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**Knowledge Rich Curriculum Plan**

English – Unit Riots and Rebels (Updated Dec 22)

**Year 9**



| **Unit: Riots and Rebels** |  |  |  |  |  |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Wider Curriculum Links** | **Assessment** |
| **Lesson 1:**  **What are poetic devices and how are they used?** | * Students will know what a poetic device is. * Students will know a variety of poetic device examples. * Students will know how to comment on the effect of poetic devices. | Tier 3  **Poetic Device:** a form of literary device used in poetry.  **Simile**: comparison between two things using like or as.  **Metaphor:** comparison as if a thing is something else.  **Onomatopoeia:** words that sound like their meaning.  **Personification:** Giving human qualities to inanimate objects.  **Rhyme** correspondence of sound between words or the endings of words, especially when these are used at the ends of lines of poetry. | * ***Students will need to know what a poem is on a basic level*** * ***Students will need to have some awareness of previously taught devices.*** | Year 8  Long Way Down  Year 10 and 11  Anthology – poetry analysis | Knowledge retrieval questions  Teacher questioning when annotating poems  Homework MCQs  **QUESTION GUIDANCE**  *I think the writer uses the word “blazes” in the first line because it evokes unpleasant images of fire associated with war.*  *The simile used by the writer in line one, “like a crimson sea” is very effective because it suggests a sea of flames and blood.*  *The verbs “wails and moans” is very emotive because it appeals to the sense of hearing and transports the reader directly into the horror of the poem.*  *At the end of the poem we are told that everything will “disappear into the foggy air like smoke.” This simile makes me think that the poet wishes to emphasise why we should not forget the sacrifice of others and allow their memories to disappear.* |
| **Lesson 2:**  **How did the British Empire influence India?** | * Students will know that The British Empire was once the most powerful force in the world. * Students will how and why Britain gained control of India * Students will know about the social rules and beliefs of Victorian England and how this impacted on the relationship with India. | Tier 2  **Colonialism:** the practice of domination, which involves the control of one people to another.  **Imperialism**: is the policy and practice of extending power and dominion, especially by gaining land, political and economic control. | * ***Students will need to know about Queen Victoria, Victorian England and its society.*** * ***They will need to know about The British Empire and The Industrial Revolution.*** | Year 7  Oliver Twist  Year 8  19th Century Literature  Year 9  The Hate U Give  Year 10 & 11  Anthology Study | Knowledge retrieval questions  Homework MCQs  In class questioning  **QUESTION GUIDANCE**  *The British Empire influenced India in that it imposed a belief system foreign to the people who lived there and forced many to live in fear. The population did not have a choice or say in how their country was ruled. They were seen as a sub-class and had to follow the rules of their colonisers.* |
| **Lesson 3:**  **How are conflict and oppression shown in “The Gift of India”?** | * Students will know the message and meaning of the poem The Gift of India, they will know about the poet Sarojini Naidu and why she wrote the poem. * Students will know how and why Naidu has used personification, metaphors and similes. * They will know and understand how tone is used within the poem and the themes that are present. | Tier 3  **Theme**: an idea that recurs in or pervades a work of art or literature.  Tier 2  **Raiment:** clothing  **Yielded**: to give away to demands, to produce and provide **Stricken:** affected by an unpleasant feeling Sabres-long heavy swords  **Flanders**: place in France were WWW1 took place **Dauntless:** won't be intimidated or made to feel afraid **Tumult:** loud, confused noise  **Anvil:** an iron block used to shape metal  **Condemnation:** the expression of very strong disapproval; censure  **Homage:** special honour or respect shown publicly. | * ***The students will need to know about Empire and the relationship with India from the previous lessons to understand the meaning and purpose of the poem.*** * ***The students will also need to know the poetic devices present within the poem to discuss their effects.*** * ***Students will need an understanding of themes and how they are used within a poem.*** * ***The students will also need to remember the tier 2 vocabulary terms such as colonialism from previous lessons.*** | Year 8  Long Way Down  The Hunger Games  Year 9  The Hate U Give  Year 10 &11  Anthology Study | Knowledge retrieval questions  Homework MCQs  In class questioning  **QUESTION GUIDANCE**  *Conflict and oppression are key themes within the poem “The Gift of India”. Naidu uses several poetic techniques to engage the reader with this important period in history. For example, she uses personification in the poem to turn India into a mother figure. India is in a state of mourning and grief as her children have been sacrificed for the British Empire without recognition.*  *The value of her children is shown through the simile “Gathered like pearls in their alien graves.” This implies her children were a natural jewel and irreplaceable. These jewels were effectively stolen from their mother and she is weeping for their loss.*  *The tone of the poem is sad and sorrowful as India is weeping at the loss of her sons. She states that no one “can measure the grief of the tears” she weeps.* |
