

**Year 9**

**Home Learning**

Poetry – Home Learning

Lesson 1 – Key Vocabulary 1

**Task 1:**

* Write the definitions of the words in the space provided below. You will need to research some of the terms. You might use a Google search such as ‘poetry glossary’ or a website like <https://www.calday.co.uk/_files/B2E2AF6038AD93D6A0D215DA34D2FAFB.pdf>
* **Don’t just copy the first definition you find – ensure you understand it.**
* Then, learn the key words and their definitions – get someone at home to test you on what you can remember

1. sonnet ………………………………………………………………………………………………..
2. oxymoron ………………………………………………………………………………………………..
3. metaphor ………………………………………………………………………………………………..
4. perspective ………………………………………………………………………………………………..
5. context ………………………………………………………………………………………………..
6. iambic pentameter ……………………………………………………………………………………..
7. imagery ………………………………………………………………………………………………..
8. connotation ………………………………………………………………………………………………..
9. emotive language ……………………………………………………………………………………..
10. poignant ………………………………………………………………………………………………..

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| **DEFINITIONS** | the powerful visual ideas in a poem: these are often **symbols** or **metaphors** which explore the ideas of the poem | association: what does the word/image **also** make you think of? |
| five pairs of an unstressed syllable followed by a stressed syllable: da-DUM x5 | point of view – who is speaking and what do they think? | a fourteen-line poem written in **iambic pentameter** |
| a comparison where one thing is represented by another eg *‘the moon is a glowing eye’* | language which causes a powerful emotional response: eg *slaughter* rather than *killing* | something which causes a strong sense of sadness, regret or loss |
| a figure of speech which contains 2 impossible opposites eg *‘sick health’* or ‘*feather of lead’* | (historical) information about a text - the time and place something was written and/or is set |  |

**Task 2:**

Follow this link and complete the tasks: <https://www.edplace.com/activity/web/index.php/preview/worksheet/introduction?aId=212260&wId=3446&guest_aId=362297&usertype=guest>

\*You do NOT need to sign up to this website. It should take you straight to a worksheet and some questions. If not, click ‘back to worksheets’ and do the one with the title: ‘Revise Poetic Techniques’

**CHALLENGE TASK:** Write your own poem and annotate it, showing where you have used any of the techniques from the list and the tasks.

Lesson 2 – Key Vocabulary 2

**Task 1: review the terms from yesterday. Can you write the definitions without looking back? Once completed, mark how many you got right!**

1. sonnet ………………………………………………………………………………………………..
2. oxymoron …………………………………………………………………………………………..
3. metaphor ………………………………………………………………………………………………..
4. perspective ………………………………………………………………………………………………..
5. context ………………………………………………………………………………………………..
6. iambic pentameter ……………………………………………………………………………………..
7. imagery ………………………………………………………………………………………………..
8. connotation ………………………………………………………………………………………………..
9. emotive language ……………………………………………………………………………………..
10. poignant ………………………………………………………………………………………………..

**Task 2:** Follow this link and complete the tasks:

<https://www.edplace.com/worksheet_info/english/keystage3/year9/topic/205/2953/use-figures-of-speech:-simile-metaphor-and-personification>

\*You do NOT need to sign up to this website. Click ‘back to worksheets’ and do the one with the title: ‘Use of figure of speech’

**CHALLENGE TASK:** Look at the room around you. Write 3 similes and 3 metaphors to describe things you can see around you. Some of them might be personification too.

Reading of the poem on YouTube: <https://www.youtube.com/watch?v=PzeST-jh9iQ>

Lesson 3 – Context

**The Man He Killed**

"Had he and I but met

By some old ancient inn,

We should have sat us down to wet

Right many a nipperkin!

"But ranged as infantry,

And staring face to face,

I shot at him as he at me,

And killed him in his place.

"I shot him dead because —

Because he was my foe,

Just so: my foe of course he was;

That's clear enough; although

"He thought he'd 'list, perhaps,

Off-hand like — just as I —

Was out of work — had sold his traps —

No other reason why.

"Yes; quaint and curious war is!

