

# 7:2 World Poetry Unit



## The Golden Idea

In this unit students will be exploring poems from around the world, how they present critical issues such as prejudice and how poems can be empowering, emotional and carefully crafted to create meaning. This builds on and furthers student's work in the previous unit, (where they explored their own identity and voice) by considering the voices of others.

## Our Golden Threads

<b>Planning</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Annotating poems clearly, using the PETER paragraph structure to help note down evidence, techniques and effects.</li> </ul>
<b>Control of paragraph organisation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use of introductory and concluding paragraphs.</li> <li><input type="checkbox"/> Clear use of controlled paragraphs for different points.</li> <li><input type="checkbox"/> Clear use of discourse markers for new paragraphs.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Be able to use a variety of different verbs to explore the effect on the reader (particularly synonyms for 'show')</li> <li><input type="checkbox"/> Use a range of comparative connectives</li> <li><input type="checkbox"/> Use poetic terminology</li> </ul>
<b>Control of purpose and tone in writing</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Addressing the question throughout</li> <li><input type="checkbox"/> Use of formal language.</li> </ul>
<b>Homework</b>	<b>Seneca</b>
<b>Wider Weblinks</b>	<p><a href="#">Understanding poetry - KS3 English - BBC Bitesize</a></p> <p><a href="#">BBC - Poetry Season - Homepage - Explore poetry and discover the Nation's Favourite Poet</a></p>

## The Golden Product

*Students are working towards a comparison of two poems, using PETER (Point – Evidence – Technique – Effect on the Reader)*

**Using insightful points that show personal interpretation of the poems and compare them to one another.**

Half-Caste, by John Agard and Prejudice by Tim Minchin, both react to the ways in which people have treated them badly because of their appearance. Both poets ridicule those that mock them, illustrating that they are in fact intelligent, capable individuals and that those that abuse them are in fact foolhardy and illogical.

**Using quotation marks and embedding quotes into sentences.**

For instance John Agard asks if when you 'mix a black key wid a white key is a half-caste symphony'

**Embedding the naming of techniques into explanations of the effect on the reader.**

A rhetorical question which illustrates the ridiculousness of thinking that mixing things together (such as ethnicities) creates something negative, because symphonies are highly complex works of music created by the most capable artists.

**Exploring the effect on the reader in detail and proving with further evidence.**

Agard's wit and bold questioning makes me think he is far cleverer than the racists who call him names and the array of different examples of colour mixing that he gives (Picasso's paintings, Tchaikovsky, the sky) evidences his own knowledgeable and that he is a well educated and intelligent man.

**Comparison between poems**

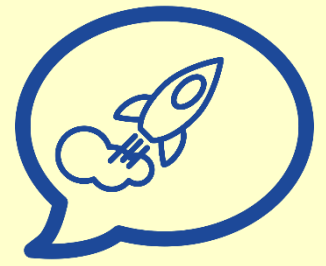
Tim Minchin, on the other hand, uses comedy....

