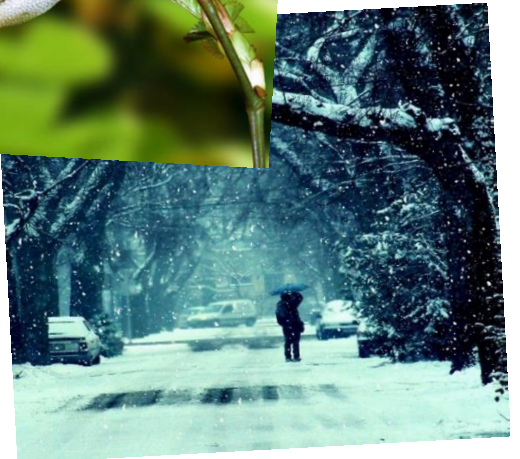
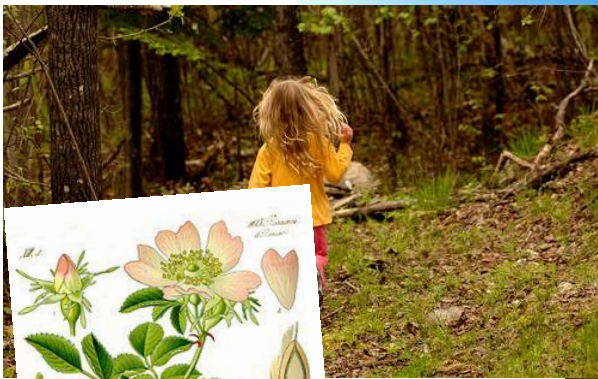


# Poetry and Metaphor Booklet 2



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 on 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.
- 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 to 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 1.

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# Lesson 1: 'Hope is the thing with the feathers'

## Do Now Activities

### Activity 1: *Think of a time that you have hoped for something.*

1. Write down the situation.
2. What did it feel like?

#### Information: Tenor, Vehicle and Ground/s

A metaphor has three parts.

##### 1. Tenor

The thing you want to try and describe to your audience.

##### 2. Vehicle

The imaginative idea you compare it with to help your audience understand it. This is the 'made up' bit.

##### 3. Ground/s

The things the tenor and the vehicle have in common.

#### Information: Tenor, Vehicle and Ground/s

Here is an example of a metaphor in the poem 'Frogs' by Norman MacCaig:

I love frogs that sit like Buddha



1. Tenor	Frogs
2. Vehicle	Buddha
3. Ground/s	<ul style="list-style-type: none"><li>• They sit calmly without moving for a long time.</li><li>• They are both focused.</li><li>• They have a large belly.</li></ul>

## Activity 2: Find the tenor, vehicle and grounds

Here are two more examples of metaphor from the poem 'Frogs'. Write down three examples of the ground for both of these metaphors.

The parts of a metaphor	1. In mid-leap they are parachutists falling in a free fall	2. [They] make stylish triangles with their ballet dancer's legs
<b>Tenor</b> The thing you want to try and describe to your audience		
<b>Vehicle</b> The imaginative idea you compare it with to help your audience understand it. This is the 'made up' bit.		
<b>Ground/s</b> The things the tenor and the vehicle have in common.		

### Information: The extended metaphor

Today we are going to look at a special type of metaphor called the **extended metaphor**.

In an **extended metaphor**, each **tenor** remains the same and so does the **vehicle**. Both the **tenor** and the **vehicle** extend throughout the poem. There are many different **grounds** to identify.

This allows the writer to explore the comparison between the **tenor** and **vehicle** in depth.

## Activity 3: Introducing the poem

The title of the poem we are looking at in this lesson is called 'Hope is the thing with feathers.'

**Look at the title, what do you think the main tenor and vehicle of the poem might be?**





## Read: ‘Hope’ is the thing with feathers’ by Emily Dickinson

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

<p><b>‘Hope’ is the thing with feathers Emily Dickinson (1830-1886)</b></p> <p>Hope is the thing with feathers That perches in the soul, And sings the tune-without the words, And never stops at all,</p> <p>And sweetest in the gale is heard; And sore must be the storm That could abash the little bird That kept so many warm.</p> <p>I’ve heard it in the chilliest land, And on the strangest sea; Yet, never, in extremity, It asked a crumb of me.</p>	<p><b>gale</b> -a very strong wind</p> <p><b>abash</b> – stop/damage</p> <p><b>extremity</b> – at its worst/farthest point</p>
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## Understanding: ‘Hope’ is the thing with feathers’ by Emily Dickinson

Write down your answers to the questions below.

