

KEY STAGE	AGE
KS1	5-7
KS2	7-11 ✓
KS3	11-14
KS4	14-16
KS5	16-18

AT A GLANCE
• THE SEA
• WATER
• TEXTS FROM OTHER CULTURES
• RHYME
• ONOMATOPOEIA

.....
POETRYCLASS: FRESH IDEAS FOR POETRY LEARNING FROM THE POETRY SOCIETY

VIEWS OF THE SEA

BY MALIKA BOOKER

This exercise, around the theme of water, enables the students to gather material that they will use to write their own poems as well as providing them with strategies for interpreting the poems that they will read later on in the class.

It is aimed at **years 5 and 6** and raises **familiarity with texts from other cultures and traditions**, as specified in the National Curriculum for English (2013).

Gathering the ingredients

List-making is an essential part of poetry writing. It's a bit like gathering the raw materials needed to cook a meal. Gather ideas with the class (using the photocopyable worksheet attached if you wish) by asking them to list:

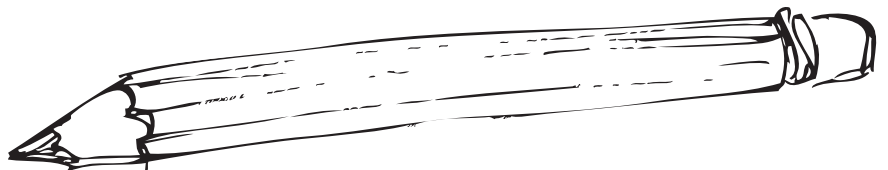
- Five different sounds that water makes (ripple, drips)
- Two onomatopoeic sounds that waves make (crash, soar, shhhh)
- Five human qualities that the wave can make (waves talk, waves whisper).

Now explain personification to the students: explain that this is where something inhuman is given human qualities, as they did in the exercise above.

Share two poems with the class: 'The Kayak', by Anon (full text included overleaf), and 'The River', by the Caribbean-born poet Valerie Bloom (this poem is available on The Poetry Archive website, at www.poetryarchive.org, in both text and recorded form). You can play the recording aloud to allow the class to hear the rhythm of the words, and explain that Valerie Bloom often draws on images and experiences from Jamaica, where she was born, in her poems.

Ask the students to do an active reading of the poems, noting lines that they like, lines with personification, or lines where onomatopoeia is used. They can then share some of the phrases that they underlined and discuss which poem they liked best and why. You can point out that in both poems, the waves are given scary characteristics using metaphor or personification (it is a 'monster' which 'attacks').

Discuss how someone who had grown up in Jamaica, a tropical island much smaller than Wales, might feel about water, especially as the island can suffer heavy rains in hurricane season. What effect might these storms have on the river? 'The Kayak' is about an Eskimo- how might they feel about water?



.....
 This resource was produced by the Poetry Society with funding from the Paul Hamlyn Foundation. It is one in a series of four, each addressing different sections of the Primary National Curriculum as announced in 2013 and designed to support teachers in using poetry to teach the new curriculum creatively.

Gathering more materials

Ask the students to choose two nouns that explain how scary the waves can be. This can be an animal or a scary character- but they are not allowed to use 'monster' again.

Now ask the students to write down two gentle nouns that they can use to describe the wave. Have them turn one of their nouns into a simile by adding 'like' to it- e.g. 'like a bull'.

Noticing and recording rhyme patterns

Re-read 'The Kayak' and look at the rhyme scheme. Have the students (working in groups, if you wish) mark the rhymes using the alphabet, as below:

... But what care I for a wave's attack? (a)
With my paddle I right my little kayak, (a)
And then its weight I speedily trim, (b)
And over the water away I skim. (b)

Point out that rhyme is a pattern, and they too can decide on a pattern if they want to use rhyme in their work. Consider how the rhyme in 'The Kayak' differs from the rhyme in 'The River', and the effects they have.

Writing a watery poem

Students can now write their own poems using material that they have gathered during the lesson. They could start with:

- 'The river is...'
- 'In a vessel on the river I...' / 'In a vessel on the sea I...' (note that the poem uses a kayak, but you can brainstorm other types of vessels used to travel in water)
- 'I am a river who...'

Extension activities

Create a poetic choir: Split students into groups and give them two verses from either 'The Kayak' or 'The River'. Divide each group into three:

- Group A create a soundscape, making the sounds of the sea
- Group B create percussion to mark the rhythm using their hands and feet (clapping, tapping, etc)
- Group C say the words of the poem over the music; they can repeat lines or words or phrases, as well as add actions.

