Literary comments dice

1. Decide who leads the first round. That person **rolls** the dice and reads the topic. Check all understand.
2. Leader gives everyone **Think Time**.
3. Take it **in turns** to share a comment on the given topic (you could also: paraphrase the last one / praise the last one).
4. Leader gives everyone time individually to **record** important ideas (1-2 minutes).
5. **Pass** the dice to the next leader.

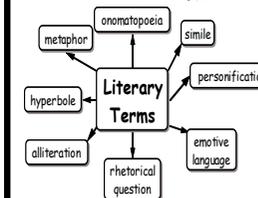**Comment on images or description**

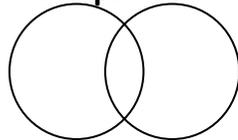**Comment on the senses**

Comment on feelings

Comment on word choice

large
loud
noisy
big
rescue
save
present
gift

Comment on literary terms

onomatopoeia
metaphor
simile
hyperbole
Literary Terms
personification
alliteration
rhetorical question
emotive language

Make a comparison

Names: _____   _____   _____   _____

Storm on the Island

Patrolling Barnegat
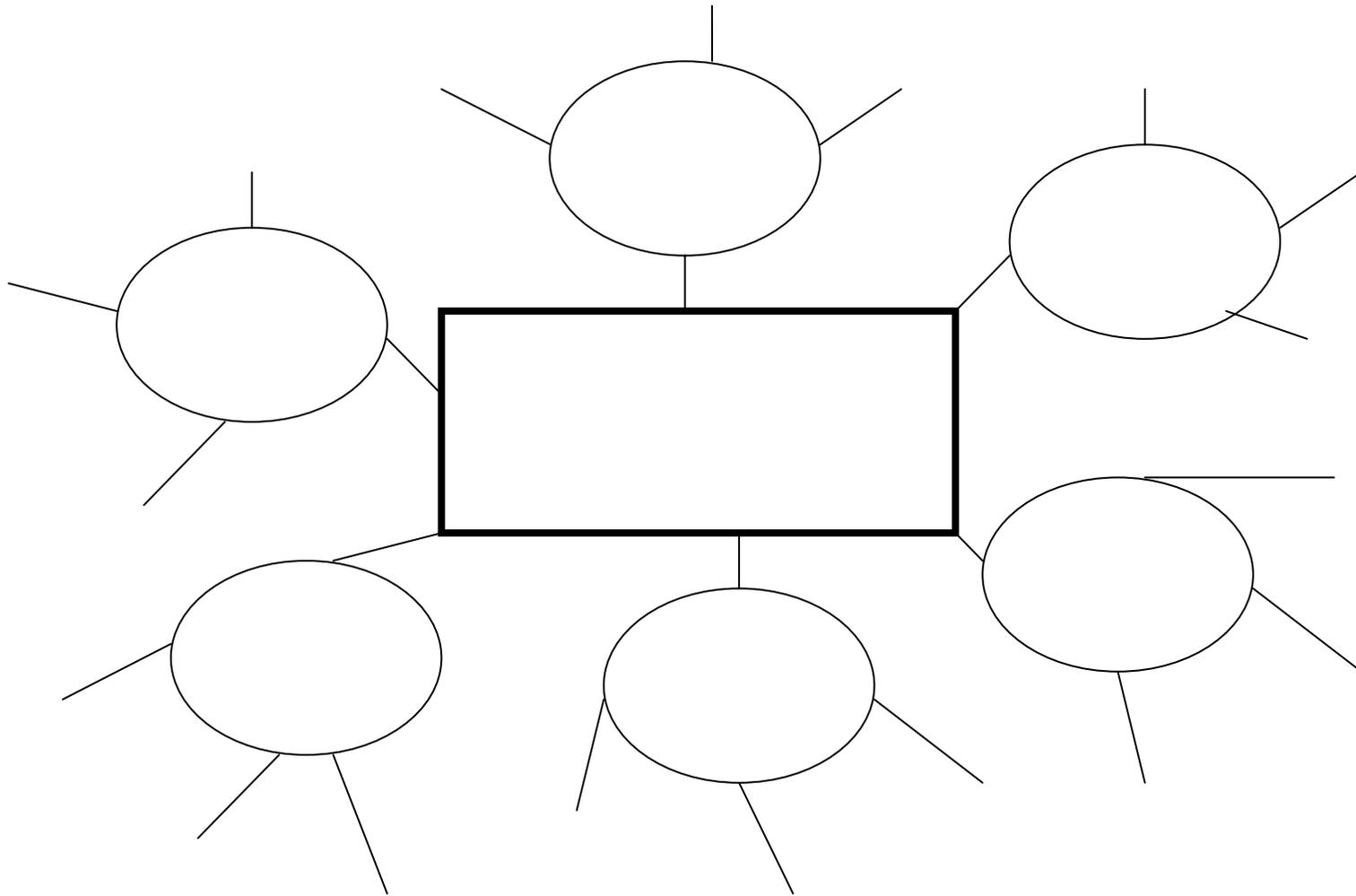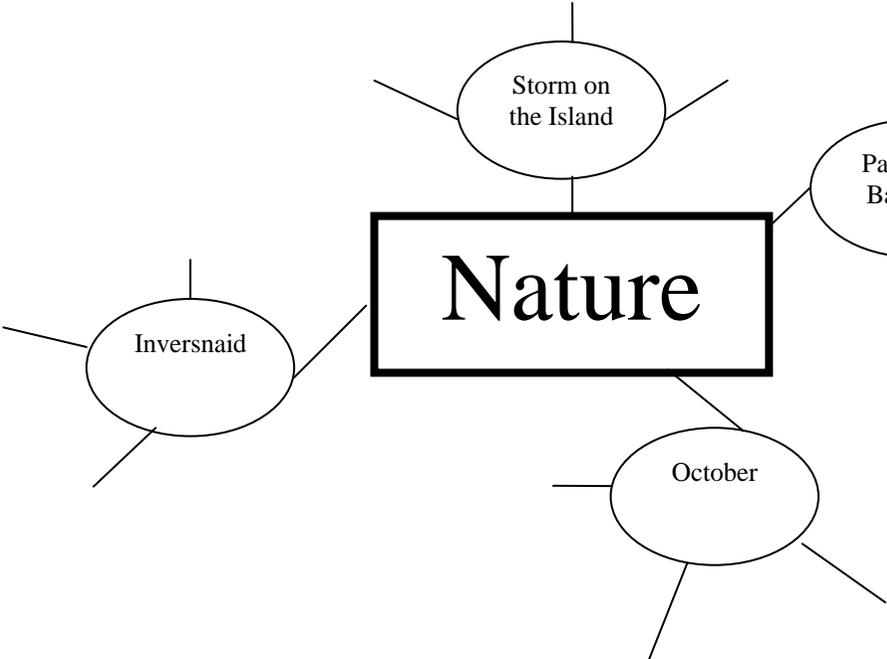
With themes or topics

