



English Mastery

Year 7 Unit of Work

Literature Unit 3: Poetry

Traditional Pathway

	Lesson title	Key knowledge	Teacher notes
Week 1	Metaphor 'Fog' 'November Night'	The difference between literal and metaphorical language; applying knowledge to analysis of 'Fog' and 'November Night'; composing a metaphorical poem about animals and explaining language choices.	
Week 2	'Dreams' 'Sally'	Unpicking a metaphor using the tenor (the real element) and vehicle (the imagined comparison); using this knowledge to analyse the metaphors used to describe 'Sally'.	
Week 3	'Frogs' 'Pigeons'	Explaining the similarities between the tenor and vehicle (the ground); explaining the choices of metaphorical language in 'Frogs' and 'Pigeons'; applying analysis to a paragraph.	
Week 4	'The Eagle' 'The Tyger'	Applying the analysis of metaphors and paragraph composition to 'The Eagle' and 'The Tyger'; considering the role of the creator in 'The Tyger'.	
Week 5	'Owl' (Unseen Poem) 'A Case of Murder'	Applying analysis to an unseen poem and the process of planning for an unseen essay (with 'Owl'); analysing the metaphors used to describe the cat in 'A Case of Murder'; considering the morality of the murder in the poem.	
Week 6	Assessment	Reviewing key vocabulary in 'The Tom Cat'; applying all knowledge from the unit to analysis of an unseen poem.	

Week 1

Key terms:
metaphor, literal, compare

Lesson 1

Mastery Content

- A literal description tells exactly what happens. It reports.
- A metaphor is non-literal
- A metaphor compares two things

Lesson guide

Do Now: Students use visual image to elicit descriptions of fog.
Idioms and literal:
Students consider famous idioms and are introduced to figurative terms. Use these idioms as a counter example of the definition of 'literal'. Check for understanding of what 'literal' means – they are statements that report. Students need to consider more examples of idioms and their literal meanings and come up with their own.
Fog
Recap words from earlier to describe fog. Students need to add to their existing words when watching the video. Share ideas for vocabulary with students and clarify any misconceptions.
Review: Literal and metaphor
Reiterate 'literal' definition using examples to describe the video. Go through more examples of metaphor to help establish difference. Quiz students on the different literal/metaphorical statements.
Fog
Before reading fog, introduce vocabulary and check for understanding. Introduce the two main questions: finding the thing being described and the imaginative thing it is being compared to. Focus questions and discussion before exploring similarities between the fog and a cat.
Mastery/Review: Which of the following are true about metaphor?

Resources

Poem: Fog

Lesson 2

Mastery Content

- A metaphor provides a clear description
- The subject of the metaphor can come before or after the comparison
- 'November Night' compares the sound of a leaf breaking from a tree to the sound of passing ghosts

Lesson guide

Do Now:
Pupils write a literal translation of each metaphor. An extension for this is to consider where the main thing being described in each metaphor appears in the sentence.
Reading 'November Night':
Pupils are given an explanation of what metaphors are. They then read 'November Night' and answer questions in pairs. An extension for this task is to provide a quote for each answer. They are then given the title and re-read the poem, considering if their answers have changed.
Considering metaphors:
The teacher explains that within this metaphor, the comparison comes before the thing that is being described. Pupils are then asked to identify if a series of sentences are metaphors or not. They then work out if the metaphor comes before or after the main thing that is being described. The answers are then revealed on the subsequent slides.
Pupils are only discussing their responses at this stage of the lesson. They will write down their answers later in the lesson.
Considering November Night:
Pupils write down their answers to these two questions:
What is the sound of leaves falling compared to?
What does this have in common with leaves falling?
An extra activity can be to fill in two lines of the poem themselves for the **sight** of leaves falling. An extension activity for this is to write their own poem entitled 'March Morning'.
Mastery assessment plenary:
Students complete quiz.
If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other students to explain correct answer.

