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| Class: | Period: | Date: | Room: |
| Context: Paired Poets and Pre-1914 Poetry – Anthology Literature Exam. <i>Catrin</i> | | | |
| Learning Objectives: AO2 - Explore how language, structure and forms contribute to the meaning of texts, considering different approaches to texts and alternative interpretations. | | | |
| Intended Learning outcomes: | | | |
| All: Will understand what happens in the poem | | | |
| Most: Will be able to identify the poet's message in the poem | | | |
| Some: Will be able to identify how language contributes to meaning in the poem | | | |
| Level class working at (if appropriate): | | | |
| Timing | | Activity | Resources |
| 5 | Starter | Show students 'Catrin1' presentation - pages 1 and 2 - and ask them what the colours suggest to them. Primary focus should be on the emotions that are associated with each colour. | <i>Catrin 1</i> presentation (available on www.morelearning.net in key stage 4 'Gillian Clarke' directory) |
| 10 | Activity 1 | Give students copies of 'Catrin' collapsed and highlighters and ask them to pick out the words which are to do with love and conflict. INDIVIDUAL Share responses. | 'Catrin' collapsed (free text collapser available at: http://www.englishonline.co.uk/freesite_to ur/resource/wordlab/collapser.html) Highlighters |
| 5 | Mini Plenary | Explain that these words are all from a poem about a relationship. What does the choice of words suggest about the nature of relationships? WHOLE CLASS | |
| 15 | Activity 2 | Show students page 3 of 'Catrin 1' presentation. <ul style="list-style-type: none"> o Q - What does the poet mean? o Q - Who is she talking to? PAIRED Show students page 4 of 'Catrin 1' presentation (stanza 1) and ask them to identify the main metaphor of the poem [the red rope] <ul style="list-style-type: none"> o Q - What is it? [umbilical cord? DNA? The maternal bond?] o Q - How does the poet feel about Catrin? How do they know? PAIRED | <i>Catrin 1</i> |
| 10 | Activity 3 | Show students page 5 of 'Catrin 1' presentation. <ul style="list-style-type: none"> o Q – What has changed? [the child has grown up] o Q – What has stayed the same? [the bond] | <i>Catrin 1</i> |
| 5 | Plenary | Show students page 6 of 'Catrin 1' presentation. Ask students to re-read the poem and identify the words which link the ideas of love and conflict. Is this a positive or negative view of a relationship? Why? INDIVIDUAL – then shared | <i>Catrin 1</i> |