

2015 specification



Worlds and Lives

GCSE AQA Poetry Anthology Activity Pack

First
teaching:
2023
First exams:
2025

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12503**

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Contents

Product Support from ZigZag Education	ii
Terms and Conditions of Use	iii
Teacher's Introduction.....	1
Teacher's Notes.....	2
Introductory Activity	6
Poem-by-Poem Activities.....	7
'Lines Written in Early Spring' by William Wordsworth.....	7
'England in 1819' by Percy Bysshe Shelley.....	10
'Shall earth no more inspire thee' by Emily Brontë	15
'In a London Drawingroom' by George Eliot.....	20
'On an Afternoon Train from Purley to Victoria, 1955' by James Berry.....	23
'Name Journeys' by Raman Mundair	28
'pot' by Shamshad Khan.....	32
'A Wider View' by Seni Seneviratne.....	36
'Homing' by Liz Berry.....	39
'A Century Later' by Imtiaz Dharker	42
'The Jewellery Maker' by Louisa Adjoa Parker.....	47
'With Birds You're Never Lonely' by Raymond Antrobus	51
'A Portable Paradise' by Roger Robinson.....	54
'Like an Heiress' by Grace Nichols.....	58
'Thirteen' by Caleb Femi	60
Whole-Collection Activities	63
Themes	63
Context.....	64
Ideas and Messages	65
The Poet's Use of Language	67
The Poet's Use of Form	69
The Poet's Use of Structure	70
Essay Practice	72
Glossary	74
Suggested Answers.....	75
Introductory Activity	75
Poem-by-Poem Activities	75
Whole-Collection Activities	92
Essay Practice	94

Teacher's Introduction

The *Worlds and Lives Activity Pack* is designed to support the AQA English Literature specification for first teaching 2023; first assessment in 2025. This pack supports the exciting new cluster which will be examined in Paper 2 Section B.

Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

Due to the diverse nature of the 15 poems, students will be able to recognise universal themes and also link ideas to modern times to see their relevance. With this in mind, you will find a range of different types of activities to help the students fully engage with the poems and to make links; for example: Internet research, creative tasks, pair/group work, listening, analysing, etc.

The pack begins with an introductory reading activity to introduce/revise some key skills. This is followed by pre-reading, during-reading and post-reading activities for each of the poems. After they have focused on the 15 poems individually, whole-text activities are included to consolidate students' learning and develop their understanding of how to make connections. The remaining section gives the students the opportunity to complete some essay practice. There are questions that focus on individual poems and others that encourage the students to choose relevant poems to practise their comparative skills.

Teacher notes include the assessment objectives each activity is designed to meet. Where appropriate, suggestions for answers are included at the back of the activity pack. Many of the activities would serve as homework if desired, and there are various opportunities for creative writing practice.

Each activity is linked clearly to exam board assessment objectives:

- | | |
|------------|---|
| A01 | Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response and use textual references, including quotations, to support and illustrate interpretations. |
| A02 | Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. |
| A03 | Show understanding of relationships between texts and the contexts in which they were written. |

The issues explored are important, but an awareness of sensitivity to individual students is advised.

March 2024



A web page containing all the links listed in this resource is conveniently provided on ZigZag Education's website at **zzed.uk/12503**

You may find this helpful for accessing the websites rather than typing in each URL.

Teacher's Notes

Introductory Activity

Activity One: Reading Task: Tips for Annotation / Understanding Poems

'Lines Written in Early Spring' by William Wordsworth

Pre-reading Activities

Activity One:

- a: Cloze Exercise: Biography
- b: Select Contextual Information

During-reading Activities

Activity One: Annotation Activity

Post-reading Activities

Activity One: Man's Relationship with Nature

- a: Discussion in Pairs
- b: Written Response
- c: Closer Analysis

'England in 1819' by Percy Bysshe Shelley

Pre-reading Activities

Activity One: Biography: Social Media Page

Activity Two: Research: Fact File: The Peterloo Massacre

Activity Three: Research: The Monarchy

During-reading Activities

Activity One: Annotation Activity

Post-reading Activities

Activity One: Discussion: Power and Oppression

Activity Two: Written Task: Power and Oppression

'Shall earth no more inspire thee' by Emily Brontë

Pre-reading Activities

Activity One: Biography Activity

Activity Two: Creative Writing Task: The Power of Nature

During-reading Activities

Activity One: Annotation Activity

Post-reading Activities

Activity One: Closer Analysis

Activity Two: Discussion on Structure

Activity Three: Written Task

'In a London Drawingroom' by George Eliot

Pre-reading Activities

Activity One: Presentations on Context

During-reading Activities

Activity One: Annotation Activity

Post-reading Activities

Activity One: Discussion: Industrialisation vs Nature

Activity Two: Written Task

'On an Afternoon Train from Purley to Victoria, 1955' by James Berry

Pre-reading Activities

Activity One: Biography: Social Media Page

Activity Two: Research: Fact File: Windrush

Activity Three: Extending Vocabulary

During-reading Activities

Activity One: Word Selection: Title and Tone

Activity Two: Check Your Understanding of 'a Quaker'

Activity Three: Annotation Activity

Activity Four: Paired Work: Drama Activity

- a: Highlight Speech
- b: Perform Speech

Post-reading Activities

Activity One: Mind Map: Train Journeys

Activity Two: Importance of Setting

Activity Three: Group Discussion – Difference and Acceptance

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'Name Journeys' by Raman Mundair**Pre-reading Activities****Activity One:** Mind Map – The Importance of Names**Activity Two:** Biography Activity – Multiple Choice**During-reading Activities****Activity One:** First Impressions

a: Listening Task

b: Paired Discussion

Activity Two: Annotation Activity**Post-reading Activities****Activity One:** Group Discussion**Activity Two:** Written Task**Activity Three:** Making Links**'pot' by Shamshad Khan****Pre-reading Activities****Activity One:** Identity

a: Mind Map

b: Select

Activity Two: Research the Poet**Activity Three:** Research: The Elgin Marbles**During-reading Activities****Activity One:** First Impressions

a: Listening Task

b: Paired Discussion

Activity Two: Vocabulary Check**Activity Three:** Annotation Activity**Post-reading Activities****Activity One:** Group Presentations: Poet's Intentions**'A Wider View' by Seni Seneviratne****Pre-reading Activities****Activity One:** Biography Activity

a: Reading and Selection Task

b: Timeline

During-reading Activities**Activity One:** Industry**Activity Two:** Annotation Activity**Activity Three:** Poet's Intentions**Post-reading Activities****Activity One:** Working and Living Conditions – Then**Activity Two:** Working and Living Conditions – Now**Activity Three:** Making Links**'Homing' by Liz Berry****Pre-reading Activities****Activity One:** The Black Country**Activity Two:** Biography Activity**During-reading Activities****Activity One:** First Impressions

a: Listening Task

b: Paired Discussion

Activity Two: Annotation Activity**Post-reading Activities****Activity One:** Write a Blog on the Poem 'Homing'**COPYRIGHT
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'A Century Later' by Imtiaz Dharker**Pre-reading Activities****Activity One:** Biography Activity**Activity Two:** Education

a: Debate

b: Sorting Exercise

c: Discussion: Equality

Activity Three: Research: Malala Yousafzai**Activity Four:** Predicting What the Poem is About

a: Semantic Fields

b: Paired Discussion

During-reading Activities**Activity One:** Annotation Activity**Activity Two:** Personal Response**Post-reading Activities****Activity One:** Ideas and Messages

a: Comparative Task

b: Written Task

'The Jewellery Maker' by Louisa Adjoa Parker**Pre-reading Activities****Activity One:** Biography: Social Media Page**Activity Two:** The Importance of Jewellery**During-reading Activities****Activity One:** Imagery**Activity Two:** Annotation Activity**Post-reading Activities****Activity One:** Closer Analysis**Activity Two:** Making Links**'With Birds You're Never Lonely' by Raymond Antrobus****Pre-reading Activities****Activity One:** Biography Activity**Activity Two:** Vocabulary Check**Activity Three:** City vs Countryside

a: Listing Differences

b: Paired Discussion

During-reading Activities**Activity One:** Annotation Activity**Post-reading Activities****Activity One:** Mental Health and Nature**Activity Two:** Making Links**'A Portable Paradise' by Roger Robinson****Pre-reading Activities****Activity One:** Biography Activity**Activity Two:** Group Discussion**During-reading Activities****Activity One:** Complete the Table**Post-reading Activities****Activity One:** Creative Writing Task**Activity Two:** Making Links**'Like an Heiress' by Grace Nichols****Pre-reading Activities****Activity One:** Biography Activity**During-reading Activities****Activity One:** Annotation Activity**Post-reading Activities****Activity One:** Presentations**Activity Two:** Making Links**COPYRIGHT
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'Thirteen' by Caleb Femi**Pre-reading Activities****Activity One:** Biography Activity**Activity Two:** Creative Writing Choice**During-reading Activities****Activity One:** Annotation Activity**Post-reading Activities****Activity One:** Creative Writing Tasks**Activity Two:** Themes and Ideas**Activity Three:** Making Links**Whole-Collection Activities****Themes****Activity One:** Complete the Table – Linking Poems By Theme**Context****Activity One:** Understanding Context – True or False?**Ideas and Messages****Activity One:** Romanticism

a: Research Activity

b: Cloze Exercise

c: Sorting Exercise: Romanticism and Enlightenment

Activity Two: Identity and Belonging

a: Reading Task

b: Paired Discussion

c: Making Links

The Poet's Use of Language**Activity One:** Technique-matching Exercise**Activity Two:** Written Task: Imagery**The Poet's Use of Form****Activity One:** Sonnet

a: Comparative Task

b: Creative Task

The Poet's Use of Structure**Activity One:** Caesura**Activity Two:** Enjambment**Essay Practice****Activity One:** Comparing Methods**Activity Two:** Exemplars

a: Highlight

b: Improve

Activity Three: Practice Essay Questions**COPYRIGHT
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Introductory Activity

Activity One: Reading Task: Tips for Annotation / Understanding Poetry

When you first read a poem, it may seem quite daunting.

If you need further help, following these steps will help you to develop a clear understanding of what the poet has created and what it creates meaning.

1. Read the poem or, if possible, listen to the poem.
2. Read it again.
3. Are there any choices of interesting language – words that create strong reactions? Consider the connotations of these words.
4. Identify and consider the effects of any imagery – simile, metaphor and personification.
5. Identify and consider patterns of sound, e.g. plosives, alliteration, onomatopoeia.
6. Consider patterns created with rhyme and rhythm – what are the effects on the reader?
7. Consider the effects of the structure and form of the poem – where does it start and end? Are they the same size (*regular*) or different? Are the lines the same length? What effect does that have? Is it written in a particular form, e.g. a sonnet or a monologue? Has the poet used enjambment for effect?
8. Consider any feelings, attitudes or the tone you think it conveys.
9. Consider the voice and viewpoint, e.g. is the poem written in the first person? Has the poet created a clear persona?
10. Consider reader response, including your own.

After you have added your ideas, you could also undertake research to extend your understanding. Visit <https://www.theguardian.com/books/booksblog/2012/mar/12/poem-week-ea>

Key Terms

Alliteration:	The repetition of the same consonant sounds in a series of words.
Assonance:	A repetition of vowel sounds.
Connotations:	Meanings we attach to something rather than its literal meaning.
Enjambment:	A line of poetry which carries its idea or thought over to the next line – look for an absence of punctuation at the end of a line.
Metaphor:	Compares two different things by saying one thing is another. e.g. 'Life is a rollercoaster'.
Onomatopoeia:	Where words sound like the <i>things</i> they describe.
Persona:	A character assumed by a writer in their work.
Personification:	An object or idea is given human attributes or feelings.
Plosives:	Hard consonant sounds such as 'b' and 'd'.
Sibilance:	Repetition of consonants that produce hissing sounds.
Simile:	Compares something with another thing using 'as' or 'like'.

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Poem-by-Poem Activities

'Lines Written in Early Spring' by William Wordsworth

Pre-reading Activities

Activity One: Cloze Exercise: Biography

- a. It is important to consider relevant contextual information. Write the correct word in the correct space in this text. If you need any help, use the Internet to help you or a dictionary to look up words.

William Wordsworth is considered an influential English _____

Cockermouth in Cumbria, he and his four siblings became _____

Wordsworth was studying at Hawkshead Grammar School (their mother had _____ years old).

His love of _____ was established as a young man. Whilst still at school,

Wordsworth undertook a _____ tour of Europe, which influenced his

views and his poetry. His experience of the French Revolution and living in France

and _____ for the 'common man'.

Wordsworth met the poet _____ and _____

'Lyrical Ballads', published in 1798. In English poetry, 'Lyrical Ballads' is regarded as the beginning of the

Romantic Movement. The _____ of the second collection was

for the need for 'common speech' in poetry.

In 1802, Wordsworth married a childhood friend called _____

(unfortunately, two children died). It is while they lived in Dove Cottage in Grasmere that he wrote

'I Wandered _____ as a Cloud'.

Wordsworth died in 1850. _____, a major piece of work he had been working on for

several years, was published _____ by his wife.

<i>political</i>	<i>sympathy</i>	<i>orphans</i>
<i>posthumously</i>	<i>romantic poet</i>	<i>walking</i>
<i>'Prelude'</i>	<i>nature</i>	<i>Samuel Taylor Coleridge</i>

- b. Find three pieces of contextual information from the text above that you think are relevant to understanding William Wordsworth's writing of 'Lines Written in Early Spring'.

1.
2.
3.

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During-reading Activities

Activity One: Annotation Activity

Answer these questions to help you annotate the poem.

'Lines Written in Early Spring'

William Wordsworth

- a. Look at the title and consider the connotations.

- b. What is the effect of the word 'blended' in the opening line?

- c. What is significant about the last sentence of stanza two?



Key Terms

Connotations:

Meanings we attach to something rather than its literal meaning.

Semantic field:

Words that are linked by meaning are said to share a similar semantic field.



I heard a thousand blended notes,
While in a grove I sate reclined,
In that sweet mood when pleasant thoughts
Bring sad thoughts to the mind.

To her fair works did Nature link
The human soul that through me ran;
And much it grieved my heart to think
What man has made of man.

Through primrose tufts, in that green shade,
The periwinkle trailed its wreaths;
And 'tis my faith that every flower
Enjoys the air it breathes.

The birds around me hopped and played,
Their thoughts I cannot measure:—
But the least motion which they made
It seemed a thrill of pleasure.

The budding twigs spread out their fan,
To catch the breezy air;
And I must think, do all I can,
That there was pleasure there.

If this belief from heaven be sent,
If such be Nature's holy plan,
Have I not reason to lament
What man has made of man?

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Post-reading Activities

Activity One: Man's Relationship with Nature

- Discussion in pairs:** How does Wordsworth present nature and man?
- Written response:** Individually, write a paragraph explaining Wordsworth's main message. Use quotations to support your ideas.
- Closer analysis:** Complete the following table by analysing the effects created in the quotations.

Method	Quotation	
Juxtaposition	<i>... when pleasant thoughts Bring sad thoughts to the mind.</i>	
Personification	<i>To her fair works did Nature link</i>	
Alliteration	<i>my faith that every flower</i>	
Rhyme	<i>measure:— pleasure.</i>	
Symbolism	<i>Spring primrose periwinkle budding twigs</i>	

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'England in 1819' by Percy Bysshe

Pre-reading Activities

Activity One: Biography: Social Media Page

Research Percy Bysshe Shelley so you can complete his social media page with who information. You could start your research at these websites:

- <https://www.poets.org/poetsorg/poet/percy-bysshe-shelley>
- <https://www.biography.com/people/percy-bysshe-shelley-9481527>

Percy Bysshe Shelley	
	Timeline About Friends P
	CURRENT STATUS:
	TOP QUOTATION:
INFORMATION	TIMELINE
	<div></div>
	<div></div>
	<div></div>
	<div></div>

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Pre-reading Activities

Activity Two: Research: Fact File: The Peterloo Massacre

Create a fact file on the Peterloo Massacre. You can use the template below or design your own.