Resources

Poem: November Night
2 – Metaphorical or literal?

Week 1

Key terms:
metaphor, literal, compare

Lesson 3

Mastery Content

- A metaphor provides a clear description
- A metaphor compares two things that are different
- Metaphors can provide imaginative comparisons
- Poems can be precise

Lesson guide

Do Now:

Students think which animal is most similar to snow, and why. Look for the most imaginative and thoughtful answers.

Recap metaphor:

Review definition and examples of metaphor from previous lessons. Emphasise that it is a comparison between two things. It shows how they are similar in interesting ways.

Review students' choices of animals to compare to snow. Look for examples not suggested by the slide,

Opening lines:

Look at two examples of opening lines inspired by 'Fog'. They quickly introduce the animal and provide a thoughtful or illuminating verb to show how the animal is moving in the same way as the weather.

Students need to devise their own opening lines for their poem about snow.

Review students' first lines and hear some interesting ones. You may want a student to express their thought process as they were writing their first lines.

Compare students' examples to another model – how does it compare? Do any students want to edit their opening lines after hearing more examples?

Building the poem:

Look at two more examples of finished poem inspired by 'Fog'. Re-emphasise that the animal is acting or moving in the same way as the weather.

Explain the checklist for writing – the animal moving/acting, brevity, line breaks.

Allow students to complete their poem.

Review and hear good examples.

Independent poem:

Students now need to assimilate the previous activities into one poem. They need to select their own weather and animal (suggestions provided) and complete their own poem independently.

Mastery Assessment Plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Week 2

Key terms:
Tenor, vehicle

Lesson 4

Mastery Content

- The tenor is the subject of a metaphor
- The vehicle is the imaginative, comparison element of a metaphor
- In the poem 'Dreams', Hughes thinks life needs to be lived with dreams and aspirations

Lesson guide

Do Now:
Recap examples of metaphor and re-visit images from previous lesson.

Discussion:
Students discuss ideas about dreams and aspirations.
You may want to share some ideas of your own aspirations, or aspirations you had when you were younger.

Dreams:
Read the poem 'Dreams'. Consider how you will define 'hold fast' and 'barren'. Share initial reactions to the poem with students.

Introducing tenor and vehicle:
We have defined metaphor and we know that it is a non-literal description. To help make our discussions more accurate and precise, we need to use the proper terms for each element of a metaphor. Carefully explain the idea of a metaphor having two parts: the subject (i.e. **tenor**) and the thing it is being compared to (i.e. **vehicle**).
Illustrate this idea with examples from previous lessons.

Finding the tenor and vehicle:
Students need to find the tenor and vehicle in a range of different sentences. Some are idioms, some are from poems. The examples grow increasingly difficult - to the point where the tenor is implied and students need to work out the subject for themselves.

Dreams:
Students apply knowledge of tenor and vehicle to **Dreams** poem.
Students engage with key themes and discuss how these themes are represented through the poet's use of metaphor.
Students use discussion points to answer the question: *How does Hughes feel about a life without dreams?*

Mastery Assessment Plenary
Students complete quiz.
If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Poem: Dreams
4 – Tenors and vehicles

Lesson 5

Mastery Content

- The poem Sally describes a lively and difficult girl
- Sally is not academic
- Sally's parents do not like that Sally is not academic

Lesson guide

Do Now:
Briefly review definition of tenor and vehicle – students need to identify the tenor and vehicle in excerpts from poems already studied.

Imagery in Sally:
Ask students to draw comparisons and similarities between the images of Sally. Clarify if there are any pictures students are not sure of. Look for responses suggestion they are wild, natural, found outside, beautiful.

Vocabulary in Sally:
Briefly go through unfamiliar vocabulary in the poem. You may wish to issue students with the poem at this stage so they can signpost where the unfamiliar words will appear in their own copies of the poem.
Pay particular attention to 'elusive' as this is a word that will appear in another poem (Pigeons). There is also a quiz to check students' understanding of these new words.