1. What is the main tenor and vehicle in this poem?
2. On the poem, underline the actions that the bird takes, e.g. perches in the soul.
3. Next, choose two of these vehicles and identify the ground. How is the behaviour of the bird similar to hope?

## Information

In this poem the **tenor** is the emotion of **hope**. **Hope** is being compared to a **little bird**. This is the **vehicle**.



Dickinson's poem is an **extended metaphor** because it uses the same **tenor** and **vehicle** all the way through.

The **vehicles** in the poem are the things that describe what the bird does:

- It 'perches in the soul'.
- It 'sings the tune - without the words, and never stops at all'.
- It 'kept so many warm'.
- It never 'asked a crumb of me'.

**Here are some ideas for the ground.**

It 'perches in the soul'.

- **When a bird is perching, it is ready to take flight at any moment.**
- **Hope is always within you ready to be called upon.**

It 'sings the tune - without the words, and never stops at all'.

- **A bird singing is like the constant reassurance of hope that keeps you company.**
- **Birdsong lifts your mood.**

It 'kept so many warm'.

- **Birds shelter their own young to keep them warm and alive. Hope can be seen as an emotion that makes you feel 'warm' and sheltered inside.**
- **Hope is ready to comfort you.**
- **Hope keeps your spirits up.**

It never 'asked a crumb of me'.

- **The bird is not taking anything from the speaker just like hope does not take anything away from you.**

## Thinking Harder: How does Emily Dickinson show that hope is important to people's lives?

Use the points from the previous answer to write a paragraph answering the question, 'How does Emily Dickinson show that hope is important to people's lives?'

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, 'Hope'

Read through some facts about Emily Dickinson's life.

- Emily Dickinson was an American poet.
- She was born in 1830 and died in 1886.
- She wrote many poems in secret throughout her life.
- More than 1,700 unpublished poems were discovered after her death.
- Many of her poems were about death or immortality.
- She wrote many letters to her close friends.
- Some of her closest friends died young.
- She was unmarried.
- She was known to be reclusive (she spent a lot of time by herself in her bedroom).

**Answer the question:** Why do you think Emily Dickinson wrote about hope?



## Lesson 2: 'For Forest'

### Do Now Activity

*Why are forests an interesting setting for writers?*



#### Information

You are going to read a poem called 'For Forest' by Grace Nichols. She was born in Guyana in 1950. Guyana is in South America. She moved to England in 1977. Her poetry is influenced by Guyanese culture, landscape and language.

### Read: 'For Forest'

**Read the poem below at least twice.**

Forest could keep secrets  
Forest could keep secrets

Forest tune in every day  
to watersound and birdsound  
Forest letting her hair down  
to the teeming creeping of her forest-ground

**teeming** - full or crowded

But Forest don't broadcast her business  
no Forest cover her business down  
from sky and fast-eye sun  
and when night come  
and darkness wrap her like a gown  
Forest is a bad dream woman

Forest dreaming about mountain  
and when earth was young  
Forest dreaming of the caress of gold  
Forest roosting with mysterious eldorado

**roosting** - animals sleeping  
**Eldorado** - a mythical city  
of gold in South America

and when howler monkey  
wake her up with howl  
Forest just stretch and stir  
to a new day of sound

but coming back to secrets  
Forest could keep secrets  
Forest could keep secrets  
And we must keep Forest

## Understanding: 'For Forest'

If you have access to the internet, watch a short video (<https://www.bbc.co.uk/programmes/p00x1xqw>) which features Grace Nichols explaining how the sights and sounds of the rainforest were the inspiration for her poem.

**Write down your answers to the questions below.**

1. Why do you think that Grace Nichols decided to write a poem about a Guyanan forest?
2. What is the forest being compared to?
3. Look back at the poem. Underline three examples of where the **forest** is being compared to a **woman**.

### Information

Here are some examples of where Grace Nichols uses metaphor to compare the **forest** to a **woman**:

- 'Forest **letting her hair down**'
- 'Forest doesn't **broadcast her business**'
- 'Forest **is a bad dream woman**'

Grace Nichols is saying that the forest **is** a woman. She is giving the forest **human characteristics**. This is a special type of metaphor called **personification**.

