

Home learning activities - Summer Term.

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| Subject: |
| English |
| Year Group: |
| Year 7 |
| Unit of work: |
| Texts from Other Cultures |
| Activities |
| <p><u>Summer Term:</u></p> <p>Weeks 3 - 5: Poems from Other Cultures.</p> <p>For the first three weeks of this topic; 'Texts from Other Cultures', we will be looking at poems from a range of different cultures. Attached is a breakdown of the work that you need to complete over the next four weeks, each week is made up of three lessons and you will be expected to complete all of the activities for each lesson. <u>At the end of Week 3 and Week 5, there is a deliberate practice task that you must email to your teacher.</u></p> |
| Where do you complete the work? |
| <p><u>Deliberate Practice:</u></p> <p>Use Microsoft Word/PowerPoint/Publisher or on paper (if you prefer) to complete the activities. There are two separate deadlines for sending the deliberate practice tasks to your teacher.</p> <ol style="list-style-type: none"> 1. Week 3 2. Week 5 <p>The deliberate practice tasks must be emailed to your English teacher by the deadlines listed above (if you have completed this research project on paper, then take pictures of it and email them to your teacher).</p> |
| What to do if you finish the work? (Extension activity) |
| <p><u>Get creative and enter one of the following writing competitions:</u></p> <p>https://www.thetouristtrail.org/competition/young-persons-writing-competition Write at least 400-word blog about a dream holiday in the UK. Prizes for 1st, 2nd and 3rd. Win money towards a day out at a UK attraction.</p> <p>https://www.wilbur-niso-smithfoundation.org/index.php/awards/author-of-tomorrow Write an adventure story 1500-5000 words. You can win £150- £1000, as well as book tokens and the story will be published in an online anthology.</p> |
| These websites might help: |
| Websites have been linked to the corresponding lessons. |

Week 3 - Introduction to Poetry:

In preparation for our new topic 'Texts from Other Cultures', you first need to understand what poetry is before we can begin to analyse it.

Lesson 1: To understand what poetry is.

1. What is poetry?

- In order to have a good understanding of poetry, you will need to use BBC Bitesize/YouTube/Google to answer the question above; 'What is poetry?'

- Once you understand what poetry is, write a definition in YOUR OWN WORDS.

2. Examples of poetry.

- List as many poems as you can.
- What makes those poems 'good'? /why do you like/remember them?
- Do you know any poetic forms? If you do, then list those as well.

3. Evolution of the importance of poetry over time:

- Use the following YouTube link and other related videos to make notes about how poetry has evolved over time:
<https://www.youtube.com/watch?v=qd-YPFb55vo>
- Can you give any examples of poetry in modern day life?

Lesson 2: To be able to explore the different poetic forms and their purpose.

Mini research task: Before we can write or even analyse poems, we need to be aware of the different types of poems. You need to use BBC Bitesize/YouTube/Google to research the following:

- The different types of poems/poetic forms, the purpose of each type of poem, and one example of a famous poem from each poetic form.
- What are the key features of poems? Complete the quiz attached and make notes about the 10 key poetic techniques that you will need to know.



<https://wordwall.net/resource/151808/english/10-key-poetic-techniques-ks3>

Lesson 3: To be able to plan and draft a poem.

Creative Writing: Now it is time to pull together what you have learnt over the last two lessons and write your own poem.

1. Read the poem below and identify the following:

- Rhyme scheme.
- Poetic techniques – use the quiz at the end of the research task to help remind you of the different techniques.

Sonnet 130 – This is written by William Shakespeare. Use this link to help you understand what is happening in the poem:

Summary/analysis of Sonnet 130 –

<https://www.sparknotes.com/shakespeare/shakesonnets/section9/>

Translation of Sonnet 130 –

https://www.sparknotes.com/nofear/shakespeare/sonnets/sonnet_130/

My mistress' eyes are nothing like the sun;
Coral is far more red than her lips' red;
If snow be white, why then her breasts are dun;
If hairs be wires, black wires grow on her head.
I have seen roses damasked, red and white,
But no such roses see I in her cheeks;
And in some perfumes is there more delight
Than in the breath that from my mistress reeks.
I love to hear her speak, yet well I know
That music hath a far more pleasing sound;
I grant I never saw a goddess go;
My mistress, when she walks, treads on the ground.
And yet, by heaven, I think my love as rare
As any she belied with false compare.

