Foxford Learning Plan

YEAR 9

Poetry from other Cultures

Unit 4

Key Vocabulary

Extended Metaphor	A comparison between two unlikely things that continues throughout the lines of a poem
Free Verse	Poetry that does not rhyme or have a regular rhythm
Enjambment	The continuation of a sentence without a pause beyond the end of a line, couplet or stanza
Caesura	An abrupt pause in the middle of a line
Anaphora	The repetition of a word or phrase at the beginning of successive clauses
Dialect	A form of language that is spoken by a group of people
Episodic Structure	When the story unfolds through a series of episodes
Irregular rhyme	Is a pattern of rhyming that does not follow a consistent or predictable structure
Colonisation	The act or process of forming colonies (when a powerful country takes control of another's land)
Culture	The ideas and social behaviours of a particular people or society

Key Skills

Over the course of the topic, I will be able to: -
Identifying how the contextual factors influence the poets
Identify and write about what the poet thinks and feels about the culture explored
Write analytical paragraphs explaining why and how poets craft meaning
How to identify the form and structure within poetry
How to write about the poets' use of metaphorical language to convey their meaning

What will I learn?

I will learn about how poets create a story within their poetry

I will learn about colonisation and how it is presented in poetry

I will learn about the Irish troubles and how it is presented in poetry

I will learn about the form and structure in poetry

Key knowledge I will understand:

1. How Carson presents the Irish troubles in his poem Belfast Confetti
2. Know how nature can be used to represent **dual cultures** in the poem Hurricane Hits England
3. How Agard uses **dialect** to presents the impact of **colonisation** in his poem
4. How Alvi uses an **episodic structure** to explore the **duality** of cultures in her poem
5. How Dharker uses **juxtaposition** to show poverty