Imaginative Writing: Poetry – “New Beginnings”

Teacher’s Notes and Background

This lesson can be used for any level A to F. It is very well suited to lower primary.

The lesson would be ideal for a new teacher to undertake with a new class, or simply the start of a new school session.

It could be linked to further poetry lessons, perhaps at upper primary into secondary level, using poems such as:

‘For the Opening of the Scottish Parliament’ by Edwin Morgan
‘The Beginning of a New Song’ by Ian Crichton Smith.
‘How to Create a Great Country’ by Amy Linekar, age 11.

See our other lesson plan using Edwin Morgan’s poem.

This section is purely aimed at enjoyment of the written word, using a simple format for children to produce either their own, a group, or a whole class poem.

Cross Curricular Links

→ Art, clay work
→ PSEE, discussion of new beginnings for people/groups
→ Citizenship, what makes a good ‘citizen’ of a class/parliament/organisation

Resources

Robert Adam photo
http://www.scottish.parliament.uk/vli/holyrood/faq/answers/art009.htm
Robert Adam Poem
Engraved words
http://www.scottish.parliament.uk/nmCentre/images/latest/PreviewPages/PreviewPage24.htm
Smartboard to display poem and wordbanks
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| **Main focus: Imaginative Writing** | Write a short poem in the style of Robert Adam, using appropriate organisation and vocabulary. | Pupils will: | • Discuss ‘new beginnings’ as a class – what form do new beginnings take? Focus on people coming together e.g. MPs at Scottish Parliament, opening of new building and new sessions; new year at school, new class or new teacher. | C
D
| Knowledge about language & Punctuation and structure | In discussions, show they understand the terms rhyme, rhythm, alliteration. | | Look at the Robert Adam poem – talk about why it was written. | |
| Reading to reflect on the writer’s craft | Show they understand at least one main idea in Robert Adam’s poem. | | Look at the poem in more detail, how does it create impact? Consider:- | |
| Talking & Listening in groups | Listen to classmates and comment on each other’s ideas. | | o Unusual sentences
o Punctuation
o Repetition
o Alliteration
o Pronouns | F |
| Listening in order to respond to texts. | Listen to the poem by Robert Adam and talk about why Robert Adam wrote the poem in this way, using these words. | | Discuss and thought-shower ideas relevant to the class’s own new beginnings. | |
| | Then produce a poem in the style of Robert Adam either as a group, pairs or individually. | | I |

**Further Activities**

- Art – Make a press-print into clay of finished poem(s) for display purposes, as done at the Parliament. See photo of Robert Adam’s poem and quotes outside parliament.

**Assessment Strategies**

- A – oral report
- B – observation
- C – questioning
- D – discussion
- E – short answer, written text
- F – written text, longer piece
- G – written report
- H – practical activity
- I – picture/model
- J – audio/video
- K – practical investigation
- L – other
Look. What can you see?
I see beauty in the lochs.
I see majesty in the mountains.
I see legend in rocks.
And it is ours.

Robert Adam