

This unit develops awareness of cultural identity – what this means, exploring personal identities and influencing factors. The independent aspects of this unit work in tandem with the study of a number of poets who explore issues of cultural identity, including those who employ accent, dialect and phonetics.

Eng Lit		KS3	Unit: Cultural Identity Poetry (Y8)	
Differentiation MA (More Able) LA (Less Able)	Learning Objectives Pupils will learn:		Possible Teaching Activities (Please feel free to adapt to suit your own style.)	Learning Outcomes (including assessment opportunities)
Targeted questioning to support all abilities to develop their ideas about what they hear	Develop understanding of poetry as part of oral tradition Practice active listening		<ol style="list-style-type: none"> 1. Think, pair, share – what is poetry? Exploring their definitions and preconceptions (both positive and negative); making links to familiar/popular forms such as nursery rhymes and rap 2. Listening to poems in Ancient Greek and Latin (clips from YouTube). Students listened with eyes closed and then discussed the experience of listening to poetry in a language they don't understand – did they hear any patterns; did it remind them of anything; does it suggest a certain mood or atmosphere 	Oral Feedback
MA encouraged to consider broader range of poetic techniques; tiered questioning to support/challenge	To make links between accent/dialect and cultural background		John Agard – ‘Poetry Jump Up’ Key words: accent, dialect, standard English. Explore ideas to do with the Caribbean and Caribbean culture. Listening to and then reading the poem; exploring how Agard incorporates accent/dialect; identifying imagery that links directly to Caribbean culture https://www.youtube.com/watch?v=k9gA8hzmsbo	Textual annotations Oral feedback Written response

Homework task – All students to research a poet from their native culture, and to bring in one of their poems to share with the class. Encourage them to bring in poems that are written in their home languages, or the language of a country that they have lived in and closely identify with.

Each student should come prepared to (a) read the poem aloud and (b) if it is not in English, to summarise it.

****I recommend you speak to EAL and ask them to set the same homework for any EAL students from the form; these students can then join you for lessons later on.**

<p>Tables allocated specific techniques according to ability</p>	<p>To explore the use of poetic technique to convey a sense of place</p>	<p>Grace Nichols – ‘Island Man’ Group work – each table finds examples of a specific technique and feeds back on effect Discussion of students’ own experiences of cultural migration - <i>**potential topic for poetry writing later in unit</i></p>	<p>Annotate text and discuss Oral feedback</p>
	<p>Develop understanding of accent/dialect; rhyme</p>	<p>Benjamin Zephaniah – ‘I Love Me Mudder’ Analysis of the poem, starting with accent and dialect. Progress to identifying rhyme scheme and discussing how it helps create tone. Discussion – what challenges has Zephaniah’s mother faced? Offers further opportunities for students to discuss their – and their families’ – experiences of moving between cultures - <i>**potential topic for poetry writing later in unit</i></p>	<p>Annotate text and discuss Oral feedback</p>
		<p>Optional extra poems (for challenge): Tom Leonard – ‘Six O’Clock News’ Moniza Alvi – ‘Presents from My Aunts in Pakistan’</p>	

<p><i>EAL students to join class for these lessons</i> Criteria for presentation offers challenge for full range of abilities</p>	<p>To learn about poets from other cultures; to practise active listening</p>	<p>Sharing poems – builds on homework task. This part of the unit will take place over 4 to 5 lessons.</p> <ol style="list-style-type: none"> 1. In groups of 3, students take turns to share the poems they have found (hopefully in lots of different languages!) and explain what they are about. Feedback to class about what they have heard; what they liked and why (using the skills from lesson 1). You may find that lots of them want to read to the whole group so I recommend spending at least one whole lesson on this. 2. Each group selects one person’s poem to prepare a presentation on (information on the poet; native version + translation/explanation; could also include drama etc – be as creative as possible!). Suggest 2 lessons to prepare and practice 3. Groups present to the class 	<p>Oral feedback Group presentations</p>
<p>Homework task – All students to find a leaflet (e.g. for a local charity or museum). Stick into exercise books and annotate to identify and comment on presentational devices and their effects; extension – identify and comment on use of language techniques</p>			
<p>Use of assessment ladders for all abilities</p>	<p>To develop understanding of features of a leaflet; to prepare for assessment</p>	<p>Share homework leaflets – organization, purpose, presentational/linguistic devices Assessment task: To create an informative leaflet about a poet of your choice, or a wider aspect of poetry in a specific culture Discuss AFs (Writing AF 1, 2, and 7) Students create lists of most effective techniques, and to identify SPLAT for their own piece of work. Start researching in class and complete for homework</p>	<p>Oral feedback Planning for written assessment</p>

<p>Range of criteria provides challenge for all ability</p>	<p>To write our own poems about cultural identity</p>	<p>Writing poetry – cultural identity Students start by brainstorming different factors that they think contribute to cultural identity, and creating a short piece of creative writing, which is then used as starting point for poems. Students consider:</p> <ul style="list-style-type: none"> • When and where to add line/stanza breaks • Imagery • Use of sound techniques, e.g. alliteration • Extension: rhyme, meter • <i>Students have the option of writing in another language; this should be accompanied by a short summary in English</i> <p>Conclude unit with performances and peer feedback.</p>	<p>Written work, including redrafting Performing poems</p>
<p>Resources: All poems easily available on You Tube</p>	<p>Other activities: The following homework tasks serve as set up for important aspects of the unit</p> <ul style="list-style-type: none"> • Exploring native culture poets (EAL crossover) • Leaflet annotation 	<p>Unit Length: 6 Weeks</p>	