

Subject:
English
Year Group:
Year 7
Unit of work:
Texts from Other Cultures
Activities
<u>Summer Term:</u>
<p>Weeks 6-8: Poems from Other Cultures.</p> <p>At the end of this booklet are going to be able to answer the question:</p> <p>Why is a poet's culture important and how can it influence their poetry?</p> <p>YOU NEED TO:</p> <ul style="list-style-type: none">- Complete ALL of the tasks in this booklet- Send DELIBERATE PRACTICE tasks to your teacher through email <p>Do you work on paper, take a picture and send it on an email!</p> <p>OR</p> <p>Type it up and send it on an email.</p> <p><u>At the end of Week 6 and Week 8, there is a deliberate practice task that you must email to your teacher.</u></p>

Where do you complete the work?

Deliberate Practice:

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.

1. Week 6 - **Friday 29th May 2020**
2. Week 8 - **Friday 12th June 2020**

The deliberate practice tasks must be emailed to your English teacher by the deadlines listed above (if you have completed these activities on paper, then take pictures of it and email them to your teacher).

What to do if you finish the work?
(Extension activity)

Get creative and enter one of the following poetry competitions:

<http://www.writingeastmidlands.co.uk/young-writers/solstice-prize-2020/>

Write a poem (up to 40 lines) or a short story (up to 1000 words) on any subject. 1st prize: £50 cash for the entrant and a £50 book token for the school. Work will be published on www.writingeastmidlands.co.uk There will also be a range of giveaways and writing treats for the ten most highly commended pieces in each age category.

<https://poetrysociety.org.uk/competitions/foyle-young-poets-of-the-year-award/>

Write a poem on any theme and it can be any length. You can win a fantastic range of prizes, from mentoring to a residential Arvon writing course, Poetry Society membership to books. The Poetry Society also continues to support winners' development with performance, publication and internship opportunities.

These websites might help:

Websites have been linked to the corresponding lessons.

Week 6 – Poem of study; 'Search for My Tongue':

Time to look at another poem from a different culture – 'Search for My Tongue'.

Lesson 1: To explore the context of the poem to help understand the message of the poem.

1. What is context?

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



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

2. Why do we need to understand the context of a text?

3. Google the poet: Sujata Bhatt, make notes about her life experiences.

- Think about the title of the poem: 'Search for My Tongue'
- How do you think the title of the poem links to her life?

4. Read the poem 'Search for My Tongue'. See next page.

5. Watch the video to help you understand the poem:

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

- What is happening in the poem?
- What is the message of the poem?
- Why has the poet included Gujarati (her first language) in the poem? What is she trying to tell the reader?
- How do you think the poet's life (the context) is shown in the poem?

You ask me what I mean
by saying I have lost my tongue.
I ask you, what would you do
if you had two tongues in your
mouth,
and lost the first one, the mother
tongue,
and could not really know the
other,
the foreign tongue.
You could not use them both
together
even if you thought that way.
And if you lived in a place you had
to
speak a foreign tongue,
your mother tongue would rot,
rot and die in your mouth
until you had to "spit it out."
I thought I spit it out
but over night while I dream,

મને હતું કે આખી જીભ આખી ભાષા,

(munay hutoo kay aakhee jeebh
aakhee bhasha)

મેં થું કી નાખી છે.

(may thoonky nakhi chay)

પરંતુ રાત્રે સ્વપ્નામાં મારી ભાષા પાછી આવે છે.

(parantoo rattray svupnama mari
bhasha pachi aavay chay)

ફૂલની જેમ મારી ભાષા મારી જીભ

(foolnee jaim mari bhasha mari
jeebh)

મોઢામાં ખીલે છે.

(modhama kheelay chay)

ફૂલની જેમ મારી ભાષા મારી જીભ

(fullnee jaim mari bhasha mari
jeebh)

મોઢામાં પાકે છે.