You shoot a fellow down

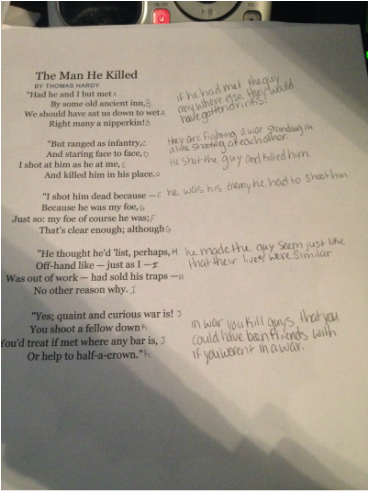
You'd treat if met where any bar is,

Or help to half-a-crown."

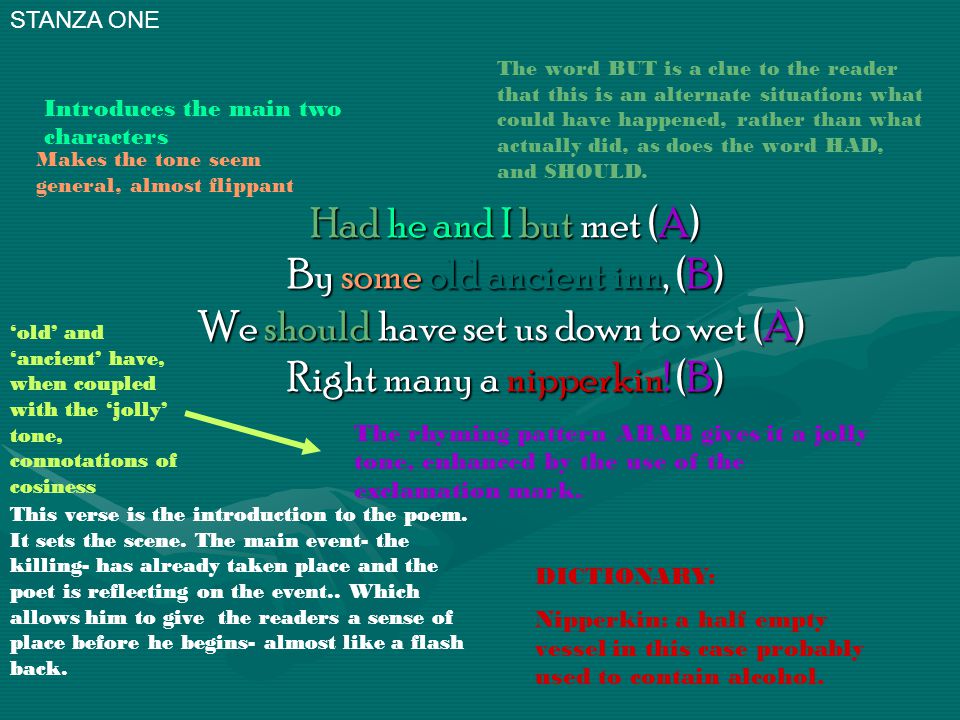
**Thomas Hardy**

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| **TASK 1:** | |
| **1** | Summarise the poem: Whose point of view is it from? What happens in it? Is there a change at any point? |
| **2** | Find and highlight any significant **verbs / adjectives / adverbs** in the poem. |
| **3** | Find, highlight and annotate if these **poetic techniques** are used: **simile / metaphor** (these might be **personification**) |
| **4** | Find, highlight and annotate if these **poetic techniques** are used: **alliteration / onomatopoeia / assonance / consonance / oxymoron / emotive language** |
| **5** | Find and highlight up to three **visual images.** |
| **6** | What do you think the poet’s message is? Why do you think that? |
| **CHALLENGE:** | |
| **7** | What questions do you think the poet is asking? What do you think the answers they’re suggesting might be? |
| **8** | Choose one key visual image from the poem. Explain why it is effective and what it tells us about the poet’s message/questions. |
| **9** | Are there any examples of **symbolism** in the poem? What are they? How has the poet used one thing to **symbolise** another? |

Lesson Three- What an annotated poem might look like. Basic:



Detailed:



**Task 2:** Follow this link and complete the tasks:

<https://www.edplace.com/activity/web/index.php/preview/worksheet/introduction?aId=212260&wId=3047&guest_aId=362305&usertype=guest>

\*You do NOT need to sign up to this website. It should take you straight to a worksheet and some questions. If not, click ‘back to worksheets’ and do the one with the title: ‘Read poetry in context’

Lesson 4 – Creative Response

Write a story or a poem where a person has been affected by war. It can be first person ‘I’ or third person ‘he, she;.