This is your deliberate practice for this week and needs to be emailed to your English teacher.



You will now write your own poem in a similar style to Sonnet 130.

2. Choose an idea that your poem will be based around. For example:

- Memories – happy/sad.
- Growing up/childhood.
- School life.
- Family/friends.
- A passion/hobby.
- Nature vs technology.
- Fantasy.

3. Which poetic features will you use in your poem? Plan them out.

- Structural features?
- Poetic devices?
- Rhyme schemes?
- Rhythm?

4. Once you have planned your poem using the first 3 activities, write up your poem.

Now that you have written your poem, email it to your English teacher.

Week 4 – Poem of study; 'The Listeners':

Now that we understand poetry, we can begin to analyse poems. This week's poem is called 'The Listeners'.

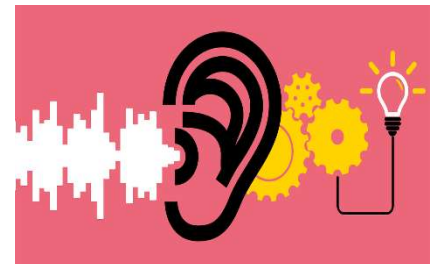
Lesson 1: To understand the element of storytelling within poetry.

1. What is the difference between a poem and a story?
2. How do you think poems could be used to tell stories?
3. What is 'narrative poetry'?

- Use the links to help you research what 'narrative poetry' is:

<https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/z3btrwx>

<https://www.thoughtco.com/narrative-poetry-definition-examples-4580441>



4. Read the poem 'The Listeners'.

'Is there anybody there?' said the Traveller,

Knocking on the moonlit door;
And his horse in the silence
champed the grasses

Of the forest's ferny floor:
And a bird flew up out of the
turret,

Above the Traveller's head:
And he smote upon the door
again a second time;

'Is there anybody there?' he
said.

But no one descended to the
Traveller;

No head from the leaf-fringed
sill
Leaned over and looked into his
grey eyes,

Where he stood perplexed and
still.

But only a host of phantom
listeners

That dwelt in the lone house
then
Stood listening in the quiet of the
moonlight

To that voice from the world of
men:

Stood thronging the faint
moonbeams on the dark stair,

That goes down to the empty
hall,

Hearkening in an air stirred and
shaken

By the lonely Traveller's call.
And he felt in his heart their
strangeness,

Their stillness answering his cry,
While his horse moved, cropping
the dark turf,

'Neath the starred and leafy sky;
For he suddenly smote on the
door, even

Louder, and lifted his head:—
'Tell them I came, and no one
answered,

That I kept my word,' he said.
Never the least stir made the
listeners,

Though every word he spake
Fell echoing through the
shadowiness of the still house

From the one man left awake:
Ay, they heard his foot upon the
stirrup,

And the sound of iron on stone,
And how the silence surged softly
backward,

When the plunging hoofs were
gone.

5. Watch the video to help you understand the context (background information) of the poem: <https://study.com/academy/lesson/the-listeners-poem-meaning-analysis.html>
 - What is happening in the poem?
6. How does the poem use the following storytelling techniques?
 - Setting.
 - Description/imagery.
 - Plot.
7. Why do you think that the poet chose to write the poem as a story rather than as a traditional poem? Think about the context of the poem to help you.

Lesson 2: To understand the impact of word choice in poetry.

1. What do we mean when we say 'word choice'?

Word Choice



2. Watch the video, using the link below to help you to understand word choice:

- <https://www.youtube.com/watch?v=b7PojTwnHlw>

3. Reread 'The Listeners', look at the choice of words within the poem.

- Why do you think that the poet has used these words?
 - "Traveller"
 - "Listeners"
 - "Moonlit", "moonbeam", "moonlight"
 - "Echoing"
 - "Silence"
- What effect does the use of these words create on the reader? Why?

Sentence starter: 'The poet uses the word: "... " to show ... This makes the reader feel (how does the reader feel?) because...

Example sentence: "The poet uses the word: "Traveller" to show how the main character within this story is alone and possibly has no specific destination. This makes the reader feel sympathy for him as he has found himself in a frightening situation created by the suspenseful atmosphere of the poem.

Lesson 3: To explore the effect of devices to create atmosphere and suspense.