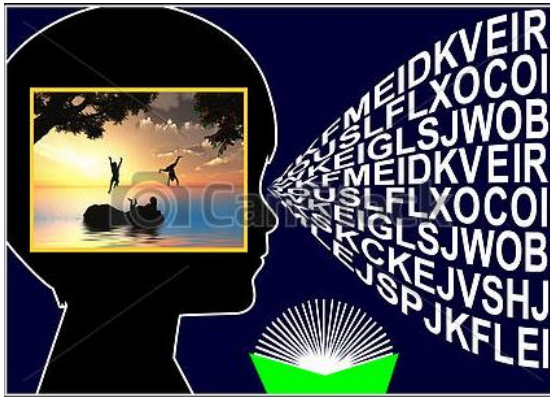
(modham pakay chay)

it grows back, a stump of a shoot
grows longer, grows moist, grows
strong veins,
it ties the other tongue in knots,
the bud opens, the bud opens in
my mouth,
it pushes the other tongue aside.
Everytime I think I've forgotten,
I think I've lost the mother tongue,
it blossoms out of my mouth.

Lesson 2: To understand how imagery is used to demonstrate the theme of identity.

1. What is imagery?

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



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

2. Which poetic devices can be used to create imagery?

- Think about the poetic devices that are used for description.

3. What do we mean when we say

'identity'?

- The definition of identity is who you are, the way you think about yourself, the way you are viewed by the world and the characteristics that define you.
- How is this idea of identity shown in the poem?

4. Reread 'Search for My Tongue', annotate the poem with as many poetic devices as you can.

Lesson 3: To understand the structure of 'Search for my Tongue' and the effect of this.

1. Why is the structure of the poem important?

- Think about the number of stanzas (paragraphs).
- Think about the rhythm of the poem.
- Is there a rhyme scheme?

2. Reread the poem 'Search for My Tongue', 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?



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

3. The 'big' question: How does poem explore the theme of identity?

Remember to include:

- How are poetic devices used to show the theme of identity?
- How does the poet use stanzas (paragraphs) to show the theme of identity?
- What effect does this create on the reader? Why?

Sentence starter:

'The poet uses (poetic device): "...'" to show the theme of identity.

Through the use of (poetic device), we can see the theme of identity as the poet uses this to create an image in the reader's mind to show...

Additionally, this impacts the message of the poem as...

Model: "The poet uses the extended metaphor of roots/plant imagery 'grows back' to show the theme of identity within the poem. Through the use of this extended metaphor, the poet highlights her feelings about losing her identity, which makes the reader feel pity for her as she is scared of losing her first language and her culture. Additionally, this impacts the message of the poem as the three stanzas within the poem show the different phases of her life, from losing the ability to speak Gujarati, to then speaking the language fluently, to finally realising that she will not lose her mother tongue.

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

Week 7 – Poem of study; 'How can one sell the air?':

Time to look at another poem from a different culture – 'How can one sell the air?'

Lesson 1: To explore the use of persuasive language within the poem.

1. What do we mean by 'persuade'?



- Write a definition in YOUR OWN WORDS.
- 2. What do you think the poem is about based on the title?**
- 3. Read the poem 'How can one sell the air?'**

- Use the link to read the poem:
<https://www.faena.com/aleph/articles/a-letter-from-chief-seattle-to-the-president-of-the-united-states/#>

- The poem begins with the sentence; "The President in Washington sends word that he wishes to buy our land." (you will need to scroll down the page a little)

4. Read the context of the poem.

- Use the link to read the context (the context begins before the poem).

5. How do you think the poem persuades its reader?

- How does the poem use questions to persuade the reader?

Lesson 2: To understand the effect of language used within the poem



- 1. List as many poetic techniques as you can.**
- 2. Reread the poem**

(<https://www.faena.com/aleph/articles/a-letter-from-chief-seattle-to-the-president-of-the-united-states/#>) and complete the table below to 'annotate' the poem.

- An example has been complete for you.

