



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
A 6 week unit of work	Students learn how to make informed personal responses to a range of poems (including those from pre-19 th century poets), explaining and analysing how writers use language for effect. Though the unit provides various Reading, Writing and Speaking and Listening Assessment opportunities, the final Reading assessment asks students to respond to one Unseen poem.	<ul style="list-style-type: none"> • A range of basic poetry terminology • Simple PEE structure
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)
<p>Mid-unit Assessment:</p> <ul style="list-style-type: none"> ➤ How does the Island Man feel about his home and London? (Lesson 11). <p>End of Unit Assessment:</p> <ul style="list-style-type: none"> ➤ How does the poet present the speaker's feelings in 'Praise Song for my Mother'? (Lesson 20). <p>AO1 – Read, understand & respond to texts. Students should be able to</p> <ul style="list-style-type: none"> • Make an informed personal response • Use textual references, including quotations, to support & illustrate interpretations. <p>AO2 – Explain and analyse the language, form & structure used by a writer to create meanings & effects, using relevant subject terminology – Show understanding of the relationships between texts & the contexts in which they were written.</p> <p>AO4 – Use a range of vocabulary & sentence structures for clarity, purpose & effect, with accurate spelling & punctuation.</p>	Formal teacher feedback provided in lessons 7 and 13	<p>Understanding</p> <ul style="list-style-type: none"> • I can read a paragraph and highlight relevant information that relates to the focus • I can use textual references to support the comments I make about texts • I can comment on the genre of the text • I can identify the factual details used in a text • I can identify and explain the factual details used in a text • I can use short quotations to support insightful comments about the text • I can highlight the main points in a paragraph and briefly summarise it in the margin <p>Language Analysis</p> <ul style="list-style-type: none"> • I can recognise the closed word classes used in a sentence and comment on their effect • I can recognise the main verb in a sentence and comment on its effect • I can recognise the adjectives used in a sentence and comment on its effect • I can recognise the tense of the main verb in a sentence and comment on its effect • I can recognise the concrete nouns used in a sentence and comment on their effect • I can recognise the adverbs used in a sentence and comment on their effects • I can recognise the abstract nouns used in a sentence and comment on their effect • I can recognise the noun phrases used in sentences <p>Analysis of Structure and Form</p> <ul style="list-style-type: none"> • I can identify the use of poetic features in a text e.g. alliteration, personification • I can recognise the compound sentences in a paragraph and comment on their effect • I can recognise simple sentences in a paragraph and comment on their effect • I can recognise complex sentences in a paragraph • I can identify and explain the effect of presentational features used in a text



		<p><u>Comparison and Links</u></p> <ul style="list-style-type: none">• I can comment on the social and historical contexts of a text• I can comment on the biographical and literary contexts of a text• I can link details of the text to the biographical and literary context• I can link details of the text to the social and historical context• I can compare the main meanings expressed in different texts <p><u>Spelling</u></p> <ul style="list-style-type: none">• I can spell words with inflectional endings e.g. -ed, -ing• I can spell 'closed words' correctly e.g. pronouns, determiners <p><u>Punctuation</u></p> <ul style="list-style-type: none">• I can use exclamation marks judiciously• I can use commas to separate items in a list• I can follow the conventions of dialogue e.g. use of speech marks, a new line for a new speaker• I can use apostrophes to mark singular possession <p><u>Grammar</u></p> <ul style="list-style-type: none">• I can write simple sentences with a subject and verb• I can use the correct verb agreement in my writing• I can use the correct subject-verb agreement in my writing• I can write compound sentences consisting of two simple sentences
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Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1.	KQ: What is poetry?	<p>All Will be able to provide a definition of poetry.</p> <p>Most will be able to provide a definition that refers to an existing one.</p> <p>Some will be able to evaluate existing definitions and provide their own sophisticated definition.</p>	<p>Students are shown an abstract, ambiguous picture and asked to describe what they see to a partner.</p> <p>How does this relate to poetry?</p> <p>Students write their own definition of poetry.