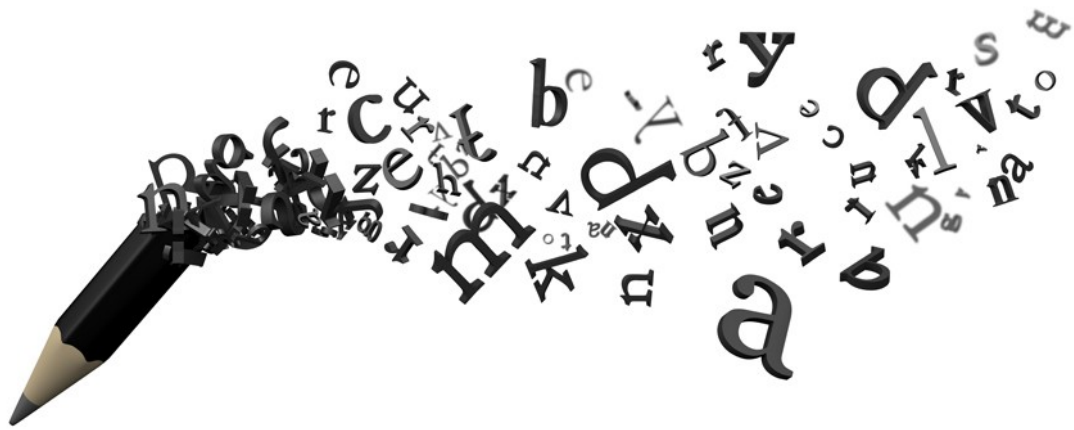


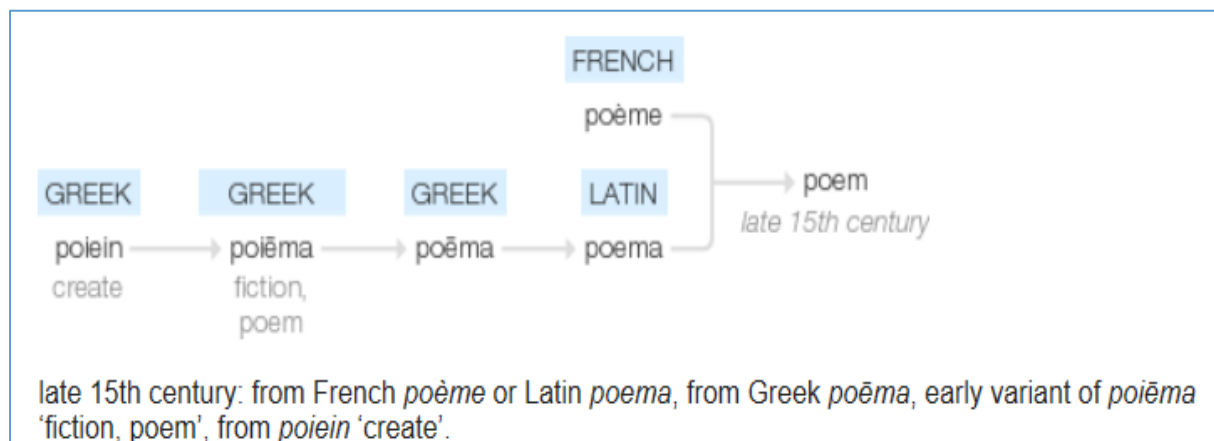
## Topic: People and Places Poetry



**LO: To consider what poetry is and evaluate its purpose**

What is poetry and what is its purpose? Create a mind map considering your answers to these questions

- noun: **poem**; plural noun: **poems**
- a piece of writing in which the expression of feelings and ideas is given intensity by particular attention to diction (sometimes involving rhyme), rhythm, and imagery.



