Welcome to your Year 9 Poetry Studies!

You must complete all of the tasks and answer all of the questions in this PowerPoint unless stated otherwise. Answer the questions on paper and bring it back to school. Remember to enjoy the poetry!

For you to study here:

Don't worry - there are still plenty of interesting things so please connect to WiFi! If you can, if you cannot, many of the tasks involve watching videos on YouTube.

Many of the tasks will be guided through a number of PowerPoint.
Contents

Section 1: World of Poetry
Section 2: Poetry Anthology
Section 3: R&B music and poetry
Section 4: Spoken Word
Section 1A: Language techniques used in poetry
Section 1B: Word classes
Section 1C: Structural features of poetry
<table>
<thead>
<tr>
<th>Technique</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A firm command</td>
<td>Rule of three/triple</td>
</tr>
<tr>
<td>Pluses</td>
<td>Three words or phrases that are very similar and are used close together for effect</td>
</tr>
<tr>
<td>Alliteration</td>
<td>The occurrence of the same letter or sound at the beginning of words near or next to each other</td>
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<tr>
<td>Assonance</td>
<td>Repetition of dominant consonant sounds across a phrase, sentence or stanza</td>
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<tr>
<td>Silbance</td>
<td>Repetition of dominant vowel sounds across a phrase, sentence or stanza</td>
</tr>
<tr>
<td>Emotive language</td>
<td>Words the poet uses that are designed to create an intense emotional response</td>
</tr>
<tr>
<td>Personality</td>
<td>When an intimate object is given human qualities for a specific effect</td>
</tr>
<tr>
<td>Metaphor</td>
<td>When you describe something by saying it is something else</td>
</tr>
<tr>
<td>Simile</td>
<td>When you describe something by comparing it to something else – using &quot;like&quot; or &quot;as&quot; in your comparison</td>
</tr>
<tr>
<td>Oromatopoeia</td>
<td>&quot;Sound&quot;, words e.g. bang, whisper, zoom, zap</td>
</tr>
<tr>
<td>Juxtaposition</td>
<td>Two contrasting words that are juxtaposed next to each other</td>
</tr>
<tr>
<td>Oxymoron</td>
<td>Two contrasting ideas or images in a poem</td>
</tr>
<tr>
<td>Be aware of the differences between these two things!</td>
<td>This is a reminder to be mindful of the distinctions between these techniques.</td>
</tr>
<tr>
<td><strong>Definition</strong></td>
<td><strong>Classification</strong></td>
</tr>
<tr>
<td>----------------</td>
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<tr>
<td>A word that introduces a noun e.g. an, a, the, every, this, those</td>
<td>Determiner</td>
</tr>
<tr>
<td>A word that connects phrases or sentences e.g. and, because, but, for</td>
<td>Conjunction/connective</td>
</tr>
<tr>
<td>A word that expresses the very highest of a quality e.g. biggest, happiest</td>
<td>Superlative</td>
</tr>
<tr>
<td>A verb that expresses necessity or possibility e.g. could, would, should, must, may</td>
<td>Modal verb</td>
</tr>
<tr>
<td>It was done e.g. under, after, over, between</td>
<td>Preposition</td>
</tr>
<tr>
<td>A word that describes the position of something e.g. the time it happened or the way</td>
<td>Preposition</td>
</tr>
<tr>
<td>A word that is used in place of a noun e.g. I, we, us, him, she, they</td>
<td>Personal pronoun</td>
</tr>
<tr>
<td>A word that gives information about the verb e.g. lazily, quickly, slowly, easily</td>
<td>Adverb</td>
</tr>
<tr>
<td>A word that describes what a person or thing does e.g. hop, sing, grow, become</td>
<td>Verb</td>
</tr>
<tr>
<td>A word that describes a noun e.g. enormous, miniscule, yellow, cosy</td>
<td>Adjective</td>
</tr>
<tr>
<td>A noun that cannot be touched e.g. idea, emotion e.g. music, love, truth</td>
<td>Abstract noun</td>
</tr>
<tr>
<td>A word that identifies a tangible object e.g. table, bus, tree, chocolate</td>
<td>Noun</td>
</tr>
<tr>
<td>The name of a person or place (must always have a capital letter)</td>
<td>Proper noun</td>
</tr>
</tbody>
</table>

Section 2b: Word classes
<table>
<thead>
<tr>
<th>Technique</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Verse</td>
<td>When there is no rhyme scheme in the poem</td>
</tr>
<tr>
<td>Rhyme</td>
<td>When the words at the end of a line have the same sound</td>
</tr>
<tr>
<td>Caesura</td>
<td>When there is punctuation in the middle of a line of a poem</td>
</tr>
<tr>
<td>End Stopping</td>
<td>When the sentence ends at the end of the line in a poem</td>
</tr>
<tr>
<td>Enjambment</td>
<td>When the end of a sentence or phrase runs over to the next line in the poem</td>
</tr>
<tr>
<td>Punctuation at All</td>
<td>Punctuation is used to create different effects in poetry; sometimes a poem will have no punctuation at all</td>
</tr>
<tr>
<td>Stanzas</td>
<td>The verses in a poem. The poem might have regular stanzas (where the stanzas are all different lengths) or irregular stanzas (where the stanzas are all the same length)</td>
</tr>
</tbody>
</table>

For: It was the bone that the dog had wanted for so long

Anaphora

When the beginning of a phrase is repeated e.g. It was the bone that the dog had craved

Repetition

When a word or phrase is used more than once for a specific effect

When there is no rhyme scheme in the poem

Free Verse

When the words at the end of a line have the same sound

Rhyme

When there is punctuation in the middle of a line of a poem

Caesura

When the sentence ends at the end of the line in a poem

End Stopping

When the end of a sentence or phrase runs over to the next line in the poem

Enjambment

Punctuation at All

Punctuation is used to create different effects in poetry; sometimes a poem will have no punctuation at all

Stanzas

The verses in a poem. The poem might have regular stanzas (where the stanzas are all different lengths) or irregular stanzas (where the stanzas are all the same length)
In this section you will read 3 poems and answer a series of questions about each poem. You can of course use the Internet to help with your analysis of the poems. If you have access to a printer, you might find it helpful to print the poems so you can annotate them!
I've got the children to tend
Then the chicken to fry
The food to shop
The clothes to mend
The floor to mop
The baby to dry
I got company to feed
I gotta clean up this hut
The garden to weed
Then see about the sick
And the cotton to pick.

