



The Hunchback in the Park

Dylan Thomas



LESSON 1: THE HUNCHBACK IN THE PARK

- Learning Objectives

By the end of the lesson I will:

- have made suitable annotations and considered the presentation of the hunchback



Class reading of the poem

Task 1: Discuss in pairs

Identify the perspective of the poem- whose voice is it?

- the hunchback's
- a schoolboy's
- the park keeper's
- a different character/persona

Why do you think this?



Setting: Look at the images below:



In Pairs: Discuss what type of person you think is presented in the images.



What is a hunchback?

Definition:

“A back deformed by a sharp forward angle, forming a hump, typically caused by collapse of a vertebra.”

- Re-read the poem

Discussion Questions:

- Why do you think Thomas chose for his protagonist to be a ‘hunchback’?
- What impact do you think this has on the message of the poem?
- To what extent do you think Thomas is trying to reflect the views of society here?

Task: Worksheet 1

- Complete the tasks on 'Worksheet 1'

Lesson 1 Worksheet
The presentation of the hunchback

Learning Objective: To focus on the presentation of the hunchback in the poem

1. The hunchback is associated with language to do with dogs throughout the poem.

"Slept at night in a dog kennel
But nobody chained him up."

"And the old dog sleeper
Alone between nurses and swans"

"Had followed the hunchback
To his kennel in the dark."

The idea of the "chains" presented here suggests that he is metaphorically imprisoned by society. The knowledge that he is sleeping in a "kennel" shows that he isn't treated/ doesn't view himself as human.

What does the choice of language tell us about the way the hunchback is viewed by others?
Complete the two blank boxes above.

2. In the third stanza there are two similes used about the hunchback. Complete the table with information about these similes. How do they present the hunchback's



LESSON 2: THE HUNCHBACK IN THE PARK

- Learning Objectives

By the end of the lesson I will:

- have a better understanding of the term 'imagery' and be able to apply this knowledge in my discussion of the poem.



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CWMDONKIN PARK: THOMAS'S IMAGINARY WORLD

'The Hunchback in the Park' was heavily influenced by Dylan Thomas's experiences of Cwmdonkin Park in Swansea, which was close to the house where he was raised. In a BBC broadcast Thomas spoke about how he viewed the park a magical space where his imagination would be set free:

“That small world widened as I learned its secrets and boundaries, as I discovered new refuges and ambushes in its woods and jungles, hidden homes and lairs for the multitudes of imagination, for cowboys and Indians and the tall, terrible half-people who rode on nightmares through my bedroom.”

Think ~ Pair ~ Share

What is imagery?

Individually: Consider the term 'imagery' and what you believe it means.

In Pairs:

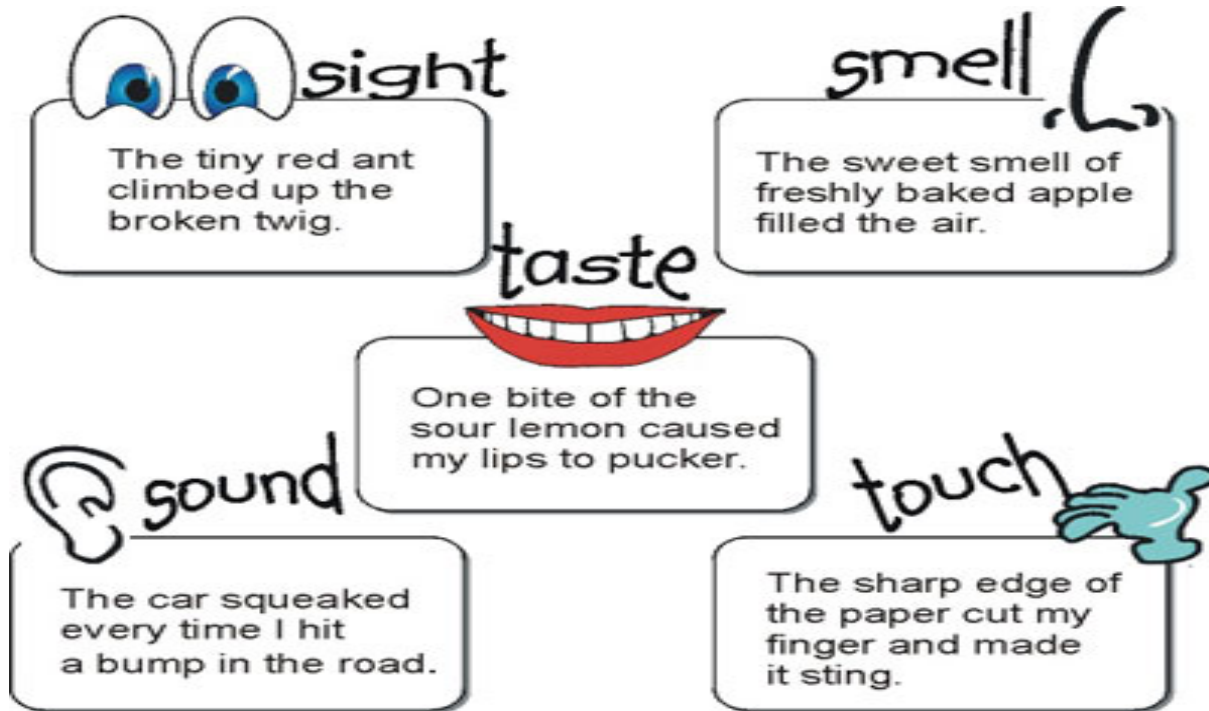
- Discuss the term with your partner.
- Read through the poem and find an example of Thomas's use of sensory description.



SHARE YOUR FINDINGS AS A CLASS



The five senses:



Imagery is the author's use of language that appeals to the five senses in order to help the reader imagine what being described.



Task: Worksheet 2

- Complete the tasks on 'Worksheet 2'

Lesson 2 Worksheet

Imagery in 'The Hunchback in the Park'

Learning Objective: To focus on the poet's use of imagery through use of simile and metaphor in the poem.

The park is presented as being a place of imaginary magic for the boys who play there and this is clearly shown by Thomas in the poem through his use of imagery.

Task:

1. Find three similes (comparisons using 'like' or 'as') and at least two metaphors (where one thing is described as if it were another) in the poem.

Simile 1

Simile 2

Simile 2



Lessons 3 and 4 Task: Workbook

- Complete the tasks in the workbook on the poem.

LESSON 5 TASK: ANNOTATION

- Class reading and annotation of the poem.



Lesson 6: Preparing for main activity

What is your response to the way the hunchback is presented in the poem? Do you feel sympathy towards him? Discuss the way that Thomas presents him using evidence from the text to support your view.

Point	Evidence	Explanation
Helpless		
Lonely		
Proud		
Neglected		
Isolated		

Copy the table into your exercise books and complete it by finding quotations to support each point.



Success Criteria

- **Success Criteria**
 - (PEE) PEE;
 - (AN) Analyse the poem in detail;
 - (QU) Select relevant quotes;
 - (IM) Analyse imagery;
 - (SS) Vary your sentences;
 - (EX) Develop your explanations;
 - (KW) Use the keywords given;
 - (WP) Refer to specific words and phrases;
 - (CX) Put the poem in context of background;
 - (ST) Structure your essay logically.
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- Note: **Lines are never sentences** and **stanzas/ verses are never paragraphs** in poetry.