Reading Sally
Introduce poem – it is about how a girl acts at school and what her parents think of her.
As you read the poem, draw attention to the words introduced in the previous activity.
Capture first impressions of the poem.
Comprehension
There are a number of comprehension questions that you can use to help check for understanding of the poem. The poet wants to portray Sally in a sympathetic way – we are meant to like her even though she does not necessarily fit into conventional behaviours from a child. The writer has great admiration for Sally's connection to nature and the outside world, even if this comes at the cost of academic intelligence. Her parents do not share this liberal perspective.
After discussing the check for understanding questions, students can write down their answers.

Discussion:
There is an opportunity for students to provide a more emotional response to the poem, considering whether they (or someone they know) is like Sally, and whether she would be a good friend or not.

Mastery Assessment Plenary
Students complete quiz.
If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Poem: Sally

Week 2

Key terms:
Tenor, vehicle

Lesson 6

Mastery Content

- The poem Sally describes a lively and difficult girl
- The poem uses a variety of vehicles to describe Sally
- A metaphor reveals something new or interesting about its tenor

Lesson guide

Do Now:

Review key vocab from poem and which one best describes Sally.

Metaphor

Re-introduce metaphor and key terms. Recap some examples of metaphor from previous poems. We will be re-reading Sally with a focus on metaphor.

Sally

Re-read Sally to refresh students of the poem. You may also want to review the questions students answered in the previous lesson.

Tenor and vehicle:

Recap definitions of tenor and vehicle. Students need to identify the vehicle for each of the comparisons in the poem. This is essentially a finer-tuned version of the previous activity, ensuring students are growing more accustomed to the terminology of 'tenor' and 'vehicle'.

Exploring imagery in Sally:

Now students have identified the vehicles in the poem, they need to explore what each of them reveal about Sally.

Model the first example (dog-rose kind of girl). Emphasise that students need to write in full sentences for each of their explorations. Ask for at least three good statements per quotation.

Review with students (there are answers in the presentation) and capture other suggestions.

Writing about Sally

There is an opportunity for students to write their answer to the question, **What does Hesketh want to show us about Sally?**

The question is phrased in this way to allow students to write two clear paragraphs. The question also asks students to discern the difference between the poet's opinion of Sally and her parents'.

Students review their writing.

Fortnightly Quiz

Students complete fortnightly quiz.

Can take feedback and address misconceptions.

Resources

Poem: Sally
Sally – What do we learn?

Week 3

Key terms:
Ground

Lesson 7

Mastery Content

- A good vehicle draws interesting comparisons
- The ground is the common feature between the tenor and the vehicle
- 'Frogs' compares frogs to a parachutist, Italian tenors, ballet dancers and Buddha

Lesson guide

Do Now:

Select the metaphors and the literal statements.

Writing a frogs poem – research:

Watch the three videos about frogs so students can get some ideas on what they are like. Be warned – the third video (frogs hunting) is a bit gross!

As students are watching the video, they may want to make notes on the different kinds of things the frogs do and what they may be compared to.

Writing a frogs poem: tenor and vehicle

After watching the frogs videos, students need to make notes on the different things they will compare frogs to. The left column will allow students to be specific on which element of frogs they will be writing about.

Emphasise the importance of the final column – the things their tenors and vehicles have in common. This will be elaborated in more detail throughout the lesson.

Introducing ground

Recap the terminology we have already encountered: tenor and vehicle. The things they have in common also has a technical name: the ground.

Explain this and relate to the activity students have just completed – the final column asked students to consider the ground between frogs and their vehicles. Ensure students are familiar with the term and what it is.

Writing a frogs poem

Ask students to review the ground between their tenors and vehicles and encourage them to think of more if necessary. Allow students time to write their own frogs poem using their notes from the video.