</p>	<p>SPaG</p> <p>Introduce key words for the Glossary – ‘stanza’ & ‘structure’. Students are to write down the meaning of the key words and put them into a contextualised sentence</p> <ul style="list-style-type: none"> - Different definitions of poetry are pinned up around the room. In groups of 5-6, students move around the room discussing and responding to each definition. One member records comments in their team’s colour. (AO1). - Questions to consider during this activity: <p>What do you think it means? Do you agree or disagree with it? Why?</p> <p>Teacher models one quotation. Students then disband and stand by the quotation they agree with most. Ask for justifications.</p>	<p>Students then return to their original definition:</p> <p>Has it changed? Can you extend it?</p> <p>Students redraft in green pen, including:</p> <ul style="list-style-type: none"> - What is poetry? - What is the importance of poetry: create your own quotation. - Why do you think it is important to study poetry? <p>Encourage higher ability to clearly refer to original quotations.</p>	<p>Select the quotation that is the weakest, the one you disagree with and explain why.</p>	<p>Stand everyone up and ask them to think of a word associated with today’s lesson. 2 higher ability students come to the front and call out words. When a student’s is guessed accurately, they sit down! Don’t allow ‘poetry’!</p>



2.	KQ: How does Eve Merriam think we should approach poetry?	<p>All Will have a basic understanding of the poem's message.</p> <p>Most Will be able to identify poetic devices in the poem.</p> <p>Some Will be able to comment on the effect of these devices in the poem.</p>	<p>SPaG: Glossary – 'metaphor' & 'imagery'. Students are to write down the meaning of the key words</p> <p>With the 'eating a poem' image on the board, provide juicy ripe melon slices to each child for them to eat, first nibbling it politely, then scoffing it - mimicking the action described in 'How to Eat a Poem' by Eve Merriam.</p> <p>Discuss with a partner:</p> <p>Was there anything enjoyable about it? How did it make you feel?</p>	<ul style="list-style-type: none"> - Class reading of 'How to Eat a Poem'. <p>Ask partners to brainstorm title</p> <p>Reveal title and ask 'How might we relate this to poetry?'</p> <ul style="list-style-type: none"> - Find the Fib (WCRS & AO1 & AO2) <i>Merriam uses imagery to express her view on poetry (ask class to select an image & discuss meaning)</i> <i>Merriam believes that you have to keep your distance from poetry to understand it and that is an inaccessible art form (this is the Fib – ask class to think why & select evidence).</i> <i>Merriam uses direct address throughout the poem (Can you find examples and what is the effect?)</i> <p>Questions to consider:</p> <ol style="list-style-type: none"> 1. What is Eve Merriam trying to say about poetry? 2. What images come to mind, after reading this poem? <p>Teacher models a quotation with imagery. (AO1 & AO2).</p> <p>Individuals select 2 different quote with imagery from different parts of the poem. This must be different to the student next to them.</p> <p>Students annotate words/phrase & imagery like the teacher. They swap after 2 mins with partner next to them. The partner adds their own meaning/understanding. Teacher selects a few to share.</p>	<p>Students then answer the KQ using their quotations & annotations.</p> <p>A model displayed on the board Sentence starters for the less able</p> <p>Self-Assessment after writing:</p> <p><i>I have been able to express what I think Merriam is saying. I have used words & phrases to back up my point. I have tried to give alternative interpretations.</i></p> <p>Students can select the appropriate sentences to self-assess.</p>	<p>Can you research a different poem about poetry – what is it trying to say? Bring it in for next time</p>	<p>Have students stand on an opinion line, spanning from:</p> <p>Merriam thinks poetry is a difficult art form to understand that we should be wary of</p> <p>to</p> <p>Merriam thinks we should embrace poetry and dive straight in</p> <p>Ask students to justify where they stand, using quotations to support their ideas.</p>
3.	What makes up my culture?	<p>All Will consider what 'culture' is.</p> <p>Most Will think how a person can be identified through their culture.</p> <p>Some Will be able to use imagery to describe their own culture.</p>	<p>Key Words match up with definitions:</p> <p>Culture Identity Individuality</p> <p>Students make a list of all the things that make them THEM</p> <p>e.g. Religion Nationality Race Gender</p>	<ul style="list-style-type: none"> - Reveal list of cultural factors to students - Have students create a visual mind map of what makes up their cultural identity. <p>(Lower ability can draw pictures/Higher ability can add justifications for why that aspect of their culture is so vital).</p>	<p>Teacher models how to use the Identity poem template in order to produce a poem containing:</p> <p>Two fantastic adjectives (lines 2, 5, 8). A simile which is as brilliant as the sun (lines 3, 6, 9). A metaphor which is a firework in the reader's mind (lines 4, 7, 10).</p> <p>Independent writing time provided at the end of the lesson</p>	<p>Homework is to finish this identity poem – HA who may have finished need to analyse the effects of two devices they included.</p>	<p>Pupil demonstration:</p> <ul style="list-style-type: none"> - Selected students present back their stanzas so far and the class provides WW/EBIS.



