

Encouraging others to make a change: Poetry Lesson 1



Who is our audience and what is the purpose of our writing?



Dear World,
I would like to tell you..





What topic
focus will you
give to your
poem?



University of
Salford
MANCHESTER

Transport



Recycling



Nature



Home

What words do you associate with your chosen theme?



Transport



Recycling



Nature



Home



Vocabulary staircases: re-activating prior knowledge



We are now going to create a vocabulary staircase for our chosen theme.

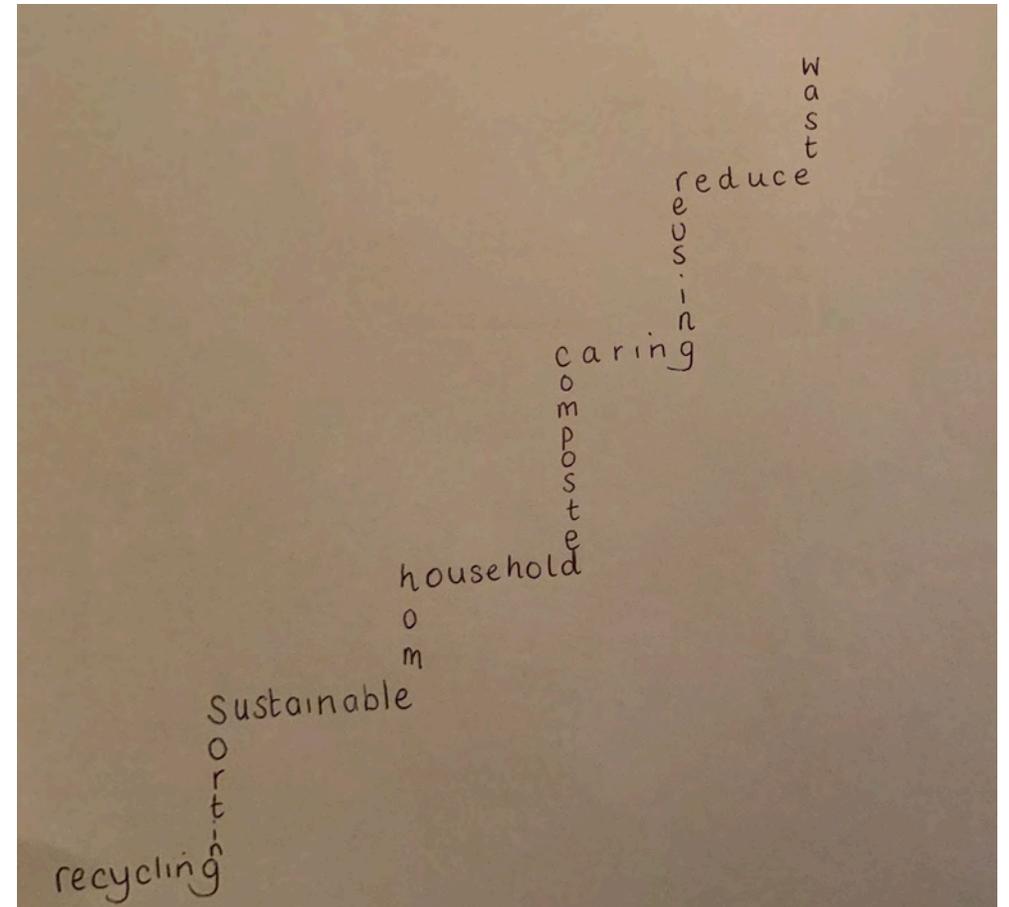
Choose a word.

This will be at the bottom of your staircase.

The next word needs to end with the last letter of your first word.

The next word needs to start with the first letter of the second word.

Repeat this process until you have at least 8 words.



Encouraging others to make a change: Poetry Lesson 2





Text Features: Poems on a theme

What are the layout and language features of this text type?

Look at the poems in front of you and read them aloud as you would if you were presenting them to an audience.

