



مدرسة القديسة مريم الكاثوليكية الثانوية - دبي
ST. MARY'S CATHOLIC HIGH SCHOOL, DUBAI

Lesson Plan

Subject	ENGLISH LITERATURE
Class/ Section	YEAR 7
Week	4
Work send to students by	Google classroom
Total number of lessons per week	4
Unit/Topic	POETRY
Key Vocabulary	Form syllable dialect verse rhyme rhythm repetition simile metaphor personification alliteration imagery
Lessons 1–Live Zoom lesson along with face to face instruction for students present on a particular day	OVERVIEW: We have completed studying two stories –Prose. You will be informed about the assessment in Prose. Poetry UNIT: We will be studying a range of poems for three weeks. In Week 3, you will do an Assessment on refill sheets of A4 sizepaper.

Work will be assigned in Google classroom which will be matched to the student ability.

POETIC FORM

Specific Learning objectives

- Understand how a poet can use form in poetry
- Explore how the structure and presentation of a text help to create meaning.
- retrieve key and relevant textual details.

Success Criteria

I can:

- deduce, interpret poet's use of form and structure.
- explain key ideas with details from the poem
- infer and explain how the form and structure effectively convey key ideas
- express personal response with textual details
- have a successful discussion by listening and responding to the ideas of others.

Specific Intended Learning Outcomes

- Identify the shape of the poem on the page.
- Count the syllables, find the beats and the effect of the patterns.
- Substitute standard English words for the dialect words

(Building skills in English pages - 110,111)

Activity - 1

1. Read the poem – 'Luv Song' -pg. 110

Now answer the following questions.

1. What events in Zephaniah's life might have inspired him to write the poem?
2. How is the poem set out on the page to link with the meaning?
3. Why are some lines printed in bold font? Choose from the possible reasons below:
 - a) To make us read them differently.
 - b) To help create the poem's shape.
 - c) Because it's a song.
 - d) To make them look like spines.
4. Choose two **rhyming couplets** from the poem. Use a thesaurus to help you rewrite the last word, keeping the same meaning but losing the rhyme. What difference have you made to the effect of the lines?

TASKS

Assessment Criteria/ Essential questions

AO1

Articulate informed, personal and creative responses to literary texts, using associated concepts.

AO2

Analyse the language, form and structure used by the writer to create meanings and effects, using relevant subject terminology where appropriate.

Note Book Work

<p><u>Resources</u></p> <p>Soft copy of text provided, ppt</p>	<p><u>Activity - 2</u></p> <p>In poetry, syllables help to create rhythm by creating patterns of beats. Some syllables are stressed and some are unstressed. This affects the way we say the words.</p> <p>1.How many syllables are there in your name? For example, Julia has three syllables: Ju/li/a</p> <p>2.Look at this poem:</p> <p>Humpty Dumpty sat on a wall Humpty Dumpty had a great fall All the King's horses and all the King's men Couldn't put Humpty together again.</p> <p>a. Read 'Humpty Dumpty' aloud and beat out its rhythm.</p> <p>b. What do you notice about the number of beats in each line?</p> <p>3 a. Read the last four lines of 'Luv Song' again and count the syllables in each line.</p> <p>b Find the beats. What's the effect of the pattern?</p> <p><u>Class Discussion</u></p> <p><u>Activity – 3</u></p> <p>Zephaniah often uses dialect in his poems so we can hear the sound and rhythm of his speech.</p> <p>5. Find the words in 'Luv Song' that are dialect versions of:</p> <p>Love the with my for that and</p> <p>6.</p> <p>a. Read the poem aloud, substituting standard English words for the dialect words. How does it sound? Which version do you prefer?</p> <p>b. Why do you think the dialect words are spelt as they are?</p> <p>7. Why do you think Zephaniah writes using Caribbean dialect</p> <p><u>Home Work</u></p> <p>Discuss and make notes on the various aspects of form used in poetry</p>
<p><u>Lessons 2–Live Zoom lesson along with face to face instruction for students present on a particular day</u></p> <p>Work will be assigned in Google classroom which will be matched to the student ability.</p>	<p><u>Rhyme</u></p> <p><u>Rhyme and Repetition</u></p> <p><u>Specific Learning objectives</u></p> <p>-To appreciate the ways in which the poet uses rhyme.</p> <p>-To explore how rhyme and repetition contribute to a poem’s effect.</p>

