YEAR 9 ENGLISH LITERATURE *WEEK 11 STUDY PLAN - DISTANCE LEARNING / BLENDED LEARNING*

YEAR 9 ENGLISH LITERATURE

Name of the Teacher: Keenan Pimenta

Class and Section: YEAR 9 A-F

Subject: ENGLISH LANGUAGE (GCSE 9-1)

Week 11: 8th November to 12th November

No. of lessons - 4 (1 – TEST, 3 – ZOOM)

*Student's access to Work***: Work sent to students through Google Classroom and Zoom session will be held.**

Topic: BLAKE'S – POISON TREE, CHRISTINA ROSSETTI'S – COUSIN KATE

Overall Objectives:

BLAKE'S – POISON TREE

- Interpret the ideas from the poem.
- Understand the poet's purposes and the effect of the poem on the reader.

CHRISTINA ROSSETTI'S – COUSIN KATE
- Understand how Rossetti has used narrative form and language in the poem to explore relationships and evoke sympathy in the reader

- **RESOURCES:**

    POWER POINT PRESENTATION – THE POISON TREE

    ASSESSMENT for LEARNING : Students are assessed continuously for GC work; Homework and contributions during class discussions.

DATE and LESSON No.	ACTIVITY
	8th November to 12th November
LESSON 1	ZOOM Lesson 1 – TEST – ASSESSMENT 2 – POETRY – LOVE'S DOG
LESSON 2	ZOOM LESSON 2

BLAKE'S – POISON TREE

Learning Objectives:
- To interpret the ideas from the poem.
- To understand the poet's purposes and the effect of the poem on the reader.

Success Criteria:
Students will be able to
- interpret the ideas from the poem with evidence
- analyse the poet's use of language and literary devices
- explain how form and structure emphasise main ideas and contribute to the effect of the poem
- express personal response with suitable evidence from the poems.

Learning Outcome:
Students can explain in writing, using textual references and the PEEE format, how Blake uses evocative imagery and a simple poetic structure to explore conflicting emotions in his poem 'A Poison Tree'.

STARTER ACTIVITY 1 – (PPT – THE POISON TREE) – SLIDES 1 & 2 followed by the Lesson Objectives on Slide 3.

Students are given a short background about Blake and on *The Songs of Innocence* and *Songs of Experience.* **(PPT –** |

	THE POISON TREE) – SLIDE 4 **(PPT – THE POISON TREE) – SLIDE 5,6** and the Text of the poem with a glossary **(pdf – THE POISON TREE – TEXT)** are displayed. **LESSON 3 –** <mark style="background-color:#00FF00">**ZOOM LESSON 3**</mark> Students annotate and discuss the poem focusing on **ideas, themes, language, form and structure.** **SLIDES 7 & 8 may be used as guide to Sins and Virtues and the biblical background from GENESIS.** **Questions are posed in Google Classroom as homework.** *What is the central metaphor of Blake's poem ? (comparing the repression of anger to cultivating a tree bearing fruit of hatred) *What does a plant need to help it grow? *What is the outcome of this hatred in the poem? (The poet is 'glad' to find his enemy dead – murdered by the fruit of his poison tree). * The regular structure of four quatrains, with an AABB rhyme scheme, keeps the stanzas simple and direct. What does the rhythm remind students of? (Answers could include a child's song or nursery rhyme). *Could the poem be interpreted, then, as a parable or moral fable aimed at children, to teach them an important lesson about the benefits of self-awareness and communication? Ask students to explain in writing, using textual references and the PEEE format, how Blake uses evocative imagery and a simple poetic structure to explore conflicting emotions in his poem 'A Poison Tree'. **Point** – make a clear point about an aspect of the text and link back to the question. **Evidence** – choose an *appropriate* quotation that supports your point. **Explanation** – why does the particular quotation support your point? What does it suggest (e.g. *This quotation suggests…*). **Evaluation** – what is the intended reader reaction? Is it effective? Offer a personal opinion.

| LESSON 4 | ZOOM LESSON 4
CHRISTINA ROSSETTI'S – COUSIN KATE

Learning Objectives:
- Understand how Rossetti has used narrative form and language in the poem to explore relationships and evoke sympathy in the reader

- Analyse language, form and structure used by the poet to create meaning and effect

Success Criteria
Students will be able to
- Explore with evidence from the poem how poet's use of language and poetic devices create meaning, and evoke sympathy
- Explain how form and structure emphasise different effects
- Express personal response to the poem

Learning Outcome:
Students can comment on the ideas in the poem, the poets' use of language, form and structure

PPT – CHRISTINA ROSSETTI'S – COUSIN KATE
Students are given a brief background to Christina's Cousin Kate as an awareness of context.

PDF – COUSIN KATE – TEXT

Students annotate the poem focusing on the rhyme pattern, rhythm and their effect.

Group discussion questions

Comment on:

The **ideas** in the poems

The poets' use of **language** |

| | The poets' use of **form and structure** |