

Poetry and Metaphor Booklet



Name: _____

Poetry Self-Study Unit: A Guide for Students and Parents

This booklet is for KS3 students to practise writing on their own or with the help of a parent or carer.

What will I do and learn?

- Enjoy reading a range of poems and write your own.
- Talk and write about each poem's meaning and the way it is written.
- Develop a deep understanding of one of the most important poetry concepts: metaphor.

How do I use the booklet?

- Set aside about an hour to complete each lesson.
- Complete all the activities in each lesson in the order they appear.
- When completing written tasks, such as answering questions or writing paragraphs, you should use full sentences and take care to use capital letters and full-stops correctly.
- You will need an exercise book or lined paper to complete some of the exercises.

How do the lessons work?

Each lesson includes one new poem. The lesson is divided into four parts:

- Do Now Activities: These tasks help you remember things that will help you do the later tasks.
- Read: Read the poem out loud at least twice.
- Understanding: These questions help you to understand what the poem is about.
- Think Harder: In this section, you will be asked to write more about your thoughts, feelings and reflections about the poem.

Can parents, carers and siblings help?

Yes of course! Other family members can help in the following ways:

- Read the poems out loud to you or listen to you reading them aloud.
- Talk with you about the questions before you start to write.
- Suggest ways to start your sentences or paragraphs.
- Check your writing, especially full-stops and capital letters.
- You could challenge them to write their own poem and share it with you.

What else can I do if I love poetry and I want more of a challenge?

- Choose one of the poems to learn by heart and perform it to family members.
- Read some poems with a younger sibling and ask them what they like about them.
- Find more poems you love in our second poetry anthology (available on our website).
- Complete tasks from the homework bank at the back of the booklet.
- Create and illustrate your own book of poems by copying out the poems you've written, your favourites from the booklet and others you've found online.

I'm a parent, what do I need know to help with this booklet?

The most important and challenging learning in this booklet is:

- What is literal and non-literal language? What is metaphor?
- How do tenor, vehicle and ground help us to understand metaphor?

You will find explanations of these concepts and the key metaphors in each poem in the knowledge organiser at the back of the booklet.

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Lesson 1, 'Fog'

Do Now Activities

Activity 1: Answer the questions below using the picture to help you.



What words would you use to describe fog?

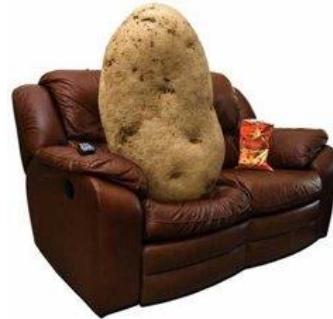
What kind of atmosphere does fog create? How does it make you feel?

Information: literal vs. non-literal language

If something is **literal** it is accurate or precise. A **literal** description tells what actually happens. Something that is literal reports on events. For example, '**The fog is grey**' or '**The fog covers the buildings**'.

Let's look at an example of a phrase that is not literal. Look at the image on the right. This is a 'couch potato'.

This phrase would be used to describe someone lazy. We use this phrase as potatoes don't move and are round, like a person who sits all day.



These are all **everyday sayings**.

- A **couch potato** is a person who spends a lot of time on the sofa watching TV. They might be a lazy person!
- We say '**time flies**' when it seems that time has passed very quickly. This often happens when we are doing something we enjoy.
- Someone with a **heart of stone** may not show much emotion. They may not get sad easily, and may seem not to care when other people are upset.
- When it's raining heavily, we might say that it's **raining cats and dogs**!

It should hopefully be obvious that none of these phrases are **literal**.

- Lazy people aren't actually potatoes!
- Time can't actually fly!
- Nobody's heart is actually made of stone!
- Cats and dogs can't fall from the sky!

Activity 2: Work out what non literal, everyday sayings these images represent and explain their literal meaning. Complete your answers in the table. An example has been done for you.



	Everyday saying	Literal meaning
A	You're a smart cookie.	You're really clever.
B		
C		
D		

Information: literal language vs. metaphor

All of the examples in the table are of **metaphor**. They are **not literal**. They do not report on what actually happens.

We will be looking at how poets use metaphor in the next few weeks. The first poem is about **fog**.

Remember: when you are being **literal**, you say the exact actual thing that happened.

- There was lots of fog.
- The fog was grey.
- The fog moved over the hills.

Look at the image on the right. This image represents the phrase 'He exploded with anger!'. This phrase is not literal. It does not report on the exact thing that happened.



