YEAR 10

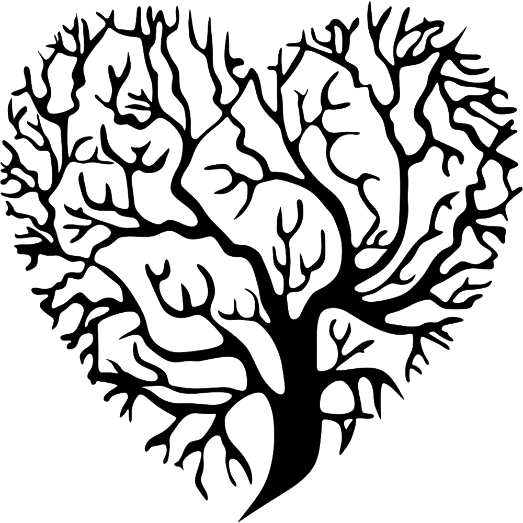
REMOTE LEARNING ACTIVITIES

LOVE AND RELATIONSHIPS POETRY

**Name:**

**Class:**

**Teacher:**



*This booklet has been designed to help you learn the poems in the AQA Love and Relationships cluster from your poetry anthology at home. Work your way through the activities in the booklet. You can fill these out on the computer or print the booklet off and hand write your answers. On various pages there will be directions to other resources you can find online to help you with your studies. If you do not have access to a computer, please do not worry! The most important things you need to know have been set out for you here.*

‘SONNET 29 – I THINK OF THEE’

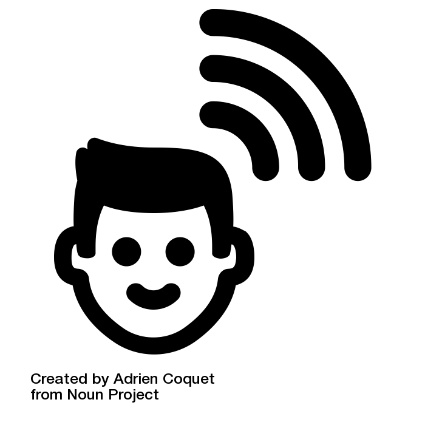
*Some of the activities will require you to make notes in this booklet or on a different piece of paper. When you begin to annotate the poem, you can do this in your copies of the poetry anthology if you wish. We will go through these poems again in class when you return, to address any misconceptions you might have made. If you have any questions, email your teacher who will get back to you as soon as they can.*

*Spend no more than five minutes on this activity. Consider the title of the poem. Predict what big ideas the poem will explore by completing the following activities.* ***Write your answers as annotations around the title:***

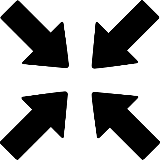
1. What does ‘Sonnet’ tell you about the poem?
2. What about ‘29’?

MAKE PREDICTIONS

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| Activity #1 – Pre-reading activities |



**Sonnet 29**



SUMMARISE THE INFORMATION

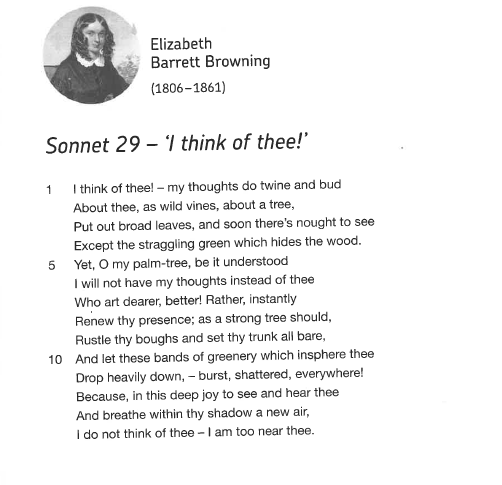
*Spend no more than five minutes on this activity. Read the contextual information below. When you have finished,* ***write down four things you learn about Barrett - Browning and the poem in full sentences.***

Elizabeth Barrett Browning was born in 1806 and was a thoughtful and intelligent writer. She was against slavery and child labour and made sure people knew this.

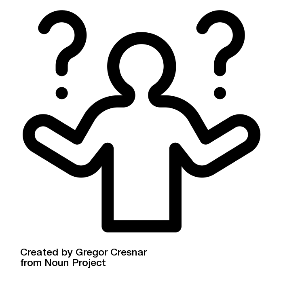
She married her husband, Robert Browning, who was 6 years younger than her. He is also a famous writer. In doing so she was disowned by her father and cut off socially by her siblings. The couple moved to Italy where they lived comfortably and were famous because of their literary work.

Elizabeth Barrett Browning was well thought of as a poet even at this time. This is one of 44 sonnets in a collection which was published in 1850 but written some years earlier when she was dating Robert Browning. The poems were originally personal and intended only for Robert Browning’s eyes; he however persuaded Elizabeth Barrett Browning to publish them.