| **Lesson 4:**  **How does Naidu present British Imperialism in “The Gift of India”?** | * Students will know the context of the poem 'Gift of India' * They will know about Empire, India and the poet Naidu in order to respond to the question 'How does Naidu present British Imperialism in her poem the Gift of India?' * The students will know poetic devices such as personification and metaphor to be able to discuss their effects within the poem. * Students will know the structure of how to respond to poetry using the structure scaffold. |  | * ***Using the information from the previous lessons, analysis of the poem, the poetic devices such as personification, simile, metaphor and the contextual information about India and the poet*** * ***Students will need to know the Tier 2 vocabulary term Imperialism to answer the question.*** | Year 8  Long Way Down  The Hunger Games  Year 9  The Hate U Give  Year 10 &11  Anthology Study | Students will write a response to poem  **QUESTION GUIDANCE**  *Naidu presents British Imperialism as a negative force. She uses personification to make India appear as a mother whose children have been stolen from her.*  *The personified voice of India states that she has a “stricken womb” implying that she is in terrible pain as her children, her jewels, have been ripped away from her.* |
| **Lesson 5:**  **What was the impact of Colonialism on America?** | * Students will know about the Transatlantic slave trade. * They will know when it began, when it was abolished and what countries profited from the trade. * They will know what the Jim Crow Laws are. * The students will know that despite the abolition of slavery, black people still suffered great violence and oppression. * They will know what lynching is, the causes of the phenomenon and how many people were estimated to have been killed from the act. * Students will know how the writer uses language to present lynching. | Tier 2  **Transatlantic:** concerning countries on both sides of the Atlantic, typically Britain and the US.  **Slavery:** the state of being a slave, the practice and system of owning slaves  **Abolition:** The act of officially ending or stopping something  **Lynching**: a group of people kill someone for an alleged offence without trial, especially by hanging.  **Jim Crow Laws:** Laws that enforced racial segregation in the US South. Jim Crow was a fictional offensive black character. | * ***The students will need to know why black people were perceived as an inferior race; they need to know the link between Empire and slavery.*** * ***Students will need to know some initial facts about Transatlantic slavery and the effect it had on the world.*** | Year 8  Long Way Down  Year 9  The Hate U Give  Year 10&11  Anthology Study | Knowledge retrieval questions  Homework MCQs  In class questioning  **QUESTION GUIDANCE**  *The European colonisers of America felt that Africans and other people of colour were “less human” than they were. This empowered the ruling elite to enslave and torture black people without consequence.*  *Millions of enslaved people were brought to America and endured terrible hardships and threats of death.*  *Many people in the southern states of America had made a great deal of money from the slave trade. Indeed, the process of lynching was seen by white people as justice for lesser human beings. In many cases, brutality against the black community was supported by law enforcement.* |
| **Lesson 6:**  **What are extended metaphors and how are they used?** | * Students will know what the poem Strange Fruit is about. * They will know the meaning of the poem and they will know context about the writer, Abel Meeropol. * They will understand the importance of the poem in regards to the civil rights movement. * They will know the poem was sung by Billie Holiday. * The students will know the importance of the use of extended metaphor within the poem, they will know the tone of the poem * They will understand how to write a response to the question 'How does Meeropol use extended metaphor in the poem Strange Fruit?' | Tier 2  **Bear**: to grow (in this context)  **Gallant:** brave, heroic.  **Poplar:** type of tree  **Pastoral**: a landscape of fields and farms  **Magnolias:** a type of flower, symbolic of the American South  Tier 3  **Extended Metaphor:** this is a version of a metaphor that extends over a course of multiple lines either in paragraphs, stanzas, prose or poetry.  **Context**: the circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood. | * ***Students will need to know about lynching in the Southern States of America.*** * ***Students will need to know what a metaphor is in order to understand the concept of an extended metaphor*** * ***Students will need to know what life was like for black people in America during the time of the Jim Crow laws in order to understand the extended metaphor of the poem.*** | Year 8  Long Way Down  Year 10 & 11  Anthology Study | Knowledge retrieval questions  Homework MCQs  Students will be writing up a response to this poem as an assessment that will be marked.  **QUESTION GUIDANCE**  *The poem, Strange Fruit is about how white people wouldn’t accept people of colour in Southern America. Often, black people would be lynched for the pettiest of reasons.*  *The poet is from America and believes that lynchings were unnatural, despicable and a result of hatred and fear.*  *Meeropol uses the extended metaphor of fruit hanging from trees to illustrate what happened to victims. This illustrates the terrible torture inflicted on black people and how they lived their lives in pain and fear.*  *Additionally, the poet uses the metaphor of “blood on the leaves and blood at the root” which suggests that racist crimes took place across the southern states of America. Everyone in society was affected in some way. This poem is full of sorrow and grief. I believe this because the poet uses graphic imagery, for example “bulging eyes” and “twisted mouth” to make clear how horrific the scene of a lynching was.* |
| **Lesson 7:**  **How does Maya Angelou use poetic devices to promote equality?** | * They will know who Maya Angelou is and how her life experiences influenced her writing. * They will know how Angelou uses tone in her poetry to convey her message. * They will know how Angelou uses devices such as repetition and anaphora in Still I Rise | Tier 3  **Anaphora:** repeating a sequence of words at the beginnings of neighbouring clauses.  **Tone:** the mood implied by an author’s word choice and the way that the text can make a reader feel. | * ***The students will need to know what life was like for black people, particularly women, in America and how it was very different from the experiences of white people.*** * ***Students will also need to know the poetic devices of metaphor and repetition as discussed in previous lessons.*** | Year 8  Long Way Down  Year 9  The Hate U Give  Year 10 & 11  Anthology Study | Knowledge retrieval questions  Homework MCQs  In class questioning  **QUESTION GUIDANCE**  *Maya Angelou in her poem “Still I Rise” uses a variety of techniques to promote equality and condemn racism.*  *She challenges white supremacy by stating “You may write me down in history with your bitter, twisted lies” which illustrates how racism has been proliferated over hundreds of years. The adjectives “bitter” and “twisted” imply that those who hold racist beliefs are outdated and no longer hold weight in civilised society.*  *The repetition of the line “Still I rise” shows that a black person can lift themselves above racism and fight back against oppression.*  *Angelou further promotes equality by using powerful imagery such as “you may cut me with your eyes, you may kill me with your hatefulness” demonstrating that oppression will never conquer optimism and the will of those who are oppressed to rise above the torment of haters.* |
| **Lesson 8:**  **Why is symbolism such an important poetic technique?** | * Students will know the deeper meaning and messages within the poem Caged Bird. * They will know how symbolism is used within the poem to juxtapose the lives of black and white people within America. * Using feedback from “Strange Fruit” students will know how to structure a response to “Caged Bird” | Tier 3  **Symbolism:** the use of a concrete object to represent an abstract concept | * ***Students will need to know who Maya Angelou is and how her life experiences influenced her writing.*** * ***The students will need to know what life was like for black people in America and how it was very different from the experiences of white people, especially during the Jim Crow period.*** * ***Students will also need to know the poetic devices of extended metaphor, repetition and personification as discussed in previous lessons.*** | Year 8  Long Way Down  Year 9  The Hate U Give  Year 10 & 11  Anthology Study | Knowledge retrieval questions  Homework MCQs  In class questioning  **QUESTION GUIDANCE**  *Symbolism, or the use of concrete objects to represent abstract concepts, is a massively important poetic technique. It enables the reader to visualise the poet’s message in terms they can understand and make relevant to their own life experiences.*  *In the poem “Caged Bird”, Angelou uses the symbolic image of a bird to emphasise her message. Birds should fly free, unfettered by hatred. However, Angelou uses the image of a caged bird to show the effects of racism and oppression.*  *Angelou refers to the caged bird as having “bars of rage”. This metaphor emphasises to the reader that the caged bird is angered and frustrated by the lack of freedom. There is no escape. This contrasts with the image of a free bird who “trades the wind through the sighing trees.” Those who are free are allowed to move about in the world without fear of cruelty. This acts as a stark difference to the life of the caged bird.* |