Activity 3: Metaphor or literal?

Write an “M” next to the metaphorical phrases and an “L” next to the literal phrases.

1. I was down in the dumps.
2. I was so upset I was crying.
3. She was steaming with anger.
4. He smiled with happiness.
5. He was so angry his cheeks went red.
6. I was gutted!
7. I'm so angry I could eat a horse.

Reading: ‘Fog’ by Carl Sandburg

Read the poem below (twice) and then answer the questions below it in full sentences.

Fog

Carl Sandburg, 1878 – 1967

The fog comes
on little cat feet.

It sits looking
over harbor and city
on silent haunches
and then moves on.

Understanding: ‘Fog’ by Carl Sandburg

Write down your answers to the questions below.

1. What is being described in this poem?
2. What is it being compared to?

Think Harder: How is a cat similar to fog?

Here are some words that could be used to describe fog.

Think about which of these words could also be used to describe a cat? Why?

slow

grey

white

bright

brisk

cool

peaceful

thoughtful

steady

deliberate

Think Harder: How is a cat similar to fog?

Answer the question, ‘How is a cat similar to fog?’ in a paragraph.

You should refer to the poem, as well as including your own thoughts. Give yourself **8 minutes to complete** this task. When you have finished, **use the checks below to edit your writing.**

Check 1: Are there any run-on sentences?

Check 2: Does each proper noun begin with a capital?

Check 3: Have you used pronouns clearly and accurately?

Check 4: Have you checked your spellings?

Additional activities for Lesson 1, ‘Fog’

Write your own poem which compares an animal to snow.

You need to think about:

- How you will describe snow **moving** and **acting** in the same way as your **animal**.
- How to keep your poem brief (30 words max).
- Where to start each new line for your poem.

Here is an example of a poem that was inspired by ‘Fog’:

Rain

The rain taps down
With pigeon’s feet.

It tips and taps
In the city patiently,
Awaiting its turn
To swoop away.

Lesson 2, a poem by Adelaide Crapsey

Do Now Activities

Activity 1:

Here are three metaphorical phrases. Explain what each means in literal language.

1. Life is a rollercoaster.
2. My teacher is a dragon.
3. Time is money.

Activity 2: Metaphorical or literal?

Complete the table below

	Sentence	Is it literal or metaphorical?
	1. I wandered lonely as a cloud.	
	2. Sweat dripped from his tense face.	
	3. As snug as a gun, the pen rests between my finger and my thumb.	
	4. I could show you wonderful things.	
	5. The panther paces over and over, like a ritual dance around a centre.	
	6. Remembering my love, tears fall from my eyes.	
	7. My love is like a red, red rose that's newly sprung in June.	

Information: Metaphors

Metaphors are very good at helping a reader to imagine something.

If you say 'it's really silent', then the reader knows it's silent.

However, if you say 'it's as silent as a graveyard', the reader knows there is something creepy and deathly about the silence.

Metaphors work by **comparing two things**.

Reading: a poem by Adelaide Crapsey

Read the poem below at least twice.

There is no title for this poem. It describes the sound a leaf makes when it falls from a tree. After reading, answer the questions below in full sentences.

Adelaide Crapsey, 1878 – 1914

Listen. . .

With faint dry sound,
Like steps of passing ghosts,
The leaves, frost-crisp'd, break from the trees
And fall.

Understanding: a poem by Adelaide Crapsey

Write down your answers to the questions below.

1. What time of year do you think this poem is set?
2. What do you think the weather is like in this poem?
3. What time of day is this poem set?
4. What would be a good title for this poem?

Thinking Harder: Diving deeper into the poem.

Read the poem again and answer the questions below in full sentences.

1. What is the sound of leaves falling being compared to?
2. What do ghosts make you think about? Consider how they might look, how they might sound and what they are.
3. What does this have in common with the sound of leaves falling?
4. This poem is called 'November Night'. Write the title in above the poem. Do you think this is a good title? Why? Why not?

Additional Activities for Lesson 2, 'November Night'

- Write your own poem entitled 'March Morning'

Lesson 3, 'Dreams' by Langston Hughes

Do Now Activities

Activity 1: Tick the sentences which are a metaphor.

1. The fog was a cat crawling through the city.
2. The fog surrounded the buildings in the city.
3. An old man's hair was sprinkled over the skyscrapers.
4. It was impossible to see the ground through the fog.

Activity 2: Create three of your own metaphors which describe fog.

Activity 3: Dreams

Think about the three questions below.