1. **What is atmosphere? What is suspense?**
 - Look up the definitions. How are atmosphere and suspense different?
2. **List as many poetic devices as you can.**
 - Use your research project to remind you.
3. **Reread 'The Listeners', annotate the poem with as many poetic devices as you can.**
 - What type of atmosphere is created?
 - How do the devices create suspense?
4. **What effect does the use of these devices have on the reader of the poem? Why?**
 - Link to atmosphere and suspense within the poem.
 - What do you think the overall message of the poem is?



Week 5 – Poem of study; 'The Sea Eats the Land at Home':

Time to look at another poem from a different culture – 'The Sea Eats the Land at Home'.



Lesson 1: To explore the effect of repetition in 'The Sea Eats the Land at Home'.

1. **What is repetition?**
2. **Why do we use repetition?**
 - Watch this video to help you understand why we use repetition:
<https://www.youtube.com/watch?v=URuMb15CWJs>
3. **Read the poem 'The Sea Eats the Land at Home'.**
See next page.
4. **Watch the video to help you understand the context (background information) of the poem:**
<https://www.youtube.com/watch?v=o9OmXl1Qkv0&list=PLpEEIqbCTjr4FtimPr4mvHo4IkADqyhUV&index=2&t=0s>
 - What is happening in the poem?
5. **Annotate the poem with:**
 - Poetic devices.
 - Repetition.
6. **How does the use of repetition add to the message of the poem?**
 - Why has it been included?
 - What effect does it have on the reader? Why?
 - Would the message of the poem be different WITHOUT repetition? Why?

'The Sea Eats the Land at Home'

At home the sea is in the Town
Running in and out of the cooking
places,
Collecting the firewood from the
hearths
And sending it back at night.
The sea eats the land at home:
It has eaten many houses:
It came on day at the dead of
night,
Destroying the cement walls,
And carried away the fowls,
The cooking pots and the ladles.
The sea eats the land at home,
It is a sad thing to hear the walls,
And the mourning shouts of the
women,
Calling on all the gods the worship,
To protect them from the angry
sea.
Aku stood outside where her
cooking pot stood

With her two children shivering from
the cold,
Her hands on her breast,
Weeping mournfully.
Her ancestors have neglected her,
It was a cold Sunday morning,
The storm was raging,
Goats and fowls were struggling in
the water,
The angry water of the cruel sea:
The lap-lapping of the dark water
at the shore,
And above the sobs and the deep
and low moans
It has taken away their belongings
Abena has lost the tinkets which.
Were her dowry and her joy,
In the sea that eats the land at
home,
Eats the whole land at home

Lesson 2: To explore the effect of the structure of the poem 'The Sea Eats the Land at Home'.

1. **What is structure? List as many structural devices as you can.**
 - Use your research project to remind you
2. **Reread the poem 'The Sea Eats the Land at Home', annotate the poem with as many structural devices as you can.**
 - Why have these features been used in the poem?
 - What effect does it have on the reader? Why?



Lesson 3: To explore the structure of the rhyme and rhythm of the poem 'The Sea Eats the Land at Home' and how this is used for effect.

1. **What is the difference between 'rhyme' and 'rhythm'?**
 - Use the links to help you research the difference between 'rhyme' and 'rhythm':

<https://www.bbc.co.uk/bitesize/topics/zmbj382/articles/zmpxbdmd>

<https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/z83g2nb>



2. **Reread the poem 'The Sea Eats the Land at Home' and identify:**

- The rhyme scheme of the poem.
- The rhythm of the poem.

This is your deliberate practice for this week and needs to be emailed to your English teacher.

3. **The 'big' question: How does the use of poetic techniques to impact the message of the poem? Remember to include:**
 - How is repetition used within the poem?
 - How are poetic techniques used within the poem to create an effect on the reader?
 - What effect does this create on the reader? Why?

Sentence starter: 'The poet uses (technique): "... " to show ...This makes the reader feel (how does the reader feel?) because...Additionally, this impacts the message of the poem as...

Example sentence: "The poet uses repetition of the word: "home" at the beginning and end of the poem to show how the cyclone has destroyed the speaker's home. This makes the reader feel sympathy for him through the poem's changing rhythm to highlight the devastation caused by the cyclone

Now that you have written your answer, email it to your English teacher.