### **TASK 1:**

**Here are what other people have said about poetry. Read each and think about if you agree or disagree:**

1. Poetry is the best words in the best order **Samuel Taylor Coleridge**
2. Poetry is the art of rhythmical composition, written or spoken, for exciting pleasure by beautiful, imaginative or elevated thoughts. **Macquarie Dictionary**
3. Poetry is a form of writing in which few lines run right to the edge of the page.  
**Unknown**
4. Poetry is generally esteemed the highest form of literature. **A.E. Housman**
5. Poetry is the spontaneous overflow of powerful feelings... recollected in tranquillity.  
**William Wordsworth**
6. Poetry is what gets lost in translation. **Robert Frost**
7. Poetry is the record of the best and happiest moments of the happiest and best minds. **Percy Bysshe Shelley**
8. A form of writing in which the writer is concerned with the organisation of lines as well as the meaning of words. **Encyclopaedia Britannica**

Choose the statement you most agree with. Write it out and explain why. Add to your explanation what you think makes a good poem. Consider content, language, structure and anything else you might like!

### **TASK 2:**

Why might someone leave the country where they were born and move to another country? What would be difficult? Write your ideas in either a list or as a mind map.

**KEY VOCABULARY 2: Personification: giving human characteristics to an object**

### **TASK 3: Read the poem on the next page and complete the activities below:**

1. Highlight positive words in one colour
2. Highlight negative words in another
3. Find and label the following things:
  - a. Repetition
  - b. Alliteration
  - c. Interesting colour words
4. Label where the poem describes life on the island
5. Label where the poem describes life in London

Morning  
 and island man wakes up  
 to the sound of blue surf  
 in his head  
 the steady breaking and wombing  
 wild seabirds  
 and fishermen pushing out to sea  
 the sun surfacing defiantly  
 from the east  
 of his small emerald island  
 he always comes back groggily groggily

Comes back to sands  
 of a grey metallic soar  
 to surge of wheels  
 to dull North Circular roar

muffling muffling  
 his crumpled pillow waves  
 island man heaves himself

Another London day

## Key words

Surf – waves  
 Wombing – feeling support, safety, care  
 Defiantly – disobedience  
 Emerald – gem stone (colour)  
 Groggily – weak, unsteady  
 Soar – glide, rise, fly  
 Surge – rush of noise  
 Muffling – deaden the sound  
 Crumpled - wrinkled  
 Heaves – lift off with force

**TASK 4: The poet was called Grace Nichols – she was born in Guyana in the Caribbean and moved to the UK in 1977. She was visiting her father in law who had come to the UK on a boat called the SS Windrush.**

**Write out your answers to the following questions:**

1. Why do you think she wrote this poem?
2. How do you think the narrator feels about living in London?
3. How does the narrator feel about the Caribbean?
4. How is life in London different to how it used to be?

AIM HIGHER: Use quotes to support your answer.



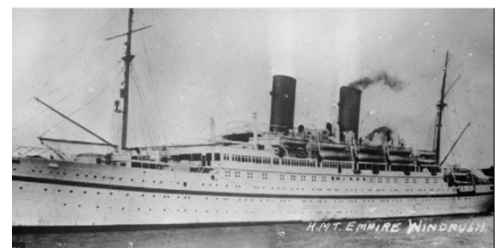
**TASK 5: Write a diary entry for Island Man.**

**Think about:**

**What he misses about home**

**His experiences of London (how is it different? Do you think he likes it?)**

**Some possible reasons why he moved to London**



## Lesson 2

**LO: To explore a poet's presentation of place through use of metaphor**

DO NOW: Consider a place which is important to you. Write at least three sentences explaining the place and why it matters so much to you.

Challenge: Can you use any of the 5 senses in your description?

**TASK 1: Read the following information about the poet and answer this question: how might Kay's upbringing influence her poetry?**

- Jackie Kay was born in Edinburgh in 1961 to a Scottish mother and a Nigerian father.
- She was adopted by a Scottish white couple, Helen and John Kay, and grew up in Glasgow.
- They adopted Kay in 1961 having already adopted Jackie's brother, Maxwell, about two years earlier. Jackie and Maxwell also have siblings who were brought up by their natural parents.
- Kay's adoptive father worked for the Communist Party full-time and stood for Member of Parliament, and her adoptive mother was the Scottish secretary of Campaign for Nuclear Disarmament.