**Personification** is a type of metaphor used by writers to make something seem like it is **alive**, with a **human personality**.

'Forest letting her hair down  
to the teeming creeping of her forest-ground'

The forest/woman's hair is wild and long, hanging towards the ground. When a **woman** lets her hair down, she can be showing she is **at ease** and **in control** of herself. This is similar to the **forest**. It is **comfortable** with what it is. It is happy to be **wild and free**.

## Thinking Harder: 'For Forest'

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

1. Why is the forest female in the poem?
2. What is the forest like as a character?
3. What type of person is she?

## Lesson 3: 'The Kraken'

### Do Now Activity

Answer the questions in full sentences

1. What is a monster?
2. Have you met any monsters in the texts you have studied in English?

#### Information

Today's poem is called '**The Kraken**'.

It is about a terrible monster that lurks deep below the surface of the sea.

A **legend** is a story which has a small bit of truth in it. It is usually passed from person to person and changes along the way. There are different accounts of what the Kraken looked like, but one thing that everyone agrees on is that **the Kraken is large and terrible**.



The Kraken is a **legendary** sea monster that is said to dwell off the coasts of Greenland and Norway. It has giant tentacles that can pluck sailors from their boats and drag them down to the depths of the sea.

In Nordic folklore, the Kraken is said to be so big that it has been mistaken for an island. When it sinks back into the sea, it creates a large whirlpool which sucks anything near it down under the surface. It is likely that any sightings of the Kraken were really of a giant squid!

### Reading: 'The Kraken' by Lord Alfred Tennyson

Read the poem at least twice.

Below the thunders of the upper deep;  
Far, far beneath in the abysmal sea,  
His ancient, dreamless, uninvaded sleep  
The Kraken sleepeth: faintest sunlights flee  
About his shadowy sides: above him swell  
Huge sponges of millennial growth and height;  
And far away into the sickly light,  
From many a wondrous grot and secret cell  
Unnumbered and enormous polypi  
Winnow with giant arms the slumbering green.  
There hath he lain for ages and will lie  
Battening upon huge sea-worms in his sleep,  
Until the latter fire shall heat the deep;  
Then once by man and angels to be seen,  
In roaring he shall rise and on the surface die

**abysmal** – extremely bad  
**uninvaded** – not disturbed

**millennial** – over thousands of years

**grot and cell** – cave  
**unnumbered** – too many to count

**polypi** – unmoving sea animal

**winnow** – fan

**hath** – has

**battening** – feeding on

**latter** – late/ending

## Understanding: The Kraken by Alfred Lord Tennyson

Write down the answers to the following questions in full sentences.

1. Where does the Kraken live?
2. What is it doing there?
3. What is floating above the Kraken?
4. How long has the Kraken been living deep underwater?
5. What else surrounded the Kraken?
6. What are these things doing?
7. What does the Kraken eat?
8. When will the Kraken rise?

### Information: understanding the poem

Here are some ideas that the poem tells us directly:

- ✓ The Kraken is sleeping deep under the sea. He has been there for a long time.
- ✓ Huge, old sea sponges grow around the Kraken.
- ✓ Sea creatures with many waving arms grow out of sea caves around the Kraken.
- ✓ The Kraken will stay sleeping until the end of the world.

The poem does not directly tell us what the Kraken looks like, but it still suggests that the Kraken is a **large and terrible monster**.

We will need to make **deductions** to work out how Tennyson tells us this.

## Understanding: The Kraken by Alfred Lord Tennyson

Look back at the poem. Underline the words and phrases that suggest the Kraken is big, old or monstrous.

### Information

Three examples have been done for you (on the next page):

The Kraken lives 'far, far beneath' the 'thunders' of the ocean. He must be a strong monster to be able to live in a storm.

The Kraken is a monster suited to this environment. He survives and thrives even though the sea is 'abysmal'.

Below the **thunders** of the upper deep;  
**Far, far beneath** in the **abysmal sea**,  
 His **ancient**, dreamless, **uninvaded** sleep

The Kraken is 'ancient'. It is not like a normal animal – it is a legendary monster that has lived for thousands of years.

The Kraken's sleep is 'uninvaded' so no one has tried to disturb him. This suggests that he is so far down in the depths of the sea that he can't be reached, or it could be that nothing would dare disturb him.



