



Lesson 1: Introducing Poetry

Learning Objectives

By the end of the lesson I will:

- Be able to show an appreciation for a poem
- Be able to express a justified opinion on a particular poem



Think ~ Pair ~ Share

1 minute: Individually

In your books note down what you feel are the **key things** that we should think about when discussing a poem?

3 minutes: Pairs

Discuss and add to the list that you have made in your English books.



Analysing Poetry At GCSE

What examiners want to see...

An awareness or appreciation of:

- Content
- Language
- Style
- Tone
- Structure



Oppression

Now dreams
Are not available
To the dreamers,
Nor songs
To the singers.

In some lands
Dark night
And cold steel
Prevail
But the dream
Will come back,
And the song
Break
Its jail.

Langston Hughes

1938



Starter Task - In Pairs: 5 minutes

Oppression

Now dreams
Are not available
To the dreamers,
Nor songs
To the singers.

In some lands
Dark night
And cold steel
Prevail
But the dream
Will come back,
And the song
Break
Its jail.

Langston Hughes

In pairs make brief notes on the following:

- Content
- Language
- Style
- Tone
- Structure



Contextual Detail: Oppression

- Hughes is particularly known for his insightful, colourful portrayals of black life in America from the twenties through to the sixties.
- His life and work were enormously important in shaping the artistic contributions of the Harlem Renaissance.
- The Harlem Renaissance is generally considered to have spanned from the 1920's until the mid 1930s.
- Wrote specifically for a black audience.
- The term 'renaissance' here means a cultural movement which included aspects such as poetry, religion and theatre.



Content

- Subject matter of the poem or what it is about;
- Also includes the message of the poem and its tone.

Oppression

Now dreams
Are not available
To the dreamers,
Nor songs
To the singers.

In some lands
Dark night
And cold steel
Prevail

But the dream
Will come back,
And the song

**Break
Its jail.**

Langston Hughes

The poem is
about
oppression,
being
**suppressed and
belittled**

It is also about
**freedom and the
promise of
escape**



Language

- The poet's choice of vocabulary;
- Must comment on choice of words and how effective they are.

Oppression

Now **dreams**
Are not available
To the dreamers,
Nor songs
To the singers.

In some lands
Dark night
And cold steel
Prevail
But the dream
Will come back,
And the song
Break
Its jail.

Langston Hughes

Speaks of a basic right of every person being taken from these people.



Style

- How the poet chooses to write;
- The devices that they use.

Oppression

Now dreams
Are not available
To the dreamers,
Nor songs
To the singers.

In some lands
Dark night
And cold steel
Prevail
But the dream
Will come back,
And the **song**
Break
Its jail.

**Metaphor for
the freedom
of the
oppressed.**

Langston Hughes



Tone

- The mood or voice of the poem;
- How it conveys a certain atmosphere.

Oppression

Now dreams
Are not available
To the dreamers,
Nor songs
To the singers.

In some lands
Dark night
And cold steel
Prevail
But **the dream**
Will come back,
And the song
Break
Its jail.

**Tone is certain
and optimistic**

Langston Hughes



Structure

- The division of the poem into stanzas;
- Rhyme scheme
- Rhythm
- Punctuation

Oppression

Now dreams
Are not available
To the dreamers,
Nor songs
To the singers.

In some lands
Dark night
And cold steel
Prevail
But the dream
Will come back,
And the song
Break
Its jail.

Langston Hughes

**Two stanzas =
two messages**

**Free form =
freedom of
expression**

**Pace increases
due to lack of
punctuation=
urgency ,
excitement,
desperation**

**Certain lines only
one word =
emphasis of
message**



Plenary: Self-assessment

In your English books:

- Note which of the five bullet points you feel most comfortable with and why.
- Note which of the five bullet points you would like to develop and why.



Lesson 2: Analysis

- Learning Objectives:

By the end of the lesson I will:

- have revised the different elements of poetry;
- be able to discuss connotations of words and considered the derivation of words.



DYLAN THOMAS

ROCK AND ROLL POET - KS4

No entres generoso dentro de esa buena noche

No entres generoso dentro de esa **buena noche**.

La vejez delira y arde al cierre del **día**;

Rabia, rabia, contra la **muerte** de la **luz**.

Aunque los sabios entienden al **final** que lo oscuro es **justo**,

Porque sus palabras no traspasaron relámpagos, ellos

No entran generosos dentro de esa **buena noche**.

Hombres buenos, en su **última** inquietud lloran el **brillo**

De sus actos **frágiles** bailando en una **bahía verde**

Rabia, rabia contra la **muerte** de la **luz**.

Hombres feroces que atraparon y **cantaron** al **sol** en su vuelo

Y aprenden, tardíos, que llenaron de pena su camino,

No entran generosos dentro de esa **buena noche**.