Shine on me, sunshine
Storm, blow me from here
With your fiercest wind
Till I can rest again.

Rain on me, rain
Fall softly, dewdrops
And cool my brow again.

Sun, rain, curving sky
Mountain, oceans, leaf and stone
Star shine, moon glow
You're all that I can call my own.

Fall gently, snowflakes
Cover me with white
Cold icy kisses and
Let me rest tonight.

1. What do you think Maya Angelou's views are, based on the poem?
2. What do you think the message of the poem is?
3. How is the poem structured (think about stanzas and rhyme) and how does this have an impact on the meaning of the poem?
4. EXTENDED RESPONSE: How does Maya Angelou present her attitudes and feelings in the poem?
This holiday was horrible. My Dad did.
and read the line again, just one or short.
through reasons of why this girl did, what that led did,
You find the 'e' you gave him as you sort.

4.
EXTENDED RESPONSE:
meaning?
How does Sophie Hannah
Language contribute to the
meaning vs. very emotive.
poem, although the
simple language is this.

3.
Sophie Hannah uses very
structure in this way?
Hannah have chosen to
scheming why might
the structure and rhyme
what 'happens' in the

2.
What does you notice about
poem?

1.
What 'happens' in the

This holiday was horrible. My Dad did.
and read the line again, just one or short.
through reasons of why this girl did, what that led did,
You find the 'e' you gave him as you sort.

No change. My Dad did. What? What did his Dad?
anything, hands it in just as it is.
He says he's finished. doesn't want to add
and though this boy seems bright, that one is his.

all the assignments are complete bar one.
You count their words (you who can count and spell)?
We stay behind until the work is done.
That's not a sentence. Never mind the bell.
One writes My Dad did. What? Your Dad did what?
You make them write about the holiday.
or what they've done at home. if they have not -
Where they have been, if they have been away.


1. The poem has a literal and a deeper level: this poem is a statement. Do you agree with this? To what extent same despite their cultural about everyone being the deeper level: this poem is.

2. Zephanyiah uses techniques that are the same as alliteration and rhyme. These two messages. What are deeper message. What are.

3. Why do you think Zephanyiah in this poem. What are the effects of this?

4. EXTENDED RESPONSE: On a dance in this poem? capitalises the names of the dances in this poem.

When they can find time, They still Morris dance in England and it is really true. They do the jive in Ireland Cannot help dancing to jazz.

Everybody does the disco.

How they dance Katohak in India.

In Madrid they dance flamenco.

They really do cumbia.

In Trinidad and Tobago and they Rumba down in Cuba.

They tango in Argentina.

They do the Cumbos.

Even foxes dance a lot.

They dance the sweet Marimba.

Over in Guarnemala.

In the Punjabi they phantas.

In the Purim they phanta.

They really do flamaico.

And in Spain theySpanish.

And they Rumba down in Cuba.

They tango in Argentina.

In Hawaii they Hula.

Everybody is Doing It - Benjammin Zephanyiah
I. Use the Internet to research the similarities and differences between rap and poetry.

Did you know, Rap stands for Rhyme and

Section 3: Rap music and poetry

**Poetry**

**Rap**

Fill in this Venn diagram with your findings.
Section 3: RAP Music and Poetry

Did you know, rap stands for rhythm and...
Watch the following videos of spoken word artists and write about each of them, using the bullet points as a guide.

1. What is spoken word poetry?
2. Where and when did spoken word poetry originate?
Your response: Baker conveys his love for math in his poetry. Refer to a language technique in 5.

Write an analytical paragraph answering the following question: How does

4. What do you think gives Baker his inspiration?

3. How would you describe Baker's style?

2. What did you enjoy about Baker's poetry?

1. Watch both of the Harry Baker videos.

Harry Baker

1. Harry Baker

Wherever possible, include quotations and to include quotations in your answers and to use the poet's surname in
1. What is the message of the poem?

2. Who has commissioned the poem and why? (Who has asked for it to be written?)

3. Why is poetry often used in advertising?

4. Can you think of any other advertise that have a poem in them? (Click the image at the bottom of this slide to watch the video for a good example.)

5. Write an analytical paragraph answering the following question: How does Manager convey his views of the Night Tube?
1. What is the main message of Koyczan's poem?
2. Who do you think is Koyczan's target audience?
3. What is your favourite quotation of Koyczan's and why?
4. Name two techniques that Koyczan uses in his poem and analyse the effect of the techniques.
5. Koyczan uses the metaphor "but the school halls were a battlefield." What is the effect of this metaphor?

Shane Koyczan — To This Day
4. Sarah Kay – If I Should Have a Daughter

1. Sarah Kay’s poem is full of lessons to her hypothetical daughter. Name 3 things she would teach her daughter.

2. Kay uses a combination of talking and singing in her poem. What is the effect of this?

3. Find a metaphor in the poem. Write about what the **effect** of that metaphor is.

4. What is your favourite quote from Kay’s poem? Write about why it is your favourite, explaining analytically what you think the effect of the quote is.

5. What lessons about life would you like to give a hypothetical child?