What features make them effective?
What do you need to consider when writing in this form?

Rhythm

Short lines for effect

Repetition

Emotive language techniques

What are the Layout and Language Features?



What is the difference between layout and language features?

Whose Place is it Anyway?

The golden mole is threatened by the workings of a mine
The pine marten and polecat live on borrowed time-
Hippos cannot hide from illegal poachers' guns
Do chetahs of Botswana watch their last setting suns?

As Arctic ice dissolved and polar bears decline,
Can the wolves of Ethiopia trust humankind?
Will the white-tip shark and angel shark avoid the fish trawl?
How soon until the Mpingo tree takes its final fall?

The manta ray is troubled by pollution of the waters
While cats of the Andes scarp from a slaughter.
Will the jaguar outrun the hunter's cold pursuit?
Can we save our ponds from the great crested newt?

LAYOUT:

Stanzas
Title
Punctuation

LANGUAGE:

Style/ formality
Prose
Vocabulary
Phrasing
Sentence types

What are the Layout and Language Features?



Whose Place is it Anyway? (cont.)

What is the difference between layout and language features?

Will snakes find their lairs as habitat turns to road?
Does a parking lot come first or the Puerto-Rican toad?
Will koalas in their hollows survive the ruthless logging?
Shall we bother to find out or is that just too much slogging?

Why don't we remember those with whom we share the Earth?
And why won't we honour and value their true worth?
We can't let our best friends simply vanish without trace,
So let's work together and restore their rightful place.

LAYOUT:

Stanzas
Title
Punctuation

Martin Kiszko

LANGUAGE:

Style/ formality
Prose
Vocabulary
Phrasing
Sentence types

What are the Layout and Language Features?



First stanza sets out
the problem

Stanzas begin to introduce
rhetorical questions, challenging
the reader to think about the
impact of their actions.

Whose Place is it Anyway?

The golden mole is threatened by the workings of a mine,
The pine marten and polecat live on borrowed time,
Hippos cannot hide from illegal poachers' guns,
Do the cheetahs of Botswana watch their last setting suns?

As Arctic ice dissolves and polar bears decline,
Can the wolves of Ethiopia trust humankind?
Will the whitetip shark and angel shark avoid the fishing trawl?
How soon until the Mpingo tree takes its final fall?

The manta ray is troubled by pollution of the waters,
While cats of the Andes scarpers from a slaughter.
Will the jaguar outrun the hunter's cold pursuit?
Can we save our ponds for the Great crested newt?

Will snakes find their lairs as habitat turns to road?
Does a parking lot come first or the Puerto Rican toad?
Will koalas in their hollows survive the ruthless logging?
Shall we bother to find out or is that just too much slogging?

Why don't we remember those with whom we share the Earth?
And why won't we honour and value their true worth?
We can't let our best friends simply vanish without trace,
So let's work together and restore their rightful place.

Title gives a
clue about
what the
poem is
about

Final stanza gives a
message to the reader

What are the Layout and Language Features



Whose Place is it Anyway?

The golden mole is threatened by the workings of a mine,
The pine marten and polecat live on borrowed time,
Hippos cannot hide from illegal poachers' guns,
Do the cheetahs of Botswana watch their last setting suns?

As Arctic ice dissolves and polar bears decline,
Can the wolves of Ethiopia trust humankind?
Will the whitetip shark and angel shark avoid the fishing trawl?
How soon until the Mpingo tree takes its final fall?

The manta ray is troubled by pollution of the waters,
While cats of the Andes scarp from a slaughter.
Will the jaguar outrun the hunter's cold pursuit?
Can we save our ponds for the Great crested newt?

Will snakes find their lairs as habitat turns to road?
Does a parking lot come first or the Puerto Rican toad?
Will koalas in their hollows survive the ruthless logging?
Shall we bother to find out or is that just too much slogging?