	Poetic technique	Quote from the poem	Explanation of the quote	Effect on the reader
Example	Repetition	"our"	Personal pronoun to highlight the fact that the territory belonged to everyone and was not for sale.	This makes the reader feel sympathy for the Suwamish Indians as their land could be taken away from them in a 'deal'.
1				

2				
3				
4				

3. **How does the use of these poetic techniques effect the reader overall?**

- Think about the context of the poem.
- What was the Chief's main message?

Lesson 3: To understand the narrative voice within the poem



1. **What is 'narrative voice'?**

- Use this link to help you understand what 'narrative voice' is: <https://www.bbc.co.uk/bitesize/guides/ztdmtyc/revision/4>
- Write a definition in YOUR OWN WORDS.

2. **Reread the poem**

(<https://www.faena.com/aleph/articles/a-letter-from-chief-seattle-to-the-president-of-the-united-states/#>) **and identify the**

narrative voice.

3. **Is this a 'normal' poem?**

- Why has the poem been written in this way?
- How does it help to explain the Chief's main message?
- What effect does the use of narrative voice have on the reader?
- How does the use of narrative voice add to the overall message?

Week 8 – Poem of study; 'Half Caste':

Time to look at another poem from a different culture – 'Half Caste'

Lesson 1: To understand the key themes in the poem.

1. **What is a theme?**

- Research what it is and write a definition in YOUR OWN WORDS.

2. **Read the poem 'Half Caste'. See next page.**

3. **Watch the video to help you understand the poem:**

<https://www.bbc.co.uk/bitesize/clips/zrq3cdm>



- What is happening in the poem?
- What is the message of the poem?
- What are the key themes in the poem?
- How is the theme of identity shown in the poem?
- How can we link ideas in 'Half Caste' to 'Search for My

Tongue' and 'How can one sell the air?'

Half Caste

By John Agard

Excuse me
standing on one leg
I'm half-caste.

Explain yusef
wha yu mean
when yu say half-caste
yu mean when Picasso
mix red an green
is a half-caste canvas?
explain yusef
wha yu mean
when yu say half-caste
yu mean when light an shadow
mix in de sky
is a half-caste weather?
well in dat case
england weather
nearly always half-caste
in fact some o dem cloud
half-caste till dem overcast
so spiteful dem don't want de sun
pass
ah rass?
explain yusef
wha yu mean
when yu say half-caste

yu mean tchaikovsky
sit down at dah piano
an mix a black key
wid a white key
is a half-caste symphony?

Explain yusef
wha yu mean
Ah listening to yu wid de keen
half of mih ear
Ah looking at yu wid de keen
half of mih eye
an when I'm introduced to yu
I'm sure you'll understand
why I offer yu half-a-hand
an when I sleep at night
I close half-a-eye
consequently when I dream
I dream half-a-dream
an when moon begin to glow
I half-caste human being
cast half-a-shadow
but yu must come back tomorrow
wid de whole of yu eye
an de whole of yu ear
an de whole of yu mind.

an I will tell yu
de other half
of my story.

Lesson 2: To understand the use of language to create imagery in the poem.

1. **Reread the poem.**

- What do you notice about the language used?
- What image does it put in your mind?
- Why do you think the poet has used this form of language?



2. **Watch the video to help you understand the poem:**

<https://www.youtube.com/watch?v=d7TaTJCJHKQ>

3. **As you watch the video, annotate the poem with the poetic techniques mentioned in the video.**

- Use the video to help you annotate the poem.

4. **What effect do these poetic techniques have on the reader?**

- How does the reader feel?
- Why does the reader feel this way?

Lesson 3: To be able to understand how to compare two poems.

1. **Reread all three poems.**

- Write down any similarities between the poems.
- Write down any differences between the poems.

2. **Choose two poems to compare.**

- Which two poems have the most similarities/differences?



- Choose the two poems that you feel most comfortable comparing.