You could start your research at these websites:

- <https://www.britannica.com/event/Peterloo-Massacre>
- <https://www.theguardian.com/uk-news/2019/aug/16/the-peterloo-massacre-did-it-mean>
- <https://www.bbc.co.uk/teach/class-clips-video/history-gcse-the-peterloo-massacre>

The Peterloo Massacre

When:

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Where:

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Who:

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Why:

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What:

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What happened after the massacre:

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Pre-reading Activities

Activity Three: Research: The Monarchy



Suggestions of websites you might explore:

- <https://www.royal.uk/ten-things-you-didnt-know-about-george-iii>
- <https://www.royal.uk/george-iii>
- <https://www.britannica.com/biography/George-III>
- <https://www.history.co.uk/articles/king-george-iiis-descent-into-madness-a-tale-of-royal-tragedy>



Go to zzed.uk/12503

- a. Who was the monarch in 1801?
- b. When did he become heir to the throne?
- c. When did he become king?
- d. Whom did he marry?
- e. When did he retire from public life?
- f. When did he die?
- g. List six interesting facts about George III.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
- h. Do you think he was a popular monarch? Explain your reasons.

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During-reading Activities

Activity One: Annotation Activity

Answer these questions to help you annotate the poem.

- a. Explain the effects of the use of alliteration in the first two lines. Consider how the plosives 'b' and 'd' add to these effects.

- b. How are the 'Rulers' portrayed in lines 4–6?

- c. Do you know what 'sanguine' means? (If not, look it up and decide which definition fits line 10.)
Tip: consider the relationship between 'Golden and sanguine' and 'tempt and slay'.

An old, mad, **blind**, **despised**, and **dying** King;
Princes, the **dregs** of their **dull** race, who flow
Through public scorn,—mud from a muddy spring
Rulers who neither see nor feel nor know,
But **leechlike** to their **fainting country** cling
Till they drop, **blind** in blood, without a blow.
A people starved and stabbed in th' untilled fields
An army, whom **liberticide** and prey
Makes as a two-edged sword to all who wield;
Golden and **sanguine** laws which tempt and slay
Religion **Christless**, **Godless**—a book sealed;
A senate, Time's worst statute, **unrepealed**—
Are graves from which a glorious Phantom may
Burst, to illumine our tempestuous day.

Key Terms

Caesura:	A break in a line of poetry – look out for punctuation.
Juxtaposition:	The positioning of opposing ideas for effect.
Rhyming couplet:	A pair of successive lines that rhyme.
Volta:	A turning point in a poem.

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Post-reading Activities

Activity One: Discussion: Power and Oppression

Discuss how the speaker in the poem criticises the people in power and portrays ordinary people.

To inform your discussion, consider the following questions:

- What opinion of the king is portrayed?
- What do you think 'mud from a muddy/spring' infers?
- How are the lack of qualities of an honourable ruler conveyed?
- What evidence is shown that the ordinary people are suffering?
- Do you think people suffer from oppression today? Explain your point of view.

Activity Two: Written Task: Power and Oppression

Individually, write up your ideas from the discussion in Activity One.

- Aim to write a minimum of one paragraph in which you summarise the main points.
- Supporting evidence from the poem can be included – one or two words rather than a full sentence.
- Contextual information can be used only if it supports your points.
- Use key words such as 'speaker', 'criticises', 'rulers/leaders', 'oppression', 'ordinary people'.

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'Shall earth no more inspire thee' by

Pre-reading Activities

Activity One: Biography Activity

Research the life and works of Emily Brontë and select information to complete the form below. Suggestions of websites to start your research:

- <https://www.britannica.com/biography/Emily-Bronte>
- [zzed.uk/12503-emily-jane-bronte](https://www.bbc.com/1/health/12503-emily-jane-bronte)

NAME:

WHERE & WHEN BORN:

FAMILY LIFE

ACHIEVEMENTS

INTERESTING FACTS

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Pre-reading Activities

Activity Two: Creative Writing Task: The Power of Nature

Use your creative writing skills to describe each photograph.

Success Criteria

- Start each sentence with a different word.
- Use imagery – metaphor, simile, personification.
- Use a variety of sentence types/lengths.
- Use ambitious vocabulary.



a.



b.



c.

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During-reading Activities

Activity One: Annotation Activity

Answer the questions on the following two pages to help you annotate the poem.

- a. What techniques can you see in the first stanza?

Shall earth no more
Thou lonely dreamer
Since passion may r
Shall Nature cease to

- b. Which words would you use to describe the mood created?

Thy mind is ever mo
In regions dark to th
Recall its useless ro
Come back and **dwe**

- c. Highlight all the words that refer to nature – do they create a positive or negative effect?

I know my mountain
Enchant and soothe
I know my sunshine
Despite thy wayward

- d. Write a definition of 'idolatry' – look up the word if you are not sure what it means.

When day with even
Sinks from the sum
I've seen thy spirit b
In fond idolatry.

- e. What effects are created with the use of **repetition**?

I've watched thee ev
I know my mighty s
I know my magic po
To drive thy griefs av

- f. What do you notice about the rhyme scheme?

Few hearts to mortal
On earth so wildly p
Yet none would ask
More like this earth

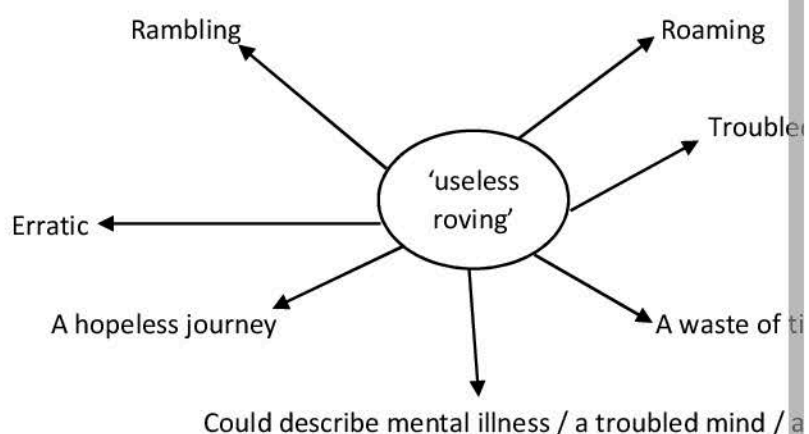
- g. Describe the effects created by the repetition of the phrase 'dwell with me'.

Then let my winds c
Thy comrade let me
Since nought beside
Return and **dwell wi**

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h. Choose two words/phrases from the poem and explore their connotations



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Post-reading Activities

Activity One: Closer Analysis

Identify the technique(s) used in each quotation and analyse the effect(s) it/they has/have.

Line	Technique(s)	Effect(s)
a. <i>Thou lonely dreamer now?</i>		
b. <i>Enchant and soothe thee still-</i>		
c. <i>Sinks from the summer sky,</i>		
d. <i>I know my mighty sway, I know my magic power</i>		
e. <i>Return and dwell with me.</i>		

Activity Two: Discussion on Structure

As a group, discuss how the poet's use of structure links to the poem's key message.

Activity Three: Written Task

To consolidate your understanding of the poem's key message, write a minimum of five ideas with clear reference to the poem. How does the poet's use of structure link to the key message?

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Key Terms

Quatrain: A stanza consisting of four lines.

Sibilance: Repetition of consonants that produce a soft 's' sound.

'In a London Drawingroom' by George Eliot

Pre-reading Activities

Activity One: Presentations on Context

In groups, divide the following questions and present your responses clearly to your class.

- You could create a PowerPoint with clear points and include images.
- You could write a speech in which you convey different elements of your research.
- You could create a timeline to support your response.
- You could consider whether any of the issues you research are relevant today.

a. What was George Eliot's life like?

Some websites and a video you might find useful:

- https://www.bbc.co.uk/history/historic_figures/eliot_george.shtml
- <https://www.britannica.com/biography/George-Eliot>
- https://www.youtube.com/watch?v=3dzGH_flg0 (7.32)

b. What roles did women have in the Victorian era?

Some websites you might find useful:

- <https://backinthedayof.co.uk/gender-roles-in-the-victorian-era>
- <https://victorian-era.org/roles-of-women-in-the-victorian-era.html#gsc.tab=0>
- <https://www.youtube.com/watch?v=vkJJFX8Qn90> (7.39)

c. What were the benefits and drawbacks of the Industrial Revolution?

A website and some videos you might find useful:

- <https://www.victorians.co.uk/industrial-revolution>
- <https://www.youtube.com/watch?v=1p6ltR49zQU> (34.44)
- <https://www.youtube.com/watch?v=x9BdVHCuNPs> (6.43)

d. How did pollution affect the people of Victorian London?

Some websites you might find useful:

- <https://www.museumoflondon.org.uk/discover/londons-past-air>
- <https://www.bbc.co.uk/news/education-45009749>
- <https://vichist.blogspot.com/2006/11/london-fog.html>

e. Did Victorians have a work-life balance?

A website and some videos you might find useful:

- <https://victorian-era.org/working-conditions-in-the-victorian-era.html>
- <https://www.youtube.com/watch?v=hY4ptEzxNwM> (35.29)
- <https://www.youtube.com/watch?v=1p6ltR49zQU> (34.44)

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During-reading Activities

Activity One: Annotation Activity

Answer the questions to help you annotate the poem.

- a. How is the bleakness of the environment introduced in the opening line?

- b. How does the use of enjambment reinforce the idea of 'Monotony'?

- c. Identify a use of caesura and comment on its effects.



The sky is cloudy, yellowed by the smoke.
For view there are the houses opposite
Cutting the sky with one long line of wall
Like solid fog; far as the eye can stretch
Monotony of surface & of form
Without a break to hang a guess upon.
No bird can make a shadow as it flies,
For all is shadow, as in ways o'erhung
By thickest canvass, where the golden rays
Are clothed in hemp. No figure lingering
Pauses to feed the hunger of the eye
Or rest a little on the lap of life.
All hurry on & look upon the ground,
Or glance unmarking at the passers by
The wheels are hurrying too, cabs, carriages
All closed, in multiplied identity.
The world seems one huge prison-house & c
Where men are punished at the slightest cos
With lowest rate of colour, warmth & joy.

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- f. Remind yourself of key terms by completing their definitions (check in Glossary)

Blank verse:

Caesura:

Enjambment:

Metaphor:

Pathetic fallacy:

Personification:

Simile:

Superlative:

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Post-reading Activities

Activity One: Discussion: Industrialisation vs Nature



Explore the idea that industrialisation is a barrier to nature.

a. Find examples of 'sky' vs 'ground'.

b. In pairs, state the main theme of the poem.

Even in nature, there is an impact of industry.

- Read the poem and discuss the impact of industry on nature.
- Read the poem and discuss the impact of industry on nature.

c. In pairs, discuss the other ideas in the poem that are relevant to the theme.

Activity Two: Written Task

Individually, write up your ideas from the discussion in Activity One.

- Aim to write a minimum of one paragraph in which you summarise the main theme of the poem.
- Supporting evidence from the poem can be included – one or two words rather than a full sentence.
- Contextual information can be used only if it supports your points.
- Use key words such as 'speaker', 'criticises', 'pollution', 'barrier', 'nature', 'environment'.

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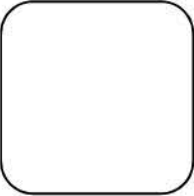
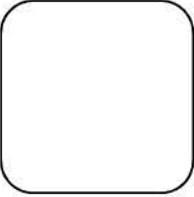
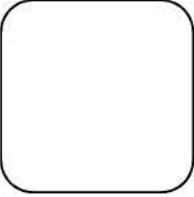
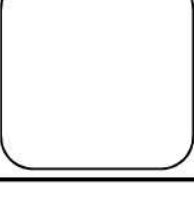
'On an Afternoon Train from Purley to Croy' by James Berry

Pre-reading Activities

Activity One: Biography: Social Media Page

Research James Berry so you can complete his social media page with what you can find. You could start your research at these websites:

- <https://poetryarchive.org/poet/james-berry/>
- <https://ypn.poetrysociety.org.uk/features/sailing-away-to-a-new-land-the>
- <https://literature.britishcouncil.org/writer/james-berry>

James Berry	
(Add a photo)	Timeline About Friends P
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Pre-reading Activities

Activity Two: Research: Fact File: Windrush

Create a fact file on the Windrush / the Windrush generation. You can use the text on your own.

You could start your research at these websites:

- <https://www.bbc.co.uk/news/uk-43782241>
- <https://www.rmg.co.uk/stories/windrush-histories/story-of-windrush-sh>

Windrush

When:

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Where:

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Who:

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What:

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What happened after Windrush:

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Pre-reading Activities

Activity Three: Extending Vocabulary

Add the definitions for the following words (look up the words if you are not sure) word into a sentence.

	Definition	
Culture		
Disparity		e.g. There is a gap between the rich and the poor.
Displacement		
Divergent		
Immigration		
Prejudice		

During-reading Activities

Activity One: Word Selection: Title and Tone

- a. How does the title set up the scene?

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- b. Read through the poem and decide which words you would use to describe it

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Activity Two: Check Your Understanding of 'a Quaker'

Write a definition in your own words: <https://www.history.com/topics/immigration/quakers>

.....

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Activity Three: Annotation Activity

Identify examples of the following in the poem:

- Repetition:
- Contrast:
- Questions:
- Places:

Activity Four: Paired Work: Drama Activity

- a. Highlight, in two different colours, what each person in the poem would say.
- b. In pairs, perform this conversation, paying particular attention to tone.

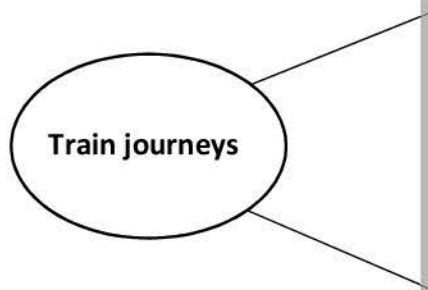
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Post-reading Activities

Activity One: Mind Map: Train Journeys

In pairs, complete a mind map in which you consider the connotations of train journeys that have been done for you.



Activity Two: Importance of Setting

Why do you think James Berry chooses a train journey for the setting of this poem?

- Write a minimum of one paragraph.
- Use small quotations to support your points.

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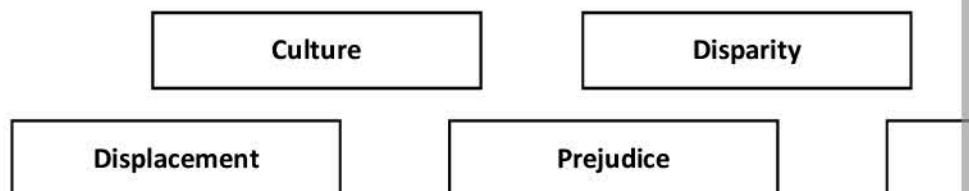
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Activity Three: Group Discussion – Difference and Acceptance

Using at least four words from Pre-reading Activity Three, discuss the following:

How does James Berry convey difference and the need for mutual acceptance?



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'Name Journeys' by Raman Mu

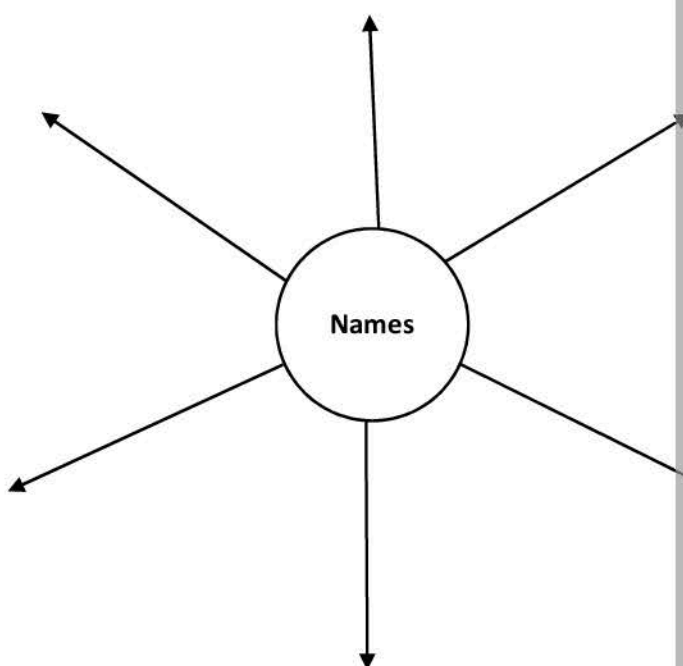
Pre-reading Activities

Activity One: Mind Map – The Importance of Names

Complete a mind map about the importance of names.

