

THE POWNA OF POETRY



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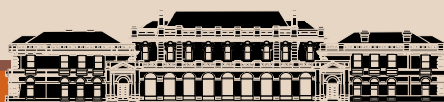
THE **POWA** OF POETRY

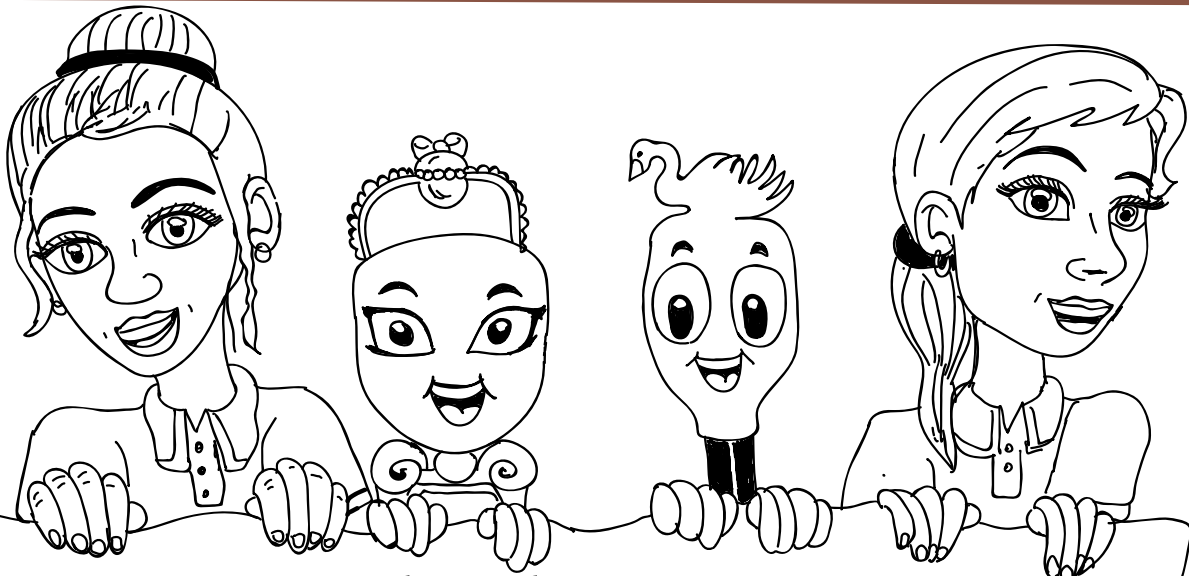
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'The POWA of Poetry' compiles all of our parliamentary poems and places them into one easy to access location. This engaging resource is mapped to both the English and Civics and Citizenship curricula from Year 5 to Year 10. 'The POWA of Poetry' will assist you in navigating, what can sometimes feel like a crowded curriculum, in a time efficient and dynamic way.

This cross curriculum resource can be used in conjunction with our current resources, or alternatively, as a stand-alone resource. Each poem has been mapped to specific units across both subject areas, therefore discreetly embedding Civics and Citizenship within an English lesson context. From an English perspective, this resource also assists in modelling literary codes and conventions, prior to students advancing to higher level units, where they are required to apply and demonstrate acquired skills and knowledge.

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RULES ARE COOL!

Why it's Cool to have a Rule

All the kids in all the schools right across our state
Let's be glad and thankful that rules are our good mate
Rules are in the classroom and on the sporting ground
Wherever we find safety we know rules are around