| **Lesson 9**  **How can we compare poems and join up our thinking?** | * Students will know how to compare the poems Strange Fruit and Caged Bird. * The students will know how to compare the poem's meanings, messages, use of poetic devices such as extended metaphor, symbolism and simile. * The students will know the themes and will know how to respond to them personally. | Tier 2  **Words to show similarity**: Alike, Equivalent, Likewise, Similar Parallel, Kindred, Indistinguishable, Corresponding,  **Words to show difference:** Different, Conflicting, Clashing, Contrasting, Disparate, However, Although, Opposed, Divergent, Contrary, Whereas, Dissimilar, | * ***The students will need to know both poems Strange Fruit and Caged Bird.*** * ***The students will need to know how to identify and recognise poetic devices in order to make a comparison.*** * ***They will need to know the context of the periods in which the poems were written and how this is reflective within the messages of both poems*** | Year 8  Long Way Down  Year 9  The Hate U Give  Year 10 & 11  Anthology Study | Knowledge retrieval questions  Homework MCQs  In class questioning  Students will be writing up a response to this  **QUESTION GUIDANCE**  “Strange Fruit” was written by American poet Abel Meeropol. IN the poem, we learn about racism in the southern states of America and how black people were lynched or murdered by white people because of racial hatred. “Caged Bird” is a poem by Maya Angelou – a famous American writer and poet. The poem is about how black people are treated like animals and “caged” by society. They are stopped from having a life and feel anger and hatred towards their oppressors.  Meeropol tells the reader about white hatred and violence aimed at the black community. He uses the extended metaphor of “fruit” hanging from trees to illustrate the terrible violence inflicted on innocent black people. He speaks of “bulging eyes and the twisted mouth” of victims to emphasise the terrible suffering and force used against tortured black people. Whereas, Angelou talks about how people of colour are trapped by white society; they are not given basic human rights. She states that the caged bird cannot see through “his bars of rage”; this personification tells the reader that the bird is blinded by his emotions and feelings of angers towards those who would do him harm. |
| **Lesson 10**  **How can poetry provide a picture of our world at war – and warn us about the future?** | * The students will know how to respond to the poem 'Invasion'. * The students will know contextual information about the poet Choman Hardi, where she is from and her experiences of being raised in Iran and Iraq in the Kurdish peshmerga. * The students will know about the causes of the Kurdish War and the terrible genocide inflicted upon the Kurds by Saddam Hussain. Students will know the meanings and messages within the poem Invasion. * Students will know the meanings and messages within the poem Invasion, they will know that the poet is expressing the fear and hopelessness that is felt by the Kurds. * They will know the poetic devices such as the dehumanisation of the enemy, the personification of fear and the use of free verse to suggest the lack of control that the Kurds are feeling. | Tier 2  **Optimistic:** hopeful and confident about the future **Pessimistic:** tending to see the worst aspect of things or believe that the worst will happen  **Dehumanise:** To deprive of positive human qualities  Tier 3  **Free verse:** An open form of poetry. It does not use consistent meter patterns, rhyme, or any musical pattern | * ***The students will need to know the steps of approaching a poem, they will need to be able to identify and discuss the poetic devices, such as metaphor and simile within the poem.*** * ***Students will need to know war terminology such as 'uniforms' tanks'*** | Year 10 & 11  Anthology Study | Knowledge retrieval questions  Homework MCQs  In class questioning  **QUESTION GUIDANCE:**  *Hardi present a very bleak experience of war as she depicts invading soldiers as appearing “through mist.” All that the speaker in the poem can hear is “the sound of their boots” which gives the soldiers a monster like quality. They are concealed which might instil more terror in the speaker as they can only imagine what is heading towards them.*  *The poet speaks of “death bringing uniforms” and this metaphor conveys in graphic style the intent of the approaching soldiers. Death is the ultimate consequence or war, and the poet wishes us to dwell on this fact and reflect on the effects of war*. |
| **Lesson 11:**  **How can poetry challenge terror?** | * The students will know what terrorism is, they will know what a hate crime is. * Students will know about the Manchester Arena attack, who was affected and the reasons behind the attack. * The students will know what a Mancunian is, the trade of Manchester, the location of the city, famous bands of the city such as Oasis and The Stone Roses. * The students will know Emmeline Pankhurst and the suffragette movement, Henry Royce and The Manchester Baby. * The students will know who Tony Walsh is and why he wrote the poem and why he performed it | Tier 2  **Prejudice**: a judgement or opinion made without grounds or knowledge  **Violence:** physical force intended to damage or hurt  **Terrorism:** the use of violence or intimidation to make a political point or gain  **Vigil:** a peaceful demonstration usually religious and in support of a cause  **Suffragette:** a woman seeking the right to vote by an organized protest | * ***Students will need to know what terrorism is and the impact of terrorist attacks around the world.*** * ***Students will need to know some contextual information about Manchester, such as where it is in the country. They will need to know what the Industrial Revolution is.