4.	KQ: Can I understand, identify and evaluate key poetic terms in a poem?	<p>All will read 'An Unknown Girl' by Moniza Alvi and have a basic understanding of key idea of the poem</p> <p>Most Will be able to identify poetic devices in the poem.</p> <p>Some will be able to comment on the effect of these devices in the poem.</p>	<p>Glossary – 'repetition' & 'speaker' Students are to write down the meaning of the key words</p> <p>Students complete 'Find Someone Who' Bingo sheets for poetry devices, travelling around the room. They must move on to a new person for each question. The one who finishes first shouts 'Bingo'!</p>	<p>Activity 1: Students read through 'An Unknown Girl' and highlight lines that they <i>like</i>. Teacher selects students to feedback and encourages justifications</p> <p>Activity 2: Students answer the following questions:</p> <p><i>What is happening to the person saying the poem?</i> <i>What country is the poem set in?</i> <i>How many times are the words 'unknown girl' repeated?</i> <i>Why do you think the phrase 'unknown girl' is repeated?</i></p> <p>Activity 3: Students find an example of each of the following techniques in Alvi's poem.</p> <p>Simile: Alliteration: Personification</p>	<p>Teacher models identifying the metaphor ('she is icing my hand'), before using level descriptors to emphasise the importance of 'exploding quotations' rather than just 'device spotting'. Model how to discuss quotations in the absence of a key technical term.</p>	<p>HW - Match the poetic terms to their definitions and then add an example of each yourself.</p>	<p>Students RAG a list of poetic devices according to how confident they are with their definitions.</p> <p>If time allows, provide 5 minutes individual research time to look up/consult a friend on devices coloured red.</p>
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5.	KQ: How can extended metaphor be used in poems?	<p>All Will develop ideas and feelings through sustained speaking turns.</p> <p>Most Will speak in extended turns to express straightforward ideas and feelings.</p> <p>Some Will express and explain relevant ideas and feelings, with some elaboration to make meaning explicit.</p>	<p>Glossary – ‘extended metaphor’ & ‘speaker. Students are to write down the meaning of the key words.</p> <p>Display an image of a pot plant and a weed on a cliff face.</p> <p>Ask students to discuss ‘how is life different for these 2 plants?’ Instruct Lower ability learners to write more basic differences around the pictures you provide for them to stick in.</p>	<p>Class reading of ‘Identity’ by Julio Noboa Polanco.</p> <p>Questions to consider:</p> <p>Why would the speaker rather be a weed?</p> <p>In groups of 4, students answer the analysis questions displayed:</p> <ol style="list-style-type: none"> 1. Who is the speaker of the poem? Explain your answer. 2. What is the mood of the poem? Explain your answer. 3. Are alliteration and/or onomatopoeia present in the poem? If so, give specific examples from the poem of each device. 4. Are similes, metaphor, and/or personification present in the poem? If so, give specific examples from the poem of each device. 5. Is imagery present in the poem? If so, give specific examples from the poem to support each sense present. 6. What is the extended metaphor? Give three specific examples from the poem that are components or extensions of this metaphor. <p>Allow 1 student at a time to consult the ‘learning wall’ at the back of the classroom that will display terminology definitions, should they need them.</p>	<p>Ask students to prepare one question in depth, which they will present back on verbally as a group, ideally offering 1 new comment each.</p> <p>Teacher models using the question ‘what is the tone of the poem?’</p>	<p>HW – bring in an object that represents their identity – this can either be symbolic or be important to them in some way.</p>	<p>Show levelled success criteria for speaking and listening/presentation skills. Have students self-assess their contribution, giving a WWW/EBI to go with their decided level.</p>
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6.	<p>KQ: How does John Agard feel about being described as ‘half-caste?’</p>	<p>All Will show understanding of the speaker by adapting their speech, gesture, and movement.</p> <p>Most Will convey straightforward ideas about the speaker, making deliberate choices of speech, gesture.</p> <p>Some Will show insight into the poem and its issues through deliberate choices of speech, gesture, and movement to create a sustained role.</p>	<p>Glossary – ‘Standard English’ & ‘dialect’. Students are to write down the meaning of the key words</p> <p>In pairs, get students to rank these terms 1-5 in order of acceptability, with 1 being most acceptable. Discuss- why might your number 5 be offensive?</p> <p>Mixed race Dual heritage Mixed heritage Half- caste Multi-cultural</p>	<p>Let pairings speak the poem aloud to one another, taking a sentence each – in order to play with the dialect. Afterwards, play clip http://www.bbc.co.uk/learningzone/clips/john-agard-half-caste/10299.html and ask students to discuss the following on their tables:</p> <ul style="list-style-type: none"> • What you think the poem is about • Is the way the poet speaks different from the way you speak? • <p>Show a slide explaining John Agard’s biography, explaining any new vocabulary or difficult meanings.