

ANTHOLOGY - LITERATURE POETRY

'When the Going Gets Tough...' Cluster by Clare Mantell

Poem/Lesson	Activities	Resources
Lesson 1	<p>Explanation to pupils re expectation of exam Hand out skills descriptors (from Teacher's Book) Point out:</p> <ul style="list-style-type: none"> • comparison between texts • pre and post 1900 poems • need to cover • language and structure • authorial intention • personal response 	Skills descriptors for pasting into exercise books
Lesson 2 <i>Life Doesn't Frighten Me</i>	<p>Task: Brainstorm (without sight of poem), what sorts of things might you include for things that frighten you? Work on specific phrasing e.g. scared of the dark</p> <p>Task: Draw up chart with 2 columns</p> <ul style="list-style-type: none"> • column 1 'What I'm afraid of' • column 2 'What Maya Angelou is scared of' <p>Reintroduce/revise techniques, using Glossary</p> <p>Cards handed out One has technique on it, other has definition</p>	Glossary - previously handed out and pasted into books Cards with keyword techniques and definitions (different colours) discussion statement cards
All groups	<p>Task: pairs have to find each other,</p> <p>OR</p>	
All groups	<p>Poetic techniques game In 4 groups, hand out cards with names of techniques on (eg stanza, alliteration etc). Say definitions, give examples etc. first group to hold up correct card (without calling out) wins a point.</p> <p>Collect in sets of cards, then hand out one per person (or pair) - be selective. Find the poetic term on your card in this poem. Decide why it is used (or absent!) and what it adds to the reader's understanding.</p>	

	<p>Discussion statements, again on cards: e.g. Speaker in poem is frightened of life Speaker has no fear etc.</p> <p>Task: Place in order of accuracy based on understanding of poem</p> <p>In pairs - decide own statement of message in poem</p> <p>Any other issues</p>	
<p>Lesson 2 and 3</p> <p><i>The World is a Beautiful Place</i></p>	<p>Hand out left hand side phrases of first stanza and random right hand side phrases</p> <p>Task: slot in phrases</p> <p>Hand out photocopy of poem minus last two lines ('comes the smiling mortician')</p> <p>Explain meaning of term 'concrete poetry'</p> <p>Task: draw up a chart? Find negative images and positive images.</p> <p>Task: identify nouns and then identify verbs attached to them. Discuss how verbs qualify our understanding.</p> <p>Task: what would be your last two lines (last 4 words?).</p> <p>Other matters</p> <p>Task: Comparison between this and previous poem. Cover:</p> <ul style="list-style-type: none"> • sophisticated/simple language • irony, repetition, structure, punctuation 	<p>Phrases from first stanza</p> <p>Copy of poem minus last two lines</p>

Poem/Lesson	Activities	Resources
Lesson 4 <i>Elegy for Himself</i>	<p>Read out (unseen) first stanza of poem</p> <p>Hand out 1st line hints of second stanza</p> <p>Task: pupils to complete (focus on rhyme scheme based on first stanza): e.g. 'My tale was heard, and yet my leaves are green</p> <p>Hand out p/c of poem. Explain context/background of poem - hand out copy of letter</p> <p>Reintroduce definition cards with additional vocab (list attached)</p> <p>Task: pairs (different from last time if poss.) to find each other and find examples in poem</p> <p>Any other issues</p>	<p>1st line hints</p> <p>Photocopies of poem</p> <p>Photocopy of letter only - p.83</p> <p>Definition cards</p>
Lesson 5 <i>Vitai Lampada</i>	<p>Show OHP of first stanza -</p> <p>Task: decide what is subject of poem? What is poem's link with other poems studied thus far?</p> <p>Reveal next stanza</p> <p>Task: What more do we know of poem's subject?</p> <p>Hand out poem. Discuss issues of content. Hand out support material re conflict/war</p> <p>Task: discuss how these relate to the poem</p> <p>Other matters - re form, structure etc.</p>	<p>OHP of poem</p> <p>Page photocopy from support material p.82</p>
Lesson 6 <i>Song of Worms</i>	<p>Hand out poem without title -</p> <p>Task: on own - decide on title</p> <p>Reveal title. Discussion on how this adds to understanding of poem.</p> <p>Study form, punctuation etc.</p>	<p>P/c of poem without title.</p>