*** | Year 10 & 11  Anthology study | Knowledge retrieval questions  Homework MCQs  In class questioning  **QUESTION GUIDANCE:**  *At first, poetry may seem to be an ineffectual way to challenge terror. It is only words on a page after all. However, when the reader probes for deeper meanings they can often be surprised by how powerful words can be.*  *For example, in Hardi’s poem “Invasion” she states that “blood will cover our roads, mix with our drinking water, it will creep into our dreams.” This is very powerful imagery, as you can imagine a road turning red with the blood of victims. Additionally, the effect of violence can be long lasting.*  *In Meeropol’s “Strange Fruit” there are also powerful statements to challenge the terror of America’s lynchings. Meeropol uses irony when he says “pastoral scene of the gallant South”. Implicitly, Meeropol is stating that there is nothing pastoral or gallant about the way black people are being treated. He uses horrific imagery of “Black bodies swingin’ in the Southern breeze” which juxtaposes a gentle breeze with the awful imagery of bodies hanging from trees. The poem is designed to provoke real feelings of injustice, prejudice and violence.* |
| **Lesson 12:**  **How does Tony Walsh use anaphora in his poem “This is The Place”?** | * The students will know the meaning of the poem, This is the Place' they will know that the poem celebrates Manchester and the struggles the community has faced. * They will know the poetic devices of anaphora and its use within the poem. * They will know why Tony Walsh chose to read this poem at a time of grief and despair. * They will know how to structure a response to the poem * They will know the historical allusions to Emmeline Pankhurst and The Industrial Revolution and their purpose to inspire within the poem. | Tier 2  **Insincere:** not truthfully or with meaning,  **Ironic**: stating the opposite of what is actually the case **Collective Pronouns:** the use of we and us to show unity. **Exclamatory sentences:** used to show emotion Hyperbole- exaggeration  Tier 3  **Anaphora**: repetition of a phrase at the beginning of a line to emphasise a point, to be inspirational and persuasive | * ***The students will need to know the contextual information introduced in the previous lesson.*** * ***Allusions to Pankhurst and Henry Royce are used to celebrate the achievements of those who have lived in the city.*** * ***The students will need to know and recognise the use of dialect, repetition, rhyme and metaphor that are present in the poem.*** | Year 10 & 11  Anthology study | Knowledge retrieval questions  Homework MCQs  In class questioning  **QUESTION GUIDANCE:**  *Anaphora, of the repetition of a phrase at the beginning of a line, is used extensively in Walsh’s poem “This is The Place”. He uses this technique to emphasise how Manchester has been the centre of innovation, positivity and life for many years. It juxtaposes the terror, hatred and fear created by the arena bombing of 2017.*  *In stanza two he repeats the phrase “we make” which shows how Manchester has contributed positively to its wide community. For example, he alludes to the rich footballing history of the city by stating “we make goals that make souls leap”, this personification suggests that those who experience the excitement of football within the city are focused on fair play, excitement and joy.* |
| **Lesson 13:**  **Should we be more aware of who financed our cities and what they represent?** | * The students will know about the Black Lives Matter Protest in Bristol and the Fall of the Edward Colston Statue. * The students will know the reason why the poem Hollow was written and they will know the themes of hope and change. * The students will know how Kisuule has used metaphors and similes to express the anger she feels towards Colston what he represents within the UK. | Tier 2  **Righteous:** morally right or justifiable  **Wrench**: a sudden twist or pull (in this context)  **Ovation:** an enthusiastic show of appreciation from an audience, especially by means of applause.  **Plaque:** an ornamental tablet made of metal, porcelain, or wood, that is fixed to a wall or other surface in celebration of a person or event.  **Odourless:** having no smell.  **Mistress:** (in this context) a woman in a position of power and control.  **Syncopated:** music or a rhythm characterized by displaced beats or accents so that the strong beats are weak and vice versa.  **Harbour:** a place on the coast where ships may moor in shelter.  **Succinct**: briefly or clearly expressed  **Titans:** Giants in Greek Mythology that ruled the earth until overthrown by the Olympian Gods. Also means one gigantic in size or power, one that stands out in greatness of achievement  **Punk**: a loud fast-moving aggressive form of rock music popular in the late 1970s, it's rebellious and anti-social. | * ***Students will need to know why the BLM protest took place in the first place, students will need to use their prior knowledge of Empire, Race and Slavery in order to understand the fall of Colston and the poem.*** * ***The students will need to know devices such as allusion, metaphor and simile in order to recognise the deeper meanings and angry emotions within the poems.