Some ideas you might consider:

- Identity
- Connections
- Do you know the meaning of your name?
- Are you named after someone?
- Does your name have any cultural reference?
- Do people often pronounce your name incorrectly? How does that make you feel?
- Do you have a nickname? If so, how did you get it? Do you like it?
- Do you use another name rather than the name you were given at birth? If so, why?
- Why would someone change their name?



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Pre-reading Activities

Activity Two: Biography Activity – Multiple Choice

Highlight the correct answer.

a. Where was Raman Mundair born?

Pakistan / Manchester / Leicester / India / Scotland

b. Where was she raised?

Pakistan / Manchester / Leicester / India / Scotland

c. Where does she live?

Pakistan / Manchester / Leicester / India / Scotland

d. In what year was her first volume of poetry published?

1997 / 2007 / 1987 / 2023 / 2009

e. In what year was her second volume of poetry published?

1997 / 2007 / 1987 / 2023 / 2009

f. In what year was she awarded the Decibel Penguin Prize (Short Fiction)?

1997 / 2007 / 1987 / 2023 / 2009

g. In what year was she awarded the Robert Louis Stevenson Memorial Award?

1997 / 2007 / 1987 / 2023 / 2009

h. Which newspaper does this quote come? Raman Mundair is: 'a rare breed: the page and the stage. Her readings reveal the secret music of the poem'.

Daily Mirror / The Guardian / The Independent / Daily Mail

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During-reading Activities

Activity One: First Impressions

a. Listening Task

Listen to a reading of the poem: <https://soundcloud.com/anton-jarvis-2061/raman-mundair>

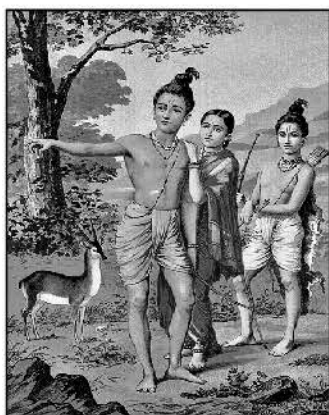
b. Paired Discussion

With a partner, discuss your first impressions of the poem. Did you enjoy it? interesting? Do you have any ideas about what this poem is saying?

Activity Two: Annotation Activity

Annotate the poem with your thoughts – consider language, structure and form a

If you need some help, consider the following:



- On your first reading, any unfamiliar cultural look them up.
e.g. 'chastened' – being failure or doing some
- Explore the connotati word 'wilderness'.
- How was Sita's loyalty
- What technique is use What is the effect of t
- Which line implies a r
- Find examples of allite
- How do the last two li two lines?
- Why do you think the in couplets?

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Post-reading Activities

Activity One: Group Discussion

How does emigration present barriers to settling in a new country?

Some ideas you might consider:

- Language barriers
- Cultural differences
- Loss of identity
- Feelings of isolation
- The need to fit in
- The change of environment
- How barriers are presented in the poem

Activity Two: Written Task

Individually, write up your ideas from the discussion in Activity One.

- Aim to write a minimum of one paragraph in which you summarise the main
- Supporting evidence from the poem can be included – one or two words rather
- Contextual information can be used only if it supports your points.
- Use key words such as 'identity', 'isolation', 'belonging', 'transition', 'metaphor'

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Activity Three: Making Links

What links can you make between 'Name Journeys' and a poem you have studied

	Poem	Themes	Poem (Language)
'Name Journeys'			

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Key Term

Theme: A principal idea explored in the text.

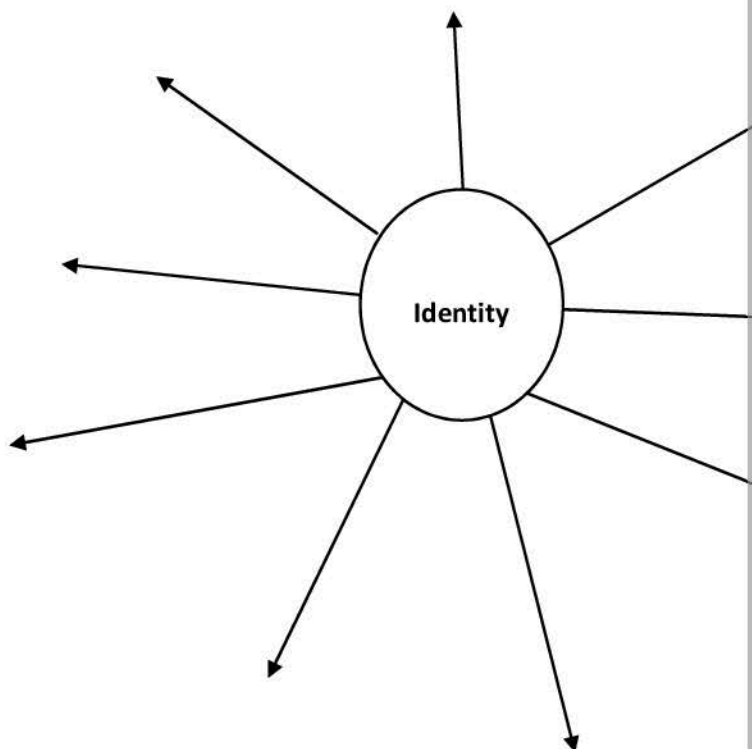
Pre-reading Activities

Activity One: Identity

a. Mind Map

How do we define our identity? Complete a mind map of all the things that y identity. Some suggestions you might consider:

- your physical characteristics
- your ethnicity
- your gender
- your beliefs
- your values
- your family background
- your relationships
- your influences
- your interests
- your possessions



b. Select

Choose three words to sum up who you are – if you find this difficult, ask some

1.
2.
3.

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Pre-reading Activities

Activity Two: Research the Poet

Choose three interesting facts about Shamshad Khan.

1.
2.
3.



Activity Three: Research: The Elgin Marbles

Undertake research to answer the following questions.

- a. What are the Elgin Marbles?
.....
- b. Who brought them to England, and when?
.....
- c. Where are the Elgin Marbles kept?
.....
- d. Explain the controversy over the Elgin Marbles.
.....

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During-reading Activities

Activity One: First Impressions

a. Listening Task

Listen to Shamshad Khan read her poem 'pot'.

<https://www.shamshadkhan.co.uk/videos/> (2:51)

b. Paired Discussion

With a partner, discuss your first impressions of the poem. Did you enjoy it? interesting? Do you have any ideas about what this poem is saying?

Activity Two: Vocabulary Check

Read through the poem. The words in the table below might be unfamiliar to you. Write a definition.

Word	Definition
terracotta	
looter	
diaspora	
incarcerated	
legal representation	

Activity Three: Annotation Activity

Annotate the poem with your thoughts – consider language, structure and form and

If you need some help, consider the following:

- Why do you think the poet has chosen not to include capital letters, e.g. in the poem, for the names of countries?
- Identify lines that suggest the pot's identity is unknown.
- Look at lines 12–22. Was the pot brought to England legally? Annotate your thoughts.
- How is the pot's importance portrayed? Annotate your thoughts.
- Consider any feelings, attitudes, or the tone you think it conveys – annotate your thoughts.
- What is the effect of the word 'diaspora' in line 40? How does it connect to the poem?
- What do you think 'pot' symbolises?
- The poem ends with a dedication – consider how the use of language adds to the poem's meaning.

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Post-reading Activities

Activity One: Group Presentations: Poet's Intentions

Shamshad Khan said: 'I use the plight of the poet as a way to comment on the issues of identity, colonial practices, migration and the slave trade.'

Her full reflections can be read here:

https://www.lancaster.ac.uk/fass/projects/writersgallery/content/Shamshad_Khan/

- Get into groups and divide up the issues of identity, colonial practices, migration and the slave trade.
- For your chosen issue, discuss what message you think the poet is trying to convey.
- Discuss the effectiveness of the methods used to convey the message.
- Present your ideas to the other groups, using supporting quotations.
- Take notes from the other groups' presentations so you have a completed table.

ISSUE	MESSAGE CONVEYED	SUPPORTING QUOTATIONS
Identity		
Colonial practices		
Migration		
The slave trade		

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'A Wider View' by Seni Seneviratne

Pre-reading Activities

Activity One: Biography Activity

a. Reading and Selection Task

Read the following interview and select a minimum of six things you have learnt.
<https://idontcallmyselfapoet.wordpress.com/category/poets-q-t/seneviratne/>

-
-
-
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b. Timeline

Create a timeline of Seni Seneviratne's work.

A website you might find useful: <https://www.peepaltreepress.com/author/seni-seneviratne/>

Wild Cinnamon and Winter Skin (2007)

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During-reading Activities

Activity One: Industry

- a. Find the references to Leeds' industrial past in the poem.

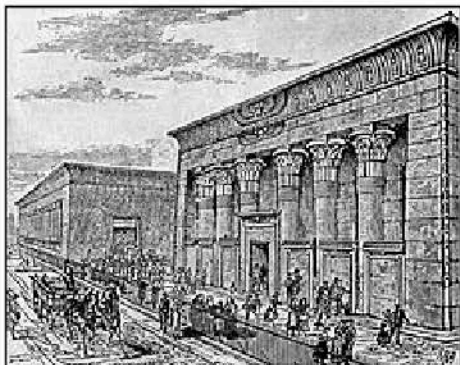
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- b. Find pictures of each reference to help you to engage with the setting.

For example: 'Marshall's Temple Mill'

https://commons.wikimedia.org/wiki/File:Marshall%27s_flax_mill,_Holbeck



Activity Two: Annotation Activity

Annotate the poem with your thoughts – consider language, structure and form a

If you need some help, consider the following:

- Repetition
- Sibilance
- Imagery
- Alliteration
- Enjambment

Activity Three: Poet's Intentions

The following link is an interview with Seni Seneviratne about the poem 'A Wider

Listen and take notes that you could add to your annotations.

<https://www.youtube.com/watch?v=TJZj1unuTzo> (20 mins – The poem is read f

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Post-reading Activities

Activity One: Working and Living Conditions – Then

What were the working and living conditions like for the speaker's 'great-great-grandfather'?

- Write a minimum of one paragraph.
- Explain your ideas using brief quotations from 'A Wider View'.

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Activity Two: Working and Living Conditions – Now

In pairs, create three lists in which you bullet-point the improvements in today's world and any environmental issues of concern.

List 1: Working Conditions	List 2: Living Conditions	List 3: Environmental Issues
•	•	•
•	•	•
•	•	•
•	•	•

Activity Three: Making Links

What links can you make between 'A Wider View' and a poem you have studied so far?

	Poem	Themes	Links
'A Wider View'			

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'Homing' by Liz Berry

Pre-reading Activities

Activity One: The Black Country

Watch the following film made by the Black Country Living Museum:

<https://www.youtube.com/watch?v=lju0Vpd1MD8> (6.24 mins)

Answer the following questions:

a. Give three examples of what was made.

1. 2. 3.

b. What was found underground?

.....
.....

c. What was the effect of mining on the landscape?

.....
.....

d. What was working life like for the people?

.....
.....

e. How did the American Elihu Burritt describe the region?

.....
.....

f. What invention was first used in the Black Country?

.....
.....

g. Where is the Black Country?

.....
.....

h. What were the living conditions like?

.....
.....

i. What were the people like?

.....
.....

Activity Two: Biography Activity

Undertake some research so you can choose whether the following statements are true or false:

- Liz Berry was born in Devon. **True/False**
- She used to be an infant teacher. **True/False**
- In 2009 she won the Edward Geoffrey Award. **True/False**
- Her first book of poems was published in 2014. **True/False**
- In 2019 she won the Somerset Maugham Award. **True/False**
- Her poems in *Black Country* celebrate where she comes from, including her d

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During-reading Activities

Activity One: First Impressions

a. Listening Task

Listen to the poem: <https://poetryarchive.org/poem/homing/>

b. Paired Discussion

With a partner, discuss your first impressions of the poem. Did you enjoy it? interesting? Do you have any ideas about what this poem is saying?

Activity Two: Annotation Activity

Annotate the poem with your thoughts – consider language, structure and form. If you need some help, consider the following:

Stanza One

- What emotion could the plosives in stanza one convey?
- What are the connotations of a 'box'?
- Write a definition of the word 'elocution'.
- Identify the line that has a mocking tone.

Stanza Two

- Which word in stanza two conveys the idea of an accent being a prisoner?
- Write a definition of the word 'guttural'.
- Find evidence of affection for their dialect.

Stanza Three

- How does the first line of stanza three imply the loss of a loved one?
- Write a definition of the word 'jemmied'.
- Do you know the dialect words in line 4? You can look them up on this website: <https://www.sedgleymanor.com/dictionaries/dialect.html#t> What is the effect of these words?
- How does this line link to the Black Country?

Stanza Four

- How does the poet continue an idea from stanza three into stanza four?
- What is the effect of the words 'thunking' and 'clanging'?

Stanza Five

- What ideas are created with the words 'forge' and 'a blacksmith's furnace'?
- How does the simile 'like pigeons' link to the title, 'Homing'?

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Post-reading Activities

Activity One: Write a Blog on the Poem 'Homing'

(You can use the template below or design one of your own.)

Posted on:

Related articles:

(Write a blog about 'Homing' – include examples you found effective.)

TAGS (consider themes, e.g. belonging and other poems from the Anthology)

Share

POST COMMENT

(Write a response to the blog, or swap with a partner to write it.)

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'A Century Later' by Imtiaz Dharker

Pre-reading Activities

Activity One: Biography Activity

Research the life and works of Imtiaz Dharker and select information to complete one of your own. Suggestions of websites to start your research:

- <https://literature.britishcouncil.org/writer/imtiaz-dharker>
- <https://poetryarchive.org/poet/imtiaz-dharker/>
- <https://www.bbc.co.uk/programmes/m000xzy5> (1 hr 2 mins)

NAME:

WHERE & WHEN BORN:

WORKS

AWARDS

INTERESTING FACTS

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Pre-reading Activities

Activity Two: Education

- a. As a group, discuss the importance of education.

Debate the statements below – do you agree/disagree? Is anything missing?

It empowers children and young people.	Helps you to think critically.
It enhances your creativity and imagination.	Prepares you for life.
To grow a country's economy.	To reach your full potential.

- b. **Sorting Exercise:** Individually, sort the statements into the chart below.

Most important =

Least important =

- c. **Discussion: Equality**

As a group, discuss why equality in education is important. Do you think this

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Pre-reading Activities

Activity Three: Research: Malala Yousafzai

a. When and where was Malala Yousafzai born?

.....

b. How did her father influence her thirst for knowledge?

.....

.....

c. What did she do at 11 years old?

.....

.....

d. What did she write about?

.....

.....

e. Describe what happened to her in October 2012.

.....

.....

f. What did she do on her 16th birthday?

.....

g. What prize did she win?

.....

h. How has she used her enhanced public profile?

.....

.....

Activity Four: Predicting What the Poem is About

a. Semantic Fields

In the table below are some words from the poem 'A Century Later'.
Can you divide them into three different semantic fields?

Key: ☐ ☐

<i>call to battle</i>	<i>book</i>
<i>school-bell</i>	<i>class</i>
<i>orchard</i>	<i>every step</i>
<i>poppies</i>	<i>buzzing</i>
<i>field</i>	<i>full bloom</i>
<i>swarm</i>	<i>firing-line</i>
<i>Surrendered, surrounded</i>	<i>poppies</i>

b. Paired Discussion

In pairs, discuss what you think this poem is about.

