YEAR 10

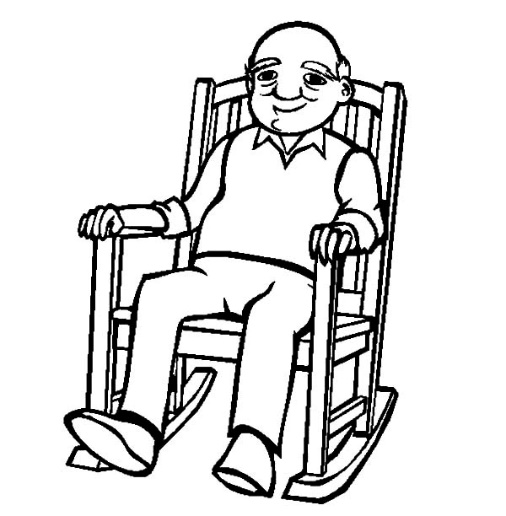
REMOTE LEARNING ACTIVITIES

LOVE AND RELATIONSHIPS POETRY

**Name:**

**Class:**

**Teacher:**



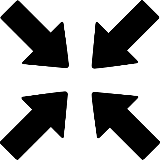
*This booklet has been designed to help you learn the poems in the AQA Love and Relationships cluster from your poetry anthology at home. Work your way through the activities in the booklet. You can fill these out on the computer or print the booklet off and hand write your answers. On various pages 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.*

‘CLIMBING MY GRANDFATHER’

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| Activity #1 – Pre-reading activities |

*Some of the activities will require you to make notes in this booklet or on a different piece of paper. Aim to use your LITERATURE book as far as possible. 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. This is a long poem, so take your time.*

DISCUSS



*Spend as much time as you like on this activity. Discuss these ideas from the poem with a friend or family member.*

1. ***Do you have any older relatives that you have a really high opinion of or that you really respect or admire?***
2. ***Do you have any strong memories of them from when you were younger?***
3. ***Would you want to know everything about their past? Why/Why not?***
4. ***What do you think the poem will be about and why?***

SUMMARISE THE INFORMATION

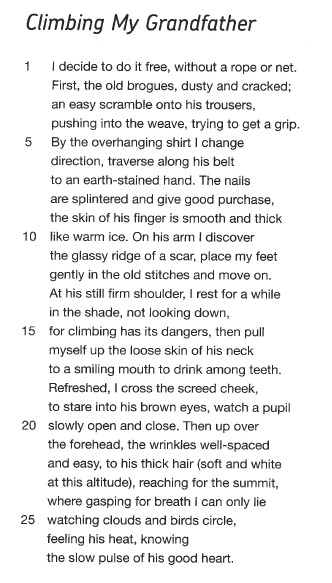
*Spend no more than five minutes on this activity. Read the contextual information below. When you have finished, write down four things you learn about Waterhouse and the poem from the text in full sentences.*

Andrew Waterhouse was born in Lincolnshire in 1958. He lived in Northumberland where he worked as an agricultural skills teacher and freelance writer. In 2000 he won a prestigious poetry prize for his first collection of poetry, ‘In’*.* Following this, he gave up his job teaching so that he could devote himself to writing full time.

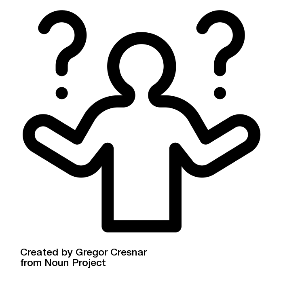
Sadly, he had always struggled with depression and, whilst working on poems for a second collection in 2001, he took his own life.

The poem ‘Climbing My Grandfather’ is a memorable portrait of his own grandfather and the relationship he had with him.

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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.*

HUH?

1.What sort of shoes does the Grandfather wear? (Line 2)

2. What are the words used to describe the shoes? (Line 2)

3. What are the next 2 items of clothing mentioned? (lines 3- 6)

4. What does the focus change to on line 7?

5. What is on the Grandfather’s arm? (Line 11/12)

6. What is the quotation on line 15 that sounds like a warning?

7. What 2 things do you learn about the Grandfather’s eyes? (line 19/20)

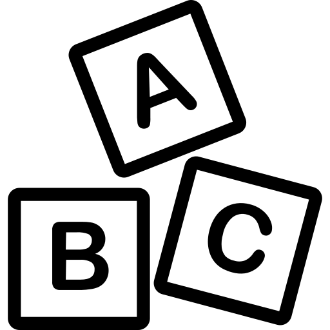
8. How is the Grandfather’s hair described? (line 22)

9. How does the speaker feel on line 24?

10. How is the Grandfather’s heart described on the final line?

**The poem is spoken by an adult but has a child-like focus, like they are noticing everything about the grandfather for the first time. Label the image below with quotations from the poem.**





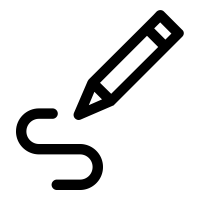
CLARIFY TRICKY VOCABULARY

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| Activity #3 – Clarifying tricky vocabulary |

*Spend no longer than fifteen minutes on this activity. Some of the words from the poem are quite complex as they are written with a semantic field of climbing in mind. Write the definitions for each word and explain what they mean in the poem’s context. Look at the example below to help you.*

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| --- | --- | --- |
| **Word** | **Read the word in context** | **Definition** |
| **brogues** | “Old **brogues**, dusty and cracked” |  |
| **traverse** | “**traverse** along his belt” |  |
| **purchase** | “the nails are splintered and give good **purchase**” |  |
| **screed** | “I cross the **screed** cheek” |  |

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| Activity #4 – 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.*