**TASK 2: Read the poem and listen to it [here](#). Draw a picture next to each highlighted quote:**

In my country  
walking by the waters  
down where an honest river  
shakes hands with the sea,  
a woman passed round me  
in a slow watchful circle  
as if I were a superstition;  
or the worst dregs of her imagination  
so when she finally spoke  
her words spliced into bars  
of an old wheel. A segment of air.

Where do you come from?

"Here", I said, "Here. These parts."

**TASK 3: Answer the following questions in detail.**

1. Who is the speaker?
2. What happens?
3. Does the poem feel happy or unhappy? Which words make you think so?
4. What line shows that the poet feels positive about her country?
5. What line shows the woman in the poem is suspicious of the speaker?
6. What line shows that the woman's words are hurtful to the speaker?

**KEY VOCABULARY 3: Metaphor: a figure of speech used to compare one thing to another by saying it is something else**

**TASK 4: Can you find a metaphor in the poem? Try to explain what the message of the poem is and how the metaphor helps create meaning and effect.**

**TASK 5: How does Jackie Kay present ideas about place in "In My Country"?**

Here is an example of how to answer a poetry question using quotes:

Jackie Kay presents her feelings about place in In My Country as feeling intimidated by the people in it. In the line, "the worst dregs of her imagination", the woman is looking at her with disgust. The word, "dregs" makes me think of something you'd find at the bottom of a bin. Such a look from a stranger must make Jackie Kay feel threatened and like she doesn't belong.

Have a go at writing your own analysis paragraph using the following sentence starters:

**Point:** Jackie Kay presents her feelings about place in In My Country as...

**Evidence:** In the line, "..."

**Zoom:** The word, "... " makes me think of...

**Explain:** In this way/As a result/ this suggests...

### Lesson 3

**LO: To apply contextual understanding to the poem Refugee Blues**

DO NOW: Today's poem is called 'Refugee Blues'. Watch [this](#) video then using any other background knowledge you have, write a sentence explaining what you think the poem might be about.

KEY IDEAS AND VOCABULARY: Read through these words and definitions. Choose at least three to draw an illustration of to help you remember it.

- **Refugee** - a person escaping to a foreign country due to war or natural disaster
- **Freedom** - the state of being able and allowed to make choices for yourself; freedom from oppression
- **Consul** – an official appointed by a country to live in a foreign country to look after its citizens there.
- **Yew Tree** – an evergreen tree often planted in churchyards, can symbolise death
- **Tower of Babel** – a tower built by humans to reach heaven. God confuses the builders by giving them different languages.

**TASK 1: Read the poem then highlight any words or phrases which mention nature and/or the natural world.**

**Say this city has ten million souls,  
Some are living in mansions, some are living in holes:  
Yet there's no place for us, my dear, yet there's no place for us.**

**Once we had a country and we thought it fair,  
Look in the atlas and you'll find it there:  
We cannot go there now, my dear, we cannot go there now.**

**In the village churchyard there grows an old yew,  
Every spring it blossoms anew:  
Old passports can't do that, my dear, old passports can't do that.**

**The consul banged the table and said,  
"If you've got no passport you're officially dead":  
But we are still alive, my dear, but we are still alive.**

**Went to a committee; they offered me a chair;  
Asked me politely to return next year:**

**But where shall we go to-day, my dear, but where shall we go to-day?**

**Came to a public meeting; the speaker got up and said;  
"If we let them in, they will steal our daily bread":  
He was talking of you and me, my dear, he was talking of you and me.**

**Thought I heard the thunder rumbling in the sky;  
It was Hitler over Europe, saying, "They must die":  
O we were in his mind, my dear, O we were in his mind.**

**Saw a poodle in a jacket fastened with a pin,  
Saw a door opened and a cat let in:  
But they weren't German Jews, my dear, but they weren't German Jews.**

**Went down the harbour and stood upon the quay,  
Saw the fish swimming as if they were free:  
Only ten feet away, my dear, only ten feet away.  
Walked through a wood, saw the birds in the trees;  
They had no politicians and sang at their ease:  
They weren't the human race, my dear, they weren't the human race.**

**Dreamed I saw a building with a thousand floors,  
A thousand windows and a thousand doors:  
Not one of them was ours, my dear, not one of them was ours.**

**Stood on a great plain in the falling snow;  
Ten thousand soldiers marched to and fro:  
Looking for you and me, my dear, looking for you and me.**

CHALLENGE question: how are animals treated differently to refugees?