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During-reading Activities

Activity One: Annotation Activity

Annotate the poem with your thoughts – consider language, structure and form a
If you need some help, consider the following:

- The use of juxtaposition
- The semantic fields
- How it relates to Malala Yousafzai
- Comment on the use of sibilance
- Comment on the use of enjambment
- Comment on the use of caesura
- Evidence this girl has been oppressed
- Evidence that this girl is strong

Activity Two: Personal Response

- Write a minimum of one paragraph.
- How does this poem make you feel?
- Which word or line do you find particularly interesting/disturbing/effective?
- Explain your reasons.

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Post-reading Activities

Activity One: Ideas and Messages

a. Comparative Task

The following poem was written a century before 'A Century Later' – highlight Dharker's poem.

'Anthem for Doomed Youth' by Wilfred Owen

*What passing-bells for these who die as cattle?
— Only the monstrous anger of the guns.
Only the stuttering rifles' rapid rattle
Can patter out their hasty orisons.
No mockeries now for them; no prayers nor bells;
Nor any voice of mourning save the choirs, —
The shrill, demented choirs of wailing shells;
And bugles calling for them from sad shires.

What candles may be held to speed them all?
Not in the hands of boys, but in their eyes
Shall shine the holy glimmers of goodbyes.
The pallor of girls' brows shall be their pall;
Their flowers the tenderness of patient minds,
And each slow dusk a drawing-down of blinds.*

b. Written Task

Explain the ideas and messages you think Imtiaz Dharker is presenting in her poem. Before you begin writing, consider the questions below:

- Is she commenting on how the waste of young lives is still happening?
- Is she commenting on the fact that there is always going to be some form of conflict?
- Is she advocating the need to stand together to fight any injustices?
- Or something else?

- Write a minimum of one paragraph.
- Use brief, supporting quotations to support your points.
- Try to include a minimum of three words from the table below. If you are unsure, look it up.

<i>adversity</i>	<i>vulnerability</i>	<i>resilience</i>
<i>oppression</i>	<i>violence</i>	<i>knowledge</i>

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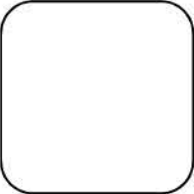
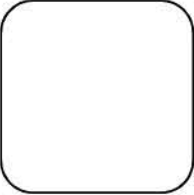
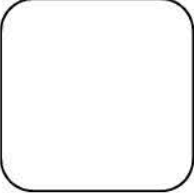
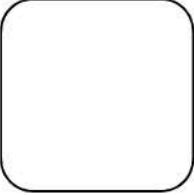
'The Jewellery Maker' by Louisa Adjoa Parker

Pre-reading Activities

Activity One: Biography: Social Media Page

Research Louisa Adjoa Parker so you can complete her social media page with what you know. You could start your research at these websites:

- <https://www.louisaadjoaparker.com/about>
- <https://www.cpre.org.uk/discover/hidden-histories-of-the-countryside-black-lives-in-south-west-england/>
- <https://www.youtube.com/watch?v=ZKXrll1kDLY>

Louisa Adjoa Parker	
(Add a photo)	Timeline About Friends P
	CURRENT STATUS:
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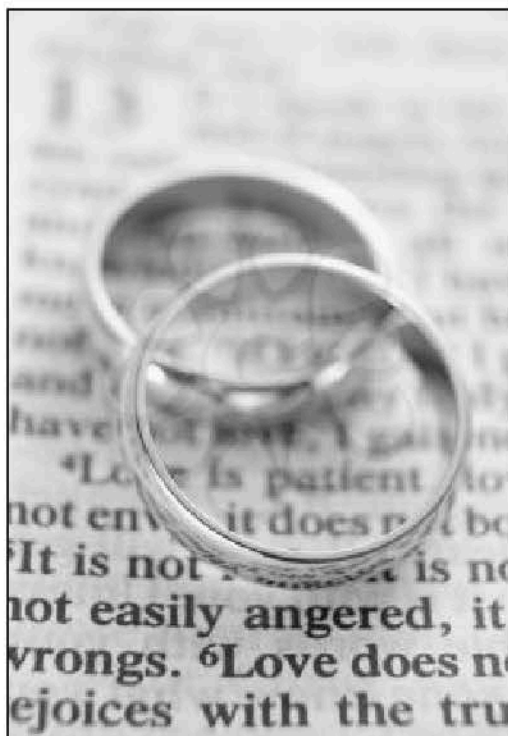
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Pre-reading Activities

Activity Two: The Importance of Jewellery



In pairs, make a list of reasons why people wear jewellery.

- e.g. to mark significant life events, such as an engagement ring, wedding ring
-
-
-
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During-reading Activities

Activity One: Imagery

Select four images from the poem that stand out for you – draw each image and explain why it stands out for you.

- a.
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- b.
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-
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- c.
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-
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-
-

- d.
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During-reading Activities

Activity Two: Annotation Activity

Annotate the poem with your thoughts – consider language, structure and form and content.
If you need some help, consider the following:

Stanza One

- What do you learn about the jewellery maker?
- How does the poet use the senses to bring the scene alive?

Stanza Two

- How do we know that the jewellery maker is skilled?
- How does the poet use nature to bring the jewellery alive?

Stanza Three

- How do we know the jewellery maker's work is delicate?
- Why do you think the jewellery maker's wife only has one piece of jewellery?

The Whole Poem

- Where do you think the poem is set?
- What evidence is there that he enjoys his work?
- What evidence is there that his work is not fully appreciated?
- What did you think of the poem? (Explain your reasons.)

Post-reading Activities

Activity One: Closer Analysis

Compare the differences between the jewellery maker's wife and the women who make jewellery.

- Write one detailed paragraph.
- Support your ideas with brief quotations from the poem.

Activity Two: Making Links

What links can you make between 'The Jewellery Maker' and other poems you have studied?

	Poem	Themes	Poet (Language)
'The Jewellery Maker'			

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'With Birds You're Never Lonely' by Raymond Antrobus

Pre-reading Activities

Activity One: Biography Activity

Research the life and works of **Raymond Antrobus** and select information to complete one of your own. Suggestions of websites to start your research:

- <https://www.raymondantrobus.com/bio>
- <https://writersmakeworlds.com/interview-raymond-antrobus/>
- <https://www.youtube.com/c/raymondantrobus>

NAME:

HE WAS BORN:

WORKS

AWARDS

INTERESTING FACTS

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Activity Two: Vocabulary Check

	Who/What are they?	Cultural
The Māori People		
Kauri trees		
Tui birds		

Activity Three: City vs Countryside

a. Listing Differences

Explore the difference between living in a city and living in the countryside. How is it like living in each environment.

City	
e.g. close to a range of amenities	e.g. close to nature

b. Paired Discussion

- Compare your lists.
- Discuss whether one environment is better than another.
- Discuss which environment you think you would prefer to live in, and explain why.

During-reading Activities

Activity One: Annotation Activity

Annotate the poem with your thoughts – consider language, structure and form and how they convey meaning.

If you need some help, consider the following:

- Which lines are symbolic of modern life?
- Which line suggests that the speaker is ill at ease in a busy environment?
- Which lines indicate the speaker needs to reconnect with nature?
- Select an example of sibilance and explain the effects.
- Consider the cultural references you explored in Pre-reading Activity Two – how do they create meaning in the poem?
- Select words and phrases that imply the lack of harmony between man and nature.
- Who is presented as being in tune with nature?
- Which image evokes the idea of being stifled, not having enough room to grow?

Post-reading Activities

Activity One: Mental Health and Nature

In a group, discuss the benefits that nature can have on your mental health. Try to

Activity Two: Making Links

What links can you make between 'With Birds You're Never Lonely' and other poems?

	Poem	Themes	(Le
'With Birds You're Never Lonely'			

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'A Portable Paradise' by Roger Robinson

Pre-reading Activities

Activity One: Biography Activity

Research Roger Robinson to answer these questions:

a. Where were his parents from?

.....

b. Where was he educated?

.....

c. 'A Portable Paradise' is from a collection with the same name.
What subjects does Roger Robinson address in this collection?

.....

d. What appeal did he launch in 2018?

.....

e. List three facts about Roger Robinson that you find interesting:

1.

2.

3.

Activity Two: Group Discussion

As a group, discuss your response to the following question:

What is your idea of paradise?



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During-reading Activities

Activity One: Complete the Table

For the following images, select quotations they could represent and consider the
An example has been done for you.




Key Terms

Alliteration:	The repetition of the same consonant sounds in a series of words.
Alludes:	Hints at another reference indirectly.
Connotations:	Meanings we attach to something rather than its literal meaning.
Semantic field:	Words that are linked by meaning are said to share a semantic field.
Symbolism:	Using something to represent ideas or qualities

Quotations	
<p>a.</p> 	<p>'grandmother/who told me'</p> <p>'she'd say'</p>
<p>b.</p> 	
<p>c.</p> 	

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Quotations	
	<p>d.</p> 
	<p>e.</p> 
	<p>f.</p> 

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Post-reading Activities

Activity One: Creative Writing Task

Choose a minimum of one task from the following in which you incorporate your

- Write a poem on the theme of paradise in a similar style to Roger Robinson

OR

- A 200-word piece of creative writing describing someone's happy place.

OR

- An article in which you advise young people how to cope with life challenges

Activity Two: Making Links

What links can you make between 'A Portable Paradise' and other poems you have

	Poem	Themes	Poet (Language)
'A Portable Paradise'			

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'Like an Heiress' by Grace Nichols

Pre-reading Activities

Activity One: Biography Activity

Imagine you were making a documentary about Grace Nichols' life and works. What would be the focus of each scene? (What key moments would you present?)



To help you, research the poet

- <https://literature.britishcouncil.org/author/grace-nichols>
- <https://poetryarchive.org/poet/grace-nichols>
- <https://www.theguardian.com/uk/2016/feb/19/grace-nichols-pioneering-voice-wins-poetry-prize>



Go to zzed.

Storyboard your ideas. Include a sketch to represent the scene and write a brief explanation.

a.	b.	c.
e.	f.	g.
i.	j.	k.

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During-reading Activities

Activity One: Annotation Activity

Annotate the poem with your thoughts – consider language, structure and form and content. If you need some help, consider the following:

- In what form is this poem written?
- What does the word 'heiress' suggest about how she feels about her country?
- What could the phrase 'my oceanic small-days' symbolise?
- What is the coastline like now?
- Which line suggests the speaker's anger?
- What is the effect of changing to first person?
- Identify a simile that conveys a sense of guilt but also a feeling of disconnection.
- Look at lines 11–13 – which structural technique helps to convey her guilt?

Post-reading Activities

Activity One: Presentations

Create a presentation on one of the following environmental issues:

- Single-use plastic
- Sewage in rivers and oceans
- Emissions
- Fly-tipping
- Deforestation
- Loss of biodiversity

Activity Two: Making Links

What links can you make between 'Like an Heiress' and other poems you have studied?

	Poem	Themes	(Lar)
'Like an Heiress'			

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'Thirteen' by Caleb Femi

Pre-reading Activities

Activity One: Biography Activity

Create a PowerPoint on the life and works of Caleb Femi to teach your peers.

Websites that might help you:

- <https://www.independent.co.uk/arts-entertainment/theatre-dance/feat-bowl-poetry-play-battersea-arts-centre-young-poet-laureate-knife-crime>
- <https://www.theguardian.com/books/2020/oct/30/caleb-femi-henceforth-with-being-a-merchant-of-joy>
- <https://www.calebfemi.com/3001712-home>

Activity Two: Write a Script

Imagine you are a chat show host and you are interviewing Caleb Femi. Write a script. If you need help, listen to interviews, e.g.

- <https://www.youtube.com/watch?v=iej8xrC2hV0>
- https://www.youtube.com/watch?v=yDU-IRJ_MzU

Activity Three: Writing Activity

Using this photograph to help you, write a description of a tower block.



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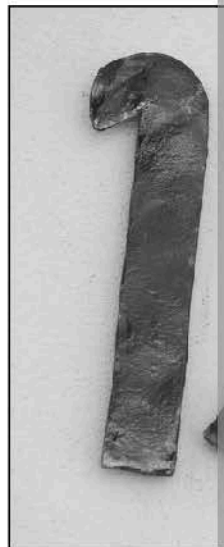


During-reading Activities

Activity One: Annotation Activity

Annotate the poem – to extend your ideas, consider the following ideas and questions

- a. Why do you think Caleb Femi chose the number 'Thirteen' for the title of this poem?
- b. What are the effects of writing in the future tense and second person?
- c. Consider the connotations of the word 'cornered'.
- d. What does the use of a question mark in stanza one suggest about the situation?
- e. What effect does the repetition have in the last line of stanza one?
- f. Do you think the last line of stanza two implies the kind act of patting a child to give comfort, or something else?
- g. Consider the connotations of 'stars' and 'supernovas'.
- h. Identify the superlatives in the last line of stanza two.
- i. Consider the overall tone for stanza two – is there any sense of foreshadowing?
- j. What techniques have been used in stanza three to show vulnerability?
- k. Select words that imply the thirteen-year-old will be dehumanised.
- l. How is the reality of the situation conveyed in the last stanza?
- m. Consider the metaphor of 'supernovas'. What does it imply?



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Post-reading Activities

Activity One: Creative Writing Tasks

a. Add a two-line stanza at the end of the poem in which you convey how this poem

b. **Changing Form:** For this activity you are going to change the poem 'Thirteen'

- Decide whether you want to write in second, third or first person.
- Decide whether to write in the past, present or future tense.

e.g. *You will be four minutes away from home when you are cornered by an armed robbery that happened in your area 45 minutes ago.*

e.g. *She/he was patted on the shoulder... (or, perhaps, searched)*

e.g. *I asked the policeman if he remembered me...*

- Remember to include all the relevant details from the poem.
- If you wish, you can add some appropriate thoughts and feelings in your stanza.
- If you wish, you can add details from the two lines you added (Activity One)

Activity Two: Themes and Ideas

Summarise the key themes and ideas you think Caleb Femi is presenting in 'Thirteen'

Try to include at least three of these words/phrases – if you are not sure what the

vulnerability	racial bias	<input type="checkbox"/>
discrimination	innocence	<input type="checkbox"/>
dehumanising	symbolises	<input type="checkbox"/>

Activity Three: Making Links

What links can you make between 'Thirteen' and other poems you have studied so

	Poem	Themes	Links
'Thirteen'			

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Whole-Collection Activities

Themes

Activity One: Understanding Themes

Consolidate your understanding of themes by completing the table below.

Themes: Are there any other themes you could include?	Poems	
a. Oppression	'England in 1819' 'A Century Later' 'Thirteen'	'A people starved and 'Here is the target,' 'Thirteen, you'll tell h
b. Ancestry		
c. Belonging		
d. Identity		
e.		
f.		
g.		
h.		

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Context

Activity One: Understanding Context

This activity will check your understanding of how to include context in an exam response. Tick whether each statement is true or false.

If you need any help, listen to AQA explanation at:

<https://www.youtube.com/watch?v=0B6GRviuHtM>

or read some information from BBC Bitesize here:

<https://www.bbc.co.uk/bitesize/guides/z8kyg82/revision/5>



Go to [zzed.uk/12503](https://www.zzed.uk/12503)

Context could include something about the writer or the time and place the poem was written.

If you select 'false' you need to explain why the statement is false.

Statement	True	False
1. Biographical information should always be included in a response.		
2. Social and historical information should always be included in a response.		
3. Each response should include a paragraph about context.		
4. Context could include how a reader responds to a poem.		
5. Context could include genre.		
6. A response should focus on the relationship between the poem and the context in which it was written.		
7. Only context that is relevant to the question should be explored.		
8. If the question is answered fully, it will lead you to write about context.		

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Ideas and Messages

Activity One: Romanticism

a. Research Activity

Use the Internet to research Romanticism:

- to find out when the movement was popular
- to understand the movement's principles
- to identify the Romantic poets

b. Cloze Activity

If you need further help, complete the cloze exercise below.

