

Love Poetry

Originally devised by Melanie Hart and Nancy Lycett when at Rokeby School in London Borough of Newham in 1995.

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals to develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

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BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of oracy. They provide teachers opportunities for assessment of talk.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work more effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

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Aims of the unit:

To compare and contrast the language and subject matter of modern and traditional love poetry.

To examine the importance of metaphor and simile in poetry.

To write a modern/realistic love poem.

We used John Clare (First Love, Stanzas and To Mary), John Dowland's Second Book of Songs or Airs (I saw my lady weep and Clear or cloudy, sweet as April showering, Smooth or frowning is her face to me) and Robert Burns 'A red red rose'. The modern love poems are included with their "pictures" but of course you can choose your own.

Love Poetry - First Activity

Do this activity in twos or threes!

1. You have some words in your envelope and some pictures. Match the words to the pictures.
2. In another envelope you have some descriptions of words on your cards. Match these descriptions to the words and their pictures. Here is an example:



sleep

is a journey's end

3. Write down these descriptions.

These sentences are metaphors - they create a picture in your mind

4. If you have time make up some metaphors of your own.

5. Write down the descriptions again using the words

is like a

You can do it like this: "Sleep is like a journey's end"

These sentences are similes - they create a picture in your mind but they use 'like' or 'as'.

6. Write some similes of your own.
7. Look at the traditional love poems. Underline/highlight the similes with one colour and the metaphors with another colour.
8. Write your own traditional love poem in the style of the poems you have read. Use some metaphors or similes in your poem. You can use the cards to help you if you want.

Love Poetry Second Activity

Do this activity in twos or threes!

1. Read the modern love poems.

In your envelope you have cards with objects on them - match the objects to the correct line in the poems.

What do you notice about the images?

2. Think of your own modern love poem.

Use images of everyday life. You can use the objects on the cards to help you.

Treasure Chest

1. In your envelope you have cards with words from love poems on them. Sort the cards under two headings: the language of traditional love poetry and the language of modern love poetry.

2. Look at the language in each pile. Choose four cards from each pile and discuss why you think the language is modern or traditional.

Explain your reasons to another pair/group.

3. Draw a chart like the one below in your book. Write down your favourite four of each type and give reasons why you think the language is modern or traditional.

The Orange

At lunchtime I bought a huge orange -
The size of it made us all laugh.
I peeled it and shared it with Robert and Dave -
They got quarters and I had a half.

And that orange, it made me so happy,
As ordinary things often do
Just lately. The shopping. A walk in the park.
This is peace and contentment. It's new.

The rest of the day was quite easy.
I did all the jobs on my list
And enjoyed them and had some time over.
I love you. I'm glad I exist.

After the Lunch

On Waterloo Bridge, where we said our goodbyes.
The weather conditions bring tears to my eyes.
I wipe them away with a black woolly glove
And try not to notice I've fallen in love.

On Waterloo Bridge I am trying to think:
This is nothing. You're high on the charm and the drink.
But the juke box inside me is playing a song
That says something different. And when was it wrong?

On Waterloo Bridge with the wind in my hair
I am tempted to skip. You're a fool. I don't care.
The head does its best but the heart is the boss -
I admit it before I am halfway across.

And again

The man with the big mouth
and the ribbon-elastic legs
has bowled me over

His tongue running in my mouth
As sweet as a bean

The bare branch of his forearm
sets me sweating
My pores open: no shelter

He's a dark man
melancholic and bitter;
with a hornet's sting
he bites to the bone

Dreadful in suspicion
he becomes a leech
- he will have me.
He sings it to the telephone wires

Since last year I've grown
cautious
and knowledgeable:
ruefully I refuse him

The child stamps and wails out,
mourning the trust of his fragrance -
the true skin,
indisputable
as jasmine in the dark.

Alison Fell

your eyes

are round blue pools

beauty

is a rich stone

love

is a flower that
blossoms then dies

your lips

are full red roses

life

is a wild restless sea

your hair

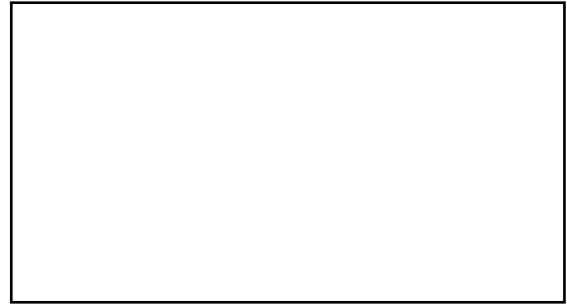
is a bracelet of gold

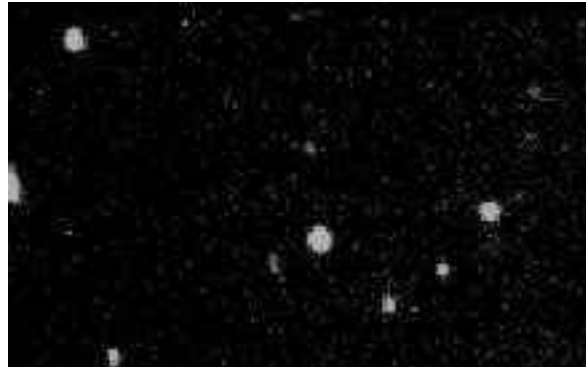
your eyes

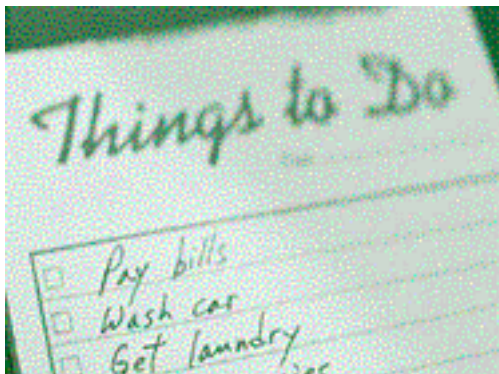
are a thousand stars

your voice

is the smoothest silk







Soft lovely rose conjoured with mine	Stop all the clocks, cut off the telephone Prevent the dog from barking with a juicy bone
Shall I compare thee to a summer's day?	Divided by the morning tea By the evening paper By children and the tradesman's bills
Love how thou'rt tired out with rhyme Thou art a tree whereon all poets climb.	Do you like older women? I asked rather coy (For myself, I confess; I could use a toy boy.)
Absent from thee I languish still Then ask me not when I return	I wanted your soft verges But you gave me the hard shoulder
Thou wert the morning star among the living, Ere thy fair light had fled	Get your tongue out of my mouth I'm kissing you goodbye
I ne'er was struck before that hour With love so sudden and so sweet	With all my will, but much against my heart We two now part.
Those inky lashes on thy brow Black hair and lips the same	Love is like the measles We all have to go through it
She bewitched me With such sweet and genial charm	But the juke box inside me is playing a song That says something different

Come, the wind may never again
Blow as it now blows for us

Another kamikaze love affair?
No chance. This time I'll to learn to wait