**TASK 2: Read both sets of contextual information below; the history of German Jews and information about the poet WH Auden. Use this information to create a fact file or mind map.**

| History of German Jews   | History of WH Auden  |
|--|--|
| Actions by the Nazi Government: <ul style="list-style-type: none"><li>- Burned Jewish books (1933)</li><li>- Banned Jewish doctors and soldiers (1934)</li><li>- Banned marriage between Germans and Jews (1935)</li><li>- Not allowed to vote (1935)</li><li>- Not allowed electrical equipment (1936)</li><li>- Jewish children expelled from schools (1938)</li></ul> | <ul style="list-style-type: none"><li>- British poet and writer</li><li>- Heads to <b>Berlin</b>, capital of Germany, in <b>1928</b></li><li>- Shocked by the growing rise of the Nazis and nationalism</li><li>- Openly <b>gay</b> when it was illegal in Britain – has long-term relationship with writer <b>Christopher Isherwood</b></li></ul> |

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>- Passports stamped with a “J” and foreign travel banned (1938)</li> <li>- Auden writes Refugee Blues (1939)</li> <li>- Jewish curfew set up (1939)</li> <li>- Forced to wear Yellow Star if over six (1941)</li> <li>- Over six million Jewish people were executed in concentration camps during World War Two</li> </ul> | <ul style="list-style-type: none"> <li>- Married the Jewish <b>Erika Mann</b> in 1935 to get her a British passport, enabling her to leave Germany</li> </ul> |
|--|---|

**TASK 3: Re-read the poem, then underline and references to history. Does it make more sense once you know some contextual information?**

**TASK 4: How does Auden present the experience of being a refugee?**

Read the example paragraph below, then write your own paragraph using one of the three quotes underneath:

Auden shows how refugees face discrimination from the local population and how people assume they will be criminals. He describes a public meeting in which one of the speakers says “If we let them in, they will steal our daily bread”. When Auden was writing in 1939, this view was commonly expressed in Germany in the build-up to the Second World War, especially by supporters of Hitler who saw the Jews and other minority groups as less than human.

1. “It was Hitler over Europe, saying, “They must die”
2. “Yet there’s no place for us, my dear”
3. “They weren’t the human race”

**CHALLENGE:** Consider whether Auden presents the refugees as free or not

Use these sentence starters to help if you wish:

*Auden shows how refugees are treated.....*

*This is shown in the quote....*

*The word ‘ ‘ tells me....*

*In 1939.....*

**TASK 5 – Try to write a poem in response from the point of view of a refugee. It can be modern or historical. Try to capture how they would feel in your words.**



**Y7 Autumn Term 2 – English home learning**

**Monday 7<sup>th</sup> – Friday 18<sup>th</sup> December**

**Topic: Poetry (Sheffield, Still I Rise and Chimney Sweep)**



**Lesson 1. LO: to consider key themes in a poem and to produce our own work in the style of another poem**

**Task 1**

Write down the following :

1. A building (not counting school) you've visited often in your life
2. A park you've been to often
3. A street that is familiar/important to you
4. The name of your primary school
5. The names of at least three other places (street name/geographical area) that are important to you
6. Extension: consider/prepare to discuss – why are places important to us? Which places are important?

**Task 2**

- Write down the name of the place (city) where you were born
- Write down the name of the place (city) where your parents or other people in your family were born (if you know)
- If you/they weren't born in Sheffield, where were you/they born? When did you/they move to Sheffield?
- If you were born in Sheffield, do you know of any previous generations in your family who were born elsewhere? Where were they born?

**Task 3**

Read the poem (page 3) and watch this [video](#)

## **Sheffield**

My city is a dark murmur outside the window tonight,  
but I see everything – how we came, where we settled,  
where we belong. I see the fresh stamp on my mother's passport,

how she lit the Broomspring Centre crowned in flowers,  
held the hand of a village boy in Weston Park.

