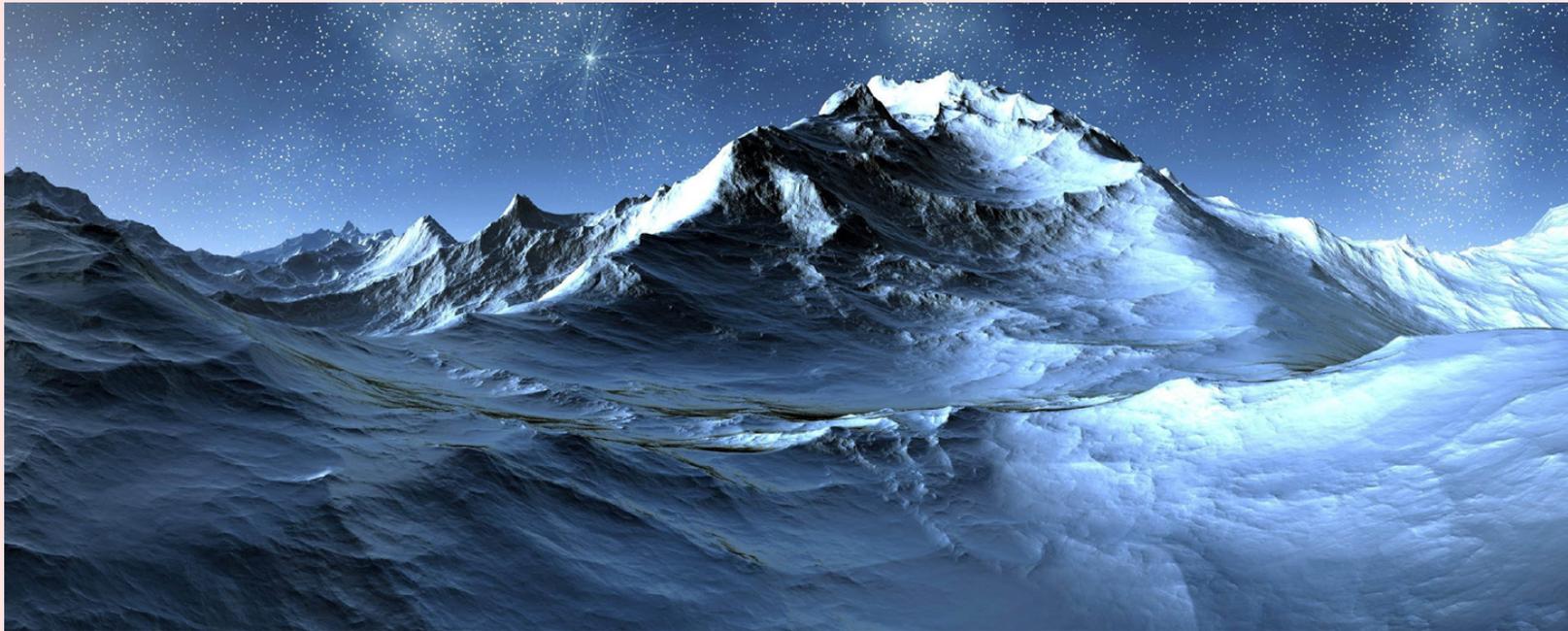


Bellwork: Describe this image using no more than 50 words (full sentences) under your date and title.

Date: 1/10/15

Title: Empathy and Identity



The stars were...

The shadows looked like...

Lesson Objectives:

To understand and explore a **poet's point of view**.

To identify and analyse **language features** that suggest the poet's feelings and attitudes.

****The Bigger Picture****

This poem conveys part of my identity and I want you to think about what makes someone passionate about a place. This will develop your **EMPATHY** skills.

Reading:

Below the Green Corrie

The mountains gathered round me
like bandits. Their leader
swaggered up close in the dark light,
full of threats, full of thunders.

But it was they who stood and delivered.
They gave me their money and their lives.
They filled me with mountains and thunders.

My life was enriched
with an infusion of theirs.
I clambered downhill through the ugly weather.
And when I turned to look goodbye
to those marvellous prowlers
a sunshaft had pierced the clouds
and their leader,
that swashbuckling mountain,
was wearing
a bandolier of light.

By Norman MacCaig

As the poem is
read underline
any words that
you don't
understand.

Lesson Objectives:

- To understand and explore a poet's point of view.
- To identify and analyse language features that suggest a poet's point of view.

Table Work

Write your answers to your specific question around the poem in your book.

is started
Below the Green Corrie

~~The mountains gathered round me~~
like bandits. Their leader
swaggered up close in the dark light,
full of threats, full of thunders.

simile

But it was they who stood and delivered.
They gave me their money and their lives.
They filled me with mountains and thunders.

My life was **enriched**
with an **infusion** of theirs.
I clambered downhill through the ugly weather.
And when I turned to look goodbye
to those marvellous prowlers
a sunshaft had **pierced** the clouds
and their leader,
that **swashbuckling** mountain,
was wearing
a **bandolier** of light.

By Norman MacCaig

Roles 1 Feelings

How might the poet feel in different parts of the poem?