1. What do you dream of being when you grow up?
2. What are your aspirations for you, your family, and your life?
3. Is it important to have dreams for your future?

Reading: 'Dreams' by Langston Hughes

This poem is about dreams. They are the kind of dreams people have for the future, not the kind of dreams people have at night!

Read the poem at least twice.

Dreams

Langston Hughes, 1902 - 1967

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a **barren** field
Frozen with snow.

Hold fast: hold tight

barren: empty

Understanding: Dreams by Langston Hughes

Write down what two things Hughes compares life without dreams to in this poem.

Information: tenor and vehicle

The two parts of a metaphor have proper names that we can use.

PART ONE: The thing you want to try and describe to your audience. This is called the **TENOR**.

PART TWO: The imaginative idea you compare it with to help your audience understand it. This is the 'made up' bit.
This is called the **VEHICLE**.

Let's look at the tenor and what is the vehicle in the example below:

Thinking Harder: Dreams by Langston Hughes

For each metaphor in the table, find the tenor and vehicle. The first two have been done for you.

Remember, the **tenor** is the thing that is being described to the audience.

The **vehicle** is the imaginative idea that you compare the tenor to. It is the part that is not literal. It is the ‘made up’ bit.

Metaphorical sentence	Tenor	Vehicle	Extension: What do the tenor and vehicle have in common?
Achilles fought like a lion.	Achilles	Lion	Both are strong, fierce and brave.
Your room is a pigsty.	Your room	A pigsty	Both are messy and smelly.
The room was like a furnace.			
Robert is like a bull in a china shop.			
The eagle is like a bolt of lightning.			
The room was as silent as a graveyard.			
She was volcanic with anger.			

Thinking Harder: How important are dreams to Langston Hughes?

Let's look at two quotations which describe a life without dreams:

'Life is a broken-winged bird
That cannot fly.'

'Life is a barren field
Frozen with snow.'

Decide word best describes Hughes feelings about a life without dreams and why.

boring	confining	corrupt	wasted	severe
brutal	pointless	hopeless	bleak	unfulfilling

Thinking Harder: writing an analytical paragraph

Now write your answer to this question: How important are dreams to Langston Hughes.

Here is a structure you can follow:

You can structure your paragraphs like this:

- 1. Write your topic sentence.**
- 2. Introduce and provide the quotation.**
- 3. Explain what the quotation shows us about how Hughes feels.**

When you have finished, check your writing:

Check 1: Are there any run-on sentences?

Check 2: Does each proper noun begin with a capital? E.g. Hughes

Check 3: Have you used pronouns clearly and accurately?

Check 4: Have you checked your spellings?

Thinking Harder: editing

Here is a model paragraph. After reading, is there anything you would like to add to your paragraph?

Hughes feels that a life without dreams is frustrating. This can be seen in the quote, 'Life is a broken-winged bird that cannot fly.' Hughes feels that dreaming is as natural to us as flying is to a bird. In particular, he uses the metaphor of the 'broken-winged bird' to show us that something must have gone wrong in a life with no dreams, as if a person with no dreams has been damaged. The metaphor also compares dreaming with flying, which suggests that dreaming is exciting and freeing. Hughes feels that, without dreams we are stuck and unable to fulfil our potential.

Lesson 4, 'Sally' by Phoebe Hesketh

Do Now Activities

Activity 1: Look back at the lesson 3 and remind yourself of the terms tenor and vehicle. Underline the tenor and circle the vehicle in the metaphors below.

- The fog comes on little cat feet.
- The leaves break from the trees with a faint sound, like steps of passing ghosts.
- If dreams die life is a broken-winged bird that cannot fly.

Activity 2:

We're going to read a poem about a girl who is about 12. It's about what she is like at school and home and what her parents think of her. In the poem, she is compared to:

petals briars (thorns)	a dog-rose (a type of flower) feathers	a mole a lion
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Make notes about these questions:

Do you think these things have anything in common? What might they tell you about the type of person Sally is?

Reading: 'Sally' by Phoebe Hesketh

Read the poem (on the next page) twice.

Sally

Phoebe Hesketh, 1909 – 2005

She was a dog-rose kind of girl:
Elusive, scattery as petals;
Scratchy sometimes, tripping you like briars.
She teased the boys
Turning this way and that, not to be tamed
Or taught any more than the wind.
Even in school the word ‘ought’ had no meaning
For Sally. On dull days
She’d sit quiet as a mole at her desk
Delving in thought.
But when the sun called
She was gone, running the blue day down
Till the warm hedgerows prickled the dusk
And moths flickered out.