I see the arrival of us Jessops babies,

that first icing sugar snow at Edward Street Flats,  
the moon, a halo over Tinsley Cemetery.

I see the mothers flocking the gates of Springfield Primary

waving attendance certificates like flags.

Mr Cole's cloud-soft hair, as we  
curve around him like riverbeds.

I see the landmark places we came of age –  
London Road, Spital Hill, Broomhall  
where we grew tall like tower blocks.

I see Ponderosa's Eid in the Park, the rows  
of patterned prayer mats, boys in fresh new trainers,  
grandmothers offering duas\* like sweets,

and fathers carrying their daughters high,  
high above our city's streets. I see it all tonight –  
how we came, where we settled, why I belong.

## **Warda Yassin**

\*duas – a type of Muslim prayer

## **Task 4**

**Choose one of the following: creative responses to the poem:**

- Draw a map of 'your Sheffield' – include at least 10 important places, with drawings of the buildings/surroundings but also the memories you might have there; you could include song lyrics, words/phrases from your memories, relevant colour etc. (don't worry if it's not accurate/to scale – the important thing is to map out your experiences)
- Write your own poem entitled 'Sheffield', describing your thoughts and feelings about your home city. Aim for it to be at least 12 lines long (this poem has 7 3-line stanzas). You can use a similar structure: start 'My city is a ... outside my window....'; include memories of at least 3 or 4 events from your past; mention at least 3 or 4 important locations in Sheffield; repeat a phrase from the first stanza to finish the poem; include imagery to describe people/places

**Lesson 2. LO: To explore Angelou's presentation of resilience in the face of oppression**

**"THE PEN IS MIGHTIER THAN THE SWORD"**

1. Do you agree with this statement?

Why? Why not?

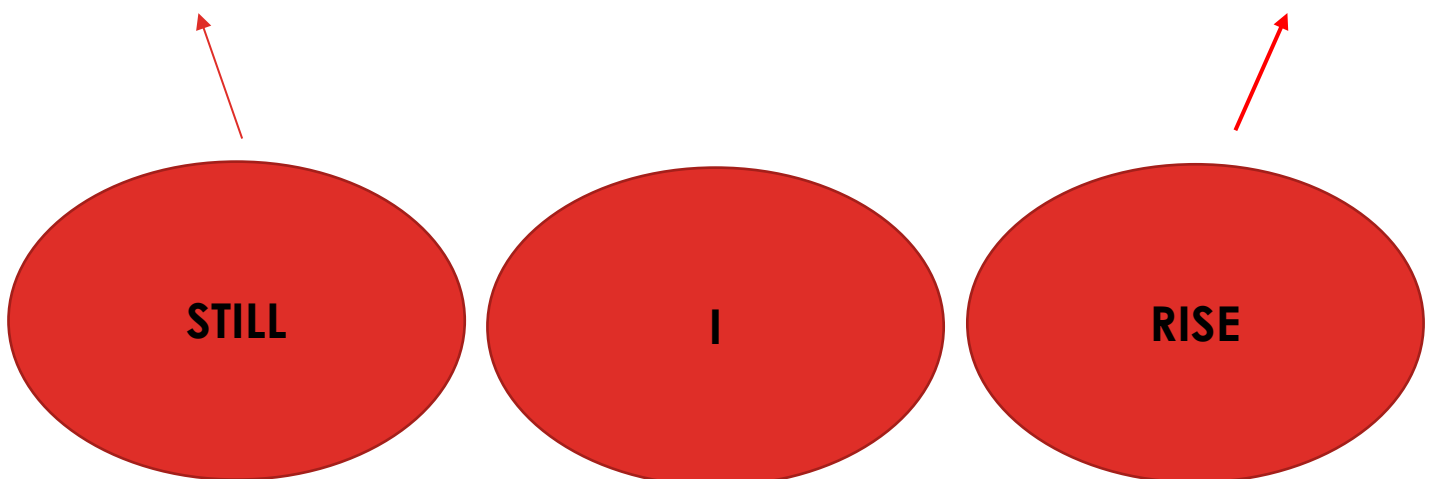
Why might the ability to write poetry be more effective in creating change in society than a weapon?