Why don't we remember those with whom we share the Earth?
And why won't we honour and value their true worth?
We can't let our best friends simply vanish without trace,
So let's work together and restore their rightful place.

Use of rhyme to aid
rhythm of the poem

Emotive language
techniques

Modal verbs

Rhetorical questions

Strong openers

Powerful verbs

Technical language

Effective language features of a poem about sustainability

- Rhetorical questions to engage the reader
- Strong openers: create a clear picture in the reader's head
- Powerful verbs: to shock the reader about the impact of climate change
- Technical language: to inform the reader– facts about global warming etc.
- Modal verbs
- Use of rhyme – not necessary but helps keep the rhythm of the poem
- Emotive language: to draw the reader in

Layout

Title

Stanza 1 – What is the problem? Introduce the theme of the poem.

Stanza 2/3 onwards– Challenge the reader/listener to think about the impact of their actions

Final Stanza - summarise – What do you want to happen?

What is the final point that you want your readers/ listeners to hear from you?

Strong Language



Rhetorical questions

Why don't we remember those whom we share the earth?
What will the earth be like for our grandchildren?
Can you imagine a world with no more polar bears?

Words that involve emotions or feelings

Can we be bothered to do anything about it?
We can't let our best friends simply vanish without a trace.

Powerful verbs

dissolve
decline
unstoppable
vanish
unknown

Emotive language – repetition for effect

Why don't we remember? Why don't we value? Why don't we honour?
Ever wonder why recycle?
Ever wonder what to recycle?
Ever wonder where to recycle?

Strong Language



Using your knowledge from our model, read through the poem/s and identify the layout and strong language features. These will help when we write our own poem.

Which poem was your favourite? Why?

Were there any poems you didn't like? Why?

Encouraging others to make a change: Poetry Lesson 3





Let's make a change!



University of
Salford
MANCHESTER

Aim: to inform our audience about the impact of climate change and inspire them to make positive steps towards reducing climate change

What do we know about the impact of
climate change and what can we do
about it?



Babble Gabble

Discuss with your partner 5 things you have learnt about sustainability so far this week.





What topic
focus will you
give to your
poem?



University of
Salford
MANCHESTER

Transport



Recycling



Nature



Home

Consider the purpose of each stanza

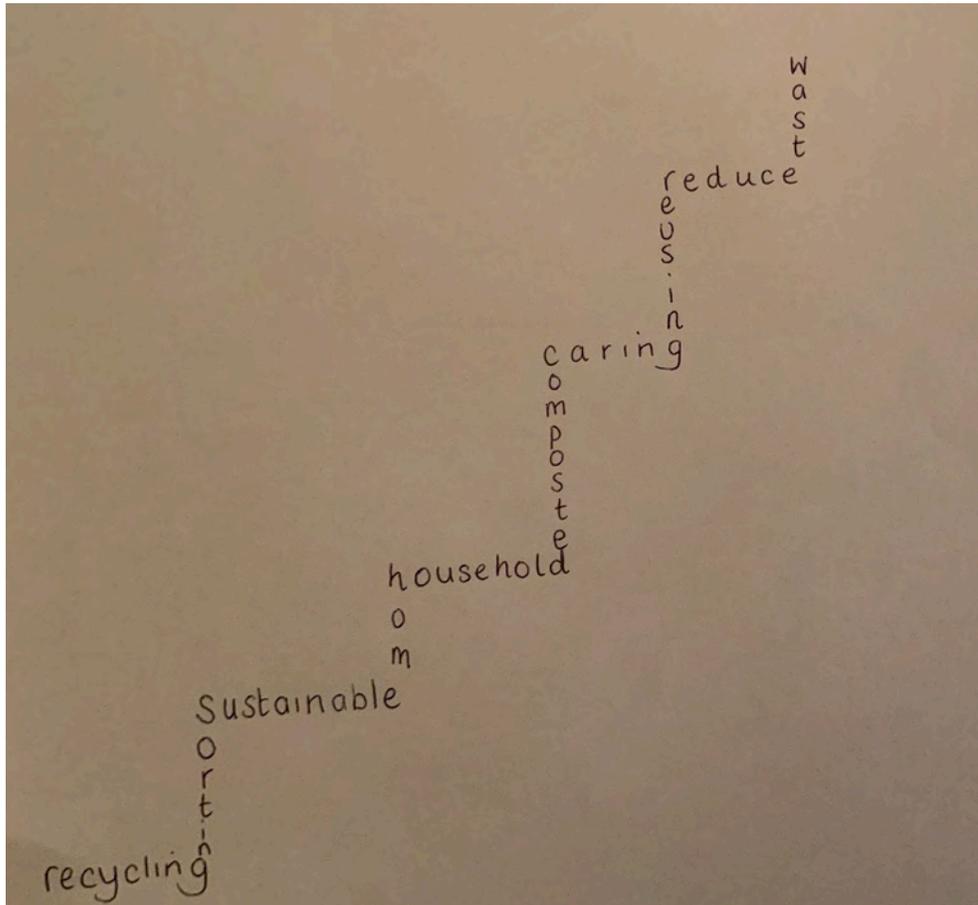
Stanza 1 – What is the problem? Introduce the theme of the poem.

