

OBJECTIVES	STARTER	INTRODUCTION	DEVELOPMENT	PLENARY	HOMEWORK
<p><u>Lesson 1</u></p> <p>W7</p> <p>Establish the tone</p>	<p>Pairs: What do you think is really unfair? It is really unfair that...Feedback</p>	<p>Teacher reads "Where is it Written?" by Judith Viorst modelling appropriate tone.</p>	<p>Individual or in pairs(5 mins. max.): Table: Wives/Husbands</p> <p>Whole class: What does the author see as the main differences between wives and husbands? What makes the narrator seem angry or indignant? (Many rhetorical questions, repetition, details after 'Where is it written...' get longer each time) Does the wife seem to be assertive or nagging?</p> <p>Using what you think is unfair, write a poem using a similar structure: Where is it written...? Longer second line each time.</p>	<p>Share poems- What is the tone in your poem? How have you achieved that tone?</p>	
<p><u>Lesson 2</u></p> <p>S11-Standard English and dialect</p> <p>R11-Compare treatments of the same theme</p> <p>Word 1e- apostrophes</p> <p>When using OHT try to get everyone to come out and mark it. go around class?- plenty to mark!</p>	<p>White boards if possible. Brainstorm words that use an apostrophe to show that a letter is missing, e.g., doesn't. Could say a word that the students have to shorten then hold up word on whiteboards. Teacher checks spellings and use of apostrophe.</p>	<p>Read 'She-Sista Roots'</p> <p>Highlight words on OHT of poem that show a letter is missing. Why is the apostrophe for omission used so much here? Highlight use of pronoun <u>she</u> in poem on OHT. Why is <u>she</u> used instead of her name? (dialect, possession, wants to distance self from what is happening...)</p>	<p>Underline everything to do with men. How does the narrator see men?</p> <p>Draw a line where you think the poem changes tone.</p> <p>Use a mind-map or table to show how the theme of the differences between male and female are shown in the two poems. See table for ideas...</p>	<p>How are the poems the same? How are they different? Share ideas in pairs-one person in pair to feedback one point. Not to be the same as someone-else's-listen!</p>	

characteristics	WHERE IS IT WRITTEN?	SHE- SISTA ROOTS
the men	Husband no guilt about working away from the family, more freedom, ...	Man hits her, dad 'owns' her, father and brother more freedom- don't have to do house work and stay in the house ('box') ...
the women	Wives stay at home to work or feel guilty about leaving children, wants a different life, more freedom, no time for self.	Women treated as objects to serve men at home like 'granny' and 'mother', no time for self.
the children	Wife expected to take the guilt of not being with the children or the selflessness of being with the children.	'The baby start bawl' Expected to comfort a baby while fighting back the tears herself
how the poem is written: stanzas (verses) what do they use instead of a name for each character? repetition (words or phrases that are repeated) rhyme any other poetic devices?	Two stanzas- a lot of points to make in each. Strengthens her argument. Use wives and husbands- generalising? 'Where is it written...?' Emphasises injustice and frustration. No rhyme, rhythm through repetition, emphasises her points	A lot of short sharp and striking stanzas She-dialect, possession 'She' emphasises possession and wants to distance herself from this life and the life her relatives have led. 'She ain't' Strong rhyme reflects dialect and emphasises harsh cold life and beatings.

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the men		
the women		
the children		
<p>how the poem is written: stanzas (verses)</p> <p>what do they use instead of a name for each character?</p> <p>repetition (words or phrases that are repeated)</p> <p>rhyme</p> <p>any other poetic devices?</p>		