*** | Year 10 & 11  Anthology study | Knowledge retrieval questions  Homework MCQs  In class questioning  **QUESTION GUIDANCE:**  *During the Covid pandemic, the brutal murder of George Floyd in the United States polarised the issue of racism and exposed wide spread prejudice not just across America, but also in other parts of the world.*  *Here in the UK, disgust at the statue of Edward Colston became a rallying cry for activists. Colston had been a huge benefactor for the city of Bristol, however the way in which he acquired his wealth was through, in part, the slave trade.*  *Kisuule, in her poem “Hollow” provides the reader with a graphic description of the moment his statue was toppled and thrown into the Bristol channel.*  *The title of the poem resonates with meaning and is repeated at the conclusion of the poem. Kisuule uses it as a metaphor for the emptiness within Colston…* |

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| **Lesson 14:**  **How can poetry address moments in history of great importance?** | * The students will know how to respond to the question, 'How does the poet present the fall of Colston in the poem Hollow?' * They will know about Vanessa Kisuule, her background and how she is a successful campaigner for equality and human rights. | Tier 2  **Vehemence**: with great forcefulness or intensity of feeling or expression.  Tier 3  **Slam Poetry:** a form of performance poetry. A poetry slam is a competition arts event in which the poets perform spoken word poetry before a live audience and a panel of judges. | * ***Students will need their knowledge of the poem Hollow from the previous lesson in order to respond to the question.*** * ***Students will need to understand the event that inspired Kisuule to write the poem.*** * ***Students will need to know how the poem addresses the statue of Colston and how he symbolises the greater problem of racism within the UK.*** | Year 8  The Hate U Give  Long Way Down  Year 10 & 11  Anthology Study. | Knowledge retrieval questions  Homework MCQs  QUESTION GUIDANCE:  *Edward Colston was a very influential figure in the history of Bristol. He was known to support many charities and was a philanthropist. However, he also had a dark side to his personality as a man heavily involved in the slave trade. Many people have questioned the wisdom of having a statue to commemorate him in Bristol, and in the recent past this has turned into a vehement hatred of what he represented.*  *Kisuule shows in her poem “Hollow” how easy it was to remove Colston’s statue. She states that “the righteous wrench of two ropes” was all that was needed to topple him. The word “righteous” suggests that those who vandalised his statue were morally right – as they were defending the legacy of slaves who had faced unimaginable torment at the hands of Colston and his associates.*  *There is a sense of irony in the way the statue was designed as the poet reflects “they took such care with that stately pose and propped chin, wise and virtuous the plaque assured us.” The words “stately”, “wise” and “virtuous” suggest that Colston was a good man. However, the reader is fully aware that all his good deeds were cancelled out by his association with slavery.* |
| **Lesson 15:**  **How can poetry present ideas about the future?** | * Students will know what key elements make good public speaking. * Students will know how these techniques are applied to spoken word poems. * The students will know how to respond to the question, "How does the speaker present their ideas about the future of America?" as a green pen feedback task * Students will need to know how the poem addresses their ideas about the future of America. | **Tier 2**  Authenticity: believable performance  Gestures: moving the hands and arms to help convey an emotion or idea  **Tier 3**  Tone: The general character or attitude of a place, piece of writing, situation. | * ***Students will need to know how tone is applied to poems to help convey meaning.*** * ***Students will have feedback from their Hollow work which they will be able to use to respond to this poem*** * ***The students will need to know the steps of approaching a poem, they will need to be able to identify and discuss the poetic devices, such as metaphor and simile within the poem.*** | Year 8  The Hate U Give  Long Way Down  Year 10 & 11  Anthology Study. | Knowledge retrieval questions  Homework MCQs  **QUESTION GUIDANCE:**  *Poetry can speak of optimism and hope for the future in several ways. Within “The Hill We Climb”, Gorman reflects on the effects of racism and prejudice.*  *She poses the rhetorical question “When day comes we ask ourselves, where can we find light in this never-ending shade?” By using the metaphor of day and shade she is implying that readers must reflect on how and why society needs to lift up its head and seek meaningful change.*  *She speaks of “the loss we carry”, but instead of focusing on the negative associations of hatred, she instead reminds the reader / listener that things can change.* |
