

Scheme of work

Unit 1.12: Poems

Overview

Unit 1.12 focuses on the language and structure of poetry in English.

Learning objectives <ul style="list-style-type: none"> Learn to identify some of the key features of poetry. Develop the skills to analyse and interpret poems, including critical thinking skills. 		AOE questions <ul style="list-style-type: none"> How useful is it to describe a work as 'classic'? How can texts present challenges and offer insights?
ATL Thinking skills – Students read an essay, and identify and explore the writer's thinking skills.	Concept Transformation – students consider how their perspective may be transformed by reading poetry.	Learner profile Reflective – Students are encouraged to reflect after listening to a recording of themselves reading a poem in activity 12.6. What have they learnt from the experience?
Learner portfolio Activities 12.1–12.5 Students consider the nature of poetry and what makes a text poetic. Activity 12.6 Students record their own reading of Text 1.44 (Keats' poem <i>Bright Star</i>) and write reflectively on the choices they made. Activity 12.7 Students learn poetic terminology and further reflect on Activity 12.6. Activities 12.8 and 12.9 Students learn about rhythm and versification in poetry. Activity 12.10 Students annotate a poem to develop a sense of a poem's meaning. Activity 12.11 Students assess the qualities of an analytical essay written about Text 1.45 (Heaney's 'Blackberry-Picking'). Activity 12.12 Students write an analytical essay. Activity 12.13 Students write a poem.		
TOK Students consider the uncertainty of meaning in poetry and in the arts more generally.	Extended essay Students may wish to compare the works of two poets (Category 2) or how the poetry of one poet evolves over time (Category 1). Any element of comparison will increase the level of analysis and marks for critical thinking (Criterion C).	CAS Writing and performing their own poetry at poetry events in cafés or clubs is a good way for students to meet the CAS requirement.

<p>International mindedness</p> <p>Do different cultures find different forms of language more poetic than others? Will these be different, depending on your cultural background? Or is poetry absolute and universal?</p>	<p>Summative assessment opportunities</p> <p>Activity 12.12 may be used as the basis of an HL essay.</p>
<p>Suggested additional resources</p> <p><i>How to Read Poetry Like a Professor</i> by Thomas Foster</p> <p><i>The Poetry Toolkit</i> by Rhian Williams</p> <p>Encourage students to read the work of poets on the prescribed list of authors.</p>	<p>Texts – print</p> <p>Text 1.43 – Introduction to Poetry</p> <p>Text 1.44 – <i>Bright Star</i></p> <p>Text 1.45 – ‘Blackberry-Picking’</p> <p>Text 1.46 – How does Seamus Heaney’s poem ‘Blackberry-Picking’ offer insight into the challenges of growing up in rural Ireland? (student work)</p>

Suggested lesson plan

It is possible to move through the activities in the units in Chapter 1 sequentially. Here we provide a suggestion for doing this, breaking the unit down into one-hour lessons. You may also wish to select parts of the unit, and build these into later chapters that have a particular thematic focus.

Lesson 1

Activities 12.1–12.3

Lesson 2

Activities 12.4 and 12.5

Homework assignment: 12.6 (and conclude in class)

Lesson 3

Activities 12.6 and 12.7

Lesson 4

Activities 12.8 and 12.9

Lesson 5

Activity 12.10

Lesson 6

Activity 12.11

Lesson 7

Activity 12.12

Homework assignment: Activity 12.13