Frogs – Norman MacCaig:

Before reading MacCaig's poem, go through the unfamiliar vocabulary. Pay particular attention to 'tenor' - it is being used in a different context to how we have been using it!

Frogs

Read the poem and ask students to discuss how it differs from their own poems. Which do they prefer? What has MacCaig done well?

Students then need to re-read the poem and list the different vehicles used. After this, they need to make notes on the ground.

This is essentially the same activity they completed for their own poems but reversed for reading. Hear ideas and look for interesting and unusual examples of ground.

Writing a paragraph

Students need to write an analytical paragraph about the poem. Carefully explain the structure of how students may want to order their answers, using a model if needed.

Allow students to write their own paragraph using the structure suggested.

Fortnightly Quiz

Students complete fortnightly quiz.

Can take feedback and address misconceptions.

Resource: Frogs
Poem: Frogs

Resources

Lesson 8

Mastery Content

- A poem can have different vehicles for the same tenor
- A poem can present its tenor in different ways
- The ground is the common feature between the tenor and the vehicle
- Poems can appeal to the senses

Lesson guide

Do Now:

Pupils consider whether different possible grounds for a metaphor are good or not. An extension for this activity is to think of another metaphor for the way a frog captures its prey.

Connect:

Pupils watch a clip of pigeons and consider different possible vehicles for them. They then are reminded of vehicles from the poems they have studied so far. They are then given vehicles that appear in the poem 'Pigeons'.

Pigeons – vocabulary:

Pupils match up the definitions to the key words. The words have images alongside them to help them with this. 'Elusive' has been studied in 'Sally' – try to bring this prior learning through in this activity.

Exploring pigeons:

Read the poem to students. Provide students with a list of tenors in the poem. They then re-read the poem to find the vehicles in the poem. Students need to write what the vehicle is for each tenor and match the vehicles to the images.

Take feedback.

At this stage students do **not** need to start considering the ground (right hand column) – this is for the later activity.

Considering the methods used to present pigeons in the poem:

Pupils are introduced to the idea that the poet uses different methods to present the pigeons. Pupils then have to label each line of the poem with S, L or B depending if it is what the pigeon **S**ounds like, **L**ooks like or **B**oth.

Mastery Assessment Plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Poem: Pigeons
Resource - Pigeons

Resources

Week 3

Key terms:
Ground

Lesson 9

Mastery Content

- A poem can have different vehicles for the same tenor
- A poem can present its tenor in different ways
- The ground is the common feature between the tenor and the vehicle
- Poems can appeal to the senses

Lesson guide

Do Now:

Students review quotations and decide which are related to pigeons and which are related to other poems they have already studied.

Pigeons: Tenor and vehicle

Read the poem again and review with students.

Students then need to find the vehicle for the different tenors that are shown. This is a review of the previous lesson's activity.

Exploring the grounds in the poem:

Return to the Pigeons resource. Students need to choose three tenors, portray their vehicles and consider what the ground could be for each metaphor. This is modelled for pupils. They then have a go themselves.

Writing an analytical paragraph:

Pupils are to write an analytical paragraph on the question: 'How does the poet present the pigeons in this poem?' A class example is provided. Pupils then use the structure prompts and their notes to write their own.

Mastery Assessment Plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Poem: Pigeons
Resource – Pigeons
(from previous lesson)

Week 4

Key terms:
explicit

Lesson 10

Mastery Content

- The tenor of a metaphor is not always explicit
- The vehicle of a metaphor is not always explicit
- Tennyson portrays the eagle as a strong and awesome creature

Lesson guide

Do Now:

Students need to select two of the images and consider the ground between them. This may be useful later on when students will also need to repeat this activity for the poem. The extension is to use the images as a stimulus to write their own metaphor.

The Eagle – first read:

Read the poem to students **without** the title. Students need to work out – with as much precision as possible – what animal is being written about (i.e. 'bird' is not clear enough – probe for as accurate an animal as possible).

