

Heritage Poetry Workshop

Lesson 1:

Introduction to CULTURE.

Students to offer their definitions for culture.

Teachers to 'thought shower' – on board.

Students to offer their ideas about the impact of ENVIRONMENT to poets and their expression;

Teacher to use board to show 'thought-shower'.

Teacher to distribute photocopied poems – volunteers to read aloud to the class.

A4 sugar paper distributed to students (in pair groups)

Task:

1. Students to create a 'First impressions to Poetry' series of phrases to the poems (on one side of paper) = 5 – 10 mins.
2. Students to turn over sugar paper and complete a chart for the poetry read. (Use the poems to extract quotations from).

CULTURAL / ENVIRONMENTAL PHRASES

Positive phrases?	Negative phrases?	Indifferent or don't understand

Students to fill in the table above (in pairs) with quotes from the poems to fit each category.

Homework

Students to prepare a 5-bullet point list summarising their culture and environment (at school).

Lesson 2:

1. Teacher to recap homework requirements and hear responses.
2. Students to work outside of the lesson – go to Gurney Dixon area or close to the D.T. block.

Task:

1. Students to use 'Island Man' poem as an example to attempt parody work. Write their own version of waking up in their own environment and where they really long to be.

Task or extension:

2. Students to use 'Blackberry Picking' or 'Hurricane Hits England' poems as stimulus materials for their own musings on their external environment, here in school – the lakes, the surrounding buildings.

Homework:

Finish all poetry work and illustrate for presentation to the whole class (as part of a speaking & listening assessment).

Lesson 3:

1. Teacher recaps last lesson and homework set.
Students to show their ideas to group and verbalise their poetry work – speaking & listening assessment.
2. Extension / if time: Students to review the mini – poetry unit; expressing a personal preference for which poem they most enjoyed and why? Which they found most challenging and why?

Thanks

Nichole