

Monday 2<sup>nd</sup> November 2020

# Poetry Week

Session 1: **W**ork on words

To discuss and clarify the meanings of words, focussing on the mood that verb choices can create.

Answer the questions in your books.

Stillness covers the forest,  
Almost a holding of breath.  
Soft breezes stroke the leaves,  
Turning and twisting them playfully on  
their branches

A sparkling shower  
Gently caresses the waiting trees,  
And lightly chums the river,  
A precursor to the deluge to follow.

The torrential downpour drops from  
the steel sky,  
Heavy, violent waves of water,  
Snap and denude branches,  
Soak and blacken the parched soil.

Slashes of sharp lightning,  
slice through the dark clouds  
Followed by crashing thunder.  
The ground trembles in fear.

All life hides and quietens,  
Huddles and curls,  
Stills and listens,  
And waits.

Exhausted the storm comes to an  
end,  
Leaving behind a battered  
landscape.

Leaves drooping, heavy with  
raindrops.  
Trees falling, their roots loosened.

And life,  
Shaking off the rain from fur and skin,  
Spreading soaked feathers to be  
dried by the hot sun.  
Breathes a long sigh of relief.

The storm is over.  
The forest cleansed  
And all is well.

What do you think  
this poem is about?

What is happening  
in each stanza?

What mood is  
created in each  
Stanza? Does this  
mood change  
throughout the  
poem?



× STORM IN THE RAINFOREST

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Can you find any  
Examples of  
personification?

## Task:

Stick the poem on worksheet 1 in the centre of a clean page in your book. Now annotate the poem, underlining words that you think are important and saying why. What image does it give you?

Pay particular attention to the mood of each stanza - which verb choices help give this impression?

## Extension questions:

- 1) Look at stanza 1 line 2 '*almost a holding of breath*'. Why might the forest be holding its breath at this point?
- 2) Which line in stanza 2 tells you that something is going to change? What does it mean?
- 3) Which verb in stanza 6 personifies the storm? What effect does this create for the reader?
- 4) How does the author of this poem link the end to the start? Why do you think they have done this and what effect does it create?

## Let's review...

### Stanza 1 feeling: Gentleness

Stillness covers the forest,  
Almost a holding of breath.  
Soft breezes stroke the leaves,  
Turning and twisting them playfully on  
their branches.

### Stanza 3 feeling: Power and violence

The torrential downpour drops from  
the steel sky.  
Heavy, violent waves of water,  
Snap and denude branches,  
Soak and blacken the parched soil.

Change some words in each stanza to give it the opposite feeling.  
E.g. Stillness **suffocates** the forest...

Tuesday 3<sup>rd</sup> November 2020

## Session 2: **R**ead as a writer

To read and understand poetry, focussing on explaining and discussing how techniques, words and phrases used can evoke strong emotions in a reader.



I am the dreadful menace.  
The one whose will is done.  
The haunting chill upon your neck.  
I am the conundrum.

I will summon armies.  
Of wind and rain and snow.  
I made the black cloud overhead.  
The ice, like glass below.

Not you, nor any other.  
Can fathom what is nigh.  
I will tell you when to jump.  
And I'll dictate how high.

The ones that came before you.  
Stood strong and tall and brave.  
But I stole those dreams away.  
Those dreams could not be saved.

But now you stand before me.  
Devoid of all dismay.  
Could it be? Just maybe.  
I'll let you have your day.

Anon

**What is the mood/tone of this poem?  
Who/what do you think the dreadful  
menace is?**

Fill in the word class for each word. Is it a verb?  
Noun? Adjective? Adverb?

## Vocabulary understanding

Word	Word class in this context	Meaning
menace		A person or thing that is likely to cause harm; a threat or danger.
will		A deliberate or fixed desire or intention.
conundrum		A confusing or difficult problem or question.
summon		To order someone to be present.
fathom		To understand a difficult problem after much thought.
nigh		A short distance away.
dictate		To state or order something authoritatively.
devoid		Entirely lacking or free from something.
dismay		Concern and distress caused by something unexpected.



<https://www.youtube.com/watch?v=4b9Ji7DvsjU>

As you watch the poetry reading:

- ▶ What do you now think 'The Dreadful Menace' is?
- ▶ How does the clip change or reinforce the meaning that you drew from the poem before?
- ▶ Can you sum up 'The Dreadful Menace' in one word?

# POWER

- ▶ How does this word relate to the poem?

## The Dreadful Menace

HIAS SCHOOL IMPROVEMENT

I am the dreadful menace.  
The one whose will is done.  
The haunting chill upon your neck.  
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Anon

## Your task:

First person pronoun 'I' repeated - feeling of self importance.

'dreadful' - terrible - something to be feared  
'menace' - a threat - wanting to cause harm.

