

Class:	Period:	Date:	Room:
Context: Paired Poets and Pre-1914 Poetry – Anthology Literature Exam. <i>Mid term break</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			
NC/GCSE Level (if appropriate):			
Timing		Activity	
5	Starter	Title 'Mid-Term Break' on board. Pupils to list activities they did/wanted to do during half-term holidays. (The point being they probably won't write funeral – like Heaney experienced during his 'mid-term break' – although this won't be made clear until later) INDIVIDUAL – then shared with class Brief feedback, link to expectations of poem	
10	Activity 1	Poem is about a Mid-term break – expectations? WHOLE CLASS Read poem to class Feedback initial ideas of what poem is about WHOLE CLASS Explain – Heaney's younger brother was killed in car accident in 1950s while Heaney was at boarding school Link back to starter activity – what did Heaney do in his holidays? How do they feel comparing this to their answers?	
10	Activity 2	Task 1: divide class - 2 groups (although pupils can work individually/pairs) Encourage students to make inferences and look beyond the text. <ul style="list-style-type: none"> Group 1 = focus on the presentation of Heaney's <u>father</u>. What kind of man is he? How does he react? What do we know about him? Find quotations to support ideas. Group 2 = focus on the presentation of Heaney's <u>mother</u>. What kind of woman is she? How does she react? What are we told about her? Quotations to support ideas. 	
10	Mini Plenary	Brief feedback from each group	
10	Activity 3	Task 2 Explain poem is in <i>first person</i> therefore we look at the action from viewpoint of speaker. Explain that he experiences different emotions in the poem. Write on board: embarrassed/uneasy, confused/frustrated. Pupils to find evidence in the poem to suggest these emotions. INDIVIDUAL Feedback and questions	
	Plenary	Explain content of poem is emotional yet the style is very matter-of-fact. Draw focus onto last stanza "A four foot box, a foot for every year" (written on board). Pupils, pupils to discuss reasons why Heaney has chosen to write poem in this way and its effectiveness. Also bear in mind the choice of title.	
Homework (Task & due date)		Pick a stanza from the poem – analyse in terms of what it says/suggests; the language features used; the tone of the stanza and the effectiveness of the word choices. Aim to write at least 4 PEA paragraphs.	