## Thinking Harder: The Kraken by Lord Alfred Tennyson

**Write one paragraph answering this question: What makes the Kraken such a terrible monster?**

You need to explain how the word choices that Tennyson uses create the idea of a monster.

You can use these questions to help you structure your paragraph.

1. What is Tennyson describing?
2. What words does Tennyson use to show the size, age and/or monstrosity of the Kraken?
3. How do these words create the idea of a monster?

## Lesson 4: The Grauballe Man

### Do Now Activity 1: Sacrifice

*Write down the meaning of the word 'sacrifice'. Use a dictionary if you need to.*

#### Information:

Seamus Heaney was an Irish poet. He was born in 1939 and died in 2013. He was interested in writing about the landscape and memory.

Heaney wrote a set of poems about **Iron Age bog bodies** that he saw in a book of photographs. The **Iron Age** was a period of time over 2000 years ago. **Bog bodies** are human bodies that have been found mummified (preserved) in a peat bog. One of these was 'The Grauballe Man.' The Grauballe man is a **bog body** that was uncovered in 1952. He was found in a village called Grauballe which is in Denmark.

Although the Grauballe man died around 2300 years ago his body is exceptionally well preserved. It is thought that the Grauballe man was a human sacrifice, killed to please the gods. This was a common tradition in the **Iron Age**.

### Do Now Activity 2: A Picture of Grauballe Man

*Look at the picture of Grauballe Man. Write down three interesting things that you notice about him.*





## Read: 'The Grauballe Man' by Seamus Heaney

Read the poem below at least twice.

4 As if he had been poured  
in tar, he lies  
on a pillow of turf  
and seems to weep

**tar** - a thick black liquid that is used for road-making and waterproofing

**turf** - earth/mud

8 the black river of himself.  
The grain of his wrists  
is like bog oak,  
the ball of his heel

**grain** - the pattern in the surface of wood

**bog oak** - an old oak tree that has been preserved by a bog

12 like a basalt egg.  
His instep has shrunk  
cold as a swan's foot  
or a wet swamp root.

**basalt** - a dark coloured rock

**instep** - the inside of a foot

**swamp root** - roots of trees at the bottom of a bog

16 His hips are the ridge  
and purse of a mussel,  
his spine an eel arrested  
under a glisten of mud.

**purse of a mussel** - the edge of a mussel shell

**eel** - a long, thin fish

**glisten** - shine

20 The head lifts,  
the chin is a visor  
raised above the vent  
of his slashed throat

**visor** - the part of the helmet that can lift up

24 that has tanned and toughened.  
The cured wound  
opens inwards to a dark  
elderberry place.

**elderberry** - small, dark and shiny berries.



tar



grain



bog oak



basalt



swamp root



mussel



visor



elderberry

## Understanding: Imagery in 'The Grauballe Man'

Find quotations from the poem that describe these images. Underline the vehicle in each of these quotations, and fill in ideas for the grounds for each of these metaphors.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Grounds \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Grounds \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Grounds \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Grounds \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Thinking Harder: Writing A Paragraph

*Answer the question, 'How does Heaney show us what Grauballe Man is like?'*

## Lesson 5: 'A Poison Tree'

### Do Now Activity: What is an extended metaphor?

Re-read Emily Dickinson's 'Hope' is a thing with feathers' below.  
Explain what an extended metaphor is.

Hope is the thing with feathers  
That perches in the soul,  
And sings the tune—without the words,  
And never stops at all,



### Read: 'A Poison Tree' by William Blake

Read the poem below at least twice.

I was angry with my friend:  
I told my wrath, my wrath did end.  
I was angry with my foe:  
4 I told it not, my wrath did grow.

**wrath** – extreme anger  
**foe** – enemy

And I watered it in fears  
Night and morning with my tears,  
And I sunned it with smiles  
8 And with soft deceitful wiles.

**deceitful wiles** – clever lies

And it grew both day and night,  
Till it bore an apple bright,  
And my foe beheld it shine,  
12 And he knew that it was mine,—

**bore** – grew, produced  
**beheld** – saw

And into my garden stole  
When the night had veiled the  
pole;  
16 In the morning, glad, I see  
My foe outstretched beneath the  
tree.

**stole** – crept in  
**veiled** – hidden;  
**pole** – the tree trunk



## Understanding 1: The Story of 'The Poison Tree'

These statements tell the story of the poem.

