

# Y7 Spring Term 1 – Self-isolation work

Monday 4<sup>th</sup> – Friday 15<sup>th</sup> January

Topic: Poetry (Nettles, Digging, Hawk Roosting)

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## **Lesson 1: Nettles.**

**LO: To identify the poet's choice of structural features.**

### **Task 1**

Create a mind-map of challenges we face during our childhoods or growing up. It might look like this...



### **Task 2**

Read the poem below.

#### **Nettles**

My son aged three fell in the nettle bed.

'Bed' seemed a curious name for those green spears,

That regiment of spite behind the shed:

It was no place for rest. With sobs and tears

The boy came seeking comfort and I saw

White blisters beaded on his tender skin.  
We soothed him till his pain was not so raw.  
At last he offered us a watery grin,  
And then I took my billhook, honed the blade  
And went outside and slashed in fury with it  
Till not a nettle in that fierce parade  
Stood upright any more. And then I lit  
A funeral pyre to burn the fallen dead,  
But in two weeks the busy sun and rain  
Had called up tall recruits behind the shed:  
My son would often feel sharp wounds again.

**Vernon Scannell**

Vocabulary:

Regiment: *a group/unit of soldiers in the army*

Spite: *hate, malicious feelings*

Billhook: *a gardening tool with a sharp edge, used for cutting plants*

Honed: *to make something sharper*

Funeral pyre: *a bonfire on which a body is cremated*

**Task 3**

Answer the following questions about the poem, to test your understanding.

- 1) Who is the writer, and what has happened?
- 2) Why does the boy need comfort from his father?
- 3) What does the father do to the nettles (there are 2 things)?

4) Are the nettles defeated?

Challenge: What might the writer be trying to tell us about being a parent?

#### Task 4

Poems can be structured by **stanzas**, **rhyme** and **rhythm**. A poem's structure generally affects the way it sounds when read out loud.

In this poem, there is only one stanza (poetic paragraph). The poem also has a **regular, ABAB** rhyme scheme. Regular means that it does not change, and ABAB means that the even numbered lines rhyme with each other and the odd numbered lines rhyme with each other.

For example:

<i>My son aged three fell in the nettle <b>bed</b>.</i>	<b>A</b>
<i>'Bed' seemed a curious name for those green <b>spears</b>,</i>	<b>B</b>
<i>That regiment of spite behind the <b>shed</b>:</i>	<b>A</b>
<i>It was no place for rest. With sobs and <b>tears</b></i>	<b>B</b>

- 1) Highlight the other rhyming words using two different colours; one colour for the A rhymes, another colour for the B rhymes.
- 2) Count the number of syllables in each line – how many are there?

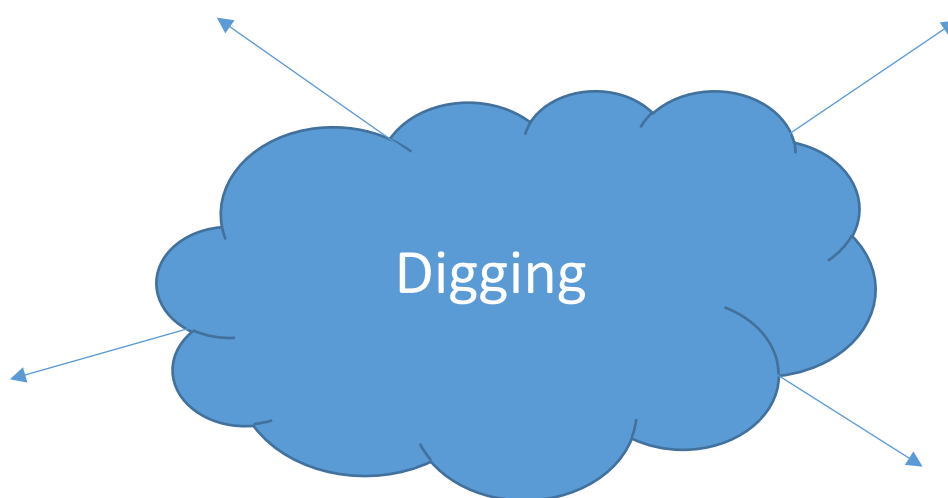
Challenge: Write 4 lines of poetry, using the same ABAB rhyming pattern and number of syllables as the poem Nettles does.

## Lesson 2: Digging

**LO: To explore and analyse the feelings expressed by the poet.**

### **Task 1**

Make a mind-map about the different things the word 'digging' makes you think of. It might look like this...



### **Task 2**

Read this poem below. You could also watch this video, which has a reading of the poem: <https://www.bbc.co.uk/programmes/p00wzv0h>

### **Digging**

Between my finger and my thumb  
The squat pen rests; snug as a gun.

