

YEAR 7 ENGLISH LITERATURE

Term 2 WEEK 2 - DISTANCE LEARNING PLAN

Class and Section: Year 7

Subject: English Literature

Week 2: 7th February to 11th February. No. of lessons - 4

Student's access to Work: Work sent to students through Class Group Gmail / Google Classroom

Topic: Poem and Comparison of poems

Challenge – (Extension work) Please indicate the work

RESOURCES: Poetry:

'Pollution' by Jackie Kay

'Tomorrow they'll be coming to get me' by Jackie Kay

'Casting a Spell' by Elizabeth Jennings

LESSON 1- HOW TO COMPARE POEMS

LESSON 2 - HOW TO WRITE A COMPARISON OF TWO POEMS

LESSON3 - ASYNCHRONOUS

LESSON 4 – POETRY: 'Casting a Spell' by Elizabeth Jennings

DATE	ACTIVITY
WEEK 2	7 th February to 11 th February.
<p>7th February 2021, Sunday</p> <p>7D (Sunday 7th period)</p>	<p style="text-align: center;"><u>ZOOM LESSON 1 – HOW TO COMPARE POEMS</u></p> <p><u>LEARNING OUTCOME:</u></p> <ul style="list-style-type: none"> • Reread the poems • Compare and contrast the theme, language, form and structural features of two poems, • Express personal response with evidence <p><u>LEARNING OBJECTIVES:</u></p> <ul style="list-style-type: none"> • Analyze theme, tone, language, form and structural features used by the poets. • Identify the similarities and differences in the poems by understanding the use of words and their meaning. • Understand the relationships between texts and their context. <p><u>SUCCESS CRITERIA:</u></p> <ul style="list-style-type: none"> • I can identify the theme in the poems. • I can identify the different poetic devices used in the poems. • I can compare the different elements of both the poems. • I can recognize the similarities and the differences in both the poems. • I can express my response with evidence <p style="text-align: center;">INSTRUCTION to students: <i>Make notes of all the points discussed and explain in Class.</i></p> <p><u>ACTIVITY 1:</u> Discussion on work completed in Asynchronous lesson of week 1</p> <p><u>ACTIVITY 2</u></p> <p>Reread the poems ‘Pollution’ and ‘Tomorrow they’ll be coming to get me’ by Jackie Kay.</p>

- Write the relevant answers in the table below.

Elements to compare	Pollution	Tomorrow they'll be coming to get me
Theme		
Tone		
Rhyme scheme		
Point of view		
Poetic devices		

Class discussion of the answers.

ACTIVITY 3:

- Mark the following as true or false:
 1. The poem 'Pollution' mainly deals with deforestation.

2. In 'Pollution' the poet has personified a broom.
3. Personification is used in both the poems.
4. 'Tomorrow they'll be coming to get me' deals with deforestation.
5. The word 'tatters' is from 'pollution'.
6. The word 'Tomorrow' appears in both the poems.
7. The tone in the poem 'Tomorrow they'll be coming to get me' is positive and uplifting.
8. The word 'machetes' is from 'Tomorrow they'll be coming to get me'.

PLENARY :

Teacher recaps the similarities and differences in the poems.

7D (Tuesday 2nd
Period)

ZOOM LESSON 2-HOW TO WRITE A COMPARISON OF TWO POEMS

LEARNING OUTCOME:

- Write a comparison of two poems, using the appropriate vocabulary.(terminology)
- Identify the similarities and differences in the poems by understanding the use of words and their meaning

LEARNING OBJECTIVE:

- Analyze theme, tone, language, form and structural features used by the poets.
- Use a range of vocabulary and sentence structures to compare the two poems.
- Use accurate spelling and punctuation.

SUCCESS CRITERIA:

I can compare:

- the ideas, themes of both the poems.
- The language used by the poets
- form and structure of both the poems
- I can use a variety of vocabulary to compare and contrast the poems.
- Use accurate spelling and punctuation.

Teacher discusses the terms and phrases that can be used to compare and contrast the poems.

Students must make notes in your notebook.

For eg:

- Similarly
- In comparison
- Unlike
- Likewise
- However
- In the same way
- Moreover
- But
- Instead

ACTIVITY 1:

Use these words/phrases in a sentence:

- 1. On the other hand**

2. Despite
3. Nevertheless
4. On the contrary
5. Whereas

Class discussion of the answers.

