

WEEK: 15

Week Beginning: (Monday 29th June 2020)

Subject: ENGLISH

Year: 7

Lesson Objective:

- To be able to understand and annotate a poem that juxtaposes between two contrasting themes- love and war.
- To be able to explain why the poet does this, and the effect this has on readers and their thoughts on war.

Keywords/ Concepts

- Tony Harrison
- *Love/ War*
- *Poetic devices.*

Class Worksheets

- For class work: poem given, including tables and further questions.

Homework Worksheets

Independent novel grid.

Additional Notes

Tony Harrison- 'The Bright Lights Of Sarajevo'

After the hours that Sarajevans pass
Queuing with empty canisters of gas
to get the refills they wheel home in prams,
or queuing for the precious meagre grams
of bread they're rationed to each day,
and often dodging snipers on the way,
or struggling up sometimes eleven flights
of stairs with water, then you'd think the nights
of Sarajevo would be totally devoid
of people walking streets Serb shells destroyed,
but tonight in Sarajevo that's just not the case—
The young go walking at a strollers pace,
black shapes impossible to mark
as Muslim, Serb or Croat in such dark,
in unlit streets you can't distinguish who
calls bread hjeleb or hleb or calls it kruh,
All takes the evening air with a strollers stride,
no torches guide them, but they don't collide
except as one of the flirtatious ploys
when a girl's dark shape is fancied by a boy's.
Then the tender radar of the tone of voice
shows by its signals she approves his choice.
Then mach or lighter to a cigarette
To check in her eyes if he's made progress yet.
And I see a pair who've certainly progressed
beyond the tone of voice and match-lit flare test
and he's about, I think, to take her hand
and lead her away from where they stand

on two shells scars, where, in 1992
Serb mortars massacred the breadshop queue
and blood-dunked crusts of shredded bread
lay on this pavement with the broken dead.
And at their feet in holes made by the mortar
that caused the massacre, now full of water
from the rain that's poured down half the day,
though now even the smallest clouds have cleared away,
leaving the Sarajevo star-filled evening sky
ideally bright and clear for the bombers eye,
in those two rain-full shell-holes the boy sees
fragments of the splintered Pleiades,
sprinkled on those death-deep, death-dark wells
splashed on the pavement by Serb mortar shells.
The dark boy-shape leads dark-girl shape away
to share one coffee in a candlelit café
until the curfew, and he holds her hand
behind AID flour-sacks refilled with sand.

Step 1

1. These 12 words taken from the poem. Sort them in two lists, depending on whether you think they are associated with war or love.

Candle-lit / fancied / pair / star- filled / destroyed / massacre / tender / dead / flirtatious / snipers
/ shells / mortars.

War	Love

2. What are your expectations for this poem? Make some brief notes of your ideas. You will be needing this later.

Step 2: Reading the poem

1. Using two different colours (one for WAR and one for LOVE) find and highlight the 12 listed words (including any that are repeated.)
2. Highlight any other words or phrases in the poem you think could be associated with these two themes.
3. Was the poem what you expected? Why / why not?
4. In your own words, what is the 'love story' that this poem tells?
5. In your own words, what is the 'war story' that the poem tells?
6. What is the tone of the poem?
7. Find literary and poetic devices.
8. What are the themes present in this poem?

Answer these questions in at least 2 paragraphs worth of writing- you have 15 minutes on each so make sure you cover each criteria spoken in our lesson!

O1. Explore how the poet present war and its effects on society?

Q2. How does our poet portray love in a time of conflict?

Comprehension questions: further analysis

- Pick a line, and a quote and analyse it. Remember to talk about important uses of language and poetic devices!
- How does Harrison juxtapose life and death and war and peace? Where is the evidence?
- In what ways does the poem give the reader insights into the strange brutality of war and the vivid images coming to life?

- Can you find the use of – alliteration, assonance, and metaphor in the poem? Find the quote and write it out fully.
- What is the rhyming like in the poem? Why is this significant?
- In your opinion, what are the intentions of the poet upon writing this poem? For awareness? For exposure?
- Summary of the poem?
- What is enjambment, where is it used and why?
- Similarly, why do you think juxtaposition is used?
- What is the symbolism of the lights used in the poem?
- What does the poem make you think about in terms of war? Does it make you think any differently?

Homework!

	MATHEMATICAL working with numbers & science	VERBAL & WRITTEN reading, writing & speaking	VISUAL drawing & visualising
Analysis	Compare and contrast two main characters of the novel.	Retell a significant part of the novel but from a different character's point of view. Try to use the author's style of writing where possible.	Create a poster to persuade people to read your novel.
Evaluation	How would you rank your novel between 1 (poor) and 10 (great)? Give at least six detailed reasons for your ranking.	Write a review of your novel which is to be placed on a website aimed at teenagers.	Fill in a feelings and attitudes web to show in detail how one main character is connected to the other characters and the events of the novel.
Synthesis	Create a timeline for a character for a year after the end of the novel.	Write an alternative ending to your novel. You need to use the author's own language for your own ending as much as possible.	Design a modern/different book cover for the novel you are studying.