| **Lesson 16:**  **How can poetry challenge prejudice?** | * Students will know vital events history of LGBTQ+ and the language and terminology used within the community. * Students will know who Martha P Johnson is and her importance during the Stonewell Riots. | **LGBTQ+:** stands for lesbian, gay, bisexual, transgender and queer (or questioning) and others. You might also see it written as LGBTQA, with the A signifying either ally (i.e. supportive) or asexual.  **Biological Sex:** the physical anatomy with which you were born  **Gender Identity:** personal identity and one’s own feeling on the gender spectrum of male and female  **Sexual Orientation:** a gender in which a person is attracted to either romantically or sexually.  **Gender Expression:** way someone chooses to outwardly show their gender identity  **Asexual:** someone who generally does not feel sexual attraction. Asexual people can and often do experience romantic feelings, and can have successful relationships with people who may also be asexual, or may not.  **Bisexual (or bi):** someone who is attracted to their own gender and another.  **Cisgender (or cis):** someone whose gender identity matches the sex and gender they were assigned at birth; in other words, someone who is not transgender.  **Gender binary:** the system of dividing gender into two distinct categories, male and female. Someone is binary-identified if they feel comfortable categorising themselves as one of these two options and non-binary identified if they do not (e.g. a transgender man who keeps his original – female – name and doesn't live completely as a man or woman).  **Gender nonconforming:** a person who behaves or identifies in ways considered atypical for their gender.  Genderqueer – sometimes used to describe people with non-binary gender identities.  **Pansexual**: a person who is attracted to all genders. Some people prefer the term pansexual to bisexual because pansexual does not assume a gender binary.  **PGPs:** Stands for preferred gender pronouns. Examples include she/her/hers, he/him/his and they/them/theirs. Some people might prefer a mix of pronouns and increasingly some people are using less traditional gender-neutral pronouns like zie or hir.  **Queer**: often used as a synonym for LGBT+, or as an umbrella term for the entire community. Some LGBT people also use it to describe their own sexual orientation. But it’s important to note that queer was once considered a derogatory term for LGBT people.  **Transgender (or trans):** Typically refers to anyone whose gender identity does not align with their assigned sex and gender at birth. Some trans people are binary-identified, others are not.  **Transphobia:** hate or fear of and aversion to transgender people.  **Drag Queen**: A drag queen is a person, usually male, who uses drag clothing and makeup to imitate and often exaggerate female gender signifiers and gender roles for entertainment purposes.  **Homophobia:** dislike of or prejudice against gay people. | * ***Students will need to know what prejudice and discrimination is, terms that have been previously addressed in the units looking at race and discrimination.*** | Year 8  The Hate U Give  Long Way Down  Year 10 & 11  Anthology Study. | Knowledge retrieval questions  Homework MCQs  In class questioning  **QUESTION GUIDANCE**  *Poetry can challenge prejudice in all its forms through by challenging stereotypes, highlighting injustices, and posing questions for the reader to reflect upon. For example, in the poem “Caged Bird” Angelou speaks of the freedom granted to a select few in society and how the racial hatred of a few can stir up terrible anger, mistrust and fear. She speaks of the free bird flying high with limitless opportunity, and compares this to the trapped bird who can only hope for a better tomorrow.*  *Likewise, Meeropol in his poem “Strange Fruit” paints a graphic image of the horror of lynching. He challenges the reader to consider their actions or lack of action. His use of irony, for example the “gallant south” shows the hypocrisy that runs through society.* |
| **Lesson 17:**  **How can poetry challenge homophobia?** | * Students will know who Paul Harfleet is and why he wrote Pansy Boy * Students will know about the Pansy Project * Students will understand the Pansy Boy's meaning and the poet's key message * Students will know how and why oppressed groups reclaim offensive language | Tier 2  **Horticulture:** the art or practice of garden cultivation and management  **Ornithology:** the scientific study of birds  **Epiphany**: a moment of sudden and great revelation or realisation  **Ignorance**: lack of knowledge or information  Tier 3  **Rhyming couplets:** a rhyming pair of successive lines of verse, typically of the same length | * ***Students will understand the meaning of homophobia as taught in the previous lesson*** * ***Students will understand how we approach and respond to a poem*** | Year 8  The Hate U Give  Long Way Down  Year 10 & 11  Anthology Study. | Knowledge retrieval questions  Homework MCQs  In class questioning  QUESTION GUIDANCE:  *Paul Harfleet in his powerful poem “Pansy Boy” takes the reader on a journey through the life experiences of a gay boy being ostracised by fellow students in school. He speaks of the innocence of the boy who “loved to draw and (he) loved to write” juxtaposed with the horror of school. The boy sees school as being “filled with jeopardy.” This implies that he feels unsafe, uncared for and vulnerable because of the prejudice of others.*  *Interestingly, the pain the boy suffers does not result in an aggressive response, but rather a hopeful message that, like the pansy, the boy would grow strong and reject the intimidation and fear created from the bullies. It is important to note that the word “pansy” has often been used in a derogatory manner towards gay people. It is clear that Harfleet is reclaiming the word and making it a symbol of strength and not weakness.* |
