

Learning Activities	Communication	Supporting Sites
<p>Topic: ‘The Lockdown Anthology’ – Poetry reading and writing. What do you want students to know? To explore the poem ‘Locked in, Locked Down’.</p> <p>What do you want them to produce to demonstrate learning?</p> <p>Activities: Lesson 1:</p> <ol style="list-style-type: none"> Use the poem’s title to predict. What hints does it give about what the poem will be about? What kind of person is it about? How do you know? Read through the poem and write the answers to the following questions: <ul style="list-style-type: none"> Who is the poem about? Who is speaking? What is the poem about? How do you think the writer wants you to feel? Challenge: what do you think the writer’s message is? Evaluate to what extent you think the statement “The speaker of the statement is hopeful” is true. Start this by drawing out a ‘Agree’/‘Disagree’ table. Find 5 quotations from the poem and put them in the correct side of the table. Does the quote show that the speaker of the poem is hopeful or not? If it does, put it in the ‘Agree’ column; if it doesn’t, put it in the ‘Disagree’ column. If you would like to challenge yourself, write an explanation for why each quote is in the column that you put it in. <p>Once you have finished your table, and have worked out whether you agree or disagree with the statement, you should use your evaluation ACES sentence starters to write an evaluative paragraph that responds to the statement. Make sure that you ‘purple pen’ your response to check that it is your best work. Once this task is complete, send it in to your teacher with your language analysis.</p>	<p>Key Vocabulary Repetition (saying a word/ phrase over and over again). Structure (the order of the poem/ how the poet chooses to arrange the poem).</p> <p>What would you like them to read?</p> <p>Continue to read your reading book (or any other books you can find in your house). You can still do quizzes on Accelerated Reader once you have completed your book!</p> <p>Choose one of the articles on ‘The Day’ that interests you and write a 10 word summary of</p>	<p>Signpost to:</p> <p><i>Sharepoint</i> https://thefuturetrust.sharepoint.com/:f:/s/PK_Subjects_EN/EuPckpxMQVhGuRu_hggybo4Bji1RFAaC-OyWlfohwr7O8g?e=rbb23a</p> <p><i>Frog</i> PKS Frog Site</p> <p><i>Accelerated Reader website</i> President Kennedy Accelerated Reader</p> <p>Seneca- Language techniques</p> <p>BBC Bitesize Poetry help</p>

<p>Lesson 2:</p> <p>4. Write your own poem with the title: ‘Locked in, Locked Down’. Consider: how many lines will your poem be? Will it rhyme? Which poetic techniques will you include (aim to include: a range of interesting adjectives and at least one simile/metaphor)? How will you communicate your emotions to your reader?</p> <ul style="list-style-type: none"> • Start by planning your poem. Make a mind-map of all of your key ideas/ vocabulary that you want to use. You could start experimenting with some language techniques here, too (are there any metaphors/ similes that might work well here?) • Write up your poem in full. Make sure that you spend time thinking about the little things – what are you including to present your emotion? • Use the FASTCARS page in your planner to proof-read your poem. Is everything perfect? Once complete, you should send your poem in for your teacher to give you feedback on. <p>Creative Challenge: Make a 3d model inspired by this week’s poem. This can involve things you can find in your house (left over toilet rolls, scrap paper, cereal boxes...), or could be made from paper. Use whatever you can.</p> <p>You should take a picture of this and email it to Mrs Pettitt (pettitt@pks.coventry.sch.uk).</p> <p>What can they teach to someone else? How? You can teach someone else about the poem. What is it about? How do you know?</p> <p>Resources needed: <i>Pen lined paper or English book, or word document. Accompanying PowerPoint presentation.</i></p> <p>This will support: Your evaluation skills.</p>	<p>the article. https://theday.co.uk/</p>	
--	---	--

Locked In, Locked Down

We didn't ask to be a part of history
yet here we are

Locked in, locked down
My four walls bury me six feet deep

My restless heart swimming
through a reverie of roses, tulips and lilies,

apple pies and bee stings and the smell
of fresh cut grass and dust after rain,

mountains crashing into the sky,
a thousand songs of the summer breeze

and the foam that lives on waves,
a turquoise dream. But I can't sleep

My restless mind keeps thinking
of fevers, coughs and aching lungs

and the time that's stolen, frozen, melting
into the palm of my hand

but I release it and quivering wings
flutter away, slowly but surely

I breathe in the silence and it fills me
like a balloon

Stretched out in the endless days
endless nights sprawling before me

Has a month ever felt this long?
Condensed time

Four walls of past, present, future, history
Here we are.

Lesson One: Unlocking the Poem – copy this grid onto a piece of paper, or write up the answers as bullet points.

<p>Who is speaking in this poem? What sort of person might they be? How do you know?</p>	<p>What is the poem about? Are there any clues about the poem from the title?</p>	<p>When might this poem have been written? Do you think that this poem was created before or after lockdown started in 2020?</p>
<p>Where does the poem take place? Is the setting important? Why? Why not?</p>	<p>Why might Cope have chosen to write this poem? What is the message of the poem?</p>	<p>How might the speaker be feeling in this poem? How do you know? Write 2-3 key quotations to show this.</p>