Nature

Inversnaid

October

With individual poems

Colour

Objects

Literary devices

Follower

Words

Feelings

Images
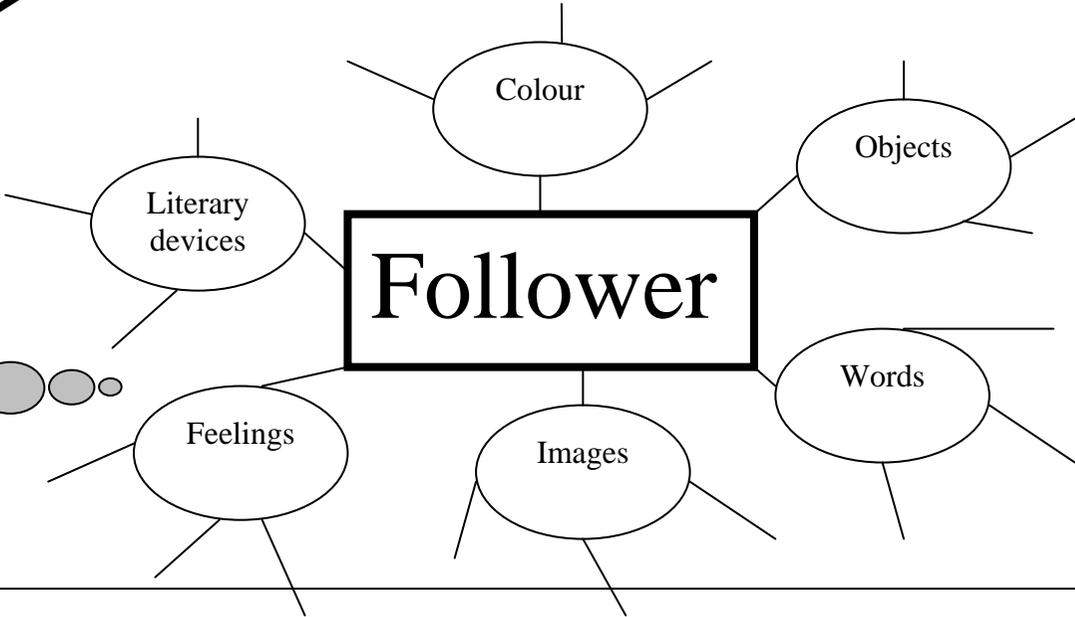
Word Webs
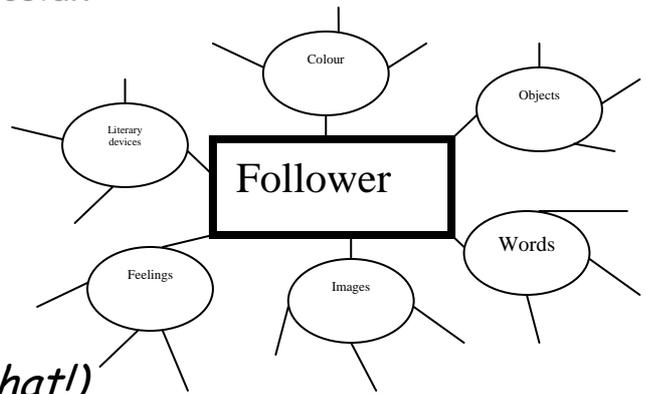
*Setup: each team has one sheet
of paper and a different coloured
pen each (so you can see who's done what!)*