</p> <p>Teacher models poor hot-seating.</p> <p>With their shoulder partner’s students hot-seat one another, pretending to be John Agard discussing his views on what it means to be a mixed race person.</p> <p>If time, have students move on to a new partner from a different table to give an opportunity for rehearsal.</p>	<p>Teacher models a poor example of hot-seating and asks what made it unsuccessful – success criteria for activity is established.</p>	<p>Have students rehearse a monologue version of their hot-seat interview to perform next time.</p>	<p>Students answer the plenary question: Why do you think that Agard uses dialect in his poem?</p> <p>They are asked to rank the following statements:</p> <p>A: To get across the fact that he is half West-Indian and that is able to fit in with both societies (as he also uses Standard English)</p> <p>B. To make him sound more angry.</p> <p>C. To intimidate the person he is speaking to.</p> <p>D. To show that there is more to him than his appearance alone.</p> <p>1= most likely reason 4= less likely reason</p>
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7.	KQ: How are comparison and repetition used in Half Caste?	<p>All Will be able to follow a P.E.E. structure.</p> <p>Most Will provide relevant quotations to support their points.</p> <p>Some Will offer insightful explanation of the language's effect.</p>	<p>Glossary – ‘comparison’ & ‘repetition’. Students are to write down the meaning of the key words</p> <p>In pairs – students imagine they are the director in charge of a recording of ‘Half Caste’ and an actor struggling to read the part. They select 1 line that should be read in a sarcastic/angry/enthusiastic/exasperated tone and perform. Teacher hears a couple and asks for justification of choices.</p>	<p>Students are shown 3 images (a Picasso painting, a thundery sky and piano keys) and asked, as a table, to find the ‘comparison’ quote that matches the image. Pairs then take responsibility to explain the effect of one of their choice.</p> <p>Higher ability can do this for all 3.</p> <p>In pairs, students then identify 2 words/phrases that Agard commonly repeats. (Explain yourself/Half/Half-caste).</p> <p>Ask ‘Why do you think he keeps repeating these words?’</p> <p>Students write a PEE paragraph explaining Agard’s use of repetition. Sentence starters: Agard uses repetition in his poem to show..... For example he repeats the line “.....” This creates the effect of.....</p>	<p>Teacher leads whole-class construction of a PEE paragraph, ensuring that the editing process is made explicit.</p> <p>Sentence starters provided:</p> <p>Agard uses repetition in his poem to show..... For example, he repeats the line ‘.....’ This creates the effect of..... and that.....</p>	<p>Students self-assess and redraft their PEE paragraph for homework.</p>	<p>Show the class the quotation from John Agard about children of mixed race.</p> <p>- What idea is the poet seeking to get across in this poem? - Why did he write it?</p> <p>Students tell their partner what the poem means to them, answering the questions above.</p>
8.	KQ: What are Imtiaz Dharker’s feelings about multiculturalism?	<p>All Should have a literal understanding of the poem and the poet’s feelings/emotions.</p> <p>Most Should understand the link between the poem and multiculturalism.</p> <p>Some Should be able to understand the poet’s change in mood.</p>	<p>Students match up key words with their definition multiculturalism, spinster, heartbroken, bitter, betrayal</p> <p>Extension – to write a contextualised sentence for each of these.</p> <p>In table groups of 6, students compete to brainstorm on A3 sugar paper ‘What are the benefits of a multicultural society?’</p> <p>Teacher leads feedback</p>	<p>Read through the biography slide of Imtiaz Dharker before asking ‘What do we associate with rooms?’</p> <p>On the back of their paper, students brainstorm this in their groups, writing words inside a box that signifies someone’s room.</p> <p>Class reading of the poem before each group is given a stanza each blown up onto A3 and 1 coloured felt tip. Each group answers their set of questions (see below) after which students perform a carousel visiting each groups annotated stanza, adding their own comments.</p> <p>Stanza 1: What is described here that is physically impossible? Which words does the poet use to suggest that freedom is being sought? What device is used here? Stanza 2: What sort of feelings are being suggested in the first two stanzas? In which direction are things moving? Stanza 3: What is our daily furniture? Stanza 4: What is the mood in this section? Why is ‘no one looking for the door’? What does this mean? (HA) Stanza 5: Whose ‘excitement’ has the poem been about? If the speaker is wondering about where she left her feet, what does this suggest she is doing? What is happening to her? Why do you think, the speaker’s hands are clapping?</p>	<p>Teacher models how to successfully annotate a stanza of a different poem.</p>	<p>Students create a collage to represent their views on multiculturalism as HW.</p>	<p>Independent Writing answering the following questions: What is the MOOD of the poem? What does the poem describe? What is the room an extended metaphor for?</p> <p>Stick annotated stanzas up around the classroom for students to refer back to.</p>