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

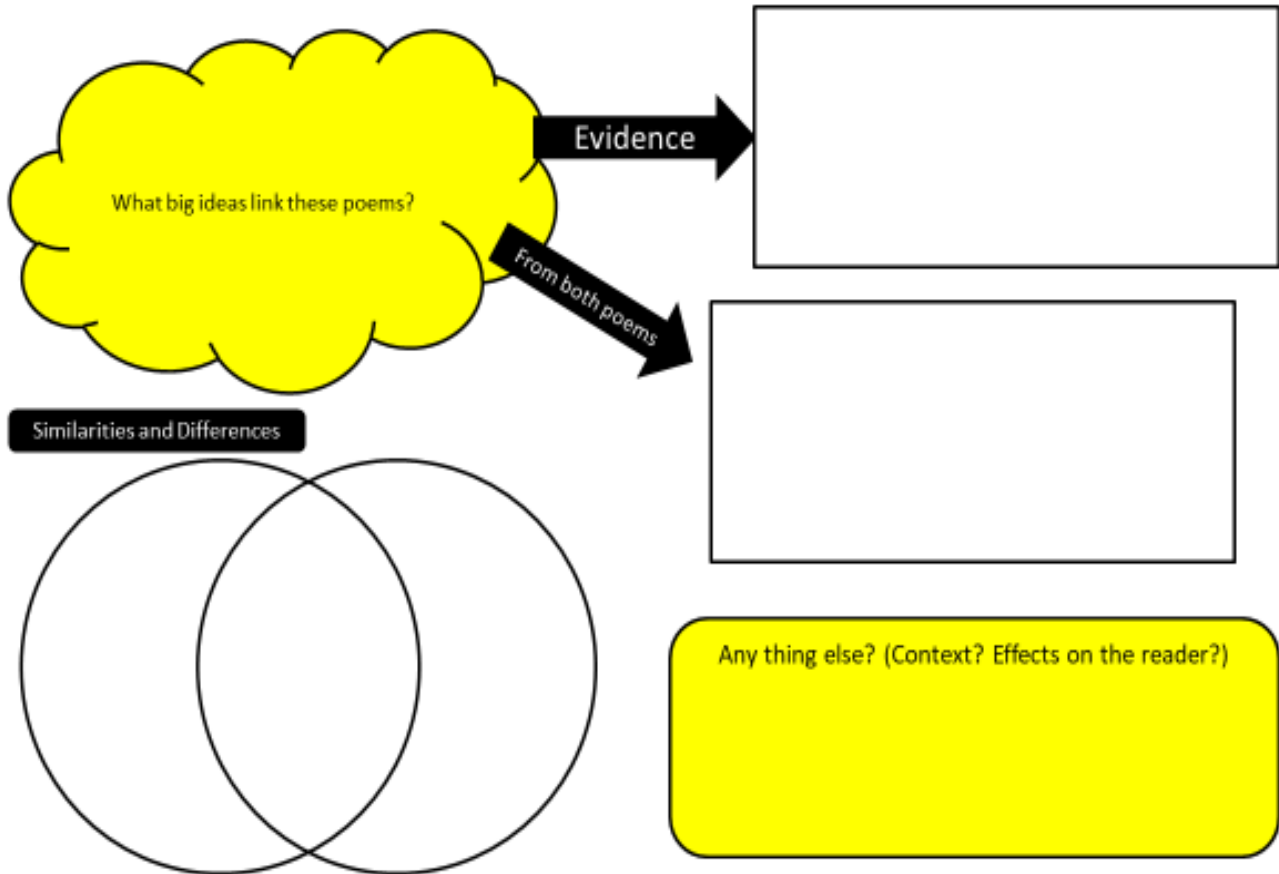
3. **The 'big' question: How do the two poems explore the theme of identity?**

- Use the template on the next page to help you plan out your answer.
- Once you have planned out your answer, you now need to write up your answer.

- Use the comparison essay structure on the next page to help you to write up your answer.
- Use the sentence starters from lesson one to help you start your answer.

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

Planning an answer:



Comparison essay structure