Colour

Objects

Literary devices

Follower

Words

Feelings

Images

1. Write the topic in the rectangle in the centre of the paper.

2. RoundRobin to create core concepts in the bubbles around the topic.

3. Free-for-all to complete the word web (ie. all students adding simultaneously).

To help them get the hang of this:

☐ Do it with an easy, fun topic first (eg. *Music* as the central topic, *different styles* in the core concept bubbles, and *examples* on the stems).

☐ Model part of it with a particular poem/group of poems, then have them fill in the rest.

☐ Give them the core concepts the first few times.

☐ Tell them what you want on the stems: examples, images, metaphors, references to (nature, relationships), colours, adjectives, verbs, alliteration, rhyme, etc.

Find Someone Who

Can tell you which line…

Can explain why…

Can tell you how the poet…

Can give you an example of…

Can make a comparison between…

Can give you a possible reason why the poet…

Can pick out a word or phrase showing…

Can tell you why the poem starts…

Can explain what the word _____ …

Find Someone Who

As well as giving them Find Someone Who grids with ready made questions, get the students to come up with their own using prompts.

Ways to generate questions:

☐ Write them individually

☐ In pairs or groups, take it in turns suggesting a question. Reach consensus about the best question, then write it down.

☐ After a round of Quiz-quiz-trade, collect their cards and use those to make a Find Someone Who grid.

☐ Copy the Question Generator sheet for them.

☐ Instead of handing out a worksheet from a GCSE textbook, use the same questions to make a Find Someone Who grid. (Then have them do the worksheet for homework.)

The steps of Find Someone Who:

1. Students mix in the class, keeping a hand raised until they find a new partner who is not a teammate.

2. In pairs, Partner A asks a question from the worksheet; Partner B answers. Partner A records the answer on his or her own worksheet. Partner B checks and initials the answer.

3. Swap roles.

4. Partners shake hands, part and raise a hand again as they search for a new partner.

5. Students repeat steps 1-6 until their worksheets are complete.

6. When their worksheets are completed, students sit down; seated students can be approached by others as a resource.

7. In teams, students compare answers; if there is disagreement or uncertainty they raise four hands to ask a team question.

Logic Line-Up cards

Walt Whitman
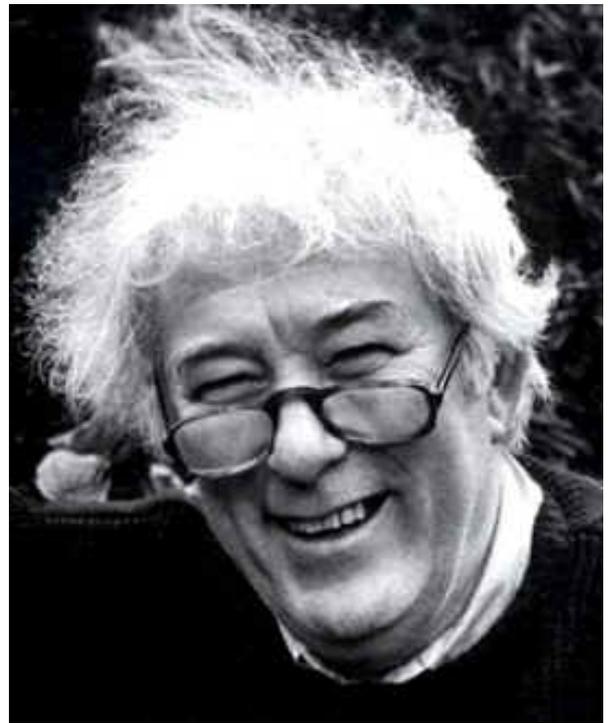
Seamus Heaney

Gillian Clarke

Ben: Jonson.