9.	<p>KQ: How does John Agard use language to express his views in 'Listen Mr Oxford Don'?</p>	<p>All Should understand the poem and the poet's feelings/emotions.</p> <p>Most Should understand the message the poet tries to portray.</p> <p>Some Should understand the satire the poet uses and why.</p>	<p>Students match up key words with their definition: dialect, identity, authority, power, sovereignty, Oxford Don</p> <p>Extension – to write a contextualised sentence for each of these.</p> <p>Show the class photographs of an Oxford University graduation session. In pairs, ask them to suggest adjectives to describe the people and the place.</p> <p>Have students stand on an opinion line for 'People who move to Britain should make an effort to speak proper standard English' and justify their position.</p>	<p>On their tables, provide a chopped up version of the poem for them to re-order before playing them the audio clip of the poem, whilst students note down thoughts about:</p> <ul style="list-style-type: none"> - What do you think the poet's message is? - What does he mean by 'Oxford Don'? <p>Provide students with a copy of the poem to stick in their books and have them highlight words to do with jail/criminality and words to do with language.</p> <p>What is the connection? Select students for verbal feedback</p> <p>Display slide with a set of questions for each table to split up responsibility for answering across their group:</p> <ol style="list-style-type: none"> 1. Who does "Mr Oxford don" symbolise? 2. What is 'difference' between the narrator and the don? 3. What metaphor does Agard use? What does he mean by it? 4. Agard is writing metaphorically, what does he mean? 5. Who do you think is 'accusing' him? What does he mean by '<i>assault on de Oxford dictionary</i>'? 6. What can he mean by his 'human breath is a dangerous weapon'? 7. What does the last stanza mean? 	<p>Teacher models how to explain a language device's effect.</p>	<p>Independent research task for HW:</p> <p>Investigate the biography of John Agard and make a poster about him.</p>	<p>Ask students to discuss: Why does the poet feel the need to assert his right to speak his own language? Do you agree or disagree with his view?</p> <p>Re-visit the opinion line for 'People who move to Britain should make an effort to speak proper standard English'. Has their opinion changed?</p>
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10.	KQ: Do I understand what Grace Nichols' poem 'Island Man' is about?	<p>All Will be able to describe what happens in the poem 'Island Man.'</p> <p>Most Will be able to identify imagery in the poem 'Island Man.'</p> <p>Some Will be able to compare the two locations in the poem 'Island Man.'</p>	<p>Glossary – 'enjambment' & 'structure'.</p> <p>Students are to write down the meaning of the key words</p> <p>Have students draw 2 separate pictures in their books inspired by what they can hear:</p> <p>1) Beach sounds</p> <p>http://www.youtube.com/watch?v=qREKP9oijWI&safe=active</p> <p>1) Busy road</p> <p>Play from 1 minute in</p> <p>http://www.youtube.com/watch?v=LZbElxhiJRM</p>	<p>Reveal the title of the poem and ask students to verbally complete this phrase: 'Based on the title, I think this is going to be about...'</p> <p>Class reading of the poem after which students copy it down into their books. Students then label it with 5 literal meanings displayed on the board.</p> <p>Students discuss what they think the poem is about before transposing this into a written sentence.</p> <p>Watch the interview with Grace Nichols and then add any new ideas:</p> <p>http://www.bbc.co.uk/learningzone/clips/grace-nichols-island-man/1367.html</p>	Teacher accompanies the audio clips with descriptive adjectives to encourage detailed drawings.	Students write a descriptive passage to accompany the pictures they drew during the starter activity for HW.	Teacher selects 3 students to read their answers and asks for WWW/EBI feedback from others.
11.	KQ: How does the Island Man feel about his home and London?	<p>All will be able to identify key devices used in the poem.</p> <p>Most will be able to identify key devices and explain their effect.</p> <p>Some will be able to compare a range of devices and explore their alternative effects.</p>	<p>Glossary – 'Onomatopoeia' & 'sibilance'.</p> <p>Students are to write down the meaning of the key words.</p> <p>Ask students to discuss in pairs:</p> <p>'Have you ever had to stay somewhere that was far from home and very different from home?</p> <p>How did it make you feel? What did you do to cope?</p>	<p>Students highlight the 4 devices in a different colour on 'Island man'</p> <ul style="list-style-type: none"> ▪ Onomatopoeia ▪ Sibilance ▪ Metaphor ▪ Repetition <p>After revealing the answers, the teacher shows a model PEE paragraph analysing 'the sound of blue surf.'</p> <p>Teacher leads a whole class-write, using the PEE template, this time for 'small emerald isle'.</p> <p>Students are then asked to write their own PEE paragraph for a new quotation of their choice.</p>	Teacher makes the skills in the model PEE paragraph explicit and helps the class improve and amend their suggestions during the whole-class writing exercise.	Students redraft their PEE paragraph for HW based on the peer-assessment they receive today.	Students peer-assess the PEE paragraph for their 'face partner.'