# 7.2 Knowledge Organiser – World Poetry Unit



<p><b>Poetry:</b> A literary work in which feelings and ideas are expressed and given intensity by the use of distinctive style and rhythm. Poems are <b>shaped to organise and highlight</b> social, emotional, historical, political or personal moments in time and intend to leave a lasting <b>emotive impression</b> on the reader.</p>	<p><b>key elements of poetry:</b></p> <table border="0"> <tr> <td><input type="checkbox"/> Alliteration</td> <td><input type="checkbox"/> Hyperbole</td> </tr> <tr> <td><input type="checkbox"/> Simile</td> <td><input type="checkbox"/> Onomatopoeia</td> </tr> <tr> <td><input type="checkbox"/> Metaphor</td> <td><input type="checkbox"/> Tone</td> </tr> <tr> <td><input type="checkbox"/> Rhyme</td> <td><input type="checkbox"/> Voice</td> </tr> <tr> <td><input type="checkbox"/> Stanza</td> <td><input type="checkbox"/> Personification</td> </tr> <tr> <td><input type="checkbox"/> Dialect</td> <td><input type="checkbox"/> Rhythm</td> </tr> <tr> <td><input type="checkbox"/> Enjambement</td> <td><input type="checkbox"/> Symbol</td> </tr> <tr> <td><input type="checkbox"/> Imagery</td> <td><input type="checkbox"/> Structure</td> </tr> <tr> <td><input type="checkbox"/> Tone</td> <td><input type="checkbox"/> Voice</td> </tr> </table>	<input type="checkbox"/> Alliteration	<input type="checkbox"/> Hyperbole	<input type="checkbox"/> Simile	<input type="checkbox"/> Onomatopoeia	<input type="checkbox"/> Metaphor	<input type="checkbox"/> Tone	<input type="checkbox"/> Rhyme	<input type="checkbox"/> Voice	<input type="checkbox"/> Stanza	<input type="checkbox"/> Personification	<input type="checkbox"/> Dialect	<input type="checkbox"/> Rhythm	<input type="checkbox"/> Enjambement	<input type="checkbox"/> Symbol	<input type="checkbox"/> Imagery	<input type="checkbox"/> Structure	<input type="checkbox"/> Tone	<input type="checkbox"/> Voice	<p><b>Connectives: Comparative</b></p> <table border="0"> <tr> <td> <p><b>Showing Difference:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Alternatively</li> <li><input type="checkbox"/> by contrast</li> <li><input type="checkbox"/> differs from</li> <li><input type="checkbox"/> Elsewhere</li> <li><input type="checkbox"/> even so</li> <li><input type="checkbox"/> However</li> <li><input type="checkbox"/> in contrast</li> <li><input type="checkbox"/> in other respects</li> <li><input type="checkbox"/> in spite of this</li> <li><input type="checkbox"/> in that respect</li> <li><input type="checkbox"/> Nevertheless</li> <li><input type="checkbox"/> on the contrary</li> <li><input type="checkbox"/> on the other hand</li> <li><input type="checkbox"/> Rather</li> <li><input type="checkbox"/> Whereas</li> <li><input type="checkbox"/> Yet</li> <li><input type="checkbox"/> Instead</li> <li><input type="checkbox"/> in fact</li> </ul> </td> <td> <p><b>Showing Similarity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Additionally</li> <li><input type="checkbox"/> Also</li> <li><input type="checkbox"/> as well</li> <li><input type="checkbox"/> Even</li> <li><input type="checkbox"/> Furthermore</li> <li><input type="checkbox"/> in addition</li> <li><input type="checkbox"/> Indeed</li> <li><input type="checkbox"/> Moreover</li> <li><input type="checkbox"/> not only</li> </ul> </td> </tr> </table>	<p><b>Showing Difference:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Alternatively</li> <li><input type="checkbox"/> by contrast</li> <li><input type="checkbox"/> differs from</li> <li><input type="checkbox"/> Elsewhere</li> <li><input type="checkbox"/> even so</li> <li><input type="checkbox"/> However</li> <li><input type="checkbox"/> in contrast</li> <li><input type="checkbox"/> in other respects</li> <li><input type="checkbox"/> in spite of this</li> <li><input type="checkbox"/> in that respect</li> <li><input type="checkbox"/> Nevertheless</li> <li><input type="checkbox"/> on the contrary</li> <li><input type="checkbox"/> on the other hand</li> <li><input type="checkbox"/> Rather</li> <li><input type="checkbox"/> Whereas</li> <li><input type="checkbox"/> Yet</li> <li><input type="checkbox"/> Instead</li> <li><input type="checkbox"/> in fact</li> </ul>	<p><b>Showing Similarity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Additionally</li> <li><input type="checkbox"/> Also</li> <li><input type="checkbox"/> as well</li> <li><input type="checkbox"/> Even</li> <li><input type="checkbox"/> Furthermore</li> <li><input type="checkbox"/> in addition</li> <li><input type="checkbox"/> Indeed</li> <li><input type="checkbox"/> Moreover</li> <li><input type="checkbox"/> not only</li> </ul>
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<p><b>Voice / Speaker:</b> Consider carefully the voice being used in a poem. Is it the writer's own or are they trying to imagine they are someone else?</p>	<p><b>Clever structures or interesting approaches:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Flashbacks</li> <li><input type="checkbox"/> Repetitive Structures (chorus)</li> <li><input type="checkbox"/> Use of rhyme schemes</li> <li><input type="checkbox"/> Breaking of rhyme schemes</li> <li><input type="checkbox"/> Cyclical Structures</li> <li><input type="checkbox"/> Unfinished lines, sentences or other jarring structures to show emotion or events.</li> <li><input type="checkbox"/> Enjambement</li> </ul>	<div data-bbox="1898 842 2484 935"> <p>Add <b>A SPICE</b> to your <b>SENTENCES!</b></p> </div> <table border="0"> <tr> <td><b>Adjective</b></td> <td>Searing, shocking, boiling pain flooded his mouth!</td> </tr> <tr> <td><b>Simile</b></td> <td>Like a volcano, the pain erupted.</td> </tr> <tr> <td><b>Preposition</b></td> <td>In his mouth, the chillies danced.</td> </tr> <tr> <td><b>ing verb</b></td> <td>Cursing and wailing, he dived for a glass of water.</td> </tr> <tr> <td><b>Connective</b></td> <td>But there was hope!</td> </tr> <tr> <td><b>ed verb</b></td> <td>Relieved, he drank the water.</td> </tr> </table> <div data-bbox="2356 1013 2484 1299"> </div>	<b>Adjective</b>	Searing, shocking, boiling pain flooded his mouth!	<b>Simile</b>	Like a volcano, the pain erupted.	<b>Preposition</b>	In his mouth, the chillies danced.	<b>ing verb</b>	Cursing and wailing, he dived for a glass of water.	<b>Connective</b>	But there was hope!	<b>ed verb</b>	Relieved, he drank the water.								
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<p><b>Purpose, Author and Audience:</b> The purpose of a poem varies, but in all instances the poet is trying to express events and emotions. When looking at poem the purpose effects the language choices and structure, but so does the identity of the author and the audience who they are trying to reach. Consider all of these things carefully.</p>																						

# 7.2 Vocabulary Boost



## Defiantly

Adverb

**Disobedience or refusal to obey**

"No way!" she screamed defiantly

## Diverged

Verb

**To go in a different direction.**

Her ideas diverged from the norm, but they were brilliant.

## Haughtiness

Adjective

**The appearance of being arrogant or thinking you are superior to others.**

He looked down on everyone else in the class with a haughtiness his father had taught him.

## Hurricane

Noun]

**A storm with a violent wind**

The hurricane brewing in the Atlantic was nothing compared to her anger.

## Infirmary

Noun

**A hospital**

They rushed him straight to the infirmary when they saw his leg was broken.

## Prejudice

Noun

**To judge someone before meeting them based on your ideas/beliefs about them.**

He was full of prejudice and hated me before I even set foot in his classroom.

## Savage

Adjective

**Fierce, violent or uncontrolled (like an animal)**

The defeat was savage. 9-0 wasn't just a win, it was a triumph.

## Testified

Verb

**To give evidence as a witness**

She testified to my guilt, even though it was a bare-faced lie.

## Transformation

Verb

**A marked change in nature or appearance.**

The student's transformation was remarkable, over the course of a year they had turned from class-clown to class champion.

**Start your thinking...**

I stood there feeling...

He was...

As I stood in the woods, I...

I looked at her and saw...