**Lesson 2 – Poetry of the Trenches**

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| **Lesson Topic:** Poems on the Trenches **Unit Topic:** English during WW1 **Year Level:** 9 **Lesson Duration:** 60 minutes  |
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| **AusVELS**  | **Specific Lesson Outcomes for** **the students** |  **How will I determine if outcomes have been met** |
| Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)  | Understand the point of view of a soldier in the trenches about the value of war. | * Completion of the poem analysis worksheet
* Engagement in class discussion
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| **INTRODUCTION**  Take roll and introduce the topic and the learning intentions  LEARNING INTENTIONSTo discover the poetry and poets of World War 1.To research emotive ways of presenting a poem.  | **Key questions** **Key organisational/****management issues**Learning intentions explicitly stated. |
| **PROCEDURE**   **Check for prior knowledge** - ask students what they already know about the poets, either from their past knowledge or from the other WW1 classes.  **Video:** Wilfred Owen- show 7 minute video giving some background to Wilfred Owens - explain to students that Owens died seven days before the end of the war by German machine gun fire  **Worksheet:** Dulce Et Decorum Est – Poem- Handout the poem and also display it on the projector screen. **Video:** Dulce Et Decorum Est -students watch the dramatization of the poem**Discussion** about the poem and the way the video portrayed the images.**Worksheet:** Analysis or poem- Hand out the worksheet- Read through the worksheet. - Answer the questions individually.    | **Key questions** **Key organisational/****management issues**Write on the board some of the poets we will be looking at:Ensure that the volume and lighting are sufficientDisplay the poem, asking students to follow along as you read it.Ensure that the volume and lighting are sufficientWalk around the class ensuring that students understand the poem and are answering the questions. |
| **CLOSURE**   Refer back to the Learning Intentions, asking the students to reflect back on what they have learnt in pairs using Think, Pair, Share.   | **Key questions** **Key organisational/****management issues** Have the pairs tell the class one of the values of today’s class. |
| **RESOURCES** **Classroom:** ICT capabilities (access to internet, projector and screen), whiteboard. **Video:** Wilfred Owen (<http://youtu.be/aEUAD9-308Q>) Wilfred Owen's "Dulce Et Decorum Est" (http://youtu.be/P4Lzo\_EXXOQ)**Worksheet:** Wilfred Owen's "Dulce Et Decorum Est"  Poem analysis     |
| **CRITERIA FOR ASSESSMENT OF STUDENT ACHIEVEMENT**   Classroom discussion and completion of the poem analysis worksheet.    |