The Eagle

Explain that the vehicle has generally been quite explicit throughout the poems we have studied so far. This is not always the case – sometimes we need to work out the vehicle (and even the tenor) for ourselves.

Go through the example of the eagle and crooked hands,

Students then read through the poem for a second time.

As they read they need to identify:

- **Tenors**
- **Vehicles**
- **The ground between the tenors and vehicles**

This may be challenging for students – you may want to consider how to make this activity accessible to your students.

Take feedback and share suggested answers with students.

The Eagle – freeze-frame:

Students create a freeze-frame for their favourite line of the poem. This can be completed in pairs, with partners attempting to guess which line is being represented. Draw attention to freeze-frames that emphasise how terrifying and impressive the eagle is.

Writing about The Eagle:

Students answer: **How does the poet use metaphor to make us feel impressed and in awe of the eagle?**

Allow students to write their own answer **without** a model – the suggested structure should be enough for them to construct a solid attempt to this question.

Students can review their own answer against the model after they have completed their own paragraph.

Take feedback from students.

Mastery Assessment Plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Poem: The Eagle
10 – The Eagle

Resources

Lesson 11

Mastery Content

- 'The Tyger' is a poem about the creation of a tiger
- The poet wonders how the creator of the tiger could have made such an animal

Lesson guide

Do Now:

Pupils brainstorm how they would describe a tiger. An extension task is to think about what the tiger could be compared to.

Connect:

Pupils consider pictures of works of art and come up with questions that they would like to ask the creators. They then consider what they would ask the creator of the tiger based on their ideas generated in the Do Now.

Vocabulary acquisition:

Pupils are given some background to the poem and are asked to highlight the more difficult vocabulary that is defined for them.

Reading the poem:

The idea of an extended metaphor is presented here. Pupils watch a video reading of the poem. They then re-read the poem and brainstorm responses to the question 'How does the poet feel about the tiger?'. Students also compose a statement about how the poet feels towards the tiger. This can be used for the analytical paragraph later.

Exploring metaphor:

Pupils work out what the tenor and vehicle are for the opening two lines of the poem. They then have to distinguish between relevant and irrelevant discussions of the ground for the metaphor.

Writing an analytical paragraph:

Pupils discuss the potential ground for the metaphor. They then write a response to the question: 'How does the poet feel about the tiger?', using their notes and the resource to support them. There is a suggested paragraph structure too.

Mastery assessment plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other students to explain correct answer.

Poem: The Tyger

Resources

Week 4

Key terms:
explicit

Lesson 12

Mastery Content

- 'The Tyger' is a poem about the creation of a tiger
- The poet wonders how the creator of the tiger could have made such an animal
- That the poem is an extended metaphor about the creation of a tiger

Lesson guide

Do Now:

Link the vocabulary images to the poem.

Recap:

Remind students of the activity where they had to consider what they would ask the creators of different works of art. This is what the writer of The Tyger is doing. They are asking how powerful and artistic the creator of the tiger must be.

Reading the poem:

Watch the video again to remind students of the poem.

The creator

Last lesson, students began to think about the creator of the tiger. This lesson we will look more carefully at the creator.

Focus on stanza 3. Here, the writer speaks about the artistry and the power of the creator. Students need to annotate the stanza to show how the creator is both powerfully strong and artfully delicate.

There are suggestions on the subsequent slide.

Pupils work out what the tenor and vehicle are for the opening two lines of the poem. They then have to distinguish between relevant and irrelevant discussions of the ground for the metaphor.

Reviewing the whole poem

Students have now looked at the tiger and the creator. Students have also considered the artistry and the strength of the creator.

Students need to review the poem one more time to find evidence of the creator's power and of the creator's delicacy.

Writing about The Tyger

Students write their answer to this question: **Why does the creator of the tiger have to be both powerful and artistic?**

Student can use their answers from the previous activities and also from the previous lesson to build their answers.