12.	KQ: What does Dharker describe in the poem 'Blessing'?	<p>All Will be able to describe what happens in the poem.</p> <p>Most Will be able to identify examples of simile and metaphor.</p> <p>Some Will be able to explain how the poet wanted to make the reader feel.</p>	<p>Students match up key words with their definition:</p> <p>Municipal pipe Congregation Fortune</p> <p>Think Pair Share:</p> <p>Success Criteria for drama work.</p>	<p>Activity 1 In pairs, students list things that they take for granted in their everyday life.</p> <p>Teacher selects students to feedback; exploring why/if these things are so important.</p> <p>Activity 2 Table groups are provided with a set of images inspired by 'Blessing' and asked 'What do you think the story of the pictures could be? How do they all relate together?'</p> <p>Students work in groups to produce 3 freeze frames that tell the story relating their picture. (Encourage more able to provide a 'thought track' for their character).</p>	Teacher demonstrates what an unfocused freeze frame would look like and asks for EBIs that feed into success criteria for drama work.	Students analyse the persuasive devices used in a WaterAid campaign leaflet about India's water crisis.	<p>http://www.bbc.co.uk/1/learningzone/clips/imtia-z-dharker-blessing-poem-only/10289.html</p> <p>Students watch the video of the poem and review/add to their predictions of what 'Blessing' is about.</p>
13.	How does Dharker use imagery to describe the water?	<p>All Will be able to say what images are used in the poem.</p> <p>Most Will be able to suggest how water is shown to be valuable.</p> <p>Some Will be able to use quotations to back up their points.</p>	<p>Glossary – 'Setting' & 'assonance'.</p> <p>Students are to write down the meaning of the key words.</p> <p>In pairs, students list all the ways that they use water in their everyday life.</p>	<p>Activity 1</p> <p>Table groups are asked to ANNOTATE a stanza from 'Blessing' each in a coloured pen before passing on to the next group. Include sentence starters to aid the transition from initial annotation to fuller analytical sentences.</p> <p><i>When I read this, I imagine that...</i> <i>As I read, in my mind I see...</i></p> <p>PERSONAL RESPONSE <i>I feel...</i> <i>My favourite part is...</i> <i>I like/disliked...</i></p> <p>MAKING CONNECTIONS: <i>This is like...</i> <i>This reminds me of...</i> <i>This is similar to...</i> <i>If it were me...</i></p> <p>Activity 2 Students are shown a model P.E.E. paragraph for 'the voice of a kindly God', before composing one with a partner for 'rush of fortune'.</p>	Teacher love models how to analyse 'the voice of a kindly God', making the editing thought process explicit.	Students choose a third description for water from 'Blessing' and independently write a PEE paragraph on it.	Peer-assessment of paired writing against level descriptors.



14.	KQ: Can I write empathetically from a character's perspective?	<p>All Will be able to explain what Apartheid was.</p> <p>Most Will be able to discuss the poem in relation to its historical context.</p> <p>Some Will be able to explore the speaker's emotions in light of the poem's historical context.</p>	<p>Students match up key words with their definition:</p> <p>Apartheid Segregation President Racism Abolished Civil rights</p> <p>Teacher dramatically narrates a story: 'imagine that you are travelling on the number 25 bus to Stratford but you are not allowed to sit in a certain seat – when you arrive, you want to take your Mum to a fancy restaurant for her birthday but people of your skin colour are not allowed in. How does this make you feel?'</p>	<p>Activity 1 Students watch the slide show of images from South African Apartheid before capturing words to describe what they've seen. Provide students with background information on District Six.</p> <p>Activity two Students watch http://www.bbc.co.uk/schools/gcsebitesize/english/poems/cult/afrikaact.shtml and record first impressions/predictions about Tatamkhulu Afrika's poem 'Nothing's Changed'.</p> <p><i>What do you think this poem is about?</i> <i>What is the poet saying?</i></p> <p>Activity three Students write a descriptive piece from the perspective of the speaker in the poem, communicating their thoughts and feelings.</p>	Teacher models the opening to a descriptive passage, exemplifying how to grab a reader's attention from the outset. Ask for student feedback on WWW/EBI.	Independent research on District Six to produce an informative poster.	Self-assessment of descriptive piece against level descriptors.