Romanticism was a popular _____ in literature, from the late eighteenth century to the _____. The first generation of Romantic poets included William _____, William _____, Samuel Taylor Coleridge. The Romantic poets' emphasis was on _____ rather than reason. They broke away from the restrictions of the Enlightenment which had placed _____ as the base of all knowledge. They placed more emphasis on the _____ of feeling, an individual's subjectivity, on the _____ and our imaginative reaction to it. The second generation of Romantic poets included the poets Percy Bysshe _____, John _____ and Lord _____.

(Be careful, this box contains four incorrect answers.)

<i>Shelley</i>	<i>intensity</i>	<i>Byron</i>
<i>nature</i>	<i>Keats</i>	<i>mid nineteenth century</i>
<i>Larkin</i>	<i>Duffy</i>	<i>Agard</i>
<i>Wordsworth</i>	<i>Blake</i>	<i>movement</i>

Key Ideas:

Enlightenment

(17th century – 19th century)

Explores ways to understand the world through science and reason

Romanticism

(Late 18th century – mid 19th century)

Focuses on imagination and emotions: nature, feelings, beauty

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c. Sorting Exercise

Consolidate your learning: arrange the following words under the correct column

rationalism

senses

nature

faith

secular

imaginative

questioning

reason

God

emotions

science

truth

Enlightenment	Religion

Activity Two: Identity and Belonging

What makes up our identities and feelings of belonging are complex issues.

a. Reading Task

Read an account from one of the people below who respond to the question

- <https://www.whereareyoureallyfrom.co.uk/meet-ramela-an-armenian/>
- <https://www.whereareyoureallyfrom.co.uk/meet-nina-from-torbay/>
- <https://www.whereareyoureallyfrom.co.uk/meet-fin-from-cornwall/>
- <https://www.whereareyoureallyfrom.co.uk/meet-daniel-from-london/>

b. Paired Discussion

Discuss the issues raised in the story you have chosen.

c. Making Links

Which poems from the Anthology explore the complexities of identity and belonging?

.....

.....

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The Poet's Use of Language

Activity One: Technique-matching Exercise

Match the technique with its definition and an example from the poems in the W

Technique	Definition
Onomatopoeia	The presentation of objects and events in nature as having human emotions and traits.
Caesura	The use of the same word or phrase more than once for effect.
Plosive	Where words sound like the <i>things</i> they describe.
Juxtaposition	A line of poetry which carries its idea or thought over to the next line without a pause.
Alliteration	Compares two different things by saying one thing is another.
Enjambment	Hard consonant sounds such as 'b' and 'd'.
Simile	Repetition of consonants that produce hissing sounds.
Sibilance	A break in a line of poetry – look out for punctuation within a line.
Personification	The repetition of the same consonant sounds in a series of words.
Repetition	The positioning of opposing ideas for effect.
Metaphor	Compares something with another thing using 'as' or 'like'.

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Activity Two: Imagery

Choose a minimum of two examples of imagery and explain how meaning is created.

For example:

- the extended metaphor in 'A Century Later', or
- the positive imagery of well-being in other poems you have studied, or
- how the imagery helps to convey people's effect on nature.

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Key Term

Extended metaphor: A metaphor that recurs or develops throughout a text.

Key Tips

- Subject terminology such as simile and alliteration should not dominate your explanations of effects.
- Terms such as speaker, structure, contrast, connotations, voice, metre, mood are good examples of appropriate subject terminology.
- Also use words such as implies, evokes, reinforces, highlights, accentuates.
- Use words such as whereas, in contrast, however, similarly, both, likewise to compare/contrasting.

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The Poet's Use of Form

Activity One: Sonnet

Key Terms

Petrarchan sonnet: A **sonnet** with eight lines with abba rhyme scheme. A **volta**, a shift in tone, and change in rhyme scheme to suggest

Sonnet: A poem with 14 lines, often 10 syllables a line and ends in a rhyme

Volta: A turning point in a poem.

- a. **Comparative Task:** Both 'England in 1819' (Shelley) and 'Like an Heiress' (Nicholas) List the similarities and differences between the two sonnets.

.....

.....

.....

.....

.....

.....

- b. **Creative Task:** To develop your understanding of this form, use the rhyme scheme to write your own sonnet.

Line 1 (A):

Line 2 (B):

Line 3 (A):

Line 4 (B):

Line 5 (C):

Line 6 (D):

Line 7 (C):

Line 8 (D):

Line 9 (E):

Line 10 (F):

Line 11 (E):

Line 12 (F):

Line 13 (G):

Line 14 (G):

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The Poet's Use of Structure

Activity One: Caesura

Key Term

Caesura: A break in a line of poetry – look out for punctuation with

Explore the effects of each use of caesura in the lines below. It would help if you view

To help you, consider the following questions:

- Is the pause in the middle of the line – media caesura?
- Is the pause near the beginning of the line – initial caesura?
- Is the pause near the end of the line – terminal caesura?
- Does it emphasise a key idea or message?
- Does it emphasise an emotion or give you pause for thought?
- Does it disrupt the rhythm?
- Does it change the mood?

Line/Poem	Caesura
a. <i>'And I must think, do all I can,'</i> (<i>'Lines Written in Early Spring'</i>)	
b. <i>'Burst, to illumine our tempestuous day.'</i> (<i>'England in 1819'</i>)	
c. <i>'Nice day. Nice day I agreed.'</i> (<i>'On an Afternoon Train from Purley to Victoria, 1955'</i>)	
d. <i>'he will see you powerless – plump.'</i> (<i>'Thirteen'</i>)	

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Activity Two: Enjambment

Key Term

Enjambment: A line of poetry which carries its idea or thought over to the next line. Look for an absence of punctuation at the end of a line.

Explore the effects of each use of enjambment in the lines below. It would help if you read the poem.

Line/Poem	Enjambment
a. Look at stanza three – ‘A Wider View’	
b. Look at stanza four – ‘Homing’	
c. Choose your own line – ‘pot’	

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Essay Practice

Activity One: Comparing Methods

For this activity you are going to compare the effects of techniques in two different poems.

- For quotations a–c, you might find it useful to find each quotation in the poem.
- For quotations d–e, you need to select your own quotations from different poems.

Quotations	Compare
<p>a. <i>'For years you kept your accent in a box'</i> (<i>'Homing'</i>)</p> <p><i>'The world seems one huge prison-house in...'</i> (<i>'In a London Drawingroom'</i>)</p>	Both poems use a metaphor of entrapment.
<p>b. <i>'railways, factories thumping and clanging the night shift,'</i> (<i>'A Wider View'</i>)</p> <p><i>'or the buzzing in it.'</i> (<i>'A Century Later'</i>)</p>	
<p>c. <i>'Cutting the sky with one long line of wall Like solid fog: far as the eye can stretch Monotony of surface & of form Without a break to hang a guess upon.'</i> (<i>'In a London Drawingroom'</i>)</p> <p><i>'before heading back like a tourist to the sanctuary of my hotel room to dwell...'</i> (<i>'Like an Heiress'</i>)</p>	
d.	
e.	

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Activity Two: Exemplars

a. Highlight

Read the following exemplar and highlight what you think makes this paragraph effective.

'Like an Heiress'
<i>The simile in the title, which is repeated in the first words, indicates that the character is wealthy, some 'eye-catching jewels'. However, her inheritance seems to have been lost. The 'Atlantic' ocean 'draws' her to childhood memories at the beach. This idiom is followed by an end-stopped line, followed by a list of the rubbish strewn on the beach. The poet's horror at the discarded items through the listing of everyday objects which could reflect an intake of breath. The reader is also reminded that hurt is caused by the environment.</i>

b. Improve

Read the following exemplar and rewrite it to improve the response.

'Homing'
<i>They kept their accent hidden. I know this because they kept it 'in a box beneath their tongue' because they said 'how now brown cow' which sounds odd to the ears of those who speak in their own accent because the teacher used a 'ruler across your legs'.</i>

.....

.....

.....

.....

Activity Three: Practice Essay Questions

1. How does Wordsworth present the idea that humankind and the natural world are connected in 'Spring'?
2. Industry has affected people and their environment. Explore this statement using evidence from the poetry anthology.
3. Select two poems and compare how the poets present nature.
4. In the poem 'Thirteen', how is a sense of injustice conveyed?
5. In 'A Century Later', how does Dharker present violence?
6. Select two poems and compare how identity is presented.
7. Explore the difficulties of emigration in the poem 'Name Journeys'.
8. In the poem 'England in 1819', explore how Shelley presents the theme of oppression. Compare this with another poem of your choice.

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Glossary

Alliteration	The repetition of the same consonant sounds in a series
Alludes	Hints at another reference indirectly.
Assonance	A repetition of the same vowel sounds.
Blank verse	Unrhymed poetry that has a regular metre (a pattern of
Caesura	A break in a line of poetry – look out for punctuation with
Connotations	Meanings we attach to something rather than its literal r
Context	The circumstances that could influence why or how some
Enjambment	A line of poetry which carries its idea or thought over to look for an absence of punctuation at the end of a line.
Enlightenment	Explores ways to understand the world through science a
Extended metaphor	A metaphor that recurs or develops through the poem.
Juxtaposition	The positioning of opposing ideas for effect.
Metaphor	Compares two different things by saying one thing is anot
Onomatopoeia	Where words sound like the <i>things</i> they describe.
Pathetic fallacy	The presentation of objects and events in nature as havin often selected to reflect a character's emotion.
Persona	A character assumed by a writer in their work.
Personification	An object or idea is given human attributes or feelings.
Petrarchan sonnet	A sonnet with eight lines with abba rhyme scheme. A se volta , a shift in tone, and change in rhyme scheme to sug
Plosives	Hard consonant sounds such as 'b' and 'd'.
Repetition	The use of the same word or phrase more than once for
Romanticism	Focuses on imagination and emotions: nature, feelings, k
Rhyming couplet	A pair of successive lines that rhyme.
Semantic field	Words that are linked by meaning are said to share a sim
Sibilance	Repetition of consonants that produce hissing sounds.
Simile	Compares something with another thing using 'as' or 'lik
Sonnet	A poem with 14 lines, often 10 syllables a line and ends i
Stanza	A verse of a poem.
Superlative	Adjective denoting the highest quality, e.g. tallest, bright
Symbolism	Using something to represent ideas or qualities.
Theme	A principal idea explored in the text.
Volta	A turning point in a poem.

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Suggested Answers

Introductory Activity

Activity One: Reading Task: Tips for Annotation / Understanding Poems

Students' own response.

Poem-by-Poem Activities

'Lines Written in Early Spring'

Pre-reading Activities

Activity One: Cloze Exercise: Biography

- a. William Wordsworth is considered an influential English romantic poet. Born in 1770 and his four siblings became orphans when their father died while Wordsworth was at school (their mother had died when he was eight years old).

His love of nature was established as a young man. Whilst studying at Cambridge, Wordsworth undertook a tour of Europe, which influenced his political views and his poetry. His experience of France encouraged his interest in and sympathy for the 'common man'.

Wordsworth met the poet Samuel Taylor Coleridge and together they created 'Lyrical Ballads'. In English poetry, 'Lyrical Ballads' is regarded as the start of the Romantic Movement. The collection includes Wordsworth's concern for the need for 'common speech' in poetry.

In 1802, Wordsworth married a childhood friend called Mary Hutchinson and they had two children (both of whom died). It is while they lived in Dove Cottage in Grasmere that he wrote 'Lines Written in Early Spring'.

Wordsworth died in 1850. 'Prelude', a major piece of work he had been working on for many years, was published posthumously by his wife.

- b. Some suggestions:
1. His love of nature
 2. Sympathy for the 'common man'
 3. Need for 'common speech'

During-reading Activities

Activity One: Annotation Activity

Some suggested answers, but all relevant supported answers should be rewarded.

- a. The word 'Lines' in the title is vague so implies a relaxed approach (links to 'reclined' connotations of new beginnings / new life / an awakening of nature).
- b. The word 'blended' suggests togetherness and being in harmony.
- c. The last line of stanza two interrupts the harmony of nature and brings the speaker to a foreshadowed with 'sad thoughts' and 'grieved my heart', perhaps reflecting on man's impact on nature and how this in turn impacts 'man'.
- d. The speaker hears birdsong – 'I heard...' – and sees the birds around him hopping and 'catch the breezy air', suggesting they can feel the air on their 'budding twigs'.
- e. Religion: 'soul', 'faith', 'belief', 'heaven', 'holy'.
- f. Stanza four creates the idea that nature is not something that can be quantified; nature is a treasure.
- g. Nature: 'grove', 'primrose', 'periwinkle', 'bower', 'flower', 'bird', 'budding twigs', 'air'.
- h. This time the line ends with a question mark, plus it ends the poem suggesting that the speaker is looking at addressing this question. The line is repeated to emphasise the point that man's impact on nature is a question.

Post-reading Activities

Activity One: Man's Relationship with Nature

- a. **Discussion in pairs:** students' own response.
- b. **Written response:** students should understand that mankind is not in tune with nature. The line 'What man has made of man' – contrasts with the descriptions of nature.

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c. **Closer analysis:** some suggested answers, but all relevant supported answers should

Method	Quotation	Analysis
Juxtaposition	<i>... when pleasant thoughts Bring sad thoughts to the mind.</i>	The poet includes the contrast of 'pleasant' and 'sad' to convey the main message of the poem. This juxtaposition suggests that the poet believes exists between mankind and nature and no longer lives in harmony and coexistence.
Personification	<i>To her fair works did Nature link</i>	The use of the pronoun 'her' depicts 'Nature' as a woman. A woman was seen as the caregiver, so this personifies Mother Nature. The capital letter in 'Nature' emphasizes her role of nature and its link to mankind.
Alliteration	<i>my faith that every flower</i>	The poet's use of alliteration links 'faith' to 'flower', suggesting man's need to believe in the cycle of nature and its spiritual properties.
Rhyme	<i>measure:— pleasure.</i>	Rhyming 'measure' and 'pleasure' links to the idea of nature being measured scientifically; the birds' enjoyment of nature is just enjoyed. Perhaps, it implies a rejection of Romanticism.
Symbolism	<i>Spring primrose periwinkle budding twigs</i>	Spring symbolises new life, new beginnings. The flowers to bloom in spring. Periwinkle blossoms symbolise hope and faithfulness. 'budding twigs' and other elements of nature appear to coexist in harmony.

'England in 1819'

Pre-reading Activities

Activity One: Biography: Social Media Page: Percy Bysshe Shelley

Some information the students might include:

Sample quotation: 'Poetry is a mirror which makes beautiful that which is distorted'

- Born 4th August 1792 in Sussex
- He began to write poetry whilst at Eton College
- 1810, first published work was a Gothic novel (*Zastrozzi*)
- 1811, expelled from Oxford University for producing a pamphlet called 'The Necessity of Atheism'
- 1811, eloped to Scotland with 16-year-old Harriet Westbrook
- 1813, publishes the poem 'Queen Mab'
- 1814, travelled to Europe with 16-year-old Mary Godwin
- 1814, Harriet Westbrook gives birth to their second child
- 1815, Mary Godwin gives birth to their first child
- 1816, Shelley and Byron become good friends
- 1816, his wife, Harriet Westbrook, commits suicide, and shortly afterwards he marries Mary
- 1817, meets Keats
- 1818, moves to Italy
- 1818, publishes 'Ozymandias'
- 1819, publishes 'Love's Philosophy'
- 1822, dies by drowning

Activity Two: Research: Fact File: The Peterloo Massacre

Some information the students might include:

- When: 16th August 1819
- Where: St Peter's Field, Manchester, England
- Who: Over 50,000 men, women and children, although the numbers vary from different sources. The main speaker was Henry Hunt.
- Why: the people believed the parliamentary system was unjust and needed to be reformed. They were protesting for ordinary people to have the right to vote and for reform on property ownership. They were protesting for ordinary people to have the right to hear Henry Hunt speak.
- What: As soon as the speeches started, the magistrates ordered the Manchester yeomanry to charge. The yeomanry charged into the crowd, wielding their sabres. It is disputed how many were killed, with varying reports. Henry Hunt and other leaders were arrested.
- After: There was public sympathy. The government passed the Six Acts, a legal suppression of public meetings, including having to get permission from a magistrate for public meetings or for the use of public spaces. The Representation of the People's Act was passed, which gave men over the age of 21 the right to vote (under certain conditions) and women over 30 in certain conditions.

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Activity Three: Research: The Monarchy

- The monarch in 1819 was George III, although he was mentally unfit to rule and a Prince of Wales.
- He became heir to the throne in 1771 following the death of his father.
- He succeeded his grandfather, George II, in 1760.
- He married Charlotte of Mecklenburg-Strelitz.
- His son became Prince Regent in 1811 because of the deterioration in his father's mental health.
- He died on 29th January 1820.
- Students' own response, but some suggestions are:
 - He bought Buckingham Palace for his wife in 1761.
 - The present royal family still uses the Gold State Coach commissioned by George III.
 - He was the first king to study science.
 - He had 15 children.
 - He was interested in agriculture and was given the nickname 'farmer George'.
 - He was interested in books and considered cultured.
- Students' own response.

During-reading Activities**Activity One: Annotation Activity**

Some suggested answers, but all relevant supported answers should be rewarded.

- In the first two lines the use of alliteration links words that generally have negative connotations, setting a gloomy tone of the poem. The plosives 'b' and 'd' add to the harshness of the poet's feelings.
- In lines 4–6, the rulers are portrayed as being ignorant of what their people endure. 'parasitic' implies the rulers' parasitic nature as they suck the life out of their people.
- 'sanguine' = optimistic or blood-red or bloodthirsty. If students consider the relation to blood, they should consider the use of 'sanguine' as having negative connotations.
- The repetition emphasises that the people in power are 'blind' to the suffering of the people.
- 'liberticide' – students might consider 'liberty' and how the suffix 'cide' means to kill something.
- The repetition of the suffix 'less' emphasises the lack of faith and perhaps the lack of hope.
- The last two lines give a change of tone – a sense of hope.

Post-reading Activities**Activity One: Discussion: Power and Oppression**

Students may discuss the following:

- The king is disliked.
- Critique of royalty – so when the king dies, his heirs will be just as bad.
- 'leechlike' gives the image of the rulers draining the life out of the people.
- 'starved and stabbed' emphasises the people's oppression.
- Students' own response.

Activity Two: Written Task: Power and Oppression

Students' own response.

'Shall earth no more inspire thee'**Pre-reading Activities****Activity One: Biography: Emily Bronte**

Some suggestions: Emily Bronte was born on 30th July 1818 in Thornton. Family life: one child before she was two. Mother died when she was three. With her sisters, she was permitted to read alongside her brother. The four older sisters were sent to a charity school for poor clergy children. Three caught TB and died. The education of the remaining sisters was then continued again at home. Emily read a lot and created imaginary worlds.

Achievements: publications: *Poems*, by Currer, Ellis, and Acton Bell (1846), *Wuthering Heights* (1847).

Interesting facts – students' own response, some suggestions: she was a proficient pianist, a dog, a hawk, a cat and some geese. Her favourite poet was Wordsworth. She died at home in 1848, only 30.

Activity Two: Creative Writing Task: The Power of Nature

Students' own response – success criteria in activity.

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During-reading Activities

Activity One: Annotation Activity

Some suggested answers, but all relevant supported answers should be rewarded.

- Rhetorical questions, second-person narrative, a sombre tone, repetition, rhyming couplets.
- Melancholy, sombre, sad, concerned, etc.
- Nature, mountain breezes, sunshine, earth, winds* – references to nature are positive.
- Idolatry* – the worshipping of idols, intense admiration.
- Repetition reinforces the certainty, confidence of nature's ability.
- Rhyming couplets.
- Dwell* has connotations of comfort, a place to stay for a while. *Dwell* also has negative connotations of something bad, reinforced by the repetition of the word. However, the repetition of dwelling on the past and focusing intently on nature would be positive and healing.
- Students' own response – example in activity.

Post-reading Activities

Activity One: Closer Analysis

Some suggested answers, but all relevant supported answers should be rewarded.

Line	Technique(s)	Effect(s)
a. <i>Thou lonely dreamer now?</i>	Rhetorical question	The use of rhetorical question suggests a state of mind of the person to whom it is directed. The question implies they are lost in their thoughts, in solitude (perhaps a mental health issue).
b. <i>Enchant and soothe thee still-</i>	Personification Sibilance	The poet's use of personification highlights nature's comforting effects are 'enchant' as it focuses on the captive state of the speaker. Sibilance in this line further creates a soothing effect.
c. <i>Sinks from the summer sky,</i>	Sibilance	The soothing sound of the sibilance creates a sense of calm. The season of summer has connotations of warmth and comfort.
d. <i>I know my mighty sway, I know my magic power</i>	Repetition First-person narrative	The use of first-person narrative with repetition connotes power and confidence. The speaker's belief in their own power and a spiritual element is highlighted.
e. <i>Return and dwell with me.</i>	Repetition (from line 8)	The poet's use of repetition reinforces the idea of nature – it will pull you out of the world and into a place portrayed as comfortable and protective. 'Dwell' implies home. Both lines are end-stopped.

Activity Two: Discussion on Structure

Students' own response.

Activity Three: Written task

Suggestion – students might focus on how the regularity of the quatrains and rhyme scheme creates a sense of comfort nature can offer through their consistency.

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'In a London Drawingroom'

Pre-reading Activities

Activity One: Presentations on Context

Suggestions of what the students might include:

- George Eliot was born Mary Ann Evans in Warwickshire in 1819. She experienced the life of a woman on the countryside. She was educated. When her mother died she left school to run the household. She moved with her father to Coventry and lived there until he died. She moved to London and used the pseudonym to avoid being judged by her gender (females were associated with romance). She lived openly with a married man called George Henry Lewes (scandalous for the time). This resulted in being rejected by family and friends. Works include: *Adam Bede* (1859), *Scenes of Clerical Life* (1861), *Romola* (1863), *Middlemarch* (1872) and *Daniel Deronda* (1876). She is famous thanks to the success of her novels. Following the death of Lewes, she married a man for herself. She died in 1880.
- 'separate spheres' for men and women. Women were considered best suited for the domestic sphere, men were considered physically stronger and best suited to the business/working sphere. Middle-class women were seen as accomplishments such as music, languages, singing, dancing and drawing. Intellectual pursuits were considered unfeminine. In pursuit of a husband, a woman could not be too assertive as inappropriate, suggesting sexual appetite. It was believed that women sought marriage for financial security. Young women were chaperoned by married women in the presence of men. Higher-class women did not work. Lower-class women who worked full-time still did their domestic duties, etc.
- Positives: advances in technology improved proficiency. Boosts to the economy. New opportunities for business / to make money. People could move more easily from place to place due to improved transport. Negatives: loss of jobs meant moving away from the countryside to cities. Overcrowding lived in poor conditions in the cities. People were working in poor conditions. Low wages. Rapid increase in cities' populations put pressure on services such as water, sewerage, etc. Pollution: flies on horse manure, rotting food, human excrement led to disease. The River Thames was filled with human excrement, rotting animals, rotting food and toxic substances from factories. Poor air quality caused lung disease, consumption, tuberculosis – little was known of diseases like typhoid and cholera, etc.
- Students are likely to present that for the everyday person a work-life balance was not possible. Length of working hours, the conditions, etc. Some discussion about the big divide between rich and poor.

During-reading Activities

Activity One: Annotation Activity

Some suggested answers, but all relevant supported answers should be rewarded.

- The bleakness of the environment is set up through the description of the sky as 'yellow' and 'sick' – sickness and being stained by pollution.
- The use of enjambment reinforces the 'Monotony' as it gives the reader one gloomy image after another.
- Line 4: the colon adds emphasis to the extent of the 'solid fog' and reinforces the 'Monotony' – 'the eye can stretch'.
- 'no figure lingering', 'All hurry', 'wheels are hurrying'.
- 'huge prison-house'.
- Blank verse: Unrhymed poetry that has a regular metre (a pattern of stressed/unstressed syllables).
Caesura: A break in a line of poetry – look out for punctuation within a line.
Enjambment: A continuation from one line to another without punctuation at the end of the line.
Metaphor: Compares two things by saying one thing is another.
Pathetic fallacy: The presentation of objects and events in nature as having human emotions to reflect a character's emotion.
Personification: An object or idea is given human attributes or feelings.
Simile: Compares something with another thing using 'as' or 'like'.
Superlative: Adjective denoting the highest quality, e.g. tallest, brightest.

Post-reading Activities

Activity One: Discussion: Industrialisation vs Nature

Suggestions of what the students might discuss:

- 'sky', 'cloudy', 'yellowed'; 'bird', no 'shadow'; sun covered 'in hemp'; 'world', 'prison-house'.
- water pollution, e.g. sewage, rubbish. Air pollution, e.g. vehicle emissions, industry. Industries that are more environmentally friendly.
- Perhaps, fast pace of modern life and its impact.

Activity Two: Written Task

Students' own response.

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'On an Afternoon Train from Purley to Victoria, 1955'

Pre-reading Activities

Activity One: Biography: Social Media Page

Some information the students might include (but lots more they could add):

Sample quotation: 'one of the cruellest things West Indians have suffered is the disqualification'

- Born 1924 in Jamaica
- Came to Britain in 1948 on the *SS Orbita*
- Using a mixture of standard English and patois in his poems
- *Bluefoot Traveller: An Anthology of Westindian Poets in Britain* (1976)
- *Fractured Circles* (1979)
- Won the National Poetry Competition in 1981
- *Lucy's Letters and Loving* (1982)
- *Chain of Days* (1985)
- *When I Dance* (1988)
- Awarded an OBE in 1990
- *Ajeema and his Song* (1992)
- *Only One of Me* (2004)
- *Windrush Songs* (2007)
- Suffered from Alzheimer's
- Died 2017

Activity Two: Research: Fact File: Windrush

Suggestions of some of the information students might include:

- When: 1948
- Where: Jamaica to London
- Who: 1,027 passengers, 800+ from the Caribbean and two stowaways.
- Why: These people were part of the British Empire and the British Nationality Act gave them the right to live and work in Britain.
- What: *HMT Empire Windrush* was a ship. Later, 'the Windrush generation' represents all those who came to Britain at that time. Many of the people fought for Britain in WWII. Britain advertised for them as the country was suffering economically and Britain had a labour shortage. Coming to Britain gave hope for a better life.
- After: Some arrivals found it difficult to settle – they missed their families and suffered from racism. 'The Windrush Scandal', 2018 – the arrivals were not documented properly, or evidence was destroyed, some being wrongly deported as they could not prove they were in the UK legally, and some with deportation. In 2022, a compensation scheme was initiated.

Activity Three: Extending Vocabulary

	Definition	
Culture	Culture encompasses a particular group of people's beliefs, customs and way of life.	e.g. He valued the culture he was brought up in.
Disparity	A lack of equality or similarity, particularly if unfair.	e.g. There is a disparity between the rich and poor.
Displacement	A move from one's usual place / own country, often forced.	e.g. The lack of displacement of many Caribbean people.
Divergent	Difference, moving apart.	e.g. The two worlds they had diverged.
Immigration	Coming to a foreign country to settle.	e.g. The immigration of people in this paper.
Prejudice	Showing bias, unreasonable, ill-informed opinions and unfair treatment.	e.g. She endured prejudice.

During-reading Activities

Activity One: Word Selection: Title and Tone

- The title sets the scene by stating a precise location of a journey and the year. A literal title, but it could be a metaphorical one for the future coexistence of the two nations.
- Some suggestions of tone: chatty, conversational, humorous, etc.

Activity Two: Check Your Understanding of 'a Quaker'

A Quaker is a member of the Religious Society of Friends, a religious group with Christian roots.

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Activity Three: Annotation Activity

Some examples:

- 'she said', 'I said'
- Juxtaposition of 'empty city streets' and 'big banana field'
- 'Where are you from?'
- 'Africa', 'Jamaica', 'Ireland', 'Lapland'

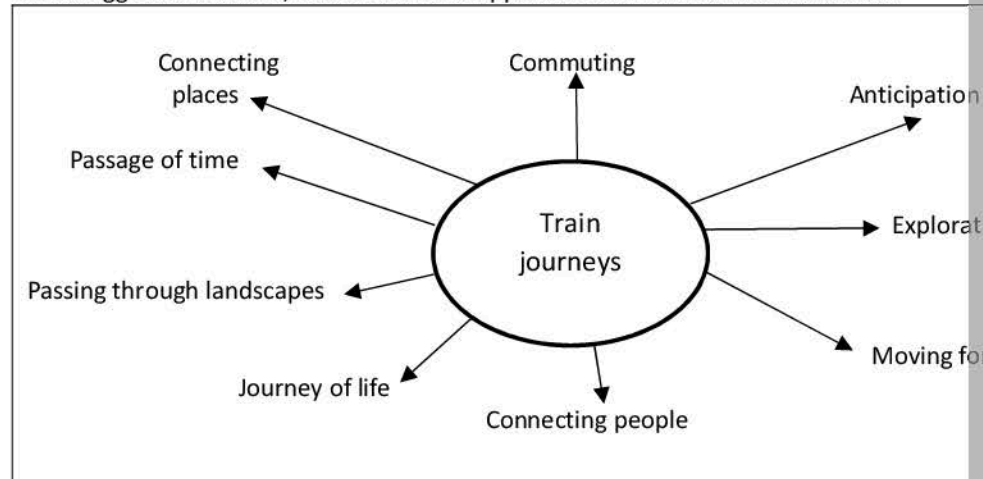
Activity Four: Paired Work: Drama Activity

- Students' own response.
- Students' own response.

Post-reading Activities

Activity One: Mind Map: Train Journeys

Some suggested answers, but all relevant supported answers should be rewarded.



Activity Two: Importance of Setting

Students should use their mind maps to explain their ideas – see ideas above. As well as this they may consider a train journey as a realistic setting for two strangers to meet.

Activity Three: Group Discussion – Difference and Acceptance

Students might discuss:

- The **disparity** between the two people in the conversation but no offence is taken – leading to ignorance.
- Lack of understanding between different **cultures**, e.g. *Hard to see why you leave / stay*
- **Prejudice** is not directly addressed, instead it encourages trying to make connections
- Sense of **displacement**, e.g. the juxtaposition of *empty city streets* and *father's big boat*

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'Name Journeys'

Pre-reading Activities

Activity One: Mind Map – The Importance of Names

Students' own response.

Activity Two: Biography Activity – Multiple Choice

- | | |
|-------------------------|---------|
| a. India | d. 2007 |
| b. Manchester/Leicester | e. 2023 |
| c. Scotland | f. 2007 |

During-reading Activities

Activity One: First Impressions

Students' own response.

Activity Two: Annotation Activity

Some suggested answers, but all relevant supported answers should be rewarded.

- Cultural references that might be unfamiliar to students: 'Rama' (a heroic Hindu god from Hindu mythology (intelligent, beautiful, feminist); 'banyan leaves' from a banyan tree that take root in a host tree rather than in the soil; 'Punjabi' – a language spoken in the Punjab; 'Mancunian' describes connections to Manchester, e.g. a person from Manchester; 'Anglo-Saxon' describes connections to England, e.g. Anglo-Saxon.
Words that might be unfamiliar to students: 'chastened' – being made aware of failure; 'entwined' – two things twisted together or one thing wrapped around the other; 'swathed' e.g. his body was swathed in bandages; 'discordant' – a sound unpleasant to hear / unharmonious.
- 'wilderness' has connotations of uninhabited, uncultivated. In the first line it implies the speaker is isolated from others, isolated.
- 'chastened' / through trial of fire.'
- Sibilance implies her strong spiritual link to the past / her heritage.
- 'as milk teeth fell'
- 'm' in lines 17 and 18.
- The first two lines link to her cultural heritage. The last two lines imply that they are not 'history' or 'memory'.
- Using the regular form could reinforce the need to conform.

Post-reading Activities

Activity One: Group Discussion

Students' own response.