Stanza 2/3 onwards– Challenge the reader/listener to think about the impact of their actions

Final Stanza - summarise – What do you want to happen?

What is the final point that you want your readers/ listeners to hear from you?

Key vocabulary



Look back at your vocabulary staircase.

Are there any words that you could use in your poem?

Are there any more words that you have seen in our lessons so far that you want to include?

Make a note of them to refer back to.

Today's Task: plan your ideas into the planning sheet considering the content we have discussed.



Which techniques will you include in your poem?

Rhetorical questions

Why don't we remember those whom we share the earth?
What will the earth be like for our grandchildren?
Can you imagine a world with no more polar bears?

Words that involve emotions or feelings

Can we be bothered to do anything about it?
We can't let our best friends simply vanish without a trace.

Powerful verbs

dissolve
decline
unstoppable
vanish
unknown

Emotive language – repetition for effect

Why don't we remember? Why don't we value? Why don't we honour?
Ever wonder why recycle?
Ever wonder what to recycle?
Ever wonder where to recycle?

Use bullet points to fill in the boxes in your plan.

Title of your poem

Stanza 1 – Theme of your poem; effective vocabulary including possible rhyme

Stanza 2 - Challenge the reader/listener to think about the impact of their actions – vocabulary choices including possible rhyme

Stanza 3 - Challenge the reader/listener to think about the impact of their actions – vocabulary choices – including possible rhyme

Summarise – what do you want to happen? What is the final point that you want your listeners / readers to hear from you?



Encouraging others to make a change: Poetry Lesson 4



Beat the Teacher!



Put your teacher to the test and see who can come up with the best vocabulary about sustainability!



Write and reflect



TASK: write title, first and second stanza

TIPS:

Pause to reflect on which elements of the success check you have met.

What could you try and include next?

What resources might help you?
 (Don't forget your plan!)

Success Check

Key Skills	Self-Assess	Language Features	Self-Assess
Organised into stanzas with a clear title		Rhetorical questions	
Capital letters for proper nouns		Strong openers	
Capitals and full stops		Powerful verbs	
Commas before conjunctions and after openers		Technical language	
		Modal verbs	
		Repetition	
My writing target:			

Write and reflect



TASK: write remaining stanzas including summary stanza

TIPS:

Pause to reflect on which elements of the success check you have met.

What could you try and include next?

What resources might help you?
 (Don't forget your plan!)

