**English Department – KS3 Homework**

**Year: 8 Term: T3B Scheme of Work: Intro to Poetry**

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| **PREPARE** | **CONSOLIDATE** | **DEEPEN** |
| Learn and practise the following poetic devices, writing two examples for each:**Simile****Personification****Metaphor****Anaphora****Caesura****Alliteration****Assonance****Imagery** | Read Passport by Mahmoud Darwish and answer the following questions in P.E.E.E format:**What is the message?****How does the poet feel?****How do you, as a reader, feel towards the poet?** | Choose a poet from the 19th century, and research their lives, and their work. What subjects did they write about, and why? Use this information to create an informative poster on Victorian life**Challenge: include quotations from the poet’s work to support your ideas on Victorian life.** |
| Research the rules for a Haiku and a Limerick and write 3 examples of each.You can choose any topic to base them on. | Research the context of the poet and read ‘Not My Business’ by Niyi Osundare and answer the following question in a P.E.E.E format:**How does the poet present their attitudes on the violence in Nigeria?** | Create your own poem around the theme of conflict and what conflict means to you.The poem can be written in any form but you must show an understanding of how to use a range of poetic devices for effect |

**Your teacher will direct you to complete the appropriate tasks, with specific deadlines. Make a note of which tasks have been completed over the course of a Scheme of Work**

Passport by Mahmoud Darwish

They did not recognize me in the shadows
That suck away my colour in this Passport
And to them my wound was an exhibit
For a tourist Who loves to collect photographs
They did not recognize me,
Ah... Don't leave
The palm of my hand without the sun
Because the trees recognize me
Don't leave me pale like the moon!

All the birds that followed my palm
To the door of the distant airport
All the wheatfields
All the prisons
All the white tombstones
All the barbed Boundaries
All the waving handkerchiefs
All the eyes
were with me,
But they dropped them from my passport

Stripped of my name and identity?
On soil I nourished with my own hands?
Today Job cried out
Filling the sky:
Don't make and example of me again!
Oh, gentlemen, Prophets,
Don't ask the trees for their names
Don't ask the valleys who their mother is
>From my forehead bursts the sward of light
And from my hand springs the water of the river
All the hearts of the people are my identity
So take away my passport!

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Reading Strategies:

1. Highlight verbs
2. Circle punctuation
3. Pick out three interesting lines/vivid words/phrases
4. Consider meaning of the title
5. How many lines and stanzas?
6. Think about the first and last lines
7. Highlight emotive language
8. Find examples of visual imagery (simile, metaphor, personification)
9. Highlight sound imagery (alliteration, assonance, onomatopoeia)

**‘Not My Business’ *by Niyi Osundare*

They picked Akanni up one morning
Beat him soft like clay
And stuffed him down the belly
Of a waiting jeep.**

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Beat him soft like clay
And stuffed him down the belly
Of a waiting jeep.**

**What business of mine is it**

**So long they don't take the yam
From my savouring mouth?

They came one night
Booted the whole house awake
And dragged Danladi out,
Then off to a lengthy absence.**

**What business of mine is it**

**So long they don't take the yam**

**From my savouring mouth?

Chinwe went to work one day
Only to find her job was gone:
No query, no warning, no probe -
Just one neat sack for a stainless record.
What business of mine is it
So long they don't take the yam**

**From my savouring mouth?**

 **And then one evening
As I sat down to eat my yam
A knock on the door froze my hungry hand.**

**The jeep was waiting o my bewildered lawn
Waiting, waiting in its usual silence.**

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