Her mother scolded; Dad
Gave her the hazel switch,
Said her head was stuffed with feathers
And a starling tongue.
But they couldn’t take the shine out of her,
Even when it rained
You felt the sun saved under her skin.
She’d a way of escape
Laughing at you from the bright end of a tunnel,
Leaving you in the dark.

Understanding: Sally by Phoebe Hesketh

Answer the questions below in full sentences.

1. Sally is described as ‘scratchy’. What do you think this means?
2. The writer says that Sally was ‘not to be tamed or taught’. Do you think this means that Sally was stupid?
3. How does Sally’s behaviour change between ‘dull days’ and when ‘the sun’ is out?
4. How do Sally’s parents react to her behaviour?
5. What does the phrase ‘you felt the sun saved under her skin’ tell you about how the writer feels towards Sally?

Thinking Harder:

Reflect on the questions below

- Are you and Sally similar in any ways?
- Do you have any friends or family who are like Sally?
- Do you think Sally would be a good friend to have?

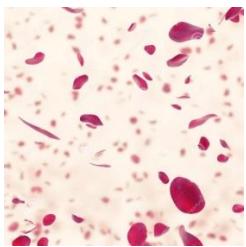
Thinking Harder: the vehicles in 'Sally'

These are all the vehicles in Sally (the things that Sally is compared to).

She was a **dog-rose** kind of girl
Scattery as **petals**
Tripping you like **briars**
Not to be **tamed** (like an animal)
She'd sit quiet as **a mole** at her desk
Her head was stuffed with **feathers**
And a **starling** tongue
You felt **the sun** saved under her skin

In the table below, write down three things you learn about Sally from each of these metaphors.

An example has been done for you. You can also write about quotations of your choosing.

 She was a dog-rose kind of girl	This tells us that Sally is pretty – but not beautiful in the ‘traditional’ sense. Dog-rose is common in lots of gardens and parks. Sally might spend a lot of time outside. By comparing her to something that natural, we get the impression she might be wild and untamed.
 Scattery as petals	



Tripping you like **briars**



Or taught any more than **the
wind**

Write down the quotations
you want to write about here:

Write down the quotations
you want to write about here:

Thinking Harder: Writing about ‘Sally’

Write two paragraphs on this question. You may want to write about:

- What Sally is like at school.
- What Sally is like at home.

You can structure your paragraphs like this:

1. **Write your topic sentence.**
2. **Introduce and provide the quotation.**
3. **Explain what the quotation shows us about Sally.**

When you have finished, check your writing:

Check 1: Are there any run-on sentences?

Check 2: Does each proper noun begin with a capital? E.g. Hughes

Check 3: Have you used pronouns clearly and accurately?

Check 4: Have you checked your spellings?

Thinking Harder: editing

Here is a model paragraph. After reading, is there anything you would like to add to your paragraph?

Hesketh wants to show use that Sally is not traditionally beautiful. This is shown when she says, ‘She was a dog-rose kind of girl.’ This gives the impression that Sally is quite a wild and untamed character as she is like a flower that springs up in parks and gardens. By comparing her to this flower, Hesketh might also be suggesting that Sally spends a lot of time outside and in nature. Unlike lots of other flowers, dog-roses have thorns, which also suggests that Sally has a prickly side to her. Hesketh may want to show the reader that Sally is beautiful because she is natural.

Lesson 5, 'Frogs' by Norman MacCaig

Do Now Activity: Decide which of these examples are metaphors.

- She was a dog-rose kind of girl.
- Sally teased the boys.
- On dull days she'd sit quietly.
- She played until the sun had set.
- Sally's mother scolded her.
- You felt the sun saved under her skin.

Reading: 'Frogs' by Norman MacCaig

Read the poem below about frogs twice. Which part of the poem do you like best and why?

Frogs

Norman MacCaig, 1910 – 1996

Frogs sit more solid
than anything sits. In mid-leap they are
parachutists falling
in a free fall. They die on roads
with arms across their chests and
heads high.

I love frogs that sit
like Buddha, that fall without
parachutes, that die
like Italian tenors.

Above all, I love them because,
pursued in water, they never
panic so much that they fail
to make stylish triangles
with their ballet dancer's
legs.

Understanding: ‘Frogs’ by Norman MacCaig

Information: Tenor, Vehicle, Ground

We have looked at the terms **tenor (the thing being described)** and **vehicle (the thing the tenor is being compared to)**.