Success Check

Key Skills	Self-Assess	Language Features	Self-Assess
Organised into stanzas with a clear title		Rhetorical questions	
Capital letters for proper nouns		Strong openers	
Capitals and full stops		Powerful verbs	
Commas before conjunctions and after openers		Technical language	
		Modal verbs	
		Repetition	
My writing target:			

Encouraging others to make a change: Poetry Lesson 5



EDIT AND IMPROVE



- ✓ Reflect on the success check and identify which features you have used and which you haven't.
- ✓ Go back and re-phrase considering formality and cohesion (each sentence links to the next)
- ✓ Consider how you have opened your sentences- are you using effective vocabulary?
- ✓ Have you used the technical vocabulary correctly? Have you spelled it correctly?
- ✓ Does the rhythm of each of your lines flow? Do some words need adding? Do some words need taking out?
- ✓ Check key skills- accuracy of your punctuation and capital letters (remember proper nouns!)
- ✓ Read it aloud to yourself- does it work well as a poem? What might need to change?

Self Review

Capitals

Use of nouns/verbs

Punctuation . , ? ! ; :

Spelling - check

Add sentences/words

Remove unneeded words/
sentences

Move a sentence or word
around.

Synonyms—
up-level your
words.



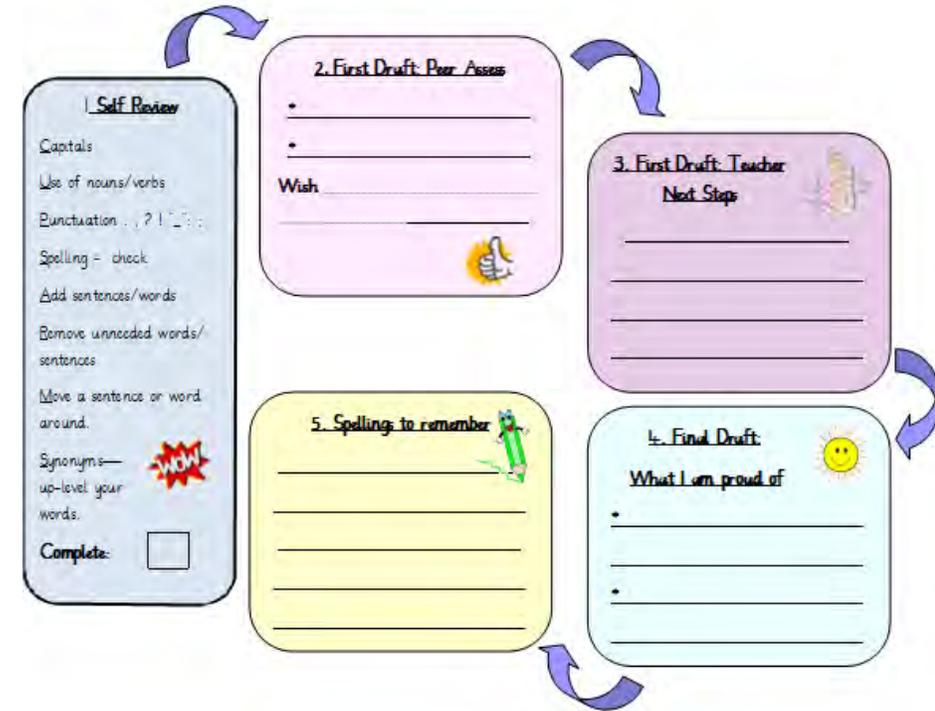
Complete:

Feedback

Read aloud, read to a friend and reflect on changes needed.



- Have you included rhetorical questions to engage the reader?
- Do your sentences start with strong openers that create a clear picture in the reader's head?
- Have you included facts about sustainability related to the theme you have chosen?
- Do the rhythm of your lines match throughout the poem?



Congratulations!



REMEMBER our REAL
reason for writing!

You have worked incredibly hard and your efforts have the potential of changing the world for future generations.

The best pieces will be chosen to be performed at Sale Waterside in front of a live audience.

You may have inspired people to change the way they act and to care for our planet so that it lasts for generations to come.