PLENARY:

Teacher recaps the vocabulary that can be used to compare poems.

ACTIVITY 2: Teacher explains how to answer the question set for Asynchronous lesson by discussing the answer in detail and guiding the students to structure the answer.

Teachers' Notes – **to compare how the poet presents the actions of human beings, students must be guided to:**

explain the personification, metaphor used in both the poems to present the actions of human beings ; the descriptive language used; the themes- pollution, deforestation as the consequence of human actions; the values and attitudes of human beings; the tone; what the form and structure of the poems present or convey about human actions.

Q. Compare how the poet presents the actions of human beings in the poems 'Pollution' and 'Tomorrow they'll be coming to get me'. In your comparison, explain

- Theme
- Form and structure
- Language
- Poetic devices

ACTIVITY 3

Can be a group activity or individual activity:

- **Identify similar words/Phrases and contrast words/phrases from the poems ‘Pollution’ and ‘Tomorrow they’ll be coming to get me’. Write them in the relevant columns.**

Similar words	Contrast words

Class Discussion of the answers.

7D (Monday, 1st period)

LESSON 3- ASYNCHRONOUS

LEARNING OUTCOME:

- Interpret questions and respond appropriately showing evidence of knowledge and understanding of poet’s use of main ideas, figurative language, poetic devices .
- Compare and contrast both the poems
- Express personal response with evidence

LEARNING OBJECTIVE:

Revise and compare the poems, 'Pollution' and 'Tomorrow they'll be coming to get me' by Jackie Kay

- Review and develop the notes made in earlier lessons
- Revise and explore poetic devices
- Express viewpoints
- Write relevant answers

SUCCESS CRITERIA: I can:

- read the poem aloud with expression
- engage with and compare the ideas explored in the poem
- refer to my notes and develop answers
- express my understanding of the poem with evidence

INSTRUCTION: Answer the question in your NOTEBOOK / on refill paper.

1. **Compare how the poets present the actions of human beings in the poems 'Pollution' and 'Tomorrow they'll be coming to get me'. In your comparison, explain**
 - **Theme**
 - **Form and structure**
 - **Language**
 - **Poetic devices**

7D (Tuesday, 2nd
period)

LESSON 4- POETRY

LEARNING OUTCOME:

- Read, listen to and enjoy the poem.
- Interpret questions and respond appropriately showing evidence of knowledge and understanding of poet's use of main ideas, figurative language, poetic devices.
- Express personal response with evidence

LEARNING OBJECTIVES:

- Read the poem aloud.
- Connect the use of words with the intended meaning.
- Understand the main theme of the poem.
- Identify and understand the effect of poetic devices.
- Develop relevant personal response.

SUCCESS CRITERIA: I can

- Read the poem with expression
- Infer the poet's use of words and their meaning
- Explain the main ideas in the poem and give evidence
- Recognize and explain poetic devices in the poem
- Give informed personal response

Teacher / student reads out the poem 'Casting a Spell' by Elizabeth Jennings.

Casting a Spell

Learn a spell. It takes some time
First you must have the gift of rhyme,

New images, a melody.
Verse will so but poetry
Sometimes will come if you have luck. 5
Play tines, blow trumpets, learn to pluck
The harp. The best of spells are cast
When you have written words to last,
Rich in subtle rhythms and
Right words which most will understand. 10
Casting a spell's a secret skill
Which few learn fast. No act of will
On your part hands the gift to you.
Words must surprise and yet ring true.
False sorcerers are everywhere 15
But the true magic's deep and rare.

Glossary

- Sorcerer - A person who claims or is believed to have magic powers; a wizard.
- Subtle - Delicate or precise as to be difficult to analyse or describe

Class Discussion on:

1. What is the poem about?
2. What do you think is the main theme in the poem?
3. What are the poetic devices used in the poem?

ACTIVITY 1:

Reread lines 11- 16.

Explain what the poet is conveying in your own words.

Followed by class discussion.

ACTIVITY 2:

Can be group or individual activity.

Select a topic:

1. Friendship
2. Remote learning
 - Note down the ingredients that is necessary for friendship/ remote learning.
 - Using the points you've noted down. Attempt to write a poem on the selected topic.

PLENARY:

The poet has conveyed her idea on poetry and poets by using simple yet powerful words.