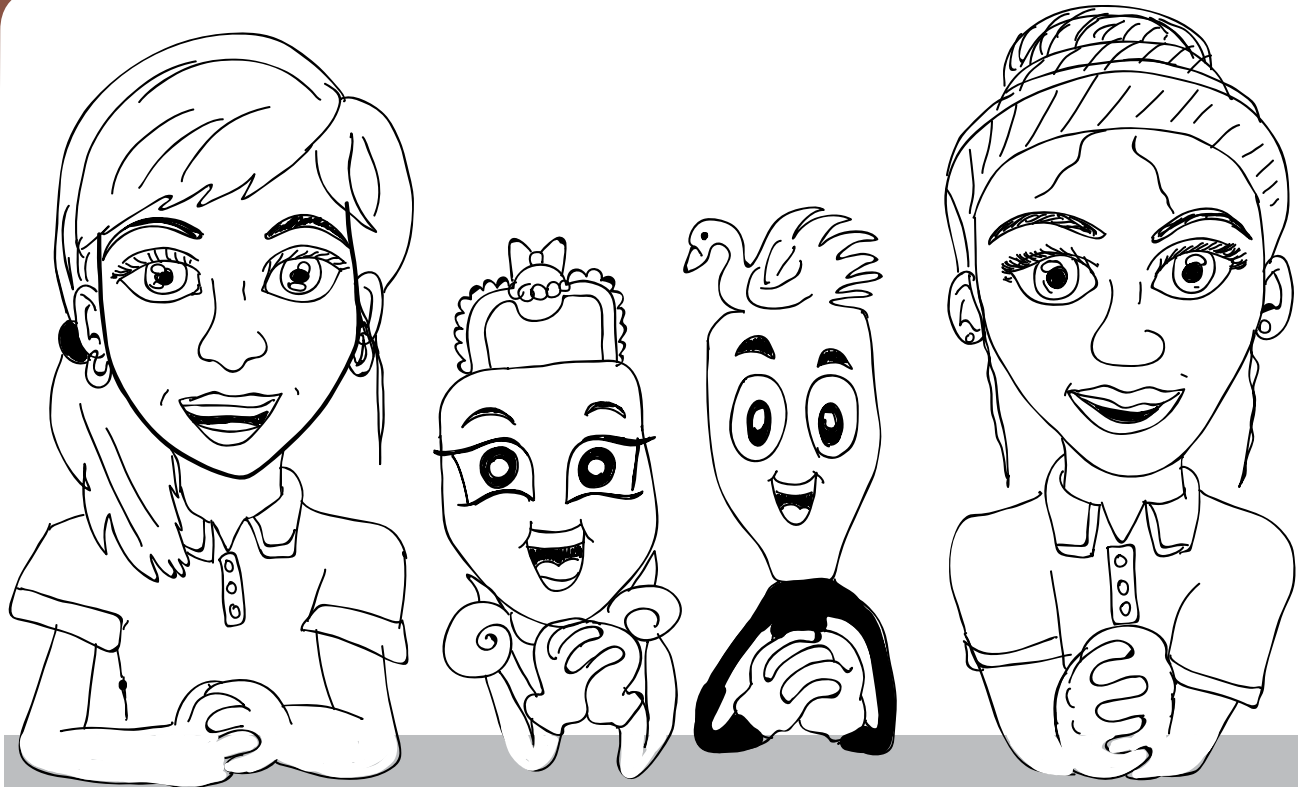
Rules can help us study, rules can help us play
Rules are made for all of us and all can have a say
Laws are a bit different, they are made by parliament
They start their lives as a Bill before gaining royal assent

This is where the governor, declares a bill an Act
The bill is now a proper law and that's a legal fact
Rules are good to follow but laws we must obey
But if you don't agree with them, you still can have your say

Write to your local member and tell them what you think
You have a right to have your say; it's written there in ink
It's called the constitution the law book of our land
Our instructions for democracy, our right to take a stand

So be an active citizen in how your class is run
Turning bills into laws can be a lot of fun
The bill is just your idea that you put to the whole class
If lots of students vote for it then surely it will pass.





OUR COMMITTEE

Committees

When a Bill's a little sketchy, lacking the nitty gritty
It sometimes needs improving, through the aid of a committee
After the second reading, members get the chance
To give it greater scrutiny, than just a passing glance

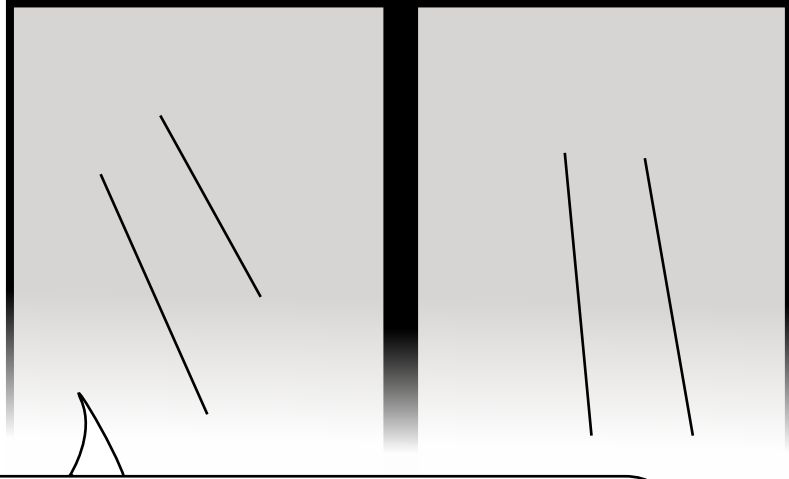
Consideration in detail, is one way this is done
This is in the lower house, that this is begun
The upper house also gets to play a crucial role
It's the Legislative Council's 'Committee of the Whole'