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| Activity #2 – Read the poem |

*Spend no longer than ten minutes on this activity. Read the poem and answer the questions that follow in full sentences. If you need help understanding the poem, try the link. Do your best to* ***answer the questions*** *without extra help first before you look elsewhere for information:* [*https://www.youtube.com/watch?v=nYIDS4Ka7CE*](https://www.youtube.com/watch?v=nYIDS4Ka7CE)

HUH?

1.What are the words used to describe what the speaker’s thoughts do in line 1?

2. What are the thoughts compared to in line 2?

3. What does the ‘straggling green’ of her thoughts do in line 4?

4. What does she say she will ‘not have’ in line 6?

5. What does she say her husband is ‘dearer, better’ than?

6. What does she instruct her husband to do on line 8?

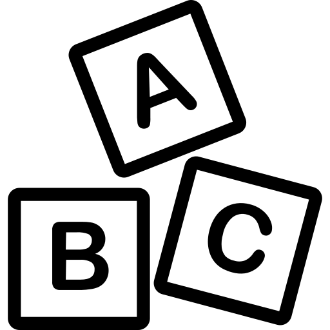
7. What word beginning with ‘s’ does she use to describe her husband?

8. How does she describe the ‘joy’ she feels at seeing and hearing her husband?

9. What happens to the air when he husband is around?

10. In the last line, what does she say happens to her thoughts when her husband is present?

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| Activity #3 – Clarifying tricky vocabulary |



*Spend no longer than five minutes on this activity. Some of the words from the poem are quite complex because of the time the poem was written and the natural imagery.* ***Match the vocabulary to the definitions.*** *Annotate the meaning onto your poem if this helps.*

CLARIFY TRICKY VOCABULARY

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| **Word** | **Definition** |
| 1. **twine** | A: new life, flowering |
| 1. **bud** | B: tie around |
| 1. **nought** | C: woody stems of a plant |
| 1. **straggling** | D: hanging around haphazardly |
| 1. **insphere** | E: nothing |
| 1. **bough** | F: to place in |
| 1. **vine** | G: branches |
| 1. **thee** | H: you |

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| Activity #4 – YouTube Analysis |

*Follow this link:* <https://www.youtube.com/watch?v=6fPoOED8wuE>

*It will take you to a video by ‘Mr. Bruff’ on YouTube.* ***Make notes in the grid below on each section*** *of the video. To achieve those higher grades, you MUST push yourself!*

|  |  |
| --- | --- |
| **Comments about Barrett - Browning** | **Comments about the poem content** |
| **Comments about methods (language, structure and form)** | **Other notes** |

*Summarise your notes from the video into five key points:*

**1.**

**2.**

**3.**

**4.**

**5.**

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| Activity #5 –Vocabulary |

*Spend no longer than ten minutes on this section. Complete the following activity on vocabulary that will come in useful when writing about ‘Sonnet 29’ in an essay*

**The poem is an extended metaphor about being in love and that love being natural, strong and consuming.**

**Use the term correctly in a sentence:**

**Write a new definition in your own words:**

**passionate**

*feel and act strongly*

**Think of other words that mean the same thing (synonyms) and make a list below:**

**Write a question where the word is the answer:**

**Draw an icon/symbol to illustrate the key word:**

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| Activity #6 – Annotate the poem |

*Spend no longer than forty minutes on this activity. You may complete this activity by annotating each part of the poem below OR* ***IN YOUR POETRY ANTHOLOGY if you have it with you****. If you run out of space, feel free to print another copy of the poem off OR write on a different piece of paper. We will go through this again in class so please do not worry about missing anything. I have split the*

*poem up into a certain number of lines.* ***Annotate each section by answering the questions to do with those lines.***

**The poem begins with the poet explaining her feelings for her husband when he is not around**

*I think of thee!—my thoughts do twine and bud*

*About thee, as wild vines, about a tree,*

*Put out broad leaves, and soon there 's nought to see*

*Except the straggling green which hides the wood.*

1. Highlight the direct address. What is the effect of this?
2. Highlight all of the words linked to natural imagery. They are metaphorical images that symbolise her thoughts. Where is the passion for her husband most clear?

**Then there is some detail about his romantic situation.**

*Yet, O my palm-tree, be it understood*

*I will not have my thoughts instead of thee*

*Who art dearer, better!*

1. What does the ecphonesis (fancy terminology for when writers put ‘O’) suggest about her emotions here?
2. What does she want instead of the thoughts? How does this section show she loves her husband?
3. Highlight the exclamation mark. What does it suggest about her emotions at this point?