Hombres solemnes, al lado de la **muerte**, ven con mirada

cegadora

Ojos ciegos que pudieron arder como **meteoros** y alegrarse

Rabia, rabia contra la **muerte** de la **luz**.

Y tú, mi padre, allí, en tu **triste culminación**

Maldíceme, bendíceme, con tus lágrimas **feroces**.

No entres generosos dentro de esa **buena noche**.

Rabia, rabia contra la **muerte** de la **luz**.

In Groups:

Annotate the poem

- Look at the words in bold- are they familiar to you?
- Is there anything particularly striking about the poem?
- Have a look at the punctuation use- do you think it is effective and why?
- Write 3 bullet points noting what you think the message of the poem could be.



How does the English version differ?

Task:

Complete the Venn diagram
comparing the similarities
and differences between
both versions.

Do Not Go Gentle Into That Good Night

Do not go gentle into that good night,
Old age should burn and rave at close of day;
Rage, rage against the dying of the light.

Though wise men at their end know dark is right,
Because their words had forked no lightning they
Do not go gentle into that good night.

Good men, the last wave by, crying how bright
Their frail deeds might have danced in a green bay,
Rage, rage against the dying of the light.

Wild men who caught and sang the sun in flight,
And learn, too late, they grieved it on its way,
Do not go gentle into that good night.

Grave men, near death, who see with blinding sight
Blind eyes could blaze like meteors and be gay,
Rage, rage against the dying of the light.

And you, my father, there on that sad height,
Curse, bless, me now with your fierce tears, I pray.
Do not go gentle into that good night.
Rage, rage against the dying of the light.



Listening to a reading...

- http://www.youtube.com/watch?feature=player_detailpage&v=-KwTpa3OzFs
- Consider how the reading has impacted your impressions/ reaction to the poem.



Emotions

- The poem is often viewed as one which shows real emotions and one that expresses feelings that many experience.
- Task: Plot your emotional response to the poem as you read through each stanza. (1= least emotions and 10= strongest emotions)



Lesson 3: Further Analysis

Learning Objectives

By the end of the lesson I will:

- Be able to discuss how the poem conforms to the form of a villanelle.
- Have discussed the meaning presented in each stanza.



Villanelle

- The form of this poem is called a villanelle. It has only two end rhyme sounds. The first and third lines of the stanzas rhyme, and the second line rhymes with all other second lines.
- A villanelle ends with a rhyming couplet, and has nineteen lines – divided into five tercets and one quatrain at the end.

Task:

- Use a highlighter to show which lines in the poem are repeated.



Stanza 1

Do not go **gentle** into that **good night**,
Old age should burn and rave at close of day;
Rage, rage against the **dying** of the **light**.

It is clear from this stanza that Thomas sees life as a day – death is presented as the closing of that day, and the dying of the light is the sunset and coming night. Look at the use of contrasting images in lines 1 & 3.

Gentle matches rage; good with dying; and night with light.



Task:

- In pairs look at the five remaining stanzas and write a brief paragraph explaining what the stanza shows.



Stanza 2

Though wise men at their end know dark is right,
Because their words had forked no lightning they
Do not go gentle into that good night.

Here Thomas uses an allusion mythology to the gods who could throw lightning bolts and have the skies tremble at the sound of their voice. In this stanza, Thomas says that despite men accepting that they are mortal and must die (“Death is right”), he still encourages a revolt against it.



Stanza 3

Good men, the last wave by, crying how bright
Their frail deeds might have danced in a green bay,
Rage, rage against the dying of the light.

The second stanza talks about how wise men approach their deaths. This stanza is about how “good” men react to death. He presents the things they did in life as being similar to reflecting light off of a bay.



Stanza 4

Wild men who caught and sang the sun in flight,
And learn, too late, they grieved it on its way,
Do not go gentle into that good night.

Thomas presents the old men as having strong qualities. The “wild men” that Thomas is depicting shows an image of strength and vigour.



Stanza 5

Grave men, near death, who see with blinding sight
Blind eyes could blaze like meteors and be gay,
Rage, rage against the dying of the light.

Thomas makes effective use of oxymoron with use of “blinding sight” and “blind eyes.” He also uses the technique of a simile in comparing eyes that “blaze like meteors.”



Stanza 6

And you, my father, there on that sad height,
Curse, bless, me now with your fierce tears, I pray.
Do not go gentle into that good night.
Rage, rage against the dying of the light.

It is in this stanza that Thomas focuses on his father, pleading with him to fight against death, pleading with him to still be “fierce.” The lines that have been separated throughout the poem come together in the last couplet to emphasise the theme of the poem.



Lesson 4 and 5

Task:

Complete the PEE grid;

In your English books write a response to the poem ensuring that you cover the following bullet points:

- Content
- Language
- Style
- Tone
- Structure