Lesson 5 – Reading for Meaning 1 – ‘The Song of the Old Mother’

I rise in the dawn, and I kneel and blow  
Till the seed of the fire flicker and glow;  
And then I must scrub and bake and sweep  
Till stars are beginning to blink and peep;  
And the young lie long and dream in their bed  
Of the matching of ribbons for bosom and head,  
And their day goes over in idleness,  
And they sigh if the wind but lift a tress:  
While I must work because I am old,  
And the seed of the fire gets feeble and cold.

**– William Butler Yeats**

YouTube Readings of ‘The Song of the Old Mother’ : <https://www.youtube.com/watch?v=nGAAxOtClBM>

<https://www.youtube.com/watch?v=sy5X3eUmLTg>

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| **TASK 1:** | |
| **1** | Summarise the poem: Whose point of view is it from? What happens in it? Is there a change at any point? |
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| **3** | Find, highlight and annotate if these **poetic techniques** are used: **simile / metaphor** (these might be **personification**) |
| **4** | Find, highlight and annotate if these **poetic techniques** are used: **alliteration / onomatopoeia / assonance / consonance / oxymoron / emotive language** |
| **5** | Find and highlight up to three **visual images.** |
| **6** | What do you think the poet’s message is? Why do you think that? |
| **CHALLENGE:** | |
| **7** | What questions do you think the poet is asking? What do you think the answers they’re suggesting might be? |
| **8** | Choose one key visual image from the poem. Explain why it is effective and what it tells us about the poet’s message/questions. |
| **9** | Are there any examples of **symbolism** in the poem? What are they? How has the poet used one thing to **symbolise** another? |

**Task 2:** Follow this link and complete the tasks:

<https://www.edplace.com/activity/web/index.php/preview/worksheet/introduction?aId=212260&wId=3129&guest_aId=362325&usertype=guest>

\*You do NOT need to sign up to this website. It should take you straight to a worksheet and some questions. If not, click ‘back to worksheets’ and do the one with the title: ‘Read poetry to analyse meaning – The Song of the Old Mother’

Lesson 6– Creative Response

Write a story or a poem from the point of view of someone who is totally different to you:

* different age – much older or younger
* different gender
* from a different place in the world
* from a different time in history eg the Victorian era

Lesson 7 – Reading for Meaning 2 – ‘The Way Through the Woods’

YouTube reading: <https://www.youtube.com/watch?v=NV2Xgj1p7tQ>

They shut the road through the woods  
Seventy years ago.  
Weather and rain have undone it again,  
And now you would never know  
There was once a road through the woods  
Before they planted the trees.  
It is underneath the coppice and heath  
And the thin anemones.  
Only the keeper sees  
That, where the ring-dove broods,  
And the badgers roll at ease,  
There was once a road through the woods.

Yet, if you enter the woods  
Of a summer evening late,  
When the night-air cools on the trout-ringed pools  
Where the otter whistles his mate,  
(They fear not men in the woods,  
Because they see so few.)  
You will hear the beat of a horse's feet,  
And the swish of a skirt in the dew,  
Steadily cantering through  
The misty solitudes,  
As though they perfectly knew  
The old lost road through the woods ...  
But there is no road through the woods.

**Rudyard Kipling**

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| **3** | Find, highlight and annotate if these **poetic techniques** are used: **simile / metaphor** (these might be **personification**) |
| **4** | Find, highlight and annotate if these **poetic techniques** are used: **alliteration / onomatopoeia / assonance / consonance / oxymoron / emotive language** |
| **5** | Find and highlight up to three **visual images.** |
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| **CHALLENGE:** | |
| **7** | What questions do you think the poet is asking? What do you think the answers they’re suggesting might be? |
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| **9** | Are there any examples of **symbolism** in the poem? What are they? How has the poet used one thing to **symbolise** another? |

**Task 2:** Follow this link and complete the tasks:

<https://www.edplace.com/activity/web/index.php/preview/worksheet/introduction?aId=212260&wId=3204&guest_aId=362333&usertype=guest>

\*You do NOT need to sign up to this website. It should take you straight to a worksheet and some questions. If not, click ‘back to worksheets’ and do the one with the title: ‘Read poetry to analyse meaning – The Way through the Woods’

Lesson 8 – Creative Response

Describe in detail a walk through some woods / a forest / a jungle. Make sure you use a range of descriptive techniques:

* powerful verbs / adjectives / adverbs
* sensory language - 5 senses and temperature/feeling
* similes / metaphors (> personification)
* changes of perspective
* vivid imagery

**CHALLENGE:** write from a non-human perspective, eg a bird / insect / tree / drop of water

Lesson 9 – Reading for Meaning 3 – ‘Tich Miller’ by Wendy Cope

<https://www.youtube.com/watch?v=NJsGFd609-I>

Tich Miller wore glasses

with elastoplast-pink frames

and had one foot three sizes larger than the other.