Role 2 Key words and language techniques:

Which language techniques can you identify?

E.g. powerful adjectives

Lesson Objectives:

- To understand and explore a poet's **point of view**.
- To identify and analyse language features that suggest a poet's **point of view**.

Main: The Mountains from McCaig's point of view.



Lesson Objectives:

- To understand and explore a poet's point of view.
- To identify and analyse language features that suggest a poet's point of view.

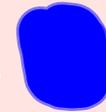
Option 1:



- Imagine that you're the poet.

- Write a creative diary entry about a walk through the mountains you have just taken.

Option 2:



Draw a sketch of the mountains from McCaig's point of view.

Use the language for ideas and label each part of your drawing with quotes from the poem.

Success Criteria

You need to include the following:

Option 1 Diary Entry	Option 2 Sketch
<p>Starting Point:</p> <ul style="list-style-type: none"> - Used first person point of view ('I'). <input type="checkbox"/> - Described how the mountains make you feel using adjectives and similes. <input type="checkbox"/> - Used correct paragraphs and sentence structure. <input type="checkbox"/> 	<p>Starting Point:</p> <ul style="list-style-type: none"> - sketch basic outline of a mountain range. <input type="checkbox"/> - Make some look dangerous and others more friendly. <input type="checkbox"/> - Label your sketch with 2-3 quotes from the poem that inspired you. <input type="checkbox"/>
<p>Good:</p> <ul style="list-style-type: none"> - Describe how the mountains are both dangerous and exciting using sensory language. (E.g. sight, sound and feel) <input type="checkbox"/> - Explore a range of feelings for your narrator using more complex adjectives and adverbs. <input type="checkbox"/> - Use accurate paragraphing and a range of sentence structures to create emphasis on key moments. <input type="checkbox"/> 	<p>Good:</p> <ul style="list-style-type: none"> - Add shading and detail to your mountains to make them more realistic. Try to create a distinct atmosphere to your sketch by adding features of the weather into your drawing. <input type="checkbox"/> - Draw two of the images from the poem in your own style and fit it onto your mountains. <input type="checkbox"/> - Label your drawing with specific language features from the poem. <input type="checkbox"/>
<p>Outstanding:</p> <ul style="list-style-type: none"> - Create a convincing voice based on the ideas from the poem. <input type="checkbox"/> - Use a broad range of more challenging figurative language (metaphors and personification) to create an image of how you think the poet sees the landscape. <input type="checkbox"/> - Use a broad range of sentence and paragraph structures to help add meaning to your work. <input type="checkbox"/> 	<p>Outstanding:</p> <ul style="list-style-type: none"> - Label each section of the sketch with specific quotations. <input type="checkbox"/> - Draw a broad range of images from the poem, using shading. <input type="checkbox"/> - Create two or more drawings for the same piece of language from the poem to explore different interpretations of the poet's point of view. <input type="checkbox"/> - Label your sketch with reasons why you chose a particular style of drawing. <input type="checkbox"/>

Plenary

Peer Assessment

Swap your book with a partner and give them two strengths and a target for their second draft.



- Two things that you think that your partner did well based upon the success criteria.



- Give your partner one target to improve based upon the success criteria for their second draft.

Lesson Objectives:

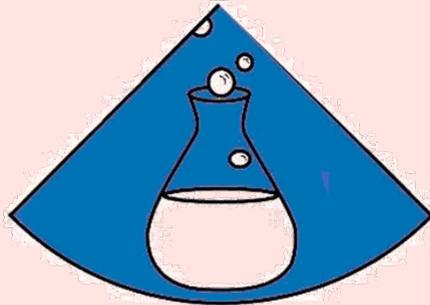
- To understand and explore a poet's **point of view**.
- To identify and analyse **language features** that suggest a poet's **point of view**.

Exit Pass

Which Pic?

Lesson Objectives:

- To understand and explore a poet's **point of view**.
- To identify and analyse **language features** that suggest a poet's **point of view**.



Which picture matches your learning today? Tick it on the sheet and write a reason why on the back.

Key Word Sheets.

A **corrie** is a lake (loch in Scotland...) that sits at the bottom of a mountain summit.



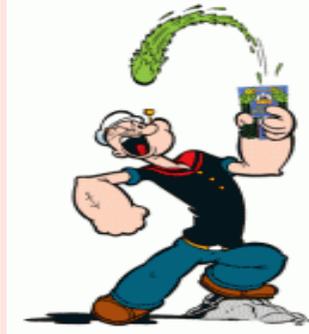
Swagger



A way of walking that suggests an arrogance or a high level of confidence.

Enrich (Verb)

To improve or enhance the quality or value of something.



E.g.
Popeye+
Spinach
= Enriched
strength!

Swashbuckling

An old fashioned term used to describe a noisy or very arrogant swordsman or pirate.

Someone who has lots of adventures. Think Jack Sparrow...



Key Word Sheets.

A **bandolier** is a pocketed **belt** for holding **ammunition**/bullets. It was usually slung over the chest.



Infusion

A mix of different ingredients placed in water to give a new flavour.



Pierced

When something has gone through another thing.