Activity Two: Written Task

Sample paragraph, but all relevant supported answers should be rewarded.

Emigrating to a new country can present **barriers** such as difficulty in communicating. In the poem, the speaker finds 'the rough musicality of Mancunian vowels' challenging, and people find the speaker's accent difficult to pronounce. Having to communicate in another language and having your name mispronounced can lead to a loss of **identity**. In fact, the speaker says they are 'void of history and memory' following the **transition** of not **belonging**, are introduced at the beginning of the poem as they 'have not been blessed with a wife, Sita, suggesting the speaker feels **isolated** from their heritage.

Activity Three: Making Links

A suggestion, but all relevant links should be rewarded.

	Poem	Themes
'Name Journeys'	'On an Afternoon Train from Purley to Victoria, 1955'	Identity

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'pot'**Pre-reading Activities****Activity One: Identity**

- Mind map – students' own response.
- Students' own response.

Activity Two: Research the Poet

Suggestions of what the students might select: She is a second-generation British Asian. Her work has featured on BBC's *Megalomaniac* (2007). She is a 'Poet, Resilience & Success Coach'.

Activity Three: Research: The Elgin Marbles

- Greek sculptures – now called Parthenon Sculptures
- Thomas Bruce, 7th Lord Elgin
- The British Museum
- Points to consider:
 - Whether Lord Elgin's actions were legal
 - Should be returned to Athens
 - Greek government has demanded them back
 - Argument – bringing them to Britain saved them from destruction
 - Other museums around the world have returned artefacts originating from the

During-reading Activities**Activity One: First Impressions**

- Students' own response.
- Students' own response.

Activity Two: Vocabulary Check

Words	Definition
terracotta	A reddish clay used to create pottery.
looter	Someone who steals things during a disturbance.
Diaspora	The movement of groups of people from their homeland.
incarcerated	Imprisoned.
legal representation	Being supported in court by a lawyer.

Activity Three: Annotation Activity

Some suggested answers, but all relevant supported answers should be rewarded.

- Not using capital letters could show a lack of identity, be a lack of respect or show that everyone is equal.
- Line 3, 6 and 7.
- 'looters' suggests it was stolen during a disturbance. 'finders are keepers' – is that honest? suggests dishonesty.
- The repetition of the word 'pot'. How it is made and used with care.
- Feelings of sadness, lines 25 and 26. Nurturing tone – with the descriptions of how to care. Sense of frustration implied in line 37.
- Diaspora – people who are not living in their country of birth who have chosen or been forced to leave but maintain their heritage. 'pot' is not in the country of creation.
- 'pot' could symbolise any person or object that is not in their homeland.
- The dedication adds a serious note by suggesting an injustice has been done.

Post-reading Activities**Activity One: Group Presentations: Poet's Intentions**

Students' own response.

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'A Wider View'

Pre-reading Activities

Activity One: Biography Activity

- Suggestions of what students might include:
 - She likes war poetry.
 - She started writing poetry as a child.
 - Her first piece was published in 1989.
 - Her first collection is called *Wild Cinnamon and Winter Skin*.
 - Being of mixed heritage and not fitting in became a positive thing.
 - She believes in self-confidence.
- Timeline – suggestions of what students might include:
 - Co-editor, *Out of Sri Lanka: Tamil, Sinhala & English Poetry from Sri Lanka & its*
 - Poetry collection, *Unknown Soldier* (2019)
 - Collaboration with digital artist Shirley Harris, *Lady of Situations* (2016)
 - Film-poem, *Sitting for the Mistress* (2014)
 - Commissioned to write a text in response to Bill Jackson's photographic exhibit
 - Poet in residence at the Ilkley Literature Festival (2012)
 - The Heart of It* (2012)
 - Wild Cinnamon and Winter Skin* (2007)

During-reading Activities

Activity One: Industry

a & b. Students' own response.

Activity Two: Annotation Activity

- Repetition of 'Back' in line 1 introduces the idea of being restricted.
- Lines 2 and 3 beginning 'search for spaces...' evokes the idea of a wish for freedom and threats in his life.
- Industrial imagery gives a feeling of power as it dominates the setting.
- 'craved the comfort' links the words and emphasises his desire to free himself from t
- Enjambment in the last two lines of stanza two reflects the journey of 'the long way' journey passing the oppressive sights and sounds.

Activity Three: Poet's Intentions

Students' own response.

Post-reading Activities

Activity One: Working and Living Conditions – Then

A sample paragraph.

Industrialisation has brought challenging working and living conditions for the speaker's 'g
'back-to-back' house and having a 'backyard' suggest that living conditions were cramped,
alliteration. Mentioning 'cholera' reinforces the challenges of city life enduring unsanitary
another health concern with 'smoke-filled sky'. His working conditions are also difficult wi
endures the dust affecting his eyes and the constant noise of 'engines, looms and shuttles'

Activity Two: Working and Living Conditions – Now

Some suggestions:

List 1: Working Conditions	List 2: Living Conditions	
• Shorter working hours for some	• Improved sanitation	•
• Health and safety policies	• Central heating	•
• Extractor fans	• Fridges and freezers	•
• Shorter working week	• More	•

Activity Three: Making Links

A suggestion, but all relevant links should be rewarded.

	Poems	Themes
'A Wider View'	'In a London Drawingroom'	Industrialisation Pollution Oppression

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'Homing'**Pre-reading Activities****Activity One: The Black Country**

- Students might choose three from the following:
Locks. Chains. Bricks. Glass. Nails. Anchors. Anvils. Pots and pans. Leather goods.
- A 10-yard seam of coal which became known as the Staffordshire Thick.
- Loss of trees and grass. Loss of farmland. Smoke pollution. Colliery waste.
- Hard work. Long hours. Shift work. Dirty and noisy.
- Black by day and red by night.
- They used the power of steam to pump water out of the mines, to power blast furnaces.
- The West Midlands – about 20 places – people dispute where it begins and ends.
- Crowded houses. Damp. No sanitation. Slums.
- Hardworking. Sense of pride. Good spirits.

Activity Two: Biography Activity

- False – she was born in the Black Country
- True
- False – the Eric Gregory Award
- True
- True
- True

During-reading Activities**Activity One: First Impressions**

Students' own response.

Activity Two: Annotation Activity

Some suggested answers, but all relevant supported answers should be rewarded.

Stanza One

- Anger of having to conform.
- Secrets, safekeeping, transporting, stored, hidden.
- Clear, formal, eloquent speech.
- how now brown cow*

Stanza Two

- the word *escape*.
- Harsh, throaty sounds.
- I loved its thick drawl...*

Stanza Three

- The word *your*. Caesura – a pause of sadness.
- Forced open with a crowbar (a jimmy).
- Could be seen as a need to preserve, to celebrate or, perhaps, used to alienate the reader.
- Comparing vowels to iron nails.

Stanza Four

- Using enjambment in the last line to continue the link to the Black Country with coal.
- The use of onomatopoeia brings the industries alive with a sensory element. Perhaps a nod to the Black Country.

Stanza Five

- Connotes strength, heat, ability to shape, craftsman.
- Homing pigeons trained to fly home from long distances.

Post-reading Activities**Activity One: Write a Blog on the Poem 'Homing'**

Students' own response.

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'A Century Later'**Pre-reading Activities****Activity One: Biography Activity**

Born in Lahore in 1954, Pakistan

Works:

- 2018 *Luck Is the Hook*
- 2014 *Over the Moon*
- 2009 *Leaving Fingerprints*
- 2006 *The Terrorist at my Table*
- 2001 *I Speak for the Devil*
- 1997 *Postcards from God*
- 1988 *Purdah and Other Poems*

Awards:

- 2014 Queen's Gold Medal for Poetry
- 2011 Cholmondeley Award
- 2011 Fellow of the Royal Society of Literature

Interesting facts:

- 'Imtiaz Dharker describes herself as a Scottish Muslim Calvinist.'
- She is also an artist and film-maker.
- She believes that everyone holds places inside; you do not lose the experiences.
- She has always felt an outsider.
- Her husband was Simon Powell, who started 'Poetry Live'.

Activity Two: Education

- Debate – students' own response.
- Sorting Exercise – students' own response.
- Discussion: Equality – students' own response.

Activity Three: Research: Malala Yousafzai

- Born in Mingora, Pakistan, 12th July 1997.
- Her father ran a girls' school and wanted his daughter to have equal opportunities.
- At 11 years of age she started to write an anonymous blog for the BBC.
- She detailed her life under Taliban rule and advocated the right for females to attend school.
- In 2012, at 15 years of age, she was targeted by the Taliban on her school bus because of her right to have an education. She was shot in the head – treated initially in Pakistan, then in the UK, undergoing several surgeries and months of rehabilitation.
- She addressed the United Nations.
- She was awarded the Nobel Peace Prize.
- She set up a charity, the Malala Fund, and continues to hold leaders to account for girls' education.

Activity Four: Predicting What the Poem Is About

- War = 'call to battle', 'every step', 'firing-line', 'target', 'Surrendered, surrounded', 'bullet', 'school/education' = 'school-bell', 'class', 'school', 'book', 'schoolgirls'
Nature = 'orchard', 'full bloom', 'field', 'sun', 'poppies', 'buzzing', 'swarm'
- Students' own response.

During-reading Activities**Activity One: Annotation Activity**

Some suggested answers, but all relevant supported answers should be rewarded.

- 'school' and 'battle'. '... step to class, a step into the firing-line.'
- The semantic fields of war, school/education and nature as detailed in Pre-reading Activity 1.
- 'fifteen', 'bullet in the head', 'walks on', 'standing up'.
- The use of sibilance adds to the seriousness and danger – no escape.
- The continuation in the last two lines reflects the continuation of the fight for girls to get an education.
- A full stop after '... failed' adds to the finality, and the assertion that follows implies education is a right.
- She must fight for her right to get an education – 'a call to battle'.
- 'walks on'. Use of direct address, 'You...'. Others follow her, 'Behind her...'

Activity Two: Personal Response

Students' own response.

Post-reading Activities**Activity One: Ideas and Messages**

- Similarities to 'Anthem for Doomed Youth' – suggestions: the inclusion of bells, semantic fields of war, school/education and nature, the effects on young lives.
- Students' own response.

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'The Jewellery Maker'

Pre-reading Activities

Activity One: Biography: Social Media Page

Some information the students might include:

Sample quote: 'The idea that black people only inhabit urban areas, and that the English are white, is a myth.'

- She has lived most of her life in the South West of England.
- She has dual heritage – Ghanaian and British.
- She began writing in 2004.
- Her first poetry collection was published in 2007 – *Salt-sweat and Tears*
- She published a poetry collection in 2014 – *It wasn't to be a Bed of Pink Roses*
- She published a poetry collection in 2019 – *How to Wear a Skin*
- In 2019 at Tate Britain and Tate Modern she delivered mental health and writing
- A co-founder of The Inclusion Agency (TIA).
- She published a short story collection in 2020 – *Stay with Me*
- She has written several articles and essays.

Activity Two: The Importance of Jewellery

Some suggestions:

- To mark significant life events, e.g. christening, baptism, engagement ring, wedding
- Beliefs, e.g. a cross, other representation of deities and planets
- Luck/protection, e.g. four-leaf clover, charms, wishbone
- Status, e.g. a symbol of wealth, power, royalty, belonging
- Identity, e.g. cultural identity, identity bracelets, initials, birthstones
- Family/friendship, e.g. locket, friendship ring, matching necklaces
- Personal style
- Embellishments

During-reading Activities

Activity One: Imagery

a–d: students' own choice. One example below:

A drawing of a blossom tree: *I drew a blossom tree to represent how the poet presents the alive for the reader. Also, 'blossom' links to 'sunrise' as they both are visually beautiful and of something.*

Activity Two: Annotation Activity

Some suggested answers, but all relevant supported answers should be rewarded.

Stanza One

- The jewellery maker works every day and must leave at 'sunrise' – this suggests he works the trade of his ancestors – skills handed down to him. He lives somewhere hot as he wears 'heat-baked'. He appears to be polite and happy as 'he greets his neighbours with a
- The poet uses the senses through the sound of 'a wild dog' barking 'in the distance' and the jewellery maker's sandals to help the reader to experience the environment. Further enhances the environment with the idyllic images of 'the smell of blossom' and the 'f

Stanza Two

- The jewellery maker is ordered and meticulous as his preparation is compared to a soldier with the simile as 'neat as soldier'. The phrase 'Under deft fingers' confirms that he is
- The poet brings this scene alive by creating jewellery that reflects nature. As the jeweller brings nature alive through the suggestion of movement, the personified 'butterflies wane' and 'dragonflies flap their wings'.

Stanza Three

- The jewellery maker's work is delicate as he uses 'tiny loops and curls', and if he could 'spin gold'.
- The wife may only have her 'plain gold band' as they only have money to spend on basic jewellery. Or perhaps she values her marriage above any other embellishments. 'we

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The Whole Poem

- The setting of the poem is not stated, but it is somewhere hot and dry.
- The repetition of 'he likes' suggests he enjoys his work. Furthermore, the way he marries the touch as the metal 'yields to his touch' and 'his hands caress' the metal, emphasising, the quality of his work.
- His work is probably not appreciated as there is a suggestion that he is not paid enough for his work and simple clothing.
- Students' own response.

Post-reading Activities

Activity One: Closer Analysis

Sample paragraph, but all relevant supported answers should be rewarded.

The speaker suggests that the jewellery maker cannot afford to give his wife what she deserves with delicate 'fine-spun gold' which infers sensitivity and love. His wife has spent time in the sun with the women who wear his jewellery, who have 'unlined skin'. This contrast indicates that she is outdoors, probably working, and implies her life has not been cushioned like the 'clear-eyed' women who wear his jewellery. Although his wife wears just a 'simple cotton dress' there is a sense of her value and loyalty, love and commitment.

Activity Two: Making Links

A suggestion, but all relevant links should be rewarded.

	Poem	Themes
'The Jewellery Maker'	'A Wider View'	Ancestry
	'Shall earth no more inspire thee'	Nature
	'England in 1819'	Class difference

'With Birds You're Never Lonely'

Pre-reading Activities

Activity One: Biography Activity

Some suggestions of what students might include:

Born: Hackney, London (English mother, Jamaican father)

Works:

- *Shapes & Disfigurements* (2012)
- *To Sweeten Bitter* (2017)
- *The Perseverance* (2018)
- *All the Names Given* (2021)

Awards:

- Rathbone Folio Prize for best work of literature in any genre (2019 – first ever poet)
- Geoffrey Dearmer Prize (2018)

Interesting Facts:

- His poetry has appeared on BBC Two, Channel 4, and BBC Radio 3 and 4.
- He performed at the Paralympic homecoming ceremony at Wembley Stadium in 2021.
- He also writes children's books.

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Activity Two: Vocabulary Check

	Who/What are they?	Cultural beliefs
The Māori People	Indigenous people of New Zealand.	Māori believe that nature should not be neglected, it will impact on their lives. Everything in the world has a life.
Kauri trees	Large, tall, endangered and sacred trees that grow in the northern part of the north island of New Zealand.	Kauri trees are significant to the Māori. Kauri trees are symbolic of the haka. They are respected and looked after as though they are their children.
Tui birds	A species of bird native to New Zealand. Loud and can make various sounds, including mimicry.	Tui birds are symbolic of spiritual life in Māori culture. They are good poets and are believed to be messengers of the gods.

Activity Three: City vs Countryside

Students' own response (example in activity).

During-reading Activities**Activity One: Annotation Activity**

Some suggested answers, but all relevant supported answers should be rewarded.

- First three lines.
- Line 3: 'Spoon slam' – the line uses the senses to suggest anger but also 'steam rises clearly'. The speaker is ill at ease in this busy environment.
- Lines 5–9: the man reading about trees can block out the busy environment and we can reconnect with nature.
- 'sun-syrupped' has positive connotations of warmth, comfort, golden-type glow, etc.
- 'Tui birds' are believed to be messengers of the gods so 'blaring loudly' suggests they perhaps, are not being listened to.
- 'blaring', 'spat', 'cut us down', 'grey'.
- 'a young Māori woman', as she recognises individual birdsong.
- 'any grey tree in London'.