Under my window, a clean rasping sound  
When the spade sinks into gravelly ground:  
My father, digging. I look down

Till his straining rump among the flowerbeds  
Bends low, comes up twenty years away

Stooping in rhythm through potato drills  
Where he was digging.

The coarse boot nestled on the lug, the shaft  
Against the inside knee was levered firmly.  
He rooted out tall tops, buried the bright edge deep  
To scatter new potatoes that we picked,  
Loving their cool hardness in our hands.

By God, the old man could handle a spade.  
Just like his old man.

My grandfather cut more turf in a day  
Than any other man on Toner's bog.  
Once I carried him milk in a bottle  
Corked sloppily with paper. He straightened up  
To drink it, then fell to right away  
Nicking and slicing neatly, heaving sods  
Over his shoulder, going down and down  
For the good turf. Digging.

The cold smell of potato mould, the squelch and slap  
Of soggy peat, the curt cuts of an edge  
Through living roots awaken in my head.  
But I've no spade to follow men like them.

Between my finger and my thumb  
The squat pen rests.  
I'll dig with it.

**Seamus Heaney**

### Vocabulary:

Squat: *crouched position*

Rump: *bottom*

Snug: *compact*

Stooping: *bending*

Rasping: *harsh, grating sound*

Coarse: *rough*

Gravelly: *harsh*

Levered: *to move*

Straining: *to pull, stretch*

Corked: *sealed*

### **Task 3**

Answer these questions:

- 1) What do we learn about the narrator (the person telling the story in the poem)?
- 2) What are the narrator's attitudes toward his job?
- 3) What is their relationship with their family (their father and/or grandfather)?

Challenge: can you link the ideas, language techniques or writer's perspective to any other poems you have learnt about?

### **Task 4 – UPLOAD TO CLASSCHARTS**

Write a paragraph answering this question:

**How does Heaney present his feelings about his family?**

Things you could include in your answer:

- ✓ What different words make you think of (connotations)
- ✓ Themes in the poem
- ✓ Technical terminology where appropriate (such as verb, adjective, metaphor, simile, stanza, rhyme, etc).
- ✓ The mood or tone of the poem

Here are some sentence starters to help you:

*I think that Heaney feels... towards his family.*

*This is because, in the quote "...", Heaney seems to feel/think...*

*The word/simile/phrase "...” implies...*

*The mood in the poem seems to be...*

*I think this because the poet uses the word/phrase "...”.*

Challenge: Can you identify the following techniques in the poem?

You could use some of your findings, and the correct terminology, in your paragraph.

- Simile
- Sensory imagery (as in, to do with the senses)
- Repetition (of keywords/ideas)
- Alliteration
- Rhyme

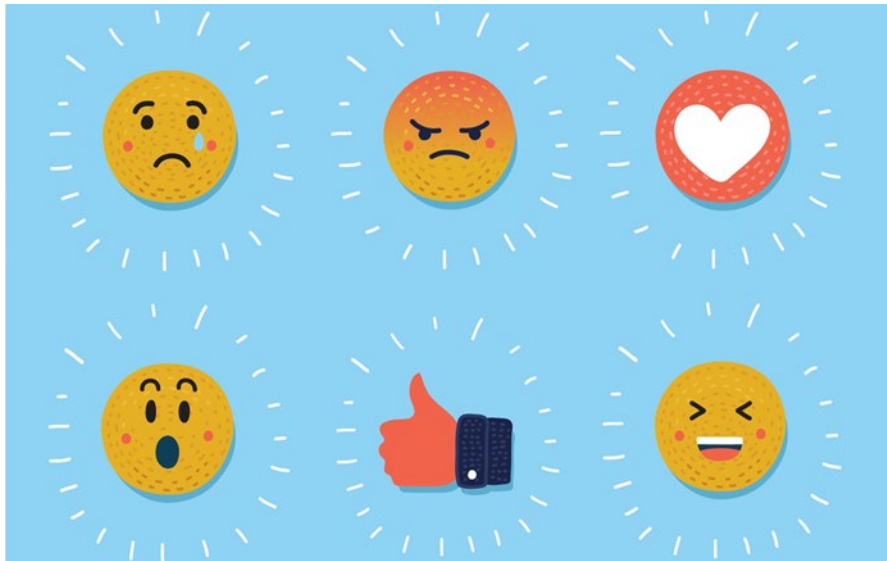


### Lesson 3: Hawk Roosting

LO: To **explore** how Hughes uses **language** to present **animal behaviour**.

#### **Task 1:**

Write a list of at least different moods (thoughts and feelings) a person could have.