Logic Line-Ups

These can be used for fun at the end of a lesson or to break up double periods. Each group of four has one set of 'poet' cards (Heaney, Whitman, Clarke and Jonson – though you might make others).

1. Each team stands in a line, each student holding one card. The aim is to listen to clues and stand in the correct order from left to right.
2. Teacher reads first clue and students discuss and rearrange the line.
3. Teacher reads next clue. Again, students discuss and get themselves in order.
4. Continue till teams are happy with their order.
5. Get one group to explain the reasoning behind their sequence.
6. Teacher reads correct sequence.

Problem 1
1. The poets are in reverse alphabetical order.

Answer: Whitman, Jonson, Heaney, Clarke.

Problem 2
1. Jonson is next to Whitman, but not first.
2. Jonson is next to Heaney, but not last.
3. Jonson is not third.
4. Both Heaney and Clarke are on the right side of Jonson.

Answer: Whitman, Jonson, Heaney, Clarke.

Problem 3
1. No one is between Heaney and Jonson.
2. No one is between Whitman and Heaney.
3. No one is between Clarke and Whitman.
4. Clarke is not last.

Answer: Clarke, Whitman, Heaney, Jonson.

Problem 4
1. Whitman is not in the middle.
2. Heaney is not in the first half.
3. Clarke is closer to Whitman than Jonson is.

Answer: Heaney, Jonson, Clarke, Whitman.

Problem 5

1. The poet whose surname is last alphabetically is next to the poet whose surname is first alphabetically.
2. The poet whose name is third alphabetically is first.
3. The poet whose name is first alphabetically is before the poet whose name is second.

Answer: Jonson, Whitman, Clarke, Heaney.

Problem 6

1. The poet whose surname is monosyllabic is third.
2. The writer of 'On My First Sonne' is after Heaney.

Answer: Heaney, Jonson, Clarke, Whitman.

Problem 7

1. The two modern poets are in the middle.
2. The writer of 'Storm on the Island' is after the writer of 'Patrolling Barnegat'.
3. Clarke is next to Heaney.

Answer: Whitman, Heaney, Clarke, Jonson.

Problem 8

1. The writer of 'October' is in the first half.
2. The pre-1914 poets are in the second half.
3. Heaney is before Jonson.

Answer: Clarke, Heaney, Jonson, Whitman.

Problem 9

1. The writer who follows his father is after the writer who worries about a teenage daughter.
2. The writer who remembers a dead friend is after the writer who talks about a 'savage trinity'.

Answer: Whitman, Clarke, Heaney, Jonson.

Problem 10

1. The writer who claims to envy his son and the writer who describes a stone lion are not next to each other.
2. The earliest writer is before the writer of 'Digging'.
3. Clarke is last.

Answer: Jonson, Heaney, Whitman, Clarke.

Extension: get groups to come up with their own sequence and series of clues to try out on the rest of the class.

RallyTable

In pairs, **take turns** adding ideas.

Compare and contrast

Name: _____

Name: _____

Poem: _____

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Poem: _____

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General quotations about poetry

Poets write instinctively, and don't always see every possible meaning in the words they choose. If you find something, and prove it with quotations, then it's there, and you're right, and don't believe anyone who tells you otherwise. ~Gillian Clarke

Poetry: the best words in the best order. ~Samuel Taylor Coleridge

Poetry is just the evidence of life. If your life is burning well, poetry is just the ash. ~Leonard Cohen

There's no money in poetry, but then there's no poetry in money, either. ~Robert Graves, 1962

Imaginary gardens with real toads in them. ~Marianne Moore's definition of poetry, "Poetry," *Collected Poems*, 1951

Poetry is a mirror which makes beautiful that which is distorted. ~Percy Shelley, *A Defence of Poetry*, 1821

Out of the quarrel with others we make rhetoric; out of the quarrel with ourselves we make poetry. ~W.B. Yeats

A poem begins with a lump in the throat. ~Robert Frost

"Therefore" is a word the poet must not know. ~André Gide

A poet is an unhappy being whose heart is torn by secret sufferings, but whose lips are so strangely formed that when the sighs and the cries escape them, they sound like beautiful music... and then people crowd about the poet and say to him: "Sing for us soon again;" that is as much as to say, "May new sufferings torment your soul." ~Soren Kierkegaard

