

**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.
* **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 ………………………………………………………………………………………………..

**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>

**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.**

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>

**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? |

**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>

Lesson 4 – Creative Response

Write a story or a poem where two people meet in one circumstance, which could have been another and one or both of them imagine how it would have been different.

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? |
| **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? |

**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>

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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| **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? |

**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>

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