Resilience – determined to recover from difficulties; tough.

Oppression – cruel or unjust (unfair) treatment, especially by the powerful.

2. What do you associate with each word?

Despite obstacles



**CHALLENGE:**

What poetic techniques can you remember?

3. Watch this video on YouTube about Maya Angelou's life.  
After the video has finished, write five sentences about Maya Angelou's life.  
Make sure you pay attention!

<https://www.youtube.com/watch?v=LyHgafC740Q>

4. Write **FIVE** sentences about Maya Angelou's life/what life was like for black women during her early childhood.
- What hardships did she face?
  - Why wasn't she allowed to get a job as a bus driver?
  - How did she deal with her oppression?

### Still I Rise by Maya Angelou

You may write me down in **history**  
With your bitter, twisted lies,  
You may tread me in the very **dirt**  
But still, like dust, I'll rise.

Does my sassiness upset you?  
Why are you beset with gloom?  
'Cause I walk like I've got **oil wells**  
Pumping in my living room.

Just like moons and like **suns**,  
With the certainty of tides,  
Just like hopes springing **high**,  
Still I'll rise.

Did you want to see me **broken**?  
Bowed head and lowered eyes?  
Shoulders falling down like **teardrops**.  
Weakened by my soulful cries.

Does my haughtiness offend you?  
Don't you take it awful hard  
'Cause I laugh like I've got **gold mines**  
Diggin' in my own back yard.

You may **shoot** me with your words,  
You may **cut** me with your eyes,  
You may kill me with your hatefulness,  
But still, like **air**, I'll rise.

Does my sexiness upset you?  
Does it come as a surprise  
That I dance like I've got **diamonds**  
At the meeting of my thighs?

Out of the huts of history's **shame**  
I rise  
Up from a past that's rooted in pain  
I rise  
I'm a black **ocean**, leaping and wide,  
Welling and swelling I bear in the tide.  
Leaving behind nights of **terror** and fear  
I rise  
Into a daybreak that's wondrously **clear**  
I rise  
Bringing the gifts that my ancestors gave,  
I am the **dream** and the **hope** of the slave.  
I rise  
I rise  
I rise.

5. Answer the following questions in full sentences.

Angelou uses the word “**you**” throughout the poem.

- **Who** is she speaking to in the poem?
- **Why** do you think this?

**Aim Higher: How does she feel about the person she is speaking to?**



6. What does resilience mean? Look in a dictionary or Google if you are unsure.

- Highlight language to do with oppression/violence
- Highlight language to do with success

**CHALLENGE:**  
Highlight a structural technique that shows her resilience.

**Aim Higher: Can you explain the oppression inflicted on Angelou?**



7. How does Angelou present her resilience in “Still I Rise”?

In the poem Still I Rise, Angelou writes “ ” which shows that.....

The word “ ” suggests.....

It make me think.....

**Aim Higher:** Why do you think Angelou uses direct address? How does this show her resilience against the people that have tried to oppress her?





Further Learning:

Read another of Maya Angelou's poems' *Caged Bird*.

<https://www.poetryfoundation.org/poems/48989/caged-bird>

### Lesson 3: Chimney Sweep

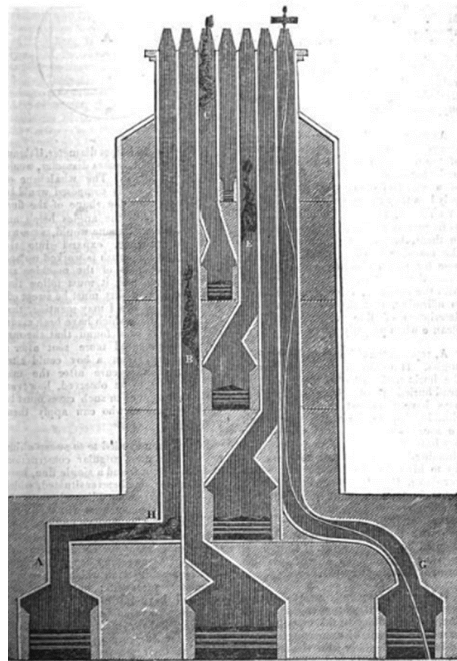
**LO:** LO: to **explore** and **understand** the contextual background to 18c poem, and **apply** our understanding to a poet's viewpoint.