**The speaker commands her husband to come close to her and remove her thoughts so they are close physically**

*Rather, instantly*

*Renew thy presence; as a strong tree should,*

*Rustle thy boughs and set thy trunk all bare,*

*And let these bands of greenery which insphere thee*

*Drop heavily down,—burst, shattered, everywhere!*

1. This is where the ‘volta’ (change) takes place (the caesura from the last bit brings it on). She tells her husband what she wants him to do. Highlight the imperative (bossy) verbs.
2. Highlight all of the vocabulary that makes the speaker sound excited.
3. Underline all of imperatives that make her sound demanding.
4. Which bit most sounds like she wants her thoughts destroyed in favour of being with her husband?

**The end is a shift from her thoughts to how she feels in his presence.**

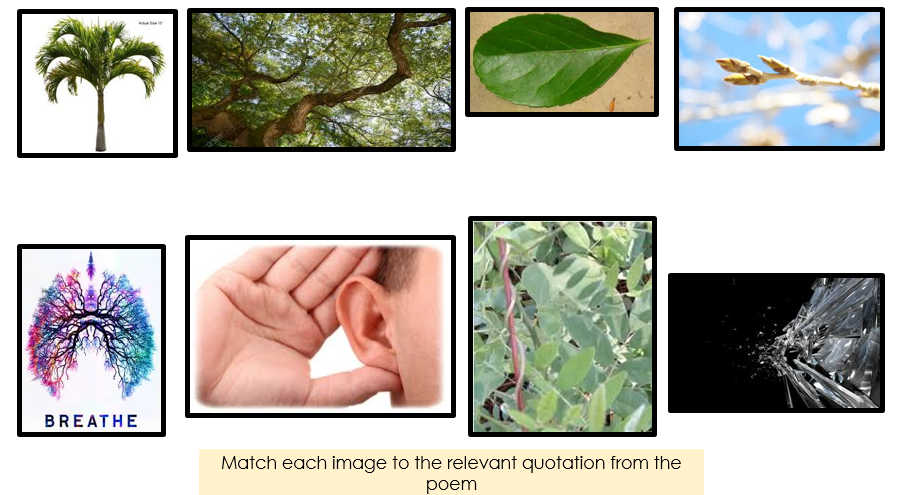
*Because, in this deep joy to see and hear thee*

*And breathe within thy shadow a new air,*

*I do not think of thee—I am too near thee.*

1. What does she feel in his presence?
2. Highlight where there is evidence of a cyclical structure. Annotate with the effect of this.

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| Activity #7 – Quotations and imagery |



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| Activity #8 – Discussion |

**Spend as much time as you like on this activity! Read the poem with a friend / family member and discuss what you think about it.**

**If you struggle to get started, here are some discussion stems to help you:**

* Have you ever been in love or fancied someone?
* What does it feel like when you can’t take your mind away from someone / something?
* What are the good things about love?
* What are the bad things about love?
* Is love in marriage different from out of marriage?
* Have you ever written a love letter or poem to someone?

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| Activity #9 – Themes |

*Spend no longer than ten minutes on this section.*

**Themes:**

Consider the ‘big ideas’ explored in Barrett-Browning’s ‘Sonnet 29’. **Tick which you think apply. Challenge: Write an explanation of your choices.**

**Negative Emotions - Pride**

**Negative Emotions - Love**

**Powerful relationships**

**Negative Emotions - Anger**

**Identity**

**Power of Nature**

**Romantic love**

**Loss**

Briefly explain your choices in full sentences:

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| Activity #10 – Key quotations |

In the shapes below, copy out what you consider to be the three most important quotations in the poem. Explode each quotation with meaning, methods, interpretations, comments, etc.

**Creative writing link**

Think about this image carefully. You can use any part of it to help you come up with a creative response.



**Either:** Write a description suggested by this image

**Or:** Write the opening to a story where things are not as they seem

Spend 45 minutes on this task. Complete in your English Language book/ on paper.

**Plan, write and check your response.**

*Tips: Vary sentence starters (-ly, -ing, -ed, simile, adverbial phrase)*

*Focus on vocabulary*

*Use similes, metaphors, personification, adverbs etc.*

Planning ideas

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| **BIG PICTURE: Description of setting and atmosphere** |  |
| **ZOOM IN: Zoom in to one object / person** |  |
| **ZOOM IN: Zoom in again, give an extreme close up on the object/person** |  |
| **CHANGE: Move onto another object / include some dialogue / flashback** |  |
| **RETURN TO START: Come back to a key line or image from the opening to give a sense of closure** |  |

**VOCAB.**

miniature delicate

foliage power flora

landscape natural

**LANGUAGE DEVICES**

ALLITERATION ADJECTIVES ADVERBS METAPHORS ONOMATOPOEIA PERSONIFICATION SIMILIES SIBILANCE SENSES