LIFT



- FEDERAL** ● Level 1
- STATE** ● Level 2
- LOCAL** ● Level 3



Taking it to the Next Level

If the bins were never emptied and the dog's left running wild
You might get a little angry, perhaps a little riled
If your parks were always overgrown and the local pool left dirty
You'd be angry at your council, perhaps a little shirty

Local government is important for yourself and for your mates
This third level of government you get by paying rates
And what if schools weren't open and we didn't have police?
There'd be nowhere that we could learn and no-one to keep the peace

And what about a fire with no one to put it out?
Or no nurses in our hospitals? You'd have a right to shout
'We all pay state taxes, how is our money spent?'
That's the job of the second tier, we call state government

The first tier is called federal, making laws for all the nation
For defence and also airports and even immigration
This government has its members, drawn throughout the land
Representing the whole country, is how this place was planned

So each tier is elected, by a majority
And you can vote them in and vote them out, it's called democracy
So be glad your bin is empty, your local pool is clean
The third tier, local government is right there on the scene

Be glad your school is open and there's teachers paid to teach
The second tier, state government is right within your reach
And be glad we have a Parliament that ties us all as one
The first tier Federal Government is where our country's run.





The Tree they call Democracy

The seeds of our state's democracy were sown in the UK
These roots of the Westminster system have spread to WA
Our constitution nourished it and now it stands so tall
This three-branch tree of our laws provides protection for us all

No one branch can over reach and leave the others in the shade
The first branch is the Parliament, where all our laws are made
The fruit it bears begin as Bills before blossoming into Acts
But this can only happen when both houses check the facts

The fruit is then distributed, once leaving Parliament
The second branch, the executive is the one to implement
Made up of the Premier and the ministers also
They put the law into action for all of us to know

And then we have the third branch upon our constitution's tree
It makes independent judgements, it is our judiciary
So these branches are important they keep us standing straight
These separated powers are crucial to our state

This tree is strong and sturdy, always in full bloom
Keep the branches separated, give it lots of room
Sometimes it may need pruning, some rain, a bit of sun
But our constitutional canopy covers everyone.





The Dints in the Door

When you come to Parliament check out our special door
It's been shut and opened many times since 1904
The Legislative Assembly is where this door is hung
And it's opened rather vigorously, when division bells are rung

And if you look quite closely upon its jarrah frame
You will notice many dints - but some are not the same
Some are higher up the door and the others rather low
Why such variation? Would you like to know?

The dints towards the upper edge were made by a big stick
A broken blunted billiard cue, painted black and rather thick
This cue opened every parliament until 1954
But the year the royals came to town, this cue would be no more

This stick is called the Black Rod and it represents the King
But a pool cue as the Black Rod, doesn't suit the bling
So to avoid misunderstandings and embarrassment
They contacted the crown jeweller, a dispatch was promptly sent

Please make us a Black Rod, of ebony and gold
And place a swan upon its top, for our usher to behold
So the pool cue's been placed in the rack, for posterity
Regarded with affection a right, royal, rarity

So the next time you're in parliament think about the Rod
Think about the ushers and the path that they have trod
Think about the parliaments, there's been forty in succession
And think about the history of leaving each impression.





The People's House

Members of the Legislative Assembly are known as MLAs
Drafting Bills for four whole years is how they'll spend their days
In the Legislative Council they're known as MLCs
They check the bills up to three times before approving if they please

When each house approves the Bill, to the Governor it is sent
The Bill will then become an Act, once it has royal assent
The Governor represents the King in our state of WA
Who will only pass the Bill as Law, when each house has had its say

The symbol of the Assembly is a heavy, golden mace
Carried by the Sergeant at Arms, before the Speaker takes their place
For the Usher in the Council, a different path is trod
For they knock three times on the Assembly's door, with their small black rod

This system's called bicameral, meaning not one house but two
Our upper house is coloured red, our lower coloured blue
In the Assembly we have a Speaker who keeps order good and fair
In the Council we have a President who sits upon the chair

They are both a bit like umpires, their positions are protected
And if a member's out of line, from the house they'll be ejected
So although there's sometimes arguments and different points of view
This historic Westminster system keeps it transparent and true

These laws they make affect us, every single day
Where you work or go to school or even where you play
How much we pay for power or riding on a bus
Don't forget that parliament is there for all of us

So every West Australian right across our state
Your future is in your own hands you decide your fate
So meet your local member and come to parliament
We call this place the people's house because it's you they represent.