#### **Task 2:**

What do we know about hawks?

Watch the link below:

<http://www.youtube.com/watch?v=p-RHRAzUHM>

Key Vocab:

**Stanza** - A verse of a poem

**From Italian** – “standing” or “stopping place.”

Read the poem:

### **Hawk Roosting by Ted Hughes**

The convenience of the high trees!  
The air's buoyancy and the sun's ray  
Are of advantage to me;  
And the earth's face upward for my inspection.

My feet are locked upon the rough bark.  
It took the whole of Creation  
To produce my foot, my each feather:  
Now I hold Creation in my foot

Or fly up, and revolve it all slowly -  
I kill where I please because it is all mine.  
There is no sophistry in my body:  
My manners are tearing off heads -

The allotment of death.  
For the one path of my flight is direct  
Through the bones of the living.  
No arguments assert my right:

The sun is behind me.  
Nothing has changed since I began.  
My eye has permitted no change.  
I am going to keep things like this.

### **Task 3 – UPLOAD TO CLASSCHARTS**

What impression do we get of the hawk?

- *Now I hold Creation in my foot*
- *I kill where I please because it is all mine*
- *I am going to keep things like this*

Choose one of these quotes. What do the words suggest about the hawk?

1. What does the narrative voice suggest about the Hawk?
2. What is the significance of his mentioning God and Creation?
3. What is the mood and atmosphere of the poem?
4. What impression do you get from the ending of the poem?

### **Task 4:**

How does Hughes present the Hawk in Hawk Roosting?

Hughes presents the Hawk as...

In the line, "... " ....

The word "... " suggests that...

The reader is given the impression that...

## Lesson 4: Hawk Roosting

**LO: using creative language for effect**

### Task 1:

List three adjectives to describe the Hawk from Hawk Roosting.

### **Hawk Roosting by Ted Hughes**

The convenience of the high trees!  
The air's buoyancy and the sun's ray  
Are of advantage to me;  
And the earth's face upward for my  
inspection.

My feet are locked upon the rough  
bark.

It took the whole of Creation  
To produce my foot, my each feather:  
Now I hold Creation in my foot

Or fly up, and revolve it all slowly -  
I kill where I please because it is all  
mine.

There is no sophistry in my body:  
My manners are tearing off heads -

The allotment of death.  
For the one path of my flight is direct  
Through the bones of the living.  
No arguments assert my right:

Stanza One describes the...

Stanza Two describes the...

Stanza Three describes the...

Stanza Four describes the...

Stanza Five describes the...

The sun is behind me.  
Nothing has changed since I began.  
My eye has permitted no change.  
I am going to keep things like this.

### **Hawk Roosting by Ted Hughes**

The convenience of the high trees!  
The air's buoyancy and the sun's ray  
Are of advantage to me;  
And the earth's face upward for my inspection.

Stanza One describes The  
**Setting:** trees, sky, sun, height

My feet are locked upon the rough  
bark.  
It took the whole of Creation  
To produce my foot, my each feather:  
Now I hold Creation in my foot

Stanza 2 describes the ...  
**Features of the hawk,** in  
particular it's foot and it's prey

Or fly up, and revolve it all slowly -  
I kill where I please because it is all  
mine.  
There is no sophistry in my body:  
My manners are tearing off heads -

Stanza 3 describes the ...  
**The hawk's actions and skill:** it's  
ability to fly and it's ability to kill

The allotment of death.  
For the one path of my flight is direct  
Through the bones of the living.  
No arguments assert my right:

Stanza 4 describes the ...  
Again, the **hawk's actions** and  
the **consequence** of it's actions

The sun is behind me.  
Nothing has changed since I began.

Stanza 5 describes the ...  
**The eagle's thoughts,** the writer  
presents an attitude and mood

My eye has permitted no change.  
I am going to keep things like this.

## Task 2:

### Your turn

- You can choose any animal you like
- Think of as many words as you can you'd associate with that animal
- You need to write in first person narrative
- You could structure it like Hawk Roosting, using the 5 stanza prompts

**Stanza 1:** describe the **setting** where it lives.

**Stanza 2:** describe the **features** of the animal, what it looks like.

**Stanza 3:** describe the animals' **actions** and **skills**.

**Stanza 4:** describe a specific **action** or the **consequence** of its actions.

**Stanza 5:** describe the animals' **ideas** about **itself or those around it**.

Choose any animal you like and create a word association (spider diagram) for that animal.



**1. Use personal pronouns:**

I      Me      My      Mine  
We      Us      Our      Ours

**2. Use descriptive adjectives and verbs**

**3. Could you use a simile or metaphor?**

**Aim Higher:** Choose a dominant characteristic of the animal and exaggerate it