**Put these statements in the correct order.**

- a) The speaker becomes angry with their foe.
- b) The speaker helps the tree grow by watering it by crying.
- c) The foe dies.
- d) The speaker does not talk about his anger with his foe so his anger grows.
- e) The speaker helps the tree grow by sunning it 'with smiles'.
- f) The speaker is angry with their friend.
- g) The foe sees the speaker's apple and creeps into their garden to steal it.
- h) The speaker tells his friend about his anger and they make up.

### Information: The extended metaphor

'A Poison Tree' is an example of an **extended metaphor** as the same **tenor** and **vehicle** extends throughout the poem.

The growing feelings of anger and resentment are compared to the growth and nurture of a poisonous tree.

## Understanding 2: Why is this an effective metaphor?

**Answer the question, 'Why is this an effective metaphor?'**

Think about:

- What happens when you stay angry at someone for a long time?
- What do trees make you think of?
- Why is the poison important to this metaphor?

## Thinking Harder 1: What is the moral of 'The Poison Tree'?

A **moral** gives the reader guidance about how to live their life.

**What is the moral of this poem? Try to come up with 3 ideas.**

## Thinking Harder 2: Writing a paragraph about 'The Poison Tree'

**Answer the question, 'How does Blake use an extended metaphor in 'A Poison Tree' to show a moral?' in a paragraph.**

## Lesson 6: Echo and Narcissus

### Do Now Activity: What is a moral?

*What is a moral? What stories or poems do you know that have a moral?*

### Read 1: The story of Narcissus

**Read the story below.**



Narcissus was a beautiful and proud Greek hunter. He had golden-brown curls that shone in the sunlight. His eyes glittered like precious jewels. He walked tall so that everyone could admire the delicate curve of his nose and the sharpness of his cheekbones. He insisted on only wearing the finest silks and furs. Many people fell in love with him, but he cruelly rejected them all.

While Narcissus was hunting in the woods one day, a nymph called Echo caught a glimpse of him and fell deeply in love with him. Narcissus scorned Echo and turned her down. Echo was so heartbroken that she spent the rest of her life wandering the woods, a mere echo of her former self.

The goddess of revenge, Nemesis, heard this story and decided to punish Narcissus. She lured him to a clear pool of water, and Narcissus knelt down to take a drink of water to quench his thirst.

As he was about to drink, he caught a glimpse of his own reflection. He admired the fine nose and sparkling eyes that he saw. He didn't realise that it was his own image and he fell instantly in love with himself.

Unable to tear himself away, he lay staring at his own image in the reflection of the water. Over time he gradually wasted away and died.



- Some versions of the Narcissus story say that **the narcissus flower grew** in the place of his body.
- The word '**narcissism**' means getting pleasure from admiring yourself.
- Someone who admires themselves too much is called a **narcissist** (noun).





## Read 2: 'Echo and Narcissus' by Ted Hughes



### Read the poem below at least twice

There was a pool of perfect water.  
No shepherd had ever driven sheep -  
To trample the margins. No cattle  
Had slobbered their muzzles in it  
5 And befouled it. No wild beast  
Had ever dashed through it.  
No bird had ever paddled there preening and bathing.  
Only surrounding grasses drank its moisture  
And though the arching trees kept it cool  
10 No twigs rotted in it, and no leaves.

Weary with hunting and the hot sun  
Narcissus found this pool.  
Gratefully he stretched out full length,  
To cup his hands in the clear cold  
15 And to drink. But as he drank  
A strange new thirst, a craving, unfamiliar,  
Entered his body with the water,  
And entered his eyes  
With the reflection in the limpid mirror.  
20 He could not believe the beauty  
Of those eyes that gazed into his own.  
As the taste of water flooded him  
So did love. So he lay, mistaking  
That picture of himself on the meniscus  
25 For the stranger who could make him happy.

He lay, like a fallen garden statue,  
Gaze fixed on his image in the water,  
Comparing it to Bacchus or Apollo,  
Falling deeper and deeper in love  
30 With what so many had loved so hopelessly.  
Not recognising himself  
He wanted only himself. He had chosen  
From all the faces he had ever seen  
Only his own. He was himself  
35 The torturer who now began his torture.