When they picked teams for outdoor games

she and I were always the last two

left standing by the wire-mesh fence.

We avoided one another's eyes

stooping, perhaps, to re-tie a shoe-lace

or affecting interest in the flight

of some fortunate bird, and pretended

not to hear the urgent conference:

'Have Tubby!' 'No, no, have Tich!'

Usually they chose me, the lesser dud

and she lolloped, unselected,

to the back of the other team.

At eleven we went to different schools.

In time I learned to get my own back,

sneering at hockey players who couldn't spell.

Tich died when she was twelve.

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| **5** | Find and highlight up to three **visual images.** |
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**Task 2:** Follow this link and complete the tasks:

<https://www.edplace.com/activity/web/index.php/preview/worksheet/introduction?aId=212260&wId=1348&guest_aId=368898&usertype=guest>

\*You do NOT need to sign up to this website. It should take you straight to a worksheet and some questions. If not, click ‘back to worksheets’ and do the one with the title: ‘Read Poetry to Analyse Meaning: 'Tich Miller’

Lesson 10 – Creative Response: Non-Fiction

Write a **letter** to the **head teacher** which explains your views on bullying in school and tries to **persuade** him that the school should do more to prevent it.

* start with something which will interest the reader: describe an event, use a shocking statistic, ask a question they weren’t expecting
* explain how you see the problem: what effects does it have on students?
* why is it so important to do something about it?
* what solutions can you offer?
* link back to how you started: describe how the image could change, talk about changing the statistic, answer the question

REMEMBER TO USE A VARIETY OF PERSUASIVE TECHNIQUES: rhetorical question, rule of 3, powerful imagery, repetition, expert opinion, facts and statistics, etc

**CHALLENGE:** use persuasive sentence structures: anaphora, hypobaton, antimetabole, etc

Lesson 11 – Reading for Meaning 4 – ‘Sonnet’ by John Clare

<https://www.youtube.com/watch?v=46W6APNdxfI>

I love to see the summer beaming forth

And white wool sack clouds sailing to the north

I love to see the wild flowers come again

And Mare blobs stain with gold the meadow drain

And water lilies whiten on the floods

Where reed clumps rustle like a wind shook wood

Where from her hiding place the Moor Hen pushes

And seeks her flag nest floating in bull rushes

I like the willow leaning half way o'er

The clear deep lake to stand upon its shore

I love the hay grass when the flower head swings

To summer winds and insects happy wings

That sport about the meadow the bright day

And see bright beetles in the clear lake play

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**Task 2:** Follow this link and complete the tasks:

<https://www.edplace.com/activity/web/index.php/preview/worksheet/introduction?aId=212260&wId=3039&guest_aId=368918&usertype=guest>

\*You do NOT need to sign up to this website. It should take you straight to a worksheet and some questions. If not, click ‘back to worksheets’ and do the one with the title: ‘Read Poetry to Analyse Meaning: ‘Sonnet’ by John Clare

Lesson 12 – Creative Response: describe a moment of stillness

Describe a moment where everything is still. It could be a place where things are normally still and quiet (a desert, a clearing in a wood, the Antarctic, an exam, the canteen just before lunch starts) or somewhere which is normally busy and lively but is quiet at that moment (the city centre at 4am on a Monday morning/during lockdown, school classrooms in the summer holidays, a battlefield after the battle, your family home when everyone’s gone out, a football stadium an hour after the match has finished).

* Really focus on using the 5 senses. If it’s silent, describe the sort of silence it is – but it’s rare for anywhere to be *totally* silent. What are the sounds you can hear?
* What does it feel like to be there at that point? Describe your emotions.
* Why are you there? Are you alone?
* Move your focus around – look at different things at different times; sometimes describe the big things but change focus to little things too

**CHALLENGE:** describe at least one thing in really, really amazing detail