetic techniques.
With my partner, I have researched and written information about the poet and the context of the poem.
With my partner, I have researched diction, voice, juxtaposition, tone and imagery within this poem and have made comprehensive notes in my workbook.
I have constructed a PEETEEEL table where I have chosen two effective techniques to support my thesis.
I have composed an exposition where I argue that the poem studied this week is a protest poem.