#### Task 1:

Imagine you are one of the children pictured. Describe what your life is like. You could consider how you are feeling. You could explain what you have been doing during the day.

## **Task 2:**



The image on the above shows the map of chimney flues of a four storey building.

The flues were pitch black, claustrophobic, potentially full of suffocating soot and confusing to navigate in the dark. It was easy for a child to become lodged in the flue. The children not only had to go up these tight, dark chimneys, they had to come back down them after the work was done. Unfortunately, the turns, twists, and merges of the chimney flues behind the walls of tall buildings created a confusing, pitch black and soot-filled maze that could sometimes be deadly to a young apprentice chimney sweep trying to make it to the roof.

If the apprentice climbed the whole chimney, cleaning it from hearth to rooftop, and exited a row of chimneys, he could forget which chimney he came out of. When that happened, he could go back down the wrong one, or go down the right chimney, but make a wrong turn at some merging of the flues. Children could suffocate or burn to death by getting lost on the way down, and accidentally entering the wrong chimney flue.

## **Task 3:**

<https://www.youtube.com/watch?v=3Efq-aNBkvc>

Watch the link above to 2:19 and answer the following questions:

1. Where did most people work *before* The Industrial Revolution?
2. What did the machines replace?
3. What were the advantages of using machines?
4. New buildings started to appear. What were these 'new buildings' called?
5. Where did people from the countryside/villages move to?
6. Who benefitted the most from the factories?
7. What were some disadvantages to The Industrial Revolution?



**William Blake (pictured above)** lived in London. He witnessed the poverty and social problems caused by the Industrial Revolution. He **criticised** those who abused their power.

**Innocence** – young, hopeful, sometimes naïve viewpoint.

**Experience** – honest, realistic viewpoint (not necessarily positive)

Innocence and Experience are like the idea of Paradise and the 'Fall' of man.

*Songs of Innocence and Experience* was the title of a collection of poems written by William Blake in 1794. The poems revealed ideas about the same topics but with two very different viewpoints:

An '**innocent**' viewpoint.

An '**experienced**' viewpoint.

What do these words suggest about the **speakers** in the poems? How might an innocent person view the world The Industrial Revolution? How would an experienced person view The Industrial Revolution?

Blake's poem is written from the perspective of a very young chimney sweeper who **exposes the evils of chimney sweeping as a part of the cruelties created by sudden increase in wealth**. The poem was used as a broadsheet (newspaper article) or propaganda against the evil of Chimney Sweeping. **The Chimney Sweeper's life was one of destitution and exploitation.**

#### **Task 4**

A little black thing among the snow,  
Crying "weep! 'weep!" in notes of woe!  
"Where are thy father and mother? say?"  
"They are both gone up to the church to pray.

Because I was happy upon the heath,  
And smil'd among the winter's snow,  
They clothed me in the clothes of death,  
And taught me to sing the notes of woe.

And because I am happy and dance and sing,  
They think they have done me no injury,  
And are gone to praise God and his Priest and King,  
Who make up a heaven of our misery."

1. How does the chimney sweeper describe his clothes? Why?
  2. What do you think the 'notes of woe' are?
  3. Who are 'they'?
- Challenge:** What does Blake think of 'them'?
4. What does 'make up a heaven of our misery mean?

#### **Task 5**

Write an empathetic piece from the perspective of a young chimney sweep of your own age.

Sentence Starters:

*The masters demanded/forced...*

*Darkness surrounded me like a(n)...*

*I couldn't breathe...*

*I was paralysed with fear because...*

**CHALLENGE:** Consider how you can use Blake's phrases:

Clothes of death

Notes of woe

Heaven of our/my misery