'The one' - only it is in charge

I am the dreadful menace.  
The one whose will is done.  
The haunting chill upon your neck.  
I am the conundrum.

Certain - in power

Your task: Complete worksheet 2, finding examples of words and phrases that give the impression of power.

# Let's review...

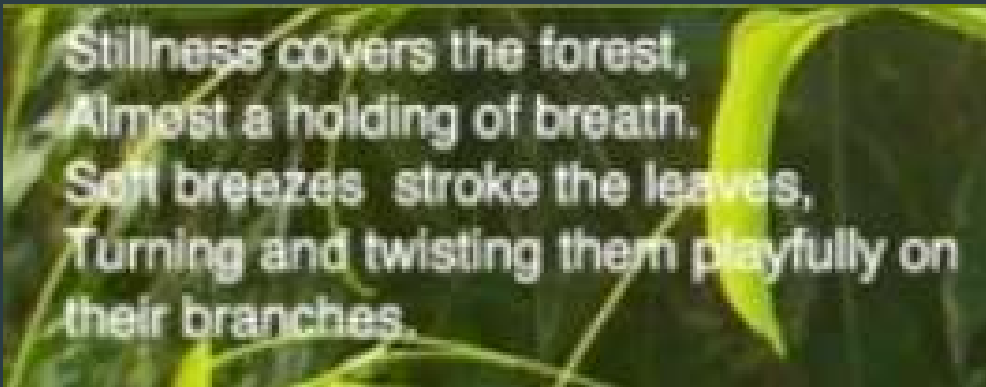
Look back at both of the poems studied this week.

What are the similarities between the poems?

What are the differences?

Similarities	Differences

What happens to 'The Storm' when we apply the 'I am' dreadful menace phrase to it?



Example:

**I am the** stillness **that** covers the forest,  
Almost a holding of breath.

**I am the** soft breezes **that** stroke the leaves,  
Turning and twisting them playfully on  
their branches.

Continue this and write the rest of the poem using 'I am'. How does it change the feeling of the poem?

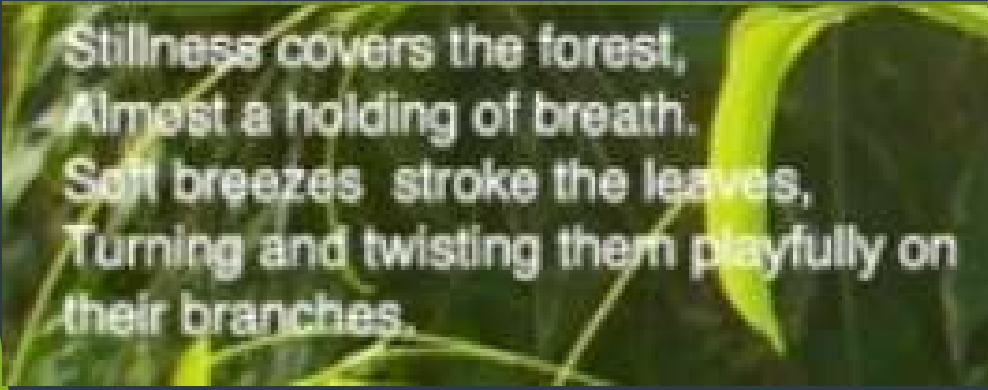
Wednesday 4<sup>th</sup> November 2020

## Session 3: Investigate writing choices

To apply our understanding of language choices to planning our own personified poem.

## Recap:

- ▶ What were the differences between the two poems studied this week?
- ▶ How and why did 'The Dreadful Menace' connect more with the reader than 'The Storm'?
- ▶ What was the effect when we personified some stanzas of 'The Storm'? Why might a writer choose to do this?



Stillness covers the forest,  
Almost a holding of breath.  
Soft breezes stroke the leaves,  
Turning and twisting them playfully on  
their branches.

I am the stillness that covers the forest,  
Almost a holding of breath.  
I am the soft breezes that stroke the leaves,  
Turning and twisting them playfully on  
their branches.



## Our writing task!

You will be writing a poem in the style of 'The Dreadful Menace' from the perspective of the rainforest.

### Purpose

To portray different sides to the rainforest through the use of contrasting language.

### Audience

To make the reader emotionally connect with the rainforest and understand its power.

We want our reader to get a sense of the **might and power** of the rainforest!

What words would you attribute to the rainforest?

Mighty

The  
rainforest

Powerful



What would the rainforest say that it **is**?

The protector

I Am...