ANNOTATE THE POEM

*I decide to do it free, without a rope or net.*

**1. What can you infer about the speaker from this line of the poem?  
  
2. What might he be suggesting about the act of discovering more about his grandfather?**

*First, the old brogues, dusty and cracked;   
an easy scramble onto his trousers,*

*pushing into the weave, trying to get a grip.*

**3. What do these verbs emphasise about the climb/act of uncovering more about his grandfather*?***

*By the overhanging shirt I change  
direction,* traverse *along his belt  
to an earth stained hand. The nails  
are splintered and give good purchase,  
The skin of his finger is smooth and thick  
like warm ice.*

1. **What are the two things that ‘change direction’ might mean if a) this is a small child literally ‘climbing’ on his grandfather b) this is an extended metaphor for the speaker having a conversation to explore more about his grandfather’s past?**
2. **What method is used in the phrase ‘warm ice’ ? Annotate the method and effect on the poem.**

*On his arm I discover  
the glassy ridge of a scar, place my feet  
gently in the old stiches and move on.  
At his still firm shoulder, I rest for a while  
in the shade not looking down,  
for climbing has its dangers, then pull  
myself up the loose skin of his neck   
to a smiling mouth to drink among teeth.*

1. **How is the scar described? What might this suggest about the event that caused it?**
2. **What is the effect of the adverb used to describe the speaker’s reaction to the scar?**
3. **The grandfather’s shoulder is ‘still firm’. Highlight this. Explain what it shows about his personality.**
4. **There is a contrast between ‘firm shoulder’ and ‘loose skin’. Highlight both and annotate what this contrast shows.**

*Refreshed, I cross the screed cheek,  
to stare into his brown eyes, watch a pupil  
slowly open and close. Then up over  
the forehead, the wrinkles well-spaced  
and easy, to his thick hair (soft and white  
at this altitude), reaching for the summit,  
where gasping for breath I can only lie  
watching clouds and birds circle,  
feeling his heat, knowing  
the slow pulse of his good heart.*

1. **Highlight all vocabulary in the end of the poem which suggest peace and calm.**
2. **What comparison is made in the description of the Grandfather’s hair?**
3. **What is the effect of finishing on the phrase ‘good heart’?**
4. **What have you noticed about the structure of the poem? What does it start talking about and where does it end? Annotate on the poem.**
5. **What is the effect of enjambment? How might it link to the content of the poem?**

**CHALLENGE: Extend your annotation by highlighting all the words that are in the semantic field of climbing**

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| Activity #5 – Quotations and imagery |

Illustrate the story of the speaker and the Grandfather/ ‘climbing’ the ‘mountain’. Draw at least three images from the poem and label with quotations. You can complete this task below or in your book.

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| Activity #6 –Vocabulary |

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

**The poem is about finding out more about someone that you care about.**

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

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

**exploration**

*researching a place or person in detail*

**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 #7 – YouTube Analysis |

*This activity is optional but if you are aiming for a grade 6 or above, you should complete it if you have access to the internet. Follow this link:* <https://www.youtube.com/watch?v=GGOwdAxinJY>

*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!*

|  |  |
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| **Comments about Waterhouse’s life** | **Comments about the poem content** |
| **Comments about methods (language and structure)** | **Other notes** |

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

**1.**

**2.**

**3.**

**4.**

**5.**

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| Activity #8 – Themes |

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

**Themes:**

Consider the ‘big ideas’ explored in Waterhouse’s ‘Climbing my Grandfather’. Tick which you think apply. Challenge: Write an explanation of your choices.

**Negative Emotions - Pride**

**Negative Emotions - Love**

**Family**

**Negative Emotions - Anger**

**Memories**

**Power of Nature**

**Romantic love**

**Loss**

Briefly explain your choices in full sentences:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Activity #9 – 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.

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| Activity #10 – Extended response |

**Either:**

**Write a summary about how a strong bond is shown between the speaker and their grandfather**

* Use PEELED where you can
* Explain how the speaker feels about their grandfather and the methods used to show these feelings

**OR**

**Compare how strong bonds are shown in ‘Climbing my Grandfather’ and one other poem**

* Write a thesis explaining their relationship in brief
* Start each comparative paragraph with ‘Both’
* Use PEELED and include a quotation from both poems in each paragraph where you can

**If you are stuck, complete the cloze summary below:**

In the poem ‘C\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ my Grandfather’ the s\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the poem may be thinking back to his c\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and how he used to view climbing his grandfather as climbing a m\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Another i\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ could be that as an adult, climbing a mountain now reminds the speaker of his grandfather. Either way, Waterhouse presents the reader with an e\_\_\_\_\_\_\_\_\_\_\_\_\_ m\_\_\_\_\_\_\_\_\_\_\_, which compares an kindly old man and a craggy mountain.

There is a sense that the speaker enjoys free-climbing and mountaineering as an adult as it uses lots of words in the s\_\_\_\_\_\_\_\_\_\_\_\_\_ f\_\_\_\_\_\_\_\_\_\_\_\_ of climbing. Through i\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ climbing his grandfather as a mountain, the speaker is able to r\_\_\_\_\_\_\_\_\_\_\_\_ clear details from his childhood of l\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about someone he really c\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about and feeling a sense of a\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and n\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from their close c\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Although he may have lost his grandfather, these m\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ help the speaker to feel closer to the man he knew.

**climbing semantic field imagining memories**

**speaker recall cares achievement**

**childhood extended metaphor recall nostalgia**

**mountain interpretation learning conversations**

**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 a story about a dangerous event

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.**

TRAVERSE STUMBLE

GRIPPING THRILL

DISCOMBOBULATED

**LANGUAGE DEVICES**

ALLITERATION ADJECTIVES ADVERBS METAPHORS ONOMATOPOEIA PERSONIFICATION SIMILIES SIBILANCE SENSES