Post-reading Activities**Activity One: Mental Health and Nature**

Things students might discuss, taken from: <https://www.mind.org.uk/information-support/and-mental-health/how-nature-benefits-mental-health/>

- improve your mood
- reduce feelings of stress or anger
- help you take time out and feel more relaxed
- improve your physical health
- improve your confidence and self-esteem
- help you be more active
- help you meet and get to know new people
- connect you to your local community
- reduce loneliness
- help you to feel more connected to nature

Activity Two: Making Links

A suggestion, but all relevant links should be rewarded.

	Poem	Themes
'With Birds You're Never Lonely'	'In a London Drawingroom'	Nature Man-made environments
	'Shall earth no more inspire thee'	Nature
	'Lines Written in Early Spring'	Nature

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'A Portable Paradise'

Pre-reading Activities

Activity One: Biography Activity

- Trinidad.
- Trinidad.
- The Grenfell Tower fire, Windrush, riots, the NHS.
- For 100 poems protesting about the mistreatment of the Windrush generation.
- Students' own response.

Activity Two: Group Discussion

Students' own response.

During-reading Activities

Activity One: Complete the Table

Some suggested answers, but all relevant supported answers should be rewarded.

- A wise, influential and important person in the speaker's life. Link to past and identity.
- Hiding who you really are, perhaps to fit in. Holding onto your identity / keeping it close from. 'Concealed' alludes to police language (a concealed weapon).
- Class distinction. Alliteration to emphasise whatever economic status, is a place of struggle.
- Connotations of light, such as: life, divinity, celebration, guiding, illuminating, clearer vision. Reinforces the need to see your paradise and implies embracing/celebration.
- Semantic field of nature. Could refer to previous childhood home in the Caribbean. A link to the past.
- Part of the semantic field of nature. A sense of hope – new beginnings.

Post-reading Activities

Activity One: Creative Writing Task

Students' own response.

Activity Two: Making Links

A suggestion, but all relevant links should be rewarded.

	Poem	Themes
'A Portable Paradise'	'Homing'	Identity Belonging
	'Pot'	
	'Name Journeys'	Ancestry
	'A Wider View'	
	'The Jewellery Maker'	
	'In a London Drawingroom'	Oppression

'Like an Heiress'

Pre-reading Activities

Activity One: Biography Activity

Some ideas of what students might include: Nichols was born in Guyana in 1950. She moved from a rural country to a city. Worked as a teacher and a journalist. Moved to the UK (1977). Various awards: *I is a long-memored woman* (1983) – Commonwealth Poetry Prize and Queen's Gold Medal for Poetry. Interview with Nichols – quotes with her response to being awarded the Queen's Gold Medal for Poetry. <https://www.theguardian.com/books/2021/dec/10/grace-nichols-pioneering-voice-wins>

During-reading Activities

Activity One: Annotation Activity

Some suggested answers, but all relevant supported answers should be rewarded.

- Sonnet.
- She has inherited wealth from her country.
- Memories of her childhood by the coast.
- Polluted by rubbish, e.g. plastic bottles.
- 'Rightly tossed back...'
- Makes it more personal – it reflects her solitude at that moment.
- 'like a tourist'
- Enjambment helps to present her growing guilt of what mankind is doing to the environment. The stopped line stating both the planet and us are doomed.

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Post-reading Activities

Activity One: Presentations

Students' own response.

Activity Two: Making Links

A suggestion, but all relevant links should be rewarded.

	Poem	Themes	
'Like an Heiress'	'Lines Written in Early Spring' 'Shall earth no more inspire thee' 'The Jewellery Maker' 'With Birds You're Never Lonely'	Nature People and places	Im • •
	'In a London Drawingroom'	Pollution	Im •

'Thirteen'

Pre-reading Activities

Activity One: Biography Activity

Some ideas of what students might include: Born in Nigeria. Murder of 10-year-old Dami. What it was like for him at school and the environment he lived in. Quotes: 'Home was "c making do" on the 13th floor of a tower block: "But all of a sudden that space was transfo imagination into a wonderland where everything felt shiny and bouncy,"' (Caleb Femi: 'He with being a merchant of joy' (theguardian.com)). He did an English degree. He trained to he quit this role and then became the first Young People's Laureate. As well as a poet, he He challenges stereotypes, e.g. boys in hoodies.

Activity Two: Write a Script

Students' own response.

Activity Three: Writing Activity

Students' own response.

During-reading Activities

Activity One: Annotation Activity

- Students might consider how becoming 13 years old is a turning point as it is the star from childhood to adolescence.
- Students might consider how the use of second person places the reader in the posit sympathetic response.
- Students might consider how 'cornered' has connotations of being trapped, restricte
- Students might consider that the question mark is not grammatically correct so sugg thirteen-year-old look like a man?
- The repetition of 'Thirteen' adds to the confusion and sense of disbelief.
- Students might link 'patted' to the act of police patting someone down.
- Students might consider the following connotations: brightest, luminosity, explosion horoscopes, etc.
- 'biggest' and 'brightest' (give a sense of hope and possibilities).
- Suggestions for tone: positive, hopeful, optimistic.
- Students might consider the alliteration of 'praying', 'powerless – plump' or, perhaps seems forced.
- Students might consider how being seen as 'organs' is dehumanising.
- Students might consider how the quotation 'fear condenses on your lips' emphasises situation, but the separation from childhood innocence to the realities of adulthood.
- Students might consider how the teacher dispels the positive connotations of 'super facts, and this reality is given to the readers that the adult experience begins at 13 ye the last line to the black experience with police.

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Post-reading Activities

Activity One: Creative Writing Tasks

- Students' own response (an example can be seen in answer b).
- This is an example written in the first person (recounting the incident), but any well-written response could be used. *I was only four minutes away from home when a police officer cornered me. He told me I was in my area, 45 minutes ago. He said I fitted the description of the man they were looking for. He said to me, 'I was only thirteen years old. However, I was still searched.'*

The other policeman, I recognised. He had given a talk at my primary school. I remember him as being all bright stars, supernovas. I gave him my warmest smile and hoped he would look at me like I was just a piece of meat. I asked if the policeman remembered me from school. Then, I became scared. I remembered that after the talk, my teacher had said that all stars will become black holes. Realisation began to dawn on me. Now, I understand. I was not enough – I will need to be careful.

Activity Two: Themes and Ideas

Caleb Femi's poem 'Thirteen' portrays the **vulnerability** of a young boy who experiences racism. This could be seen as a loss of **innocence**, a **transition** from childhood to adulthood, as the boy grows up and of growing older.

Activity Three: Making Links

A suggestion, but all relevant links should be rewarded.

	Poem	Themes
'Thirteen'	'A Century Later'	Oppression Prejudice Injustice
	'The Jewellery Maker'	Inequality

Whole-Collection Activities

Themes

Activity One: Understanding Themes

Some suggested answers, but all relevant supported answers should be rewarded.

- Oppression**
'England in 1819': 'A people starved and stabbed in the untilled field,'
'A Century Later': 'Here is the target,'
'Thirteen': 'Thirteen, you'll tell him: you're thirteen'
- Ancestry**
'A Wider View': 'In eighteen sixty-nine...' and 'Today, my footsteps echo...'
'With Birds You're Never Lonely': 'She could tell which bird chirped, a skill she learned from her mother'
'Portable Paradise': 'And if I speak of Paradise, / then I'm speaking of my grandmother'
'The Jewellery Maker': '— like his father before him, and his father too —'
- Belonging**
'pot': 'you could be from anywhere pot' and 'if I could shatter this glass / I would take it with me'
'On an Afternoon Train from Purley to Victoria, 1955': 'Where are you from? she said'
- Identity**
'Name Journeys': 'My name / a journey between rough and smooth,'
'Homing': 'I wanted to forge your voice / in my mouth,'
'Portable Paradise': 'That way they can't steal it, she'd say.'
- Authority and Power**
'England in 1819': 'Rulers who neither see nor feel nor know,'
'Thirteen': 'he will see you powerless — plump'
'A Century Later': 'You cannot kill a book'
- Nature**
'Lines Written in Early Spring': 'And 'tis my faith that every flower / Enjoys the air it breathes'
'Shall earth no more inspire thee': 'I know my mountain breezes / Enchant and soothe'
'In a London Drawingroom': 'The sky is cloudy, yellowed by the smoke.'
'Like an Heiress': 'wave of rubbish against the old seawall — / used car tyres, plastic bottles'

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Context

Activity One: Understanding Context

1. False – only biographical information that is relevant to the question and influences
2. False – only contextual information that is relevant to the question and influences
3. False – contextual information should be embedded in the explanations.
4. True
5. True
6. True
7. True
8. True

Ideas and Messages

Activity One: Romanticism

- a. Students' own response.
- b. Romanticism was a popular **movement** in literature, music and art from the late eighteenth century. The first generation of Romantic poets were William **Blake**, William Taylor Coleridge. The Romantic poets' emphasis was on **emotion** and imagination rather than from the restrictions of the Enlightenment which advocated **reason** as the base of all knowledge. The emphasis on the **intensity** of feeling, an individual's subjectivity, on the beauty of nature led to it. The second **generation** included the poets Percy Bysshe **Shelley**, John **Keats** and others.
- c. **Enlightenment**: science, secular, rationalism, progress, questioning, reason, truth
Romanticism: emotions, God, belonging, imagination, faith, nature, senses

Activity Two: Identity and Belonging

- a. Students' own response.
- b. Students' own response.
- c. Some suggested poems: 'On an Afternoon Train from Purley to Victoria, 1955'; 'Nameless' 'A Century Later'; 'A Portable Paradise'; 'Thirteen'.

The Poets' Use of Language

Activity One: Technique-matching Exercise

Technique	Definition	
Onomatopoeia	Where words sound like the <i>things</i> they describe.	'or the buzz'
Caesura	A break in a line of poetry – look out for punctuation within a line.	'Are clothed'
Plosive	Hard consonant sounds such as 'b' and 'd'.	'blind, despite'
Juxtaposition	The positioning of opposing ideas for effect.	'empty city's 'big banana' (<i>'On an Afternoon Train from Purley to Victoria, 1955'</i>)
Alliteration	The repetition of the same consonant sounds in a series of words.	'From the b'
Enjambment	A line of poetry which carries its idea or thought over to the next line without a pause.	'sitting in the of the café about trees.'
Simile	Compares something with another thing using 'as' or 'like'.	'... like a to'
Sibilance	Repetition of consonants that produce hissing sounds.	'sari-sisters'
Personification	The presentation of objects and events in nature as having human emotions and traits.	'To her wor'
Repetition	The use of the same word or phrase more than once for effect.	'I know my I know my'
Metaphor	Compares two different things by saying one thing is another.	'you were a'

Activity Two: Imagery

Students' own response.

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The Poet's Use of Form

Activity One: Sonnet

- Some suggested answers:
 - 'England in 1819': 14 lines, 10 syllables, abab rhyme scheme, ends in two rhyming couplets
 - 'Like an Heiress': 14 lines, number of syllables varies, no rhyme scheme, ends with a couplet
- Students' own response.

The Poet's Use of Structure

Activity One: Caesura

Some suggested answers, but all relevant supported answers should be rewarded.

- Encourages the reader to pause and think.
- Emphasises the 'Burst' and changes to an uplifting mood.
- The full stop separates the repetition of 'Nice day' and gives it a conversational style.
- The dash before the last word emphasises the vulnerability of the teenager.

Activity Two: Enjambment

Some suggested answers, but all relevant supported answers should be rewarded.

- The enjambment in stanza three encourages the reader to follow his journey away from the city and towards something optimistic.
- The enjambment in stanza four emphasises the continuous loud noise, reflecting the working conditions.
- The enjambment gives the poem a sense of freedom, perhaps reflecting the need to find a better life.

Essay Practice

Activity One: Comparing Methods

Some suggested answers, but all relevant supported answers should be rewarded.

- Both poems use a metaphor of entrapment. In 'Homing', the need to fit in and conform is described as 'a box beneath the bed'. Similarly, in the poem 'In a London Drawingroom', Eliot uses the metaphor of a 'box' to describe the speaker's identity in a world 'where men are punished' unfairly as it seems to be 'one huge prison'.
- Both poems use onomatopoeia although they achieve different effects. However, both poems use sound to create a sense of atmosphere. In 'A Wider View', Seneviratne uses the words 'thunking' and 'clanging' to highlight the industrial nature of the setting. However, Dharker uses 'buzzing' to emphasise that the need for conformity is a constant, low-level noise.
- Both poems use similes to convey a sense of separation from their environment and to highlight the speaker's feelings of isolation. Eliot in 'In a London Drawingroom' describes the sky as being obscured by a 'long line of grey clouds' making everything unclear and monotonous. Similarly, Nichols places her speaker detached from the world, comparing her to a tourist, further implying that we are all separated from nature and the world we create.
- Students' own response.
- Students' own response.

Activity Two: Exemplar

- Students might comment on: the use of subject terminology, the use of quotations, the use of first person, the speaker's intentions, reader response, relevant context.
- Sample paragraph, but all relevant supported answers should be rewarded.

The poet appears to address someone directly but it could also speak to the reader. The metaphor of 'a box beneath the bed' implies the person's need to fit in. However, as they kept it close to their chest, it suggests it is something they value. Although the use of plosives could convey anger towards the need to conform, the overall tone is one of resignation. The image of the 'lock rusted shut' adds to the anger and feelings of sadness as 'rust' suggests a long length of time. The reader is encouraged to feel sympathy for the person as they are perhaps, to avoid ridicule. There is a sense of ridicule with the idea that elocution lessens the impact of a nonsensical phrase and a sense of shock that corporal punishment can beat it out of them.

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Activity Three: Practice Essay Questions

Some suggestions of what the students might explore, but all relevant supported answers

1. **How does Wordsworth present the idea that humankind and the natural world are**
 - Personification of nature (Mother Nature).
 - We are all part of nature.
 - Repetition of the idea of 'What man has made of man' ending with a question
 - Sense of happiness conveyed with the words 'enjoy', 'thrill' and the repetition
2. **Industry has affected people and their environment. Explore this statement using**
 - 'In a London Drawingroom' – imagery of sky/fog, use of simile. Lack of connect
 - Environment described as shapeless and monotonous.
 - 'A Wider View' – 'smoked-filled sky', the sights and sounds of industry.
3. **Select two poems and compare how the poets present nature.**
 - 'The Jewellery Maker' – to give a sense of place. Imagery used to bring jeweller
 - 'With Birds You're Never Lonely' – the importance of nature, the use of symboli
4. **In the poem 'Thirteen', how is a sense of injustice conveyed?**
 - The repetition of 'thirteen' conveys vulnerability.
 - The idea that the boy could fit a 'description of a man?' – the use of the question
 - 'patted on the shoulder' suggests the police powers of stop and search.
 - The metaphor of stars.
5. **In 'A Century Later', how does Dharker present violence?**
 - Extended metaphor of war.
 - Sibilance – 'Surrendered, surrounded, she'.
 - Enjambment – following the path of the bullet.
 - The speaker's response to the bullet.
6. **Select two poems and compare how identity is presented.**
 - 'Homing' – accent metaphorically locked away – sense of entrapment. Use of d
 - industry – onomatopoeia.
 - 'pot' – use of enjambment, irregular stanzas and lack of capital letters suggests
 - Identity as a complex issue.
7. **Explore the difficulties of emigration in the poem 'Name Journeys'.**
 - The importance of cultural references.
 - Sibilance – 'spiritual sari-sisters'.
 - Loss of language.
 - Name pronounced incorrectly.
8. **In the poem 'England in 1819', explore how Shelley presents the theme of oppressi**
poem of your choice.
 - 'England in 1819' – use of plosives to describe the king. A sonnet – traditionally
 - Use of repetition 'mud from a muddy spring' to describe royalty. Parasitic imager
 - 'A Wider View' – repetition in first line to suggest a restricted life. Descriptions
 - 'drowned the din'. Remaining buildings are a link to ancestors. 'my footsteps e

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