

# The Ancient Tree Hunt

## KS3 English

### Literature/Reading/ Speaking/Listening: THE POETRY OF TREES

#### ACTIVITY 2: TEACHERS SHEET

##### Session aims:

This activity aims to engage students with poems by three well-known poets from our English literary heritage; to practise speaking and listening for a formal, prepared presentation as well as in informal groups or pair discussions; to highlight the importance of trees within our cultural heritage.

##### ACTIVITY:

###### Starter

Display the titles of the three poems to be discussed. Students interpret the titles by drawing a picture or writing a sentence about the images they evoke.

###### Main

Teacher (or carefully chosen student) reads each of the poems to the class. After each poem is read, one or more of the following questions are asked or discussed firstly as a whole class, then in pairs, and finally in groups of four (these questions are repeated on the Activity 4 Student sheet).

1. Does this poem remind you of anything at all that you have ever seen or has ever happened to you?
2. Does the poem remind you of anything you have read before?
3. Is there anything about this poem that puzzles you or you find curious or odd?
4. Is there anything you like about this poem as a whole?  
Are there any words or phrases which you find particularly meaningful, emotive or effective?
5. Is there anything you dislike about this poem?
6. If you could display this poem somewhere, where would you like it to be for best effect?
7. If you could talk to the poet, what would you ask him?
8. When you read the poem, what kind of scene do you visualize in your mind? Where do you think the poet is, within that scene?
9. If this poem was part of a story, what kind of story would it be?
10. If you were to choose how someone should read this poem, what kind of voice would be best? If you were to choose music to play in the background, what kind of music would you use?

##### Key Concepts

###### 1.1 Competence

- a. Being clear, coherent and accurate in spoken and written communication.
- b. Reading and understanding a range of texts, and responding appropriately.
- a. Being adaptable in a widening range of familiar and unfamiliar contexts within the classroom and beyond.
- e. Making informed choices about effective ways to communicate formally and informally.

###### 1.2 Creativity

- a. making fresh connections between ideas, experiences, texts and words, drawing on a rich experience of language and literature.

###### 1.3 Cultural understanding

- a. Gaining a sense of the English literary heritage and engaging with important texts in it.
- b. Exploring how ideas, experiences and values are portrayed differently in texts from a range of cultures and traditions.

###### 1.4 Critical understanding

- a. Engaging with ideas and texts, understanding and responding to the main issues.
- c. Exploring others' ideas and developing their own.
- d. Analysing and evaluating spoken and written language to appreciate how meaning is shaped.

##### Equipment needed:

Copies of the three poems: 'Winter Trees' by William Carlos Williams; 'Throwing a Tree' by Thomas Hardy; 'Trees in the Garden' by D H Lawrence.

Materials for making collage, or access to computers with a program for manipulating or creating images (e.g. Clip Art could be used with Microsoft Word).

Peer or Self evaluation student sheet.

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#### Development

Using the question sheet as a rough guide to framing their own responses, students create **pictorial** annotations/collage around one of the poems, to reflect their own interpretation of that poem. Their notes could be as simple as drawing or placing simple evocative images in the margins of the poem sheet, or creating a PowerPoint file or even a video of sights and sounds which they associate with particular lines within, or with the poem as a whole. They then present their interpretations to a partner, the teacher, or the whole class, using their pictures (not written sentences) as prompts to their talk.

#### Evaluation

Students fill in an evaluation sheet relating to one presentation. According to the teacher's instructions, they can fill in the sheet as self evaluation or as peer evaluation of the presentation they enjoyed most.



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