They can then perform their choral creation to the rest of the class, or even in assembly.

Write short poems: Use the poems 'Shelter', by Olive Senior, and 'Seashell', by James Berry, as resources. These poems can both be found in text and recorded format on the Poetry Archive website (www.poetryarchive.org). Then divide a page into three columns and write ideas:

- Things found in the sea (seashell, sand)
- Literal descriptions of these things (a place for an animal, grainy dust)
- Associations with these things (house, carpet)

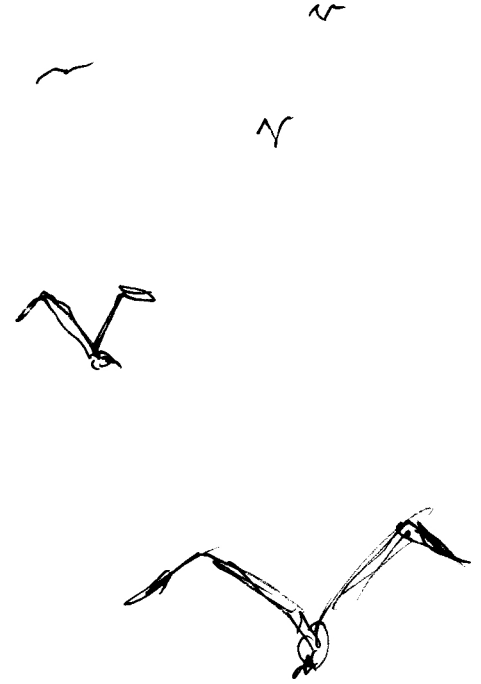
Share the two poems as inspiration. Ask the students to pick one of the sea objects from their list and to write a short poem about it using the ideas from their three columns. You can also ask the students to create a poetic choir, as above, using their own poems.

THE KAYAK

Over the briny wave I go,
In spite of the weather, in spite of the snow:
What cares the hardy Eskimo?
In my little skiff, with paddle and lance,
I glide where the foaming billows dance.

Round me the sea-birds slip and soar;
Like me, they love the ocean's roar.
Sometimes a floating iceberg gleams
Above me with its melting streams;
Sometimes a rushing wave will fall
Down on my skiff and cover it all.

But what care I for a wave's attack?
With my paddle I right my little kayak,
And then its weight I speedily trim,
And over the water away I skim.



ANONYMOUS



VIEWS OF THE SEA

My lists

Lots of poems start by making lists of ideas. Make some lists in the spaces below to give you ideas about water.

1 Sounds that water makes:

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

3 Ways that waves can be human:

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

My nouns

Poems come alive using nouns. Can you think of some nouns to make the waves in the sea come alive?

4 Nouns to show how scary waves can be:

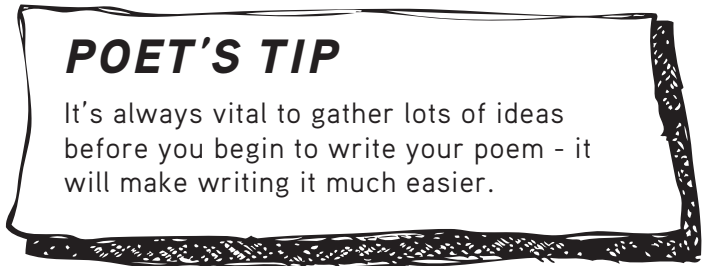
- 1.....
- 2.....

5 Nouns to show how gentle waves can be:

- 1.....
- 2.....

6 Now make one of your nouns into a simile. Do you know how it becomes a simile?

.....



2 Onomatopoeic sounds that waves make:

- 1.....
- 2.....

NAME:

.....

WRITING A WATERY POEM

My poem title:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

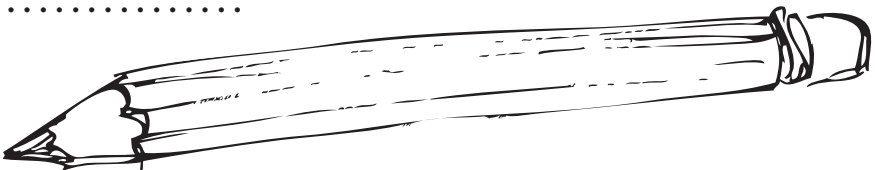
.....

.....

.....

.....

.....



NAME: