Poetry: Traditional Homework Tasks

Here are some options for homework tasks for each of the lessons in this unit of work.

You do not need to use all of these tasks and you do not need to set homework every lesson.

Please refer to your school and department homework policy when setting and marking homework tasks.

1	**Research:** Read the poem 'Island Man' by Grace Nichols and list the ways it compares to 'Wherever I hang'. **Writing:** Write a poem about your own family's journey to this country. What were the push and pull factors?
2	**Writing:** Take one of the sentences from the plenary and write a paragraph exploring Nichols's journey. **Reading:** Read the prologue of 'Small Island' and reflect on the experience of being an immigrant from Queenie's perspective. How can this prose writing add to your experience of reading poetry?  Small Island, Andrea Levy.pdf **Reading:** Read the opening of 'The Lonely Londoners'. How are the immigrants interacting with the Londoners?  Lonely Londoners, Sam Selvon.pdf **Reading:** Read the opening of a novel about the migrant experience in England. For example: Small Island, The Lonely Londoners, Brick Lane. How do their experiences compare to Grace Nichols's?
3	**Memorising:** Memorise the first stanza of 'The Night Mail'. Be ready to perform the poem with expression. **Research:** Find other poems about travel by rail. For example, Philip Larkin's 'The Whitsun Weddings', Wilfred Owen's 'The Send-off' or 'Adlestrop' by Edward Thomas. How do they compare to 'The Night Mail'?
4	**Extended writing:** Take one of the correct sentences from the plenary and write a further paragraph answering the essay question: Compare how poets present physical journeys in 'Wherever I Hang' and 'The Night Mail'.
5	**Research:** Find other poems/songs that are based on biblical stories. Why have the writers used this as a context? **Research:** Research spiritual folk songs and why they were used by American black slaves. **Memorising:** Memorise 'Swing Low, Sweet Chariot' ready for a class choral reading.

6	**Presentation:** Prepare a presentation on one of the poems we have studied so far. Make sure that you are using Standard English. **Extended writing:** Compare how poets present journeys in 'Wherever I Hang' and 'Swing Low, Sweet Chariot'.
7	**Reading:** Read the General Prologue in the original middle English, using an interlinear translation: https://sites.fas.harvard.edu/~chaucer/teachslf/gp-par.htm **Writing:** There are pilgrimages to many other places in the world which would cover different terrain and involve different people. Research pilgrimages around the world, such as, Mecca, St Olav's Way, Varanasi Parikrama. Then write a poem imagining you are a pilgrim on one of those journeys.
8	**Writing:** Write a paragraph that answers the question 'How does Chaucer use time in the General Prologue?' using both stanzas of the General Prologue. **Reading:** Read the General Prologue in the original Middle English: https://sites.fas.harvard.edu/~chaucer/teachslf/gp-par.htm **Research:** Look at how astrology was used in Medieval England.
9	**Extended writing:** Why do you think Agbabi re-wrote 'The Canterbury Tales' for the 21st century? **Presentation:** Prepare a presentation on 'The Canterbury Tales'. Make sure that you are using Standard English.
10	**Extended writing:** How does Agbabi make 'The Canterbury Tales' a twenty-first century tale? **Research:** Research a modern rap, hip-hop or grime artist of your choice.
11	**Extended writing:** Compare how poets present journeys in 'Telling Tales' and 'The Canterbury Tales'. **Presentation:** Prepare a presentation on how Agbabi re-tells and modernises 'The Canterbury Tales'.
12	**Spellings:** Learn the following words for a test - immigrant, imagery, hyperbole, comparison, Guyana, forsake, Canterbury, pilgrimage, Nichols, Auden. **Research:** Read the opening chapter of Homer's *Odyssey* and identify the other features of epic poetry. **Writing:** Redraft your paragraph answering the question, 'What is Milton's message in 'Paradise Lost'?
13	**Research:** How is Satan depicted in art and literature? Find other examples. **Writing:** Write two further paragraphs exploring the morals in 'Paradise Lost' and one other poem you have studied.
14	**Extended writing:** Compare the ways poets describe journeys in 'The Canterbury Tales' and 'Paradise Lost'. **Revision:** Start learning your key quotes from each poem, using your Poetry Learning Map.

15	**Memorising:** Memorise 'The Road Not Taken' ready for a class choral reading. **Research:** Some claim that Frost was inspired by William Cullen Bryant's 'To a Waterfowl'. Read other poems about paths that diverge, such as Emily Dickinson's 'Our journey had advanced' or Rudyard Kipling's 'The way through the woods' and complete a Venn diagram showing the similarities and differences between them.
16	**Writing:** Write another paragraph comparing the different perspectives on 'The Road Not Taken'. **Reading:** Read 'Stopping by Woods on a Snowy Evening' and compare the journey here to that in 'The Road Not Taken'.
17	**Research:** Find examples of Punk fashion and music in the 1970s. What messages did they convey? **Writing:** Take one of the correct sentences from the plenary and write a paragraph using evidence.
18	**Extended writing:** Compare how poets reflect on journeys in 'The Road Not Taken' and 'My Father Thought It'. **Presentation:** Prepare a presentation on regret in 'The Road Not Taken' and 'My Father Thought It'. Make sure that you are using Standard English.
19	**Extended writing:** How does Jackie Kay a **mother's journey** in the poem 'Gap year'? **Research:** Many people go travelling on a gap year. Research the countries that you would like to visit on your ideal gap year.
20	**Extended Writing:** Add another paragraph answering the question, 'How does Kay use images of contrast to present the physical growth of her son?' **Revision:** Continue learning your key quotes from each poem, using your Poetry Learning Map.
21	**Extended writing:** Add another paragraph answering the question, 'Compare how poets present physical journeys in 'Gap year' and in one other poem.'
22	**Spellings:** Learn the following words for a test – epic, metaphor, regret, taboo, Modernism, procrastinate, Milton, Frost, Armitage, Eliot.

23	**Assessment preparation** What to revise: ✓ Content of each poem ✓ The names and context of each poet we have studied ✓ Comparisons that can be made between each poem – make Venn diagrams for the questions we have done in lesson time ✓ The key words we have studied this term Important quotations from each poem