**margins** – edges

**muzzles** – noses  
and mouths of  
animals

**befouled** – dirtied

**preening** – cleaning

**arching** - bending

**limpid** – clear or  
transparent

**meniscus** – a lens

**Bacchus/Apollo** –  
Roman gods

## Understanding: What is Narcissus doing, thinking and feeling?

Write answers to these questions:

<p><b>Extract 1</b> Weary with hunting and the hot sun Narcissus found this pool. Gratefully he stretched out full length, To cup his hands in the clear cold And to drink.</p>	What is Narcissus <b>doing</b> ?
	What is he <b>thinking</b> ?
	What is he <b>feeling</b> ?
<p><b>Extract 2</b> He could not believe the beauty Of those eyes that gazed into his own. As the taste of water flooded him So did love.</p>	What is Narcissus <b>doing</b> ?
	What is he <b>thinking</b> ?
	What is he <b>feeling</b> ?
<p><b>Extract 3</b> He lay, like a fallen garden statue, Gaze fixed on his image in the water, Comparing it to Bacchus or Apollo, Falling deeper and deeper in love With what so many had loved so hopelessly.</p>	What is Narcissus <b>doing</b> ?
	What is he <b>thinking</b> ?
	What is he <b>feeling</b> ?
<p><b>Extract 4</b> Not recognising himself He wanted only himself. He had chosen From all the faces he had ever seen Only his own. He was himself The torturer who now began his torture.</p>	What is Narcissus <b>doing</b> ?
	What is he <b>thinking</b> ?
	What is he <b>feeling</b> ?

## Thinking Harder: What is the moral of 'Echo and Narcissus'?

Answer the question, 'How does Hughes use the story in 'Echo and Narcissus' to show a moral?' in a paragraph.

## Lesson 7: Spellbound

### Do Now Activity: Metaphor

Write a metaphor using the subject of this picture as the tenor.



#### Information

Emily Brontë and her siblings created an imaginary world called Gondal in which there were epic battles and tales of romance. *Spellbound* is set in this world but it is also can be read as a description of the landscape of Brontë's native Yorkshire. The speaker is compelled to stay in this bleak landscape by a 'tyrant spell' (which can be read as a *metaphor* for inner turmoil).

### Read: 'Spellbound' by Emily Bronte.

Read the poem below at least twice.

4 The night is darkening round me,  
The wild winds coldly blow;  
But a tyrant spell has bound me  
And I cannot, cannot go.

**tyrant** – someone who has total power and uses it in a cruel and unfair way

8 The giant trees are bending  
Their bare boughs weighed with snow.  
And the storm is fast descending,  
And yet I cannot go.

**boughs** – branches

12 Clouds beyond clouds above me,  
Wastes beyond wastes below;  
But nothing drear can move me;  
I will not, cannot go.

**wastes** – open, empty fields  
**drear** – gloomy, empty

## Understanding: What is 'Spellbound' about?

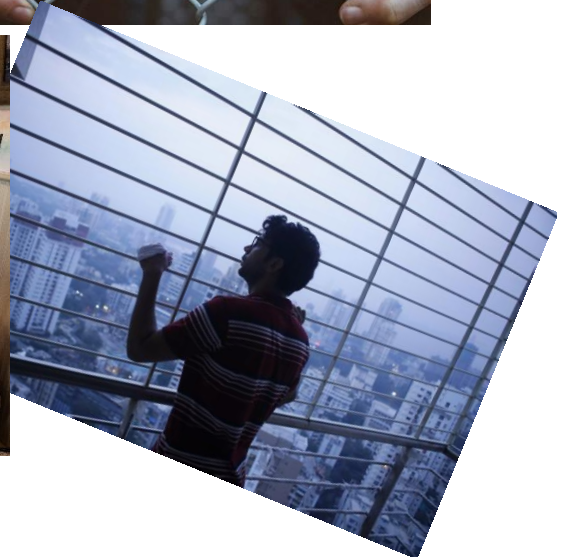
**Write down your answers to the questions below.**

1. At what time of year is the poem set?
2. At what time of day is the poem set?
3. What is the weather like in the poem?
4. Why do you think the poet chose this setting for her poem?
5. Why can the speaker in the poem not go and escape the weather?

## Thinking Harder: Write your own poem

**Write your own poem about a person who feels trapped.**

- Use metaphor.
- Describe the setting where the person is trapped.
- One of the pictures below might give you an idea.



## Lesson 8: 'Stopping by Woods on a Snowy Evening'

### Do Now Activity: Metaphor

Write a metaphor to describe the weather in this picture.