We are now going to learn another word.

This is called ‘ground’.

The grounds are the things the tenor and the vehicle have in common.

Understanding: ‘Frogs’ by Norman MacCaig

Complete the table below

Tenor	Vehicle	Ground
In this poem, Norman MacCaig is writing about frogs.	What does Norman MacCaig compare frogs to?	Things the tenor and vehicle have in common
Frogs leaping		
Frogs dying		
Frogs sitting		
Frogs swimming		

Think Harder: Writing A Paragraph

Write a paragraph to answer the question, “How does Norman MacCaig describe frogs?”

You will need to choose one of his metaphors and use the ‘ground’ column of your table to explain what it tells you about how frogs move, sound or behave.

You can structure your paragraphs like this:

1. **Write your topic sentence.**
2. **Introduce and provide the quotation.**
3. **Explain what the quotation shows us about Sally.**

When you have finished, check your writing:

Check 1: Are there any run-on sentences?

Check 2: Does each proper noun begin with a capital? E.g. Hughes

Check 3: Have you used pronouns clearly and accurately?

Check 4: Have you checked your spellings?

Thinking Harder: editing

Here is a model paragraph. After reading, is there anything you would like to add to you paragraph?

MacCaig describes frogs as graceful. This can be seen in the metaphor ‘ballet-dancer legs’. Many people think of frogs as quite ugly, but this quotation helps us to see the frogs as beautiful. By comparing frogs to ballet-dancers, MacCaig implies that the frogs are strong and elegant. He wants the reader to admire frogs as he emphasises that they are naturally fast and flexible, when it takes humans years of dedication to move in such a skilful way.

Lesson 6, 'Pigeons' by Richard Kell

Do Now Activities

Activity 1: Read the quotation below and circle which is the best ground from the bullet point options below.

'The frog is a skydiver in mid-air.'

- Both have parachutes
- Both are exciting
- Both look dramatic
- Both live in the forest
- Both are green

Information: tenors and vehicles

So far, the poems we looked at have always used the same **tenor** throughout.

We have also seen that a single poem can have **lots of different vehicles**.

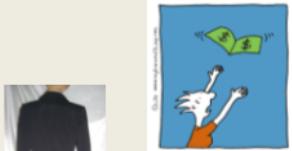
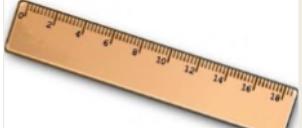
- **Life without dreams was** compared to **a broken-winged bird** and a **barren field**.
- **Sally** was compared to **a dog-rose, petals**, and **feathers**.
- **Frogs** were compared to **parachutists, Italian tenors**, and **ballet dancers**.

Today, you are going to look at a poem that uses lots of different vehicles to describe pigeons.

These are some of the things a poet decided to write about when he wrote a poem about pigeons.

- The movement of pigeons' feet
- The sound pigeons' feet make when walking
- The way pigeons walk
- The movement of pigeons' heads
- The way light looks on their feathers
- The sound of pigeons cooing
- The way pigeons fly into the air

Activity 2: Before reading, match each word (words you will find in the poem) to its definition.

Key words	Definition
	a style of jacket that has long splits at the back
	a series of short, sharp, separate sounds
	see through/clear
	a distance used to measure depth of water
	difficult to achieve or to get hold of

Reading ‘Pigeons’ by Richard Kell

Read the poem twice and annotate(label) the words you have just learned on the poem.

Pigeons

Richard Kell, 1927 –

They paddle with staccato feet
In powder-pools of sunlight,
Small blue busybodies
Strutting like fat gentlemen
With hands clasped
Under their swallowtail coats;
And, as they stump about
Their heads like tiny hammers
Tap at imaginary nails
In non-existent walls.
Elusive ghosts of sunshine
Slither down the green gloss
Of their necks an instant, and are gone.

Summer hangs drugged from sky to earth
In limpid fathoms of silence:
Only warm dark dimples of sound
Slide like slow bubbles
From the contented throats.

Raise a casual hand –
With one quick gust
They fountain into air.

Understanding ‘Pigeons’ by Richard Kells

Complete the table below. The first one has been done for you.