Fortnightly Quiz

Students complete fortnightly quiz.

Can take feedback and address misconceptions.

Resources

Poem: The Tyger

Week 5

Key terms:
Metaphor, tenor, vehicle, ground

Lesson 13

Mastery Content

- It is important to read a poem through three time the first time you study it
- Identify the key parts of the poem that you understand
- Use the title of the poem to add to understanding

Lesson guide

Do Now:

Name and explain parts of metaphor: Tenor, Vehicle, Ground.
Explain and consolidate with example on following slide.

Unseen poems

The final assessment will ask students to write about an unseen poem.
This lesson will provide some simple tips on how to read and understand a poem for the first time.

The Title

A poem's title can – at its simplest – tell a reader exactly what the subject of the poem will be. We have studied a number of poems in this vein this term. Review the poems' titles and how they were able to tell the reader what the poem was about. You may also want to draw attention to 'November Night' and 'The Eagle'. We did not know the titles of these poems before we read them. This made it a little harder to know what the poem was going to be about. It also helped to make the poem clearer **after** we had read the poems.

Look at the titles of a number of other poems. What could these poems be about?

Read the poem three times

Iterate the importance of making sure students read the poem a number of times to help establish and consolidate meaning.

Focus on parts that are understood

Poems are difficult, and not every reader will always be able to understand every part of a poem. This is natural. Students should focus on the parts the **do** understand. Rehearse this with Sonnet 18. Just look at 2 quotations and ask students to work out the main messages and points of the poem. In a short poem, this should be enough to help students start writing.

Unseen practice

Students will now practise this with a poem: Owl by Phoebe Hesketh. This is the author of the poem 'Sally' we read earlier in term. Go through the procedure of thinking about the title before reading the poem. There is a clip as well that shows an owl in flight. This background knowledge will also help students when they read a poem for the first time.

Owl

Students answer the question: **How does the poet make the owl sound dangerous?**

Note that the answer is actually contained within this question. The owl is portrayed as dangerous. This can help students when they come to read the poem again and re-direct their reading in a more specific way.

Mastery Assessment Plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Poem: Owl

Resources

Lesson 14

Mastery Content

- The events of 'A case of murder'
- The sequence of events of 'A case of murder'
- The actions and reactions of the boy in the poem

Lesson guide

Do Now:

Students need to consider the title of the poem 'A Case of Murder', and think about what it could possibly be about. Although the titles we have looked at so far have been quite literal, this is a good opportunity to discuss the importance of a poem's title.

Black cat metaphors:

Students need to write three metaphors about a cat's eyes, purring, and a black cat. Students need to repeat this activity., but the second time it needs to be clear that it is written from the perspective of someone who doesn't like cats.

A Case of Murder – chronology:

Read the poem once to students and capture first impressions. On the second read, the emphasis is on ensuring students have an accurate understanding of the chronological events of the poem.

First, students need to order five sentence summaries into the correct sequence.

Once this has been completed, students need to write their own summaries for the remaining 5 sentences in the poem.

A case of murder – enacting the poem

To consolidate students' understanding of the chronology of the poem, they need to enact the poem . Read through the poem again and make notes on passages which would be conducive to role play.

There are three main stages suggested – these will link into students' writing in the next lesson.

These three stages could be used as the three scenes in a performance, or could be used as a freeze-frame.

Allocate roles in threes and allow students to rehearse their reading.

Discussion: Is the boy totally to blame for the death of the cat?

One students have understood the poem, allow the class some time to discuss this question which should encourage them to engage with the underlying suggestion of neglect and abuse in the poem.

Mastery assessment plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other students to explain correct answer.

