

## Other Cultures Poetry

<b>Class:</b>	<b>Period:</b>	<b>Date:</b>	<b>Room:</b>
<b>Context:</b> GCSE English: Poems from Other Cultures – ‘Search for my Tongue’			
<b>Learning Objectives:</b> to identify and comment on how the writer puts across views about culture: <ul style="list-style-type: none"> <li>i. read, with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them;</li> <li>iv. understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects, and comment on ways language varies and changes.</li> </ul>			
<b>Intended Learning outcomes:</b> All: will understand what the poet is saying about culture Most: will be able to back up their ideas with evidence from the text Some: will be able to link this poem to another poem with a similar theme			
<b>Level group working at (if appropriate):</b>			
<b>Timing</b>		<b>Activity</b>	<b>Resources</b>
5	<b>Starter</b>	Perceptions about language – rank 1-5 INDIVIDUAL Share responses.	Thinking about language (available on <a href="http://www.morelearning.net">www.morelearning.net</a> in the ‘Other Cultures Poetry’ directory)
5	<b>Activity 1</b>	Why might it be a useful thing to have more than one language? What problems might it cause? GROUP	
8	<b>Activity 2</b>	Read poem to line 9 – what is the problem that the person speaking is having? Why? (Draw out the real and the metaphor of the tongue as language) GROUP	Display first 9 lines on IWB.
2	<b>Mini Plenary</b>	Quick search through these lines for a phrase that tells you the experience of having more than one language is hard. INDIVIDUAL and share.	
10	<b>Activity 3</b>	Display lines 10 – 14 and read. How would you summarise, in one word, the experience the speaker is describing (pleasant, interesting, violent etc)? INDIVIDUAL and don’t share.	Display lines 10-14 on IWB.
5	<b>Mini Plenary</b>	Share words with PARTNER and then on IWB. Feedback - GROUP: overall impressions of speaker’s experience so far.	
5	<b>Activity 4</b>	Display lines 17-29. What is this? Can anybody read the words? Does anybody understand the language? If not, how does this make you feel - to be confronted with all this text that you don’t understand? GROUP	Display lines 17-29 on IWB.
10	<b>Activity 5</b>	Read rest of poem – what happens? Find words in poem which reveal that the speaker’s tongue (and language) are being compared to a plant (metaphor). What does this suggest? GROUP	Display rest of poem
8	<b>Plenary</b>	How would you summarise, in one word, the experience the speaker is describing (pleasant, interesting, violent etc)? INDIVIDUAL and then share. Have students chosen different words than earlier in the poem? Why?	
<b>Homework</b> (Task & due date)		What’s happening with language, form and structure through the poem? Focus on the central section and the idea of the search – does she get what she wants in the end? At least three PEA paragraphs: one for language; one for form and one for structure.	