Write out the VEHICLE used to describe each TENOR in the poem.	Think of three different things that the TENOR and VEHICLE have in common (this is the GROUND).
Tenor: The movement of pigeons' feet Vehicle: ‘The paddle’	Slow, awkward movements. They don't move quickly.
Tenor: The sound pigeons' feet make when walking Vehicle:	
Tenor: The way pigeons walk Vehicle:	
Tenor: The movement of pigeons' heads Vehicle:	
Tenor: The way light looks on their feathers Vehicle:	
Tenor: The sound of pigeons cooing Vehicle:	
Tenor: The way pigeons fly into the air Vehicle:	

Think Harder: Writing A Paragraph

Write a paragraph to answer the question, 'How does Kell describe pigeons?'

You will need to **choose one of his metaphors** and use the 'ground' column of your table to explain what it tells you about how pigeons move, sound or behave.

Remember, you can format your paragraph using the following structure:

1. Write your topic sentence.
2. Introduce and provide the quotation.
3. Explain what the quotation shows us about the pigeons.

When you have finished, check your writing:

Check 1: Are there any run-on sentences?

Check 2: Does each proper noun begin with a capital? E.g. Hughes

Check 3: Have you used pronouns clearly and accurately?

Check 4: Have you checked your spellings?

Think Harder: Editing

Here is a model paragraph on the poem 'Pigeons'. Can you make your paragraph better than this one?

The poet presents the pigeons as moving awkwardly when they are not flying. Kell describes how they 'paddle with staccato feet'. This metaphor suggests that they waddle on the ground quite inelegantly. In particular, the word 'paddle' implies that walking is quite hard work for the birds so that they are quite slow. However, the word 'staccato' suggests that the steps are also quite light, which captures how their feet gently patter on the ground. Even though they are awkward, they are still quite delicate.

Lesson 7, 'The Eagle', by Alfred, Lord Tennyson

Do Now Activities

Activity 1: Look at the two images below and give a possible ground between them (the ways they are similar).



Reading: 'The Eagle' by Alfred, Lord Tennyson
Read the poem below twice.

'The Eagle'

Alfred, Lord Tennyson, 1809 – 1892

He clasps the crag with crooked hands;
Close to the sun in lonely lands,
Ring'd with the azure world, he stands.

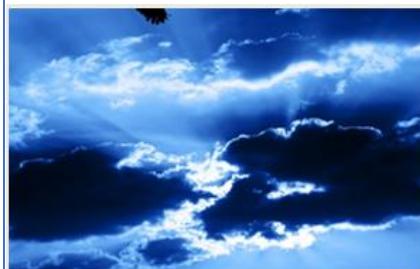
The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.

Understanding: 'The Eagle' by Alfred, Lord Tennyson

Write three sentences about your initial feelings towards the eagle. Explain why you feel like this.

Understanding: ‘The Eagle’ by Alfred, Lord Tennyson

Write a phrase from the poem underneath each image to describe it.



Thinking Harder: The Ground

Fill in the final column explaining the ground for each metaphor.

Tenor	Vehicle	Ground
The eagle's claws (line 1)	“crooked hands”	
The sea (line 4)	Something “wrinkled”	
The sea (line 4)	Something that “crawl[s]”	
A mountain (line 5)	“walls”	
The eagle (line 6)	“a thunderbolt”	

Think Harder: Planning Writing

Which phrases (from the options below) best describe how Tennyson wants us to feel about the eagle?

in awe of him	angry about him	sorry for him
impressed by him	offended by him	scared for him

Think Harder: Writing Paragraphs

Write a paragraph to answer this question, 'How does the poet use metaphor to describe the eagle?'.

Now answer the question yourself. Remember, you can format your paragraph using the following structure:

1. Write your topic sentence.
2. Introduce and provide the quotation.
3. Explain what the quotation shows us about the eagle.

When you have finished, check your writing:

Check 1: Are there any run-on sentences?

Check 2: Does each proper noun begin with a capital letter?

Check 3: Have you used pronouns clearly and accurately?

Check 4: Have you checked your spellings?

Think Harder: Editing your work

Activity: Read the model below. Do you need to edit your paragraph?

Tennyson wants us to feel in awe of the eagle. This can be seen when he says, 'like a thunderbolt he falls'. This quotation shows us that the eagle is fast and powerful. It can appear out of nowhere to strike its victims which makes it frightening. However, it also makes it awe inspiring and this metaphor suggests that it would be stunning to watch such a spectacle. The word 'falls' also makes it sound very natural, as if swooping down to catch its prey is effortless for the eagle.

Lesson 8, 'The Tyger', by William Blake

Do Now Activities

Activity 1: Answer the questions below in note form.

- How would you describe a tiger?
- What would you compare a tiger to? Why? What ground do they share?
- Imagine that somebody made the tiger.
- What would you ask the person who designed it?
- What would you ask the person who made it?

