

Year 9 – Unseen Poetry – English Knowledge Organiser

Expectations and content

What is this unit about and why do we teach it?

This unit aims to introduce students to both known and relatively unknown poets and their works in response to major events in history. The unit intends to interest students in pivotal events and the voices behind them, learning about how and why we shape language to express our feelings about adversity.

Key vocabulary:

1. Oppression (noun) = being dominated
2. Tenacious (adj.) = never giving up
3. Anthem (noun) = a powerful song
4. Evocative (adj.) = full of memory / feeling
5. Poignant (adj.) = emotional
6. Romanticism (noun) = an overly positive view

New terminology:

- Summarise
- Connotations
- Philosophical intent
- Jingoism
- Using language to express sorrow.
- Modernism
- Structure
- Imagery
- Symbolism
- Effect
- Allegory
- Metaphor
- Juxtaposition
- Implied meanings

If your child needs support

Suggested activities to help:

- Discuss key political and historic events with your young person.
- Suggested activities to help:
- One way to improve your understanding of poetry is by experiencing the work of great poets.
- Everyone has a favourite poem or poet. Share the poem with your student and explain what you love about it.
- You should increase your reading and try out some of the recommendations.
- Read a number of poetry anthologies i.e. The Nation's 100 Favourite Poems.
- Poems To Make Grown Men Cry and Poem To Make Grown Women Cry.
- Think about what else the poem could mean- alternative interpretations are wonderful in poetry.
- Which is the most important word or phrase. Why? What effect does it have? Could it be improved? How?

If your child needs extension

Questions to discuss with your child:

- Which is the most powerful word? Why?
- What do you think the poet was feeling at this point in time.
- Is there any parts you don't like or don't understand? Discuss it with them.
- Think why was this event important enough to write a poem about?
- Challenging activities to complete:
- Look in detail at one of the poems we have studied. Write your own based on the tone and structure they use.
- Pick one of the poems we have looked at. Change at least eight words to improve it. Why have you chosen these words? Read it out, does it have a better effect on the reader?

Suggested further reading:

Blue Lipstick: Concrete Poems by John Grandits

A 15-year-old girl named Jessie voices typical—and not so typical—teenage concerns in this unique, hilarious collection of poems.

Dizzy In Your Eyes: Poems About Love by Pat Mora

Beloved children's book author and speaker Pat Mora has written an original collection of poems, each with a different teen narrator sharing unique thoughts, moments, sadness, or heart's desire

Poetry Speaks Who I Am by Elise Paschen

Poetry Speaks Who I Am is filled with more than 100 remarkable poems about you, who you are, and who you are becoming.