Poem: A Case of Murder
Resource – A Case of Murder Sequencing

Resources

Week 5

Key terms:
Metaphor, tenor, vehicle, ground

Lesson 15

Mastery Content

- The descriptions of the cat change throughout the poem
- The use of metaphor shows how the cat drove the boy mad
- The use of metaphor shows that the cat is vulnerable
- The use of metaphor shows that the boy feels guilty for what he did

Lesson guide

Do Now:

Following the discussion from the previous lesson, students need to write a brief paragraph that explains whether they think the boy is responsible for the death of the cat.

Finding metaphors:

Students need to re-read the poem as a review of what happens. As they are reading the poem, students also need to list the metaphors that are used to describe the cat.

Review.

Introducing the question:

Students will write three analytical paragraphs on this question: **How does the cat change throughout the poem?** This question will frame the activities completed throughout the rest of the lesson.

Students need to divide the metaphors describing the cat into three sections – the boy hates the cat, the boy attacks the cat, the cat haunts the boy.

Review.

Analysing a metaphor:

After dividing the poem, students need to analyse a metaphor from each of the three sections. Model how to explore the vehicle and the ground with the example provided.

Once the model has been provided, students need to repeat the task with one quotation from the two remaining sections of the poem.

Writing a paragraph:

Review the question students will answer. There is also a suggested paragraph structure and a model paragraph to show how to use the notes made earlier. Note that the 'P' elements of students' paragraphs have essentially been completed for them.

Students can use the descriptions of the three sections of the poem to help form their 'P' statement. Students need to write their own paragraphs using their notes from earlier and the paragraph structure provided.

Fortnightly Quiz

Students complete fortnightly quiz.

Can take feedback and address misconceptions.

Resources

Poem: A Case of Murder

Week 6

Key terms:
Assessment

Lesson 16

Mastery Content

- The context of the assessment
- Reviewing metaphors
- Vocabulary in The Tom Cat

Lesson guide

Do Now:

Review whether statements are metaphors or literal. If metaphors, students need to identify tenor, vehicle, and ground.

Introducing the assessment:

Explain how the assessment will be on an unseen poem. Look at the ways lessons in the unit have helped prepare students for reading an unseen poem, and the ways students can read a poem to help clarify misunderstandings.

Metaphor

In the assessment, students will be expected to write about metaphors in the poem. Review the parts of a metaphor.

Students need to identify which statements are metaphors and which are literal.

Following this, students need to explore the tenor, vehicle and ground in the two statements that are metaphors.

Unseen poetry

Review the three tips to reading an unseen poem for the first time.

Ask students to briefly discuss what the poem 'The Tom Cat' could be about.

The Tom Cat: vocabulary

The Tom Cat is an old poem and uses words students may be unfamiliar with. Go through the vocabulary with images and explanations. There is a brief matching activity to help students review the new words as well.

It may be useful to remind students that they don't need to analyse every word in a poem. There may well be parts of a poem that they don't understand – this is fine (as we have already seen with The Tyger). Make sure students are confident and able to write about the parts of the poem they feel comfortable with.

The assessment:

Recount the assessment title. Suggest strategies for how to answer the assessment – read the poem three times, summarise the poem briefly, identify some metaphors, explore the tenor, vehicles and ground, answer the question.

Resources

Lesson 17

Mastery Content

- Vocabulary in The Tom Cat
- Reading the poem, The Tom Cat
- Completing a final assessment

Lesson guide

Do Now:

Recap vocabulary in The Tom Cat

Introducing the assessment:

Explain how the assessment will be on an unseen poem. Look at the ways lessons in the unit have helped prepare students for reading an unseen poem, and the ways students can read a poem to help clarify misunderstandings.

Suggest strategies for how to answer the assessment – read the poem three times, summarise the poem briefly, identify some metaphors, explore the tenor, vehicles and ground, answer the question.

Read the poem aloud to students

REMEMBER – ONLY FOUNDATION STUDENTS MAY HAVE THE POEM READ ALOUD TO THEM. Please refer to the Assessment Guide for further information on how to administer the assessment for Traditional and Foundation pathway students.

Students complete the assessment

Resources