Information: William Blake

In this poem, the writer is **looking** at a **tiger**. The poet is asking what kind of person could design the animal, and how they could make such a **fearsome creature**! The poem was written in **1794** (after Shakespeare and before Dickens) by William Blake. **William Blake** is a famous **writer** who is also famous for **illustrating** many of his poems. He even painted a scene from A Midsummer Night's Dream! Today, he is known just as much for his fascinating paintings as he is for his poems.

The poem is about the **creator** of a **tiger**.

The poet wonders who could have been the **creator** of the **tiger** and where such a ferocious animal could have been made.

The poet asks who could have been able to create the heart and brain of the **tiger** and what tools the **creator** would need.

Reading: 'The Tyger' by William Blake.

Each of the words below is found in the poem. Highlight and annotate them as you read through the poem for the first time.

The Tyger

William Blake, 1757 – 1827

Tyger Tyger, burning bright,
In the forests of the night;
What immortal hand or eye,
Could frame thy fearful symmetry?

immortal – can live forever
symmetry – same on both halves

In what distant deeps or skies,
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand, dare seize the fire?

thine – your
aspire – hope

And what shoulder, and what art,
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand? & what dread feet?

sinews – tendons, part of muscle

What the hammer? what the chain,
In what furnace was thy brain?
What the anvil? what dread grasp,
Dare its deadly terrors clasp!

furnace – a container that melts metal

When the stars threw down their spears
And water'd heaven with their tears:
Did he smile his work to see?
Did he who made the Lamb make thee?

Lamb – Jesus; **thee** – you

Tyger Tyger burning bright,
In the forests of the night:
What immortal hand or eye,
Dare frame thy fearful symmetry?

Understanding: ‘The Tyger’ by William Blake

Answer each question below in a full sentence. A stanza is a verse.

1. **When** does the poet see the tiger? (stanza 1)
2. **What** word does the poet use to describe the tiger’s ‘symmetry’? (stanza 1)
3. **Where** does the poet say the tiger’s brain was made? (stanza 4)
4. What **tool** was used to make the tiger’s brain? (stanza 4)
5. The poet wonders if **the creator** of the tiger **smiled** after he **made the tiger**. Why do you think the poet wonders this? (stanza 5)

Think Harder: Let’s look at the metaphor in the first line.

‘Tyger Tyger, burning bright’.

Below are some possible grounds for this metaphor. The **ground** is the feature that the **tenor** and the **vehicle** have in common.

Circle which of these examples of ground are successful.

- This indicates that the tiger is on fire.
- This suggests that there are two tigers.
- This suggests that the tiger’s fur stands out brightly against the night.
- This indicates that the tiger can breathe fire.
- This tells us that the tiger is dangerous, just like fire.
- This tells the reader that the tiger is burning brightly.
- This tells us that the tiger is hard to control or to tame.
- This is comparing the tiger’s bright orange fur to a fire.

Additional activities for ‘The Tyger’

Here is one person’s opinion about ‘The Tyger’.

‘Blake thinks that the tiger was created by a strong and powerful god.’

1. Write down whether you agree or disagree with this statement.
2. Explain why you agree or disagree.
3. If you can, use some evidence from the poem to support your opinion.

Lesson 9, 'Owl', by Phoebe Hesketh

Do Now Activities

Activity 1: Identify the three parts of a metaphor in this example.

'My heart is like a singing bird'

Reading: Owl by Phoebe Hesketh

Read the poem below twice and then answer the questions below in full sentences.

Owl

Phoebe Hesketh 1909 – 2005

The owl's a clock-face without fingers,
two keyholes for seeing,
striking silent as frost.

Soft, unexpected as snow,
its flight a wash
through trees without flicker of leaf,
a pocket of air
bulging with warm swallowed blood.

Out there the wood grown stiller
than winter with spring breathing blue-
bells and fern under cover;
each feather pinned; fur and whisker
twitching in the windless night.
And Time flying white from the clock-tower
screeching the hour of death.

Understanding: Owl by Phoebe Hesketh

Answer the questions below in full sentences.

1. What type of bird is being described?
2. The poet says the owl is 'silent' and 'unexpected'. How does that make us feel about the owl?

Think Harder:

Look at the two metaphors below which describe the owl. Complete the table with the tenor, vehicle and ground for each metaphor.