Forrest was Our First

There was a man from Bunbury John Forrest was his name
He led three expeditions and that's how he got his fame
But he then became our premier our first of many more
Back in 1890 by an English Act of law

With responsible government we could decide on our own fate
We could stand upon on our own two feet and govern our own state
True Democracy had been granted self-rule had now been won
The Parliament of WA had officially begun

Forrest served for eleven years prior to Federation
Entering Federal Parliament upon Commonwealth Inauguration
He then received an invite from far across the sea
The English parliament wanted him to work with them you see

A seat in Lords was offered and Westminster it beckoned
He'd already served in two parliaments why not three he reckoned
By this time he had been knighted Sir Forrest was now his name
But to be named a Lord of England for this he was so game

So he jumped upon a sailing ship to begin his new career
Australia fell behind him with England drawing near
Alas, he never made it he died when out at sea
Skin cancer had entombed him a new life was not to be

He rests in the Parliament's shadows just down at Karrakatta
And although he never sat at Lords it doesn't really matter
A powerful premier of our state you could not say he was cursed
And many have gone after him but Forrest was our first.





Ode to Edith

We have more women in Parliament now than we ever have before
But there was a time in our state when they couldn't pass the door
Yet a group of women fought so hard from a club in Karrakatta
Back in 1893 they took up on this matter

A petition went to parliament asking members to take note
You only talk for half the state when women cannot vote
They faced strong opposition but the women held the line
And justice finally came their way in 1899

Edith Cowan, was just one, who fought for equal rights
She dreamt of more than just the vote and had Parliament in her sights
The floodgates had now opened, social change had now begun
She was elected into Parliament in 1921

From the Children's Court to hospitals her campaigning knew no ends
She started out as one lone voice but discovered many friends
She inspired those with vision and challenged those without
She was not one to be talked down of that there was no doubt

A member with integrity, who did just what she meant
Who saw the path to social change, began at Parliament
She summonsed forth the winds of change, when women won the vote
Edith's image proudly shines on our fifty dollar note

Her portrait hangs in Parliament, a reminder to us all
That all can question equity but few answer the call
An electorate is named after her and a uni is as well
How big is her legacy? Well only time will tell

So her clock stands strong and solid at the entrance of Kings Park
Take the time to visit her and reflect upon her plaque
Edith Cowan's memory has stood the test of time
You can only reach the summit if you're prepared to take the climb.



Why it's Cool to have a Rule

The differences between rules and laws (ACHCK012) Year 5/6

How laws are initiated and passed through the parliament (ACHCK037) Year 5/6

Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELTI617) Year 6

Committees

How laws are initiated and passed through the parliament (ACHCK037) Year 5/6

Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELTI617) Year 6

Taking it to the Next Level

The division of powers between local, state/territory and federal levels of government in Australia (ACHCK048) Year 7/8

Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELTI805) Year 7

The Tree they call Democracy

The concept of the separation of powers between the legislature, executive and judiciary and how it seeks to prevent the excessive concentration of power (ACHCK048) Year 7/8

The purpose and value of the Australian Constitution (ACHCK047) Year 7/8

Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELTI630) Year 8

Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELTI626) Year 8

The Dints in the Door

The purpose and value of the Australian Constitution (ACHCK047) Year 7/8

How laws are made in Australia through parliaments (ACHCK063) Year 7/8

Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELTI626) Year 8

Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELTI630) Year 8

The People's House

The role of political parties and independent representatives in Australia's system of government, including the formation of governments (ACHCK075) Year 9/10

Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELTI637) Year 9

Forrest was Our First

The key features and values of Australia's system of government (ACHCK090) Year 9/10

Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELTI639) Year 10

Ode to Edith

How citizens' choices are shaped at election time (ACHCK076) Year 9/10

Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELTI639) Year 10

Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELTI642) Year 10

