



Teacher Guidance: Do not go gentle KS4

Use the PowerPoint presentation to guide you through the tasks.

Lesson 1

Task 1

Hand out copies of the starter task and learners are to work in pairs looking at aspects such as content, language and tone in the poem 'Oppression' by Langston Hughes.

Lesson 2

Task 1

Hand out copies of the Spanish translation for the poem 'Do not go gentle'.
Group work: learners to discuss the poem and the words in bold - draw attention to words that may be familiar to show learners how they can easily identify the meaning of words in a different language.

Learners to consider aspects such as the poet's use of punctuation or anything that may stand out (possibly repetition).

Learners to write three bullet points on what they think the message of the poem is.

Task 2

Hand out copies of the English version and ask learners to compare their initial impression of both the Spanish and English version using the Venn diagram provided. (Learners to look at similarities and differences).

Task 3

Listen to the advert/ watch clip on YouTube. Encourage learners to consider whether hearing the poem read impacts their initial impressions of the poem.

Task 4

Hand out copies of the Emotions Chart. Learners to plot their changing emotions stanza by stanza whilst listening to the reading of the poem again.



Lesson 3

Task 1

Using the information provided about structure and the form of a Villanelle, learners are to highlight repetition within the poem and look at how it conforms to the specific rules of the form.

Task 2

Using the example provided in the presentation, learners are to write a summary of stanzas 2,3,4,5 and 6.

Lesson 4

Task 1

Learners to complete the PEE grid provided.

Lesson 5

Extended writing- response to the poem.