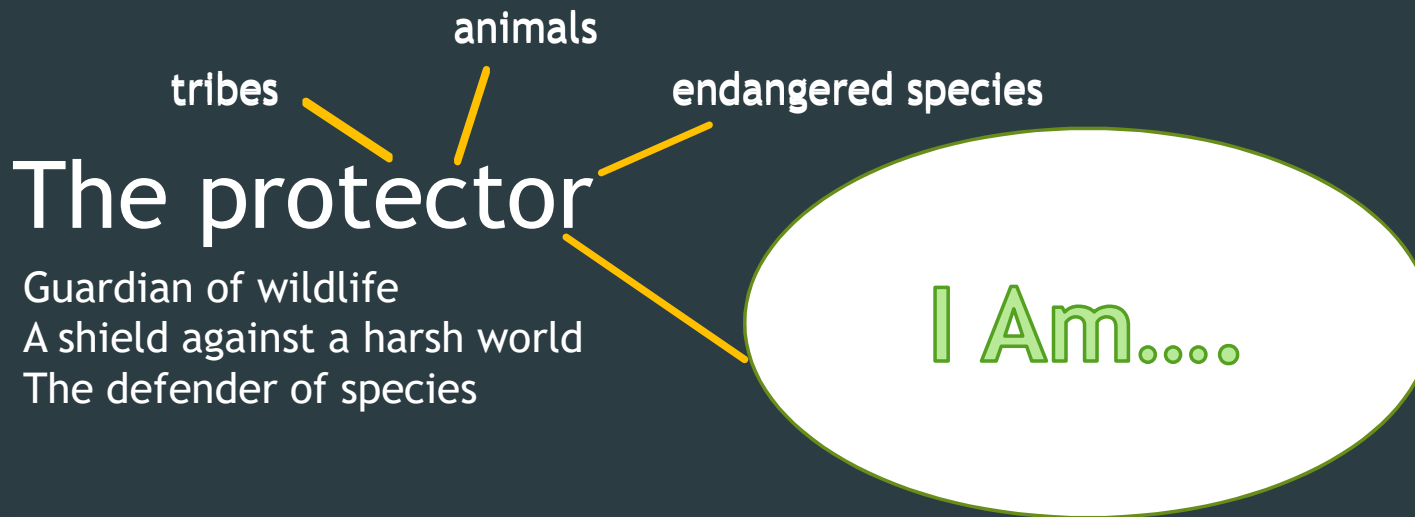


## Ideas!

- ▶ The protector
- ▶ The giver of life (oxygen/half the world's species etc)
- ▶ The chaos (storm)
- ▶ The survival of species (endangered species)
- ▶ The lungs of the planet
- ▶ The beating/wild heart
- ▶ The keeper of secrets (lost kingdoms)
- ▶ The commander (of the skies/animals etc)
- ▶ The mother (nature)
- ▶ A healer (medicines)

## Your task:

Your task is to pick 4 focuses for your stanzas and to mind map ideas for each one.



The commander

The stillness

The chaos

Thursday 5<sup>th</sup> November 2020

## Session 4: Try it out!

To write a first draft of our poem, focussing on using language and personification to evoke a specific feeling from an audience

## My turn

I am the commander of  
the chaos;  
I summon torrential  
downpours from the  
heavy sky.  
All life hides and quakes  
beneath my roar;  
Until my will is done.

## Your turn!

This stanza is personifying the rainforest  
summoning a storm.

Your task is to write 4 - 5 stanzas of your own poem  
that shows different sides to the rainforest.

Use the list on slide 19 to help you and be creative!

Make sure that you choose appropriate verbs; E.g.  
If you are describing the rainforest as a protector,  
you will need gentle verbs such as stroke, guide,  
cradle etc.



## Your turn!

Continue to write your poem, following the format that we have been following together.

Remember:

- ▶ Write in the first person (I am)
- ▶ Use powerful verbs that help reinforce the feeling of the stanza (E.g. I am a commander... I **dictate**).
- ▶ Your poem does not have to rhyme!

Friday 6<sup>th</sup> November 2020

## Session 5: **E**dit and **R**eview!

To write a final draft of our poem.

Today we would like you to edit your poem, focusing on improving your adjectives and adverbs.

E.g.

## Yesterday

I am the commander  
of the chaos;

I summon downpours  
from the sky.

All life hides and  
quakes beneath my  
roar;

Until my will is done.

## Improved

I am the commander of  
the chaos;

I summon **torrential**  
downpours from the  
**heavy, steel** sky.

All life hides and quakes  
beneath my **mighty** roar;

Until my **unyielding** will is  
done **and the parched**  
**earth is thirsty no more.**

Once you have done this, present your poem in a style of your choice.

You may choose to write out your poem, adding your own illustrations, or you may want to type it up and add pictures.

You may even wish to make a PowerPoint of each stanza and narrate your poem over the top!

Be as creative as you can and celebrate the wonderful writing that you have produced this week!