<p><u>Tasks</u></p> <p>Assessment Criteria/ Essential questions</p> <p><u>AO1</u> Articulate informed, personal and creative responses to literary texts, using associated concepts.</p> <p><u>AO2</u> Analyse the language, form and structure used by the writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p><u>Resources</u></p> <p>Soft copy of text provided. ppt</p>	<p><u>Success Criteria</u></p> <ul style="list-style-type: none"> - identify and explain how the poet has used rhyme and repetition in the poem. - infer the thoughts and feelings the poet had while writing the poem with suitable evidence - describe the tone of voice or mood of the poem. (Angry? Polite? Comic? Serious? A Warning?) <p><u>Specific Intended Learning Outcomes</u></p> <ul style="list-style-type: none"> -Identify the rhyme and repeated words or phrases, the pattern of rhyme scheme in the poem -Explain how the poet makes use of rhyme and rhythm to contribute to the poem’s effect in engaging the reader. -Describe the tone or mood of the poem. <p>(Building skills in English – pages 112-115)</p> <p><u>Note Book Work</u> <u>Activity 1</u></p> <ol style="list-style-type: none"> 1. Read Benjamin Zephaniah’s poem “The Vegans”. The rhyme scheme is shown for verse 1 2. Work out the rhyme scheme in verse 2,3 and 4. Do you see any patterns? <p><u>Class Discussion</u></p> <p><u>Activity 4</u></p> <ol style="list-style-type: none"> 1. Did the poem make you laugh? When? 2. What is the tone or mood of this poem? Would you describe it as angry? Polite? Comic? Serious? A warning? 3. What makes you think this? How do the rhyme, rhythm and repetition help create this feeling?
<p><u>Lessons 3</u>–Live Zoom lesson along with face to face instruction for students present on a particular day</p> <p>Work will be assigned in Google classroom which will be matched to the student ability.</p>	<p><u>Active Reading</u></p> <p><u>Specific Learning objectives</u></p> <p>To use active reading strategies to understand main ideas and viewpoints Express personal response to the poem/s</p> <p><u>Success Criteria</u></p>

Tasks

Assessment Criteria/ Essential questions

AO1

Interpret the main ideas with textual evidence.

AO1

Express own viewpoints about the poem with appropriate evidence.

AO2

Explore poet's use of literary devices and structure to develop and present main ideas.

I can:

- deduce, infer main ideas with suitable textual evidence.
- talk and write about poet's purpose, viewpoints and the overall effect of the poem on me, the reader with evidence

Specific Intended Learning Outcomes

- recite verse with appropriate voice modulation.
- identify words and phrases and infer key ideas
- Explain ideas about what a poem might mean and support them with evidence.
- Identify the positive and negative statements in the poem and explain why the poet chose to include them.
- Think about the decisions the poet took while writing the poem

(Building skills in English - pages 116 and 117)

Activity 1

1. Read Benjamin Zephaniah's poem 'For Sale' and think about the form in which it is written.
2. a. What point is the speaker making in the poem?
b. Why does the poet use a Chorus?
c. What is your response to the poem?

Group Work (Breakout Rooms)

Activity 2

1. Look at these words and phrases taken from the poem:

No flowers	Sale	Dissolved
Bet	Sell	Bargain
Gone	Deal	Got lost

Think of two categories into which you could sort all these words and phrases. What does this suggest about the point the poet is making.

2. Write down three positive statements from the poem. Write a sentence or two explaining why you think the poet chose to include them.
3. Write down three negative statements from the poem. Explain why you think the poet chose to include them.

Class Discussion

Activity 4

<p><u>Resources</u></p> <p>Soft copy of text provided, ppt</p>	<p>Write three questions to help someone explore the poem. Try to use questions that will help them think about the decision the poet took when writing the poem.</p> <p>They could begin:</p> <ol style="list-style-type: none"> 1. Why has Benjamin Zephaniah...? 2. What is the effect of..?
<p><u>Lessons 4</u>–Live Zoom lesson along with face to face instruction for students present on a particular day</p> <p>Work will be assigned in Google classroom which will be matched to the student ability.</p> <p><u>Tasks</u></p> <p>Assessment Criteria/ Essential questions</p> <p><u>AO1</u></p> <p>Articulate informed, personal and creative responses to literary texts, using associated concepts.</p>	<p><u>Poetic Techniques</u></p> <p><u>Specific Learning objectives</u></p> <p>-Understand how poetic techniques(like simile, metaphor, personification and alliteration) are used to create visual and sound effects and to help readers understand the poet’s feelings and ideas.</p> <p><u>Specific Intended Learning Outcomes</u></p> <p>-Identify language and poetic techniques in the poem.</p> <p>-Explain the effect of poet’s use of language and poetic devices to show your understanding of why the poet has used these techniques.</p> <p><u>Success Criteria</u></p> <p>- explore the text confidently looking for key details of language, form and structure.</p> <p>- identify imagery and make comments about its effectiveness.</p> <p>- recognise and comment on writers’ choice of language and poetic techniques.</p> <p>(Building skills in English – pages 118 and 119)</p> <p><u>Class Discussion</u></p> <p><u>Activity 1</u></p> <ol style="list-style-type: none"> 1. Find the Simile in the first stanza of ‘Urdu Poets’. 2. What is Zephaniah trying to say about Urdu Poets? <p><u>Activity 2</u></p> <p>.Zephaniah says that poets use metaphor to create vivid images. In his poem , ‘Urdu Poets’.</p> <ol style="list-style-type: none"> a. What do these metaphors suggest? b. Why do you think Zephaniah chose these metaphors?

AO2

Analyse the language, form and structure used by the writer to create meanings and effects, using relevant subject terminology where appropriate.

AO2

Explore poet's use of literary devices and structure to develop and present main ideas.

Resources

**Soft copy of text provided,
Ppt**

c. Try to rewrite these three lines without using metaphors.(pg.119)

Note Book Work

Activity 3

The sun peeped over the hills and smiled on the valley below.

-Identify the imagery used in this line.
Explain the qualities given to the sun.

Choose from the words below to describe the atmosphere created by the personification.

Spooky	Gloomy	Tense
Menacing	Violent	Mysterious
Happy	Positive	Warm

Homework

Make a list of any 4 advertising slogans that use alliteration.