Read: 'Stopping by Woods on a Snowy Evening' by Robert Frost

Read the poem below at least twice and if you have access to the internet, watch the animation here: <https://youtu.be/ZQhIZhwoj14>

Whose woods these are I think I know.  
His house is in the village, though;  
He will not see me stopping here  
4 To watch his woods fill up with snow.

My little horse must think it queer  
To stop without a farmhouse near  
Between the woods and frozen lake  
8 The darkest evening of the year.

He gives his harness bells a shake  
To ask if there is some mistake.  
The only other sound's the sweep  
12 Of easy wind and downy flake.

The woods are lovely, dark and deep,  
But I have promises to keep,  
And miles to go before I sleep,  
16 And miles to go before I sleep.

**queer** – strange, surprising

**harness** – straps to control a horse

**downy** – fluffy, feathery



## Understanding: What is 'Stopping by Woods ...' about?

**Write down your answers to the questions below.**

1. Why will the wood's owner not know that the speaker has stopped in the woods?
2. Why does the horse think it is strange to stop there?
3. What sounds are there in the poem?
4. How is the speaker feeling in the last stanza (verse)?

## Thinking Harder 1: Writing a paragraph

### Information:

This poem is a beautiful description of location and a moment in time. The speaker stops for a moment of thought by a familiar wood. Although the language is simple, Frost captures the hushed quality of this winter evening (the 'sweep of easy wind and downy flake'). The repetition of the final lines suggests that this poem is about more than just travelling by the snowy woods.

**Write a paragraph in response to the question, 'How does Frost show us the speaker's feelings about his journey?'**

## Thinking Harder 2: Writing a poem

**Write your own poem about a person on a journey.**

- Use metaphor.
- Describe the place the person is traveling through.
- Show us how the person feels about their journey.
- You can use these pictures for inspiration.





## Lesson 9: 'All Of Us'

### Do Now Activity

Read the extracts below from two poems we have studied. Write a sentence explaining how the speaker is feeling in each one.

<b>From 'Spellbound'</b> But a tyrant spell has bound me And I cannot, cannot go.	<b>From 'Stopping by Woods'</b> The woods are lovely, dark and deep, But I have promises to keep, And miles to go before I sleep, And miles to go before I sleep.
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### Read: 'All Of Us' by Kit Wright

Read the poem below at least twice

<p>All of us are afraid More often than we tell. There are times we cling like mussels to the sea-wall, 4 And pray that the pounding waves won't smash our shell. Times we hear nothing but the sound of our loneliness, like a cracked bell From fields far away where the trees are in icy shade. Many a time in the night-time and in the day, 8 More often than we say, We are afraid. If people say they are never frightened, I don't believe them. If people say they are frightened, I want to retrieve them from that dark shivering place 12 Where they don't want to be, Not I. Let's make of ourselves, therefore, an enormous sky Over whatever we hold most dear. And we'll comfort each other, 16 Comfort each other's fear.</p>	<p><b>mussels</b> – small sea creatures with hard shells</p>
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### Understanding 1: What is 'All Of Us' about?

Write down your answers to the questions below.

1. Why do you think the poet decided to write about being afraid?
2. Underline any metaphors you can find.
3. How is being afraid similar to being a mussel?
4. How is the sound of loneliness like a cracked bell?

## Understanding 2: Imagery in 'All Of Us'

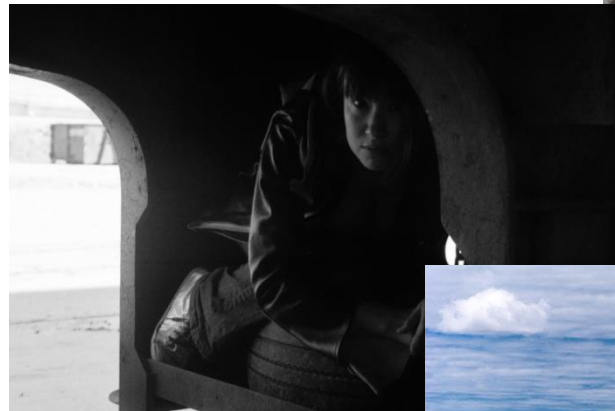
Find quotations from the poem that describe these images. Underline the vehicle in each of these quotations, then fill in ideas for the grounds for each of these metaphors.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Grounds \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Grounds \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Grounds \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Grounds \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Thinking Harder 1: What is the moral of this poem?

A **moral** gives the reader guidance about how to live their life.

