

### Teacher Feedback and Responses

This document captures feedback received during our webinar on 'Poetry as a stimulus for the Classroom Based Assessments' on 27<sup>th</sup> February 2018.

*What poems and/or genres of poetry, do you use in class with junior cycle students?*

| Poems  |   | Focus              |
|--|---|--------------------|
| Mid-term Break ( <i>S. Heaney</i> )                    | Lake Isle of Innisfree<br>( <i>W.B. Yeats</i> )                   | Relationships      |
| Tich Miller ( <i>W. Cope</i> )                         | Walking Away ( <i>C.D. Lewis</i> )                                | War                |
| Mirror ( <i>S. Plath</i> )                             | Dulce et decorum est ( <i>W. Owen</i> )                           | Love               |
| Valentine ( <i>C.A. Duffy</i> )                        | She Dwelt Among the<br>Untrodden Ways<br>( <i>W. Wordsworth</i> ) | Slam               |
| Phenomenal Woman ( <i>M. Angelou</i> )                 | Timothy Winters ( <i>C. Causley</i> )                             | Choral             |
| The First Sunday in September<br>( <i>A. O'Dwyer</i> ) | Blackberry Picking ( <i>S. Heaney</i> )                           | Personal struggles |
| Funeral Blues ( <i>W. H. Auden</i> )                   | Base Details ( <i>S. Sassoon</i> )                                | Nature             |
| The Listeners ( <i>W. de la Mare</i> )                 | Dancing on the Table ( <i>M. Alice</i> )                          | Song lyrics        |
| Lego House ( <i>E. Sheeran</i> )                       | Cyndylan on a Tractor ( <i>R. S. Thomas</i> )                     | Choices            |
| But you didn't ( <i>M. Glass</i> )                     | When you are old ( <i>W.B. Yeats</i> )                            | Haiku              |
| Back in the Playground Blues<br>( <i>A. Mitchell</i> ) | The River ( <i>G. Brooks</i> )                                    | Irish poetry       |
| Shancoduff ( <i>P. Kavanagh</i> )                      | The Patriot ( <i>R. Browning</i> )                                | Elegies            |
| If ( <i>R. Kipling</i> )                               | Stopping by Woods on a<br>Snowy Evening ( <i>R. Frost</i> )       |                    |
| For Heidi with Blue Hair ( <i>F. Adcock</i> )          | A Christmas Childhood ( <i>P. Kavanagh</i> )                      |                    |

*How have your students used poetry to engage with CBA1?*

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| Reading of poetry to build up understanding of slam poetry  |
| Presentation on the poetry of a favourite poet  |
| Students have used poetry to write and perform a drama script   |
| Poetry readings   |
| First years have given brief personal response to a poem – favourite line/image/etc   |
| One student performed a poem that he wrote and then spoke about what inspired his writing   |
| Model their own performance on what they experience through poetry performance  |
| A debate on the topic 'Is war a necessary evil' after reading a number of war poems   |
| I did a project with a group once where they picked their favourite song and presented to the class as if they were teaching it as a poem. So they had to say 'there's a metaphor here, they use sibilance here...' etc. etc to help them practice their presentation skills and solidify their knowledge of key poetic terms |

*How might your students respond to 'Grangegorman' by Hazel Hogan for CBA1?*

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| Performance based on feeling of inferiority/fear/anger as a homeless person   |
| Interview a homeless person or someone from a homeless organisation   |
| Students could prepare a presentation about a topic or issue that they feel strongly about in the style of this performance |
| They could do an interview between a prime time talk show host and a person who has been evicted                            |
| Presentation based on homelessness, power of the people.  |
| A debate on student's views on modern Ireland   |
| A persuasive piece to the government in order to take action against homelessness   |
| Presentation in the role of a person who experienced an historical event.   |
| A presentation on 'My Dublin City' or about their area in general.  |
| Take on the role of a homeless person and tell us about their life.   |
| Students could compare Hogan's version with eviction pictures and accounts from the 1840s                                   |
| News report about homeless issue  |
| Short drama interaction between baliff and evictee  |
| Monologue on the anticipation of an eviction from either the baliff's OR the evictee's point of view                        |

*How have your students engaged with poetry for CBA2?*

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| I have used poetry as a stimulus for writing their own poems and also critique  |
| Some of my students wrote diary entries from the perspective of a young man in World War One after reading 'Dulce et decorum est'                         |
| Students take a positive/negative experience and use poetry to explore their thoughts and feelings  |
| Write a newspaper report inspired by a poem   |
| Critical essay on the work of W.B. Yeats.   |
| Love letter writing in response to love poetry  |
| Students create a personal anthology of their own poems   |
| Writing a speech or blog based on an issue raised in the poem   |
| Write a blog in the persona of the poet   |
| When studying 'When You Are Old' I have asked students to take on the persona of Maud Gonne and to write a letter to W.B. Yeats in response to this poem. |

*How might your students respond to 'This is her First Publication' by Conor O'Callaghan for CBA2?*

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| Personal essay: Write a piece about one of your achievements   |
| Diary entry from the perspective of the male – written later that night  |
| Write a descriptive piece about preparing a meal with a family member  |
| They could write a critic's review of her publication in the local newspaper   |
| Great options for a creative writing piece before or after the poem/the event  |
| Explore a line from the poem   |
| Write a short story about who else the 'him' might be  |
| Write a poem from 'his' point of view  |
| Interview the poet   |
| Hidden stories: something you have kept secret to not hurt someone like the 'you' in this poem.  |
| A diary entry from her view here she shares who this 'you' is  |
| 'He remembers the ocean, the moored yachts, the bubbles blown by kids across their path, like it was yesterday'. Write a personal essay on the importance of memories  |
| Write a short story where the protagonist is hiding something.   |
| Script the conversation between the publishing woman and her golfing father  |
| Compare this poem with another   |
| Blog piece would be great for this as it's an elevation of a diary entry where students should understand the difference of having a potential mass audience for a blog whereas the diary is for personal use. |

*Moving forward how might we use poetry to support language development in the Junior Cycle learning journey?*

I find that I need to remind myself that a “detailed” or “in-depth” study of a poem is not (always) necessary. A poem can be used as a springboard for many other reading/writing/learning opportunities

Hot seating – question and answer session on a student who pretends to be a poet or a character in the poem

Create a picture poem bringing a painting to life by depicting a place and person in words

Poetry is a great way to connect in to the broader area of wellbeing and gender issues – If I had a Daughter on TED is a lovely one I’ve used in class.

Allowing students to record themselves reciting poems in their own voice is crucial in building their confidence levels

Creating news reports on dramatic moments e.g. the death of Heaney’s brother, Christopher, in Mid Term Break