15.	KQ: How is contrast used in 'Nothing's Changed'?	<p>All Will be able to describe what happens in the poem.</p> <p>Most Will be able to identify examples of language devices.</p> <p>Some Will be able to explain the effects of these devices on the reader.</p>	<p>Students write a contextualised sentence for the key words they were given last time:</p> <p>Apartheid Segregation President Racism Abolished Civil rights</p> <p>Whole-class performance: Recap 'Nothing's Changed' by having a student read out a line each from the poem.</p>	<p>Activity 1 Provide students with autobiographical information on the poet.</p> <p>Activity two In pairs, students create a storyboard for the six stages of the poem, drawing pictures that correspond with imagery evoked through the poem's language.</p> <p>Activity three Sequencing – As a table, students list the six stages then agree on one word to describe the poet's feelings at each stage.</p> <p>E.g. The poet walks through the rubble strewn wasteland of District Six. Cautious. After reading the full poem students:</p> <p>list the contrasting descriptions of the 'whites' restaurant and the black people's café. complete a grid discussing the effects of vivid imagery used (e.g. cans, trodden on, crunch = The image of something crushed reminds us of the homes of 'coloured people' crushed by the bulldozers.</p>	Teacher models how to explore effects of vivid imagery, talking it through first before writing this up into a more formalised paragraph, adjusting for a more academic register.	Students identify device and effects for alliteration, repetition, metaphor and onomatopoeia used in 'Nothing's Changed.'	Gallery walk – students travel around the room voting (with post-its) for the best storyboard.



16.	<p>KQ: What is Tom Leonard saying about accent in 'Unrelated Incidents'?</p>	<p>All Will be able to describe what happens in the poem.</p> <p>Most Will be able to identify examples of simile and metaphor.</p> <p>Some Will be able to explain how the poet wanted to make the reader feel.</p>	<p>Students match up key words with their definition:</p> <p>Accent Dialect Received Pronunciation Non-standard English</p> <p>Show students examples of unfamiliar dialects e.g.</p> <ul style="list-style-type: none"> * Aboot * Bairn * Bonnie * Hoose * Wee * babbee * Barmy * Jawanna * Ta Rah * Mardy <p>What could these words mean? How do you know?</p>	<p>Activity 1 Students take it in turns to read half of the poem to their partner – hear some back. Why do some people find it difficult?</p> <p>Play students an audio recording of 'Unrelated Incidents (3)' from 1 min 43 https://www.youtube.com/watch?v=gMo5cxzLdR4 as they read the poem.</p> <p>Activity 2 Narrow students' focus by providing a table group each with a section of the poem on A3</p> <ul style="list-style-type: none"> • Lines 1 – 15 Lines 24 - 30 • Lines 16 – 23 Lines 31 – 38 <p>Allocate roles: Person 1 – Device identifier Person 2 – Quotation finder Person 3 – Explanation giver Person 4 – Explanation extender</p> <p>Questions to consider:</p> <ul style="list-style-type: none"> • <i>Does the newsreader think that the news should be read with a regional accent?</i> • <i>What repeated phrase suggests the newsreader looks down on working-class people?</i> • <i>What is a BBC accent?</i> • <i>What do you think the poet's opinion is of regional accents?</i> • <i>Why is there only a small amount of punctuation?</i> • <i>Why are the lines very short? Does it make the poem sound serious or amusing?</i> <p>Groups feedback on their section's analysis</p>	<p>Teacher models how to annotate a stanza of poetry.</p>	<p>Watch a BBC news reporter on the television.</p> <p>Write a summary of their:</p> <p>Nationality Accent Clothing Manner</p> <p>Why do you think they got the job?</p>	<p>Show students an interview with Tom Leonard.</p> <p>https://www.youtube.com/watch?v=EfU9gm-oOUY&safe=active</p> <p>Any new ideas about what the poet is trying to say through 'Unrelated Incidents'?</p>
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17.	Can I perform a poem effectively to show the speaker's feelings?	<p>All Will show understanding of the poem 'Unrelated Incidents.'</p> <p>Most Will perform the poem, showing the speaker's feelings.</p> <p>Some Will present a characterful performance of the poem that exemplifies the speaker's attitudes.</p>	<p>Students match up key words with their definition:</p> <p>Performance Diction Expression Delivery</p> <p>Pairs label themselves A and B. Person A travels about the room delivering 'it is Wednesday today' to Bs, varying the adverb of their delivery. Bs guess what tone they were trying to deliver.</p>	<p>Activity 1</p> <p>Refresh 'Unrelated Incidents' by watching this version based in a newsroom: https://www.youtube.com/watch?v=YzcbEAWH7Tk&safe=active</p> <p>Questions to consider</p> <ul style="list-style-type: none"> • <i>Who are the 'scruffs'?</i> • <i>Look at the detail in lines 35 -36, what is the poet doing or saying?</i> • <i>What does the poet think of himself, and how do we know this? (consider the language he uses, and his attitudes within the poem)</i> <p>Activity 2</p> <p>Find the Fib: Students choose one answer:</p> <p>The poet reflects his culture by:</p> <ol style="list-style-type: none"> a) Using the wrong words b) Using his language and accent c) Ignoring Standard English punctuation rules <p>Students answer in two bullet points. How do you think the poet feels?</p> <p>Activity 3</p> <p>In groups of 4, students prepare a performance of 'Unrelated Incidents.'</p>	<p>Teacher models an example of a poor performance in contrast with a strong performance and asks students to evaluate the success of each.</p>	<p>In pairs, students produce a video performance of 'Unrelated Incidents.'</p>	<p>Pupil demonstration, asking for WWW/EBIs.</p>
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18.	KQ: How should I approach an unseen poem?	<p>All Will be able to recall two new strategies for approaching unseen poems.</p> <p>Most Will be able to recall most of the strategies and apply them to an unseen stanza.</p> <p>Some Will confidently apply a range of strategies and be able to justify their function.</p>	<p>Glossary – ‘Unseen’, ‘attitudes’ & ‘theme.’</p> <p>Students are to write down the meaning of the key words.</p> <p>Ask students to make a fake ‘cheat sheet’ for their pencil which they will record approaches onto throughout the lesson.</p>	<p>Activity 1</p> <p>Ask students if they can make meaning out of three pictures displayed on the board. (E.g. a huntsman, a tiger and pile of cash). Take feedback.</p> <p>Then ask students if they can make meaning out of three words displayed on the board (e.g. ‘rise’, ‘hope’ and ‘trod’).</p> <p><i>Ask students what the starter might represents (i.e. constructing meaning from limited knowledge, like we have to when approaching an unseen poem).</i></p> <p>Activity 2</p> <p>Give tables a stanza each from ‘Still I Rise’ by Maya Angelou and get them to highlight emotions/feelings. Then complete additional A3 sheet, identifying the stanzas emotions and how they know.</p> <p>Activity 3</p> <p>After teacher modelling, show an image of an iceberg, asking students to link the 2 things.</p>	<p>Teacher models interrogation of the following line:</p> <p><i>But still, like air, I’ll rise</i></p> <p>before showing an image of an iceberg, asking students to link the 2 things.</p>	<p>Choose an unseen poem from the internet of your choice and analyse it, using the approaches we’ve learned today.</p>	<p>Students write 5 bullet points, summarising what they have learned today about approaching an unseen poem.</p> <p>If time allows – play ‘You say, we pay’ to refresh knowledge of poetry devices.</p>
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19.	KQ: Can I approach an unseen poem successfully?	<p>All Will be able to demonstrate basic understanding of an unseen poem.</p> <p>Most Will support their ideas with relevant quotation.</p> <p>Some Will confidently explore the effects of devices used.</p>	<p>Glossary – ‘Mnemonic’</p> <p>Students are to write down the meaning of the key words</p> <p>Display ‘A HIT POEM’ on the board.</p> <p>Ask students to think about what it might mean or might stand for?</p>	<p>Explain that ‘A HIT POEM’ stands for:</p> <ul style="list-style-type: none"> ➤ About ➤ Historical/Social Context ➤ Imagery ➤ Techniques ➤ Personal response ➤ Organisation ➤ Emotions ➤ Message <p>Students have been asked to bring in a poem of their choice and now swap it with someone from another table; thus every student now has a new ‘unseen’ poem to respond to.</p> <p>In shoulder pairs, students construct a plan for one another’s poem.</p> <p>Independent writing: Students apply ‘A HIT POEM’ to their poem</p>	Teacher shows a model essay and deconstructs its success.	Students redraft their poem analysis based on the peer feedback from today’s lesson.	Peer assessment of written answers against level descriptors. Select students to offer targets to rest of class.
20.	KQ: How does the poet present the speaker’s feelings in ‘Praise Song for my Mother’?	<p>All Will be able to make straightforward points about an unseen poem’s meaning.</p> <p>Most Will support more complex ideas with relevant quotation.</p> <p>Some Will confidently explore the effects of a range of devices used and include a personal response.</p>	<p>Provide students with definitions of the key words:</p> <p>Mantling Replenishing Fathoming</p> <p>Display the Key Question (which students will be answering today on Grace Nichols’ <i>Praise Song for my Mother</i>) along with the mnemonic ‘A HIT POEM.’</p>	<p>Allow 5 minutes for students to read through the poem and to draft an essay plan</p> <p><u>Independent Writing:</u></p> <p>Students answer the end of unit assessment question in exam conditions.</p>	Teacher reminds students about strategies for approaching an unseen poem before handing out the poem.	Students write a short story from the speaker’s perspective, recalling a childhood memory of his/her Mother.	Once the assessments have been collected, stand everyone up and ask them to think of a word associated with ‘Praise Song’. 2 higher ability students come to the front and call out words. When a student’s word is guessed accurately, they sit down!