Quotation	Tenor	Vehicle	Ground
"striking silent as frost"			
"unexpected as snow"			

Think Harder:

Write two paragraphs to answer the question, 'How does the poet make the owl seem dangerous?'. Remember, you can format your paragraph using the following structure:

- 1. Write your topic sentence.**
- 2. Introduce and provide the quotation.**
- 3. Explain what the quotation shows us about the owl.**

When you have finished, check your writing:

Check 1: Are there any run-on sentences?

Check 2: Does each proper noun begin with a capital?

Check 3: Have you used pronouns clearly and accurately?

Lesson 10, 'A Case of Murder', by Vernon Scannell

Do Now Activities

Activity 1: Write the first three lines of a poem with the title 'A Case of Murder'. Try and use a metaphor if you can!

Reading: 'A Case of Murder' by Vernon Scannell

Read the poem twice

A Case of Murder

Vernon Scannell 1922 – 2007

They should not have left him there alone,
Alone that is except for the cat.
He was only nine, not old enough
To be left alone in a basement flat,
Alone, that is, except for the cat.
A dog would have been a different thing,
A big gruff dog with slashing jaws,
But a cat with round eyes mad as gold,
Plump as a cushion with tucked-in paws---
Better have left him with a fair-sized rat!
But what they did was leave him with a cat.
He hated that cat; he watched it sit,
A buzzing machine of soft black stuff,
He sat and watched and he hated it,
Snug in its fur, hot blood in a muff,
And its mad gold stare and the way it sat
Crooning dark warmth: he loathed all that.
So he took Daddy's stick and he hit the cat.
Then quick as a sudden crack in glass
It hissed, black flash, to a hiding place
In the dust and dark beneath the couch,
And he followed the grin on his new-made face,
A wide-eyed, frightened snarl of a grin,
And he took the stick and he thrust it in,
Hard and quick in the furry dark.
The black fur squealed and he felt his skin
Prickle with sparks of dry delight.
Then the cat again came into sight,
Shot for the door that wasn't quite shut,
But the boy, quick too, slammed fast the door:
The cat, half-through, was cracked like a nut
And the soft black thud was dumped on the floor.
Then the boy was suddenly terrified

And he bit his knuckles and cried and cried;
But he had to do something with the dead thing there.
His eyes squeezed beads of salty prayer
But the wound of fear gaped wide and raw;
He dared not touch the thing with his hands
So he fetched a spade and shovelled it
And dumped the load of heavy fur
In the spidery cupboard under the stair
Where it's been for years, and though it died
It's grown in that cupboard and its hot low purr
Grows slowly louder year by year:
There'll not be a corner for the boy to hide
When the cupboard swells and all sides split
And the huge black cat pads out of it.

Understanding: ‘A Case of Murder’

Find a quotation for each of these summary statements from the poem. Try to use a maximum of 12 words for each quotation. The first two have been done for you.

- 1. A boy was left home alone with a cat.**

Alone that is except for the cat.

- 2. The boy was nine, and too young to be left alone at home.**

He was only nine, not old enough / To be left alone

- 3. It might have been better to leave the boy with a dog, or even a rat.**

- 4. But the boy was left alone with a cat.**

- 5. The boy hated the cat.**

6. He hit the cat with Daddy's stick.

7. The cat ran away, and the boy chased it with the stick.

8. The boy felt excited as the cat cried.

9. The cat tried to run out of the door. The boy slammed the door on the cat, and killed it.

10. The boy cried and realised he had to do something with the cat's body.

11. The boy used a shovel to throw the cat under the stairs. For years after, the boy felt guilty about the cat under the stairs.

Think Harder: How is the cat described in the poem?

Here are two ways the cat is described in the poem.

1. The cat is described as a villain.
2. The cat is described as a victim of the boy's attack.

**Find one quotation which proves the cat is described as a villain.
Find one quotation which proves the cat is described as a victim.**

Think Harder: Writing Paragraphs

Answer the question, ‘How does Scannell change the way we view the cat throughout the poem?’ in at least one paragraph.

You should refer to the poem, as well as including your own thoughts. Give yourself **20 minutes to complete** this task. When you have finished, **use the checks below to edit your writing.**

Check 1: Are there any run-on sentences?

Check 2: Does each proper noun begin with a capital?

Check 3: Have you used pronouns clearly and accurately?

Check 4: Have you checked your spellings?

Additional activities for ‘A Case of Murder’

- **Do you think the boy is completely to blame for the death of the cat?** Argue both sides before coming to your conclusion.
- **Write three metaphors about a cat, making it clear that the cat is evil.**