Poem/Lesson	Activities	Resources
Lesson 7 <i>Light Shining out of Darkness</i>	Hand out text of poem written in continuous writing without punctuation or placing in stanzas Task: decide how you would lay this out as a poem Hand out copy of poem. Discuss why differences between pupils' and poet's. Focus on form etc.	Poem in continuous writing P/c of poem in original form
Lesson 8 and 9 All poems	Allocate poem to each group. Task: each group to prepare dramatic reading of poem. Task: identify allocated with other poems - remind them of focus on language, punctuation, form, content, perceived authorial intention, personal response etc. Presentation of findings to rest of class with justification for links.	
Lesson 10	Comparison essay under controlled conditions	Essay question

KEY POETRY TECHNIQUE WORDS AND PHRASES

rhyme

alliteration

rhythm

stanzas

repetition

onomatopoeia

irony

emphasis

empathise

connotation

assonance

sibilance

The speaker in the poem is
frightened of life

The speaker in the poem
has no fear

The poet is writing as a
woman

The poet is writing as a
child

The poem is a light-hearted
view of a scared child
pretending to be tough

The poem is a serious
account of how people deal
with fears when things get
frightening

The poem is.....

The poet is.....

Life Doesn't Frighten Me at All

Shadows on the wall
Noises down the hall
Life doesn't frighten me at all
Bad dogs barking loud
5 Big ghosts in a cloud
Life doesn't frighten me at all.
Mean old Mother Goose
Lions on the loose
They don't frighten me at all
10 Dragons breathing flame
On my counterpane
That doesn't frighten me at all.
I go boo
Make them shoo
15 I make fun
Way them run
I won't cry
So they fly
I just smile
20 They go wild
Life doesn't frighten me at all.
Tough guys in a fight
All alone at night
Life doesn't frighten me at all.
25 Panthers in the park
Strangers in the dark
No, they don't frighten me at all.
That new classroom where
Boys all pull my hair
30 (Kissy little girls
With their hair in curls)
They don't frighten me at all.
Don't show me frogs and snakes
And listen for my scream,
35 If I'm afraid at all
It's only in my dreams.
I've got a magic charm
That I keep up my sleeve,
I can walk the ocean floor
40 And never have to breathe.
Life doesn't frighten me at all
Not at all
Not at all
Life doesn't frighten me at all.

'The world is a beautiful place'

Here are the first lines of the poem with sections missing at the end of each line.

The world is a beautiful place _____

If you don't mind happiness _____

if you don't mind a touch of hell _____

just when everything is fine _____

they don't sing _____

The world is a beautiful place _____

if you don't mind some people dying _____

or maybe only starving _____

which isn't half so bad _____

Below are the phrases that have been left out - decide where you want to put them. Each one is only used once - every one needs to be used!

some of the time

to be born into

to be born into

all the time

all the time

so very much fun

because even in heaven

if it isn't you

now and then

not always being

'Elegy for Himself' by Chidiock Tichborne (1558-1586)

First Stanza

My prime of youth is but a frost of cares;
My feast of joy is but a dish of pain;
My crop of corn is but a field of tares;
And all my good is but vain hope of gain:
The day is past, and yet I saw no sun;
And now I live, and now my life is done.

Task: Complete the lines of the second stanza using the first stanza as a guide for line lengths, rhyme and rhythm.

Second Stanza

My tale was heard, and yet _____
My fruit is fall'n, and yet _____
_____, and yet I am not old;
I saw the world, and yet I was not seen:
My thread is cut, and yet _____
And now I live, and now my life is done.

Task: change this piece of continuous writing into a poem by adding punctuation, dividing it into stanzas and using the rhyme scheme to help you choose appropriate line endings.

Light Shining Out of Darkness

God moves in a mysterious way his wonders to perform he plants his footsteps in the sea and rides upon the storm deep in unfathomable mines of never-failing skill he treasures up his bright designs and works his sovereign will ye fearful saints fresh courage take the clouds ye so much dread are big with mercy and shall break in blessings on your head judge not the Lord by feeble sense but trust him for his grace behind a frowning providence he hides a smiling face his purposes will ripen fast, unfolding every hour the bud may have a bitter taste but sweet will be the flower blind unbelief is sure to err and scan his work in vain God is his own interpreter and he will make it plain.

Task: change this piece of continuous writing into a poem by adding punctuation, dividing it into stanzas and using the rhyme scheme to help you choose appropriate line endings.

ESSAY QUESTION

The title of this cluster of poems is 'When the Going Gets Tough...'. Choose two or three poems (one of which must be pre-1900) and discuss how they might help people when the going gets tough.

You need to include in your answer:

- subject matter of the poems
- authorial intention
- language and structure

You **MUST** explain why you have chosen these poems and draw comparisons between them.