It is the job of poetry to clean up our word-clogged reality by creating silences around things. ~Stephen Mallarme

There is poetry as soon as we realize that we possess nothing. ~John Cage

Poetry is the language in which man explores his own amazement. ~Christopher Fry

The poet doesn't invent. He listens. ~Jean Cocteau

Perhaps no person can be a poet, or can even enjoy poetry, without a certain unsoundness of mind. ~Thomas Babington Macaulay

You can't write poetry on the computer. ~Quentin Tarantino

Poetry is an echo, asking a shadow to dance. ~Carl Sandburg

You don't have to suffer to be a poet. Adolescence is enough suffering for anyone. ~John Ciardi, *Simmons Review*, Fall 1962

Poetry is all that is worth remembering in life. ~William Hazlitt

Genuine poetry can communicate before it is understood. ~T.S. Eliot, *Dante*, 1920

Poetry, like the moon, does not advertise anything. ~William Blissett

Like a piece of ice on a hot stove the poem must ride on its own melting. ~Robert Frost

Poetry is thoughts that breathe, and words that burn. ~Thomas Gray

Poetry is when an emotion has found its thought and the thought has found words. ~Robert Frost

We don't read and write poetry because it's cute. We read and write poetry because we are members of the human race. And the human race is filled with passion. And medicine, law, business, engineering, these are noble pursuits and necessary to sustain life. But poetry, beauty, romance, love, these are what we stay alive for. *Dead Poet's Society*

Poetry is not a turning loose of emotion, but an escape from emotion; it is not the expression of personality, but an escape from personality. But, of course, only those who have personality and emotions know what it means to want to escape from these things. ~T.S. Eliot, *Tradition and the Individual Talent*, 1919

Poets aren't very useful
Because they aren't consumeful or very produceful.
~Ogden Nash

Publishing a volume of verse is like dropping a rose-petal down the Grand Canyon and waiting for the echo.
~Don Marquis

A poet's work is to name the unnameable, to point at frauds, to take sides, start arguments, shape the world, and stop it going to sleep.
~Salman Rushdie

Poets have been mysteriously silent on the subject of cheese. ~G.K. Chesterton

Activities to use with quotations

1. **Agree ◄──────► Disagree Line-Ups**: Students mark their position on a line or number scale and write down a reason. They then arrange themselves in a line across the classroom showing their relative positions. Next, they discuss the reason for their position with a partner. 'Fold' or 'split and slide' the line so that they discuss with students with different opinions.

2. **Corners:** Choose any four of the quotations and write them on separate papers which you then stick in each corner of the classroom. Have students individually write down which quotation they like best/agree with/disagree with/find easiest to understand, etc. On a given signal, students gather in their chosen corner to discuss their reasons for choosing it. Also have them interact with students with different views.

3. **Quiz-Quiz-Trade**: Each student writes a quotation on a card & what they think it means on the back (use own words). Stand, find partner. Read your quotation & ask for their explanation. Compare with yours. Listen to their quotation & respond. Swap cards and find new partner.

4. **Open-ended discussion**: Give the class one of the more open-ended quotations (*Poetry, like the moon, does not advertise anything. ~William Blissett*). As a group, discuss what you think the writer meant by this. Be prepared to report back in X minutes. You might prepare specific prompts (how is poetry like the moon? What's the connection? What does it imply about advertising? What does it imply about poetry? Can you think of any exceptions? Does this give a one-sided view of poetry?) To regulate discussion, use RoundRobin or Rally Robin (one speaker at a time in groups or pairs). Or use **Talking Chips:** each student has two 'Talking Chips' (two game counters or, less interestingly, a couple of pens). When you want to talk, place your chip in the centre of the table. When you've used both chips, wait till everyone in the group has put their chips in the centre before collecting them to start again. This makes sure everyone makes an equal contribution.

5 Quotation Dialogues: Give one Quotation Dialogue sheet to each group or pair. Have them fill in the initial quotation (see sample Quentin Tarantino sheet). Students RoundTable possible responses, passing the paper around the table so that each student can contribute. Or use RallyTable for pairs. End by performing the dialogue. Note on worksheets: vary prompts and punctuation to increase difficulty.

Quotation Dialogues

Quentin Tarantino: "You can't write poetry on the computer."

Response: _____

Quentin Tarantino: _____

Response: But why_____
_____?

Quentin Tarantino: _____
_____

Response: _____!

Quentin Tarantino: _____?

Response: Because_____

Quentin Tarantino: So you think _____
_____

Response: _____

Quentin Tarantino: Okay, I've changed my mind!

With Thanks to Jon Eaton for providing these ideas.