| **Lesson 18:**  **How can poetry present the day-to-day life experiences of a speaker?** | * Students will know who Ru Paul is and the know about the rise of Drag Artistry in the world and to LGBTQ+ identity. * Students will know about Dean Atta, the poet and Drag Queen. * They will know about his works and typical themes throughout his poetry. * Students will know that the poem 'What it's like to be a Black Drag Artist' shows the different challenges Atta faces a black drag queen. * Students will know how to structure a response to the poem * Students will know that the poem uses repetition and has a celebrational and inspiring tone. | Tier 2  **Ascending**: rise up, move through the air  **Liberation**: the action of setting someone free  **Ancestry:** Your origin, family, where you are from **Afrofuturism:** is a cultural artistic form that combines science-fiction, history and fantasy to explore the African-American experience.  **Afrocentric:** an approach to world history, putting black people at the centre  **Batty Bwoy**; Jamaican Patois for a gay man- it is an extremely offensive term.  **Sissy:** a person regarded as too cowardly or female  **Faggy**: like a gay man - used as an insult (please show these last three terms are very offensive and are used in a way to empower) | * ***Students need to know that gender expression is different from your biological sex.*** * ***The students need to know what a Drag Queen is and why they are a such a special part of the LGBTQ+ Community.*** * ***Students will need to know about why it is different for a black drag artist because of the ongoing effects of empirical views.*** | Year 8  The Hate U Give  Long Way Down  Year 10 & 11  Anthology Study. | Knowledge retrieval questions  Homework MCQs  In class questioning  **QUESTION GUIDANCE:**  *Dean Atta is a poet and Drag Queen. In his poem “What it’s like to be a Black Drag Artist (for those of you who aren’t)” sets out how he uses inner strength to deal with the challenges of every day life. The title of the poem suggests ignorance on the part of those who link Drag acts with being a Trans person. Ignorance is very dangerous as it leads to misunderstanding, hatred and prejudice.*  *He speaks of “giving up worrying about being universal” and exposes the distinction between being a Drag Queen and being a Trans person.* |
| **Lesson 19:**  **Poetic Inspiration** | * Students will know the key messages and themes present in all the poems within the unit. * Students will know that poetry can be a form of activism as well as expression. * Students will know how to plan their own poem about an issue in society. | Tier 2  **Social:** relating to society or its organization.  **Political:** the government or public affairs of a country or the ideas or strategies of a particular party or group in politics.  **Protest:** a statement or action expressing disapproval of or objection to something.  **Activism:** the policy or action of using vigorous campaigning to bring about political or social change. **Activist:** a person who campaigns to bring about political or social change.  **Civil Rights:** the rights of citizens to political and social freedom and equality.  **Corruption:** dishonest or fraudulent conduct by those in power, typically involving bribery. | * ***Students will need to know the poems studied across the unit.*** * ***They will need to know the key messages and themes within the poems in order to help them plan their own piece of poetry.*** * ***Students will need to know how the poets in the unit have used poetic devices for deeper meaning so they can use these devices in their own work.*** * ***Students need to know about current issues faced in the world today in order for them to write an activist poem.*** | Year 8  The Hate U Give  Long Way Down  Year 10 & 11  Anthology Study. | Knowledge retrieval questions  Homework MCQs  In class questioning  **QUESTION GUIDANCE:**  *Poetry can be a very powerful form of expression. Words, phrases, images all combine to create something from the heart of the writer. Through their imaginations and clever use of language, they can transport the reader from their day-to-day lives and expose them to new ideas and thoughts. Sometimes these ideas and thoughts can be unpleasant reminders of the flawed world in which we live.*  *For example, in Paul Hartfleet’s “Pansy Boy” he explores the suffering that gay people had to endure. He states that “school was filled with jeopardy” and many gay people will empathise with this. This alerts the reader that even in supposedly “safe” spaces, prejudice and intimidation can rule the lives of those considered to be different from the norm.*  *Abel Meeropol in his poem “Strange Fruit” reflects on the horrific treatment of black people in the southern states of the United States of America. He speaks of bodies “swingin’ in the Southern breeze” and “bulgin’ eyes and the twisted mouth” of victims of lynching. Although very unpleasant for the reader to experience, Meeropol’s clever use of language reminds the reader of the imperfections of the world, and perhaps what is needed to put these things right.* |