*What is the moral of this poem? Try to come up with 3 ideas.*

## Thinking Harder 2: Writing A Paragraph

*Answer the question, 'How does Wright use metaphor in 'All Of Us' to show a moral?'*

## Lesson 10: 'The Listeners'

### Do Now Activity

**Make a list of poems we have studied that are about feelings. Write a sentence about each poem explaining the feelings in that poem.**

### Reading 'The Listeners' by Walter de la Mare

**Read the poem below at least twice.**

4	"Is there anybody there?" said the Traveller, Knocking on the moonlit door; And his horse in the silence champed the grass Of the forest's ferny floor; And a bird flew up out of the turret, Above the Traveller's head: And he smote upon the door again a second time; "Is there anybody there?" he said.	<b>champed</b> – chewed <b>ferny</b> - leafy <b>turret</b> – small tower  <b>smote</b> - hit
8	But no one descended to the Traveller; No head from the leaf-fringed sill Leaned over and looked into his grey eyes, Where he stood perplexed and still. But only a host of phantom listeners	<b>sill</b> – shelf at a window  <b>perplexed</b> – puzzled <b>phantom</b> – ghost <b>dwelt</b> – lived
12	That dwelt in the lone house then Stood listening in the quiet of the moonlight To that voice from the world of men: Stood thronging the faint moonbeams on the dark stair,	<b>thronging</b> – crowding
16	That goes down to the empty hall, Harkening in an air stirred and shaken By the lonely Traveller's call. And he felt in his heart their strangeness, Their stillness answering his cry, While his horse moved, cropping the dark turf, 'Neath the starred and leafy sky; For he suddenly smote on the door, even Louder, and lifted his head:— "Tell them I came, and no one answered, That I kept my word," he said. Never the least stir made the listeners, Though every word he spake Fell echoing through the shadowiness of the still house From the one man left awake: Ay, they heard his foot upon the stirrup, And the sound of iron on stone, And how the silence surged softly backward, When the plunging hoofs were gone.	<b>hearkening</b> – listening  <b>turf</b> – grass  <b>smote</b> – hit  <b>spake</b> – spoke  <b>stirrup</b> – foot part of a horse's saddle <b>surged</b> – moved forward powerfully

## Understanding: What is the traveller doing, thinking and feeling?

Read the extracts and answer the questions:

<p><b>Extract 1</b></p> <p>"Is there anybody there?" said the Traveller, Knocking on the moonlit door; And his horse in the silence champed the grass Of the forest's ferny floor;</p>	What is the traveller <b>doing</b> ?
	What is he <b>thinking</b> ?
	What is he <b>feeling</b> ?
<p><b>Extract 2</b></p> <p>And he smote upon the door again a second time; "Is there anybody there?" he said. But no one descended to the Traveller; No head from the leaf-fringed sill Leaned over and looked into his grey eyes, Where he stood perplexed and still.</p>	What is the traveller <b>doing</b> ?
	What is he <b>thinking</b> ?
	What is he <b>feeling</b> ?
<p><b>Extract 3</b></p> <p>But only a host of phantom listeners That dwelt in the lone house then Stood listening in the quiet of the moonlight To that voice from the world of men: Stood thronging the faint moonbeams on the dark stair, That goes down to the empty hall, Harkening in an air stirred and shaken By the lonely Traveller's call. And he felt in his heart their strangeness, Their stillness answering his cry,</p>	What is the traveller <b>doing</b> ?
	What is he <b>thinking</b> ?
	What is he <b>feeling</b> ?
<p><b>Extract 4</b></p> <p>For he suddenly smote on the door, even Louder, and lifted his head:— "Tell them I came, and no one answered, .... Ay, they heard his foot upon the stirrup, And the sound of iron on stone, And how the silence surged softly backward, When the plunging hoofs were gone.</p>	What is the traveller <b>doing</b> ?
	What is he <b>thinking</b> ?
	What is he <b>feeling</b> ?

## **Thinking Hard 1: Sounds and silence in ‘The Listeners’?**

***Read again the whole poem and complete the following tasks.***

1. Underline any words that describe sounds.
2. In a different colour underline any words that describe silence.
3. Why are sounds and silence so important in this poem?
4. What is the mood or feeling of this poem?

## **Thinking Hard 2: Write your own poem.**

***Write a poem that tells a story.***

- Describe sounds and silence.
- Show the feelings of a person.