**Background to Poem**

**Thoughts on Good Friday**

What does Good Friday mean to you? Create a mind map with everything that comes to mind when you hear that phrase.

Consider:

* Ideas
* Feelings
* People

Good Friday

**Good Friday-Religious Understanding**

**Good Friday** is a \_\_\_\_\_\_\_\_\_\_\_\_\_ religious holiday commemorating the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of Jesus Christ and his death at \_\_\_\_\_\_\_\_\_\_\_\_\_. On this day, Jesus \_\_\_\_\_\_\_\_\_\_\_\_ his cross to Calvary, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the cross for \_\_\_\_\_\_\_ hours. During his last three hours on the cross, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ spread across the land. When Jesus gave up his \_\_\_\_\_\_\_\_, there was an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, tombs broke open and the curtain in the temple was torn, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a communication between God and his people.

**What’s in a name?**

Good Friday is also known as:

* Holy Friday
* Great Friday
* Black Friday
* Easter Friday

Why do you think we call it ‘Good Friday’?

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Which name do you think is most appropriate for this day? Why?

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**Chance Encounter**

What does the phrase ‘chance encounter’ mean?

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Have you ever experienced this? Have you made a friend through this kind of situation?

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**On the Bus**

Do you use public transport around Glasgow?

What are the advantages of using public transport? Name two.

*

*

What are the disadvantages of using public transport? Name two.

*
*

**Learning Review**

This poem is about a chance encounter on a bus. What kind of person do you think Morgan might encounter on a bus in Glasgow?

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What other Morgan poem that we have studied involves a chance encounter?

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**‘Good Friday’-Edwin Morgan**

Three o’clock. The bus lurches

round into the sun. ‘D’s this go –‘

he flops beside me – 'right along Bath Street?

- Oh tha's, tha's all right, see I've

got to get some Easter eggs for the kiddies.

I’ve had a wee drink, ye understand –

ye’ll maybe think it’s a – funny day

to be celebrating – well, no, but ye see

I wasny working, and I like to celebrate

when I’m no working – I don’t say it’s right

I'm no saying it's right, ye understand - ye understand?

But anyway tha’s the way I look at it –

I’m no boring you, eh? – ye see today,

take today, I don’t know what today’s in aid of,

whether Christ was – crucified or was he –

rose fae the dead like, see what I mean?

You’re an educatit man, you can tell me –

- Aye, well. There ye are. It’s been seen

time and again, the working man

has nae education, he jist canny – jist

hasny got it, know what I mean,

he’s jist bliddy ignorant – Christ aye,

bliddy ignorant. Well –' The bus brakes violently,

he lunges for the stair, swings down – off,

into the sun for his Easter eggs,

on very

 nearly

 steady

 legs.

**Understanding the Poem**

**First impressions**

What do you know/think of the character Morgan encounters from reading the poem? Fill in the outline with words you would associate with the man.



**What happens next?**

From your understanding of the poem, write what happens to the character Morgan encounters after he gets off the bus. You may write this in **first** or **third** person.

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**Understanding Questions**

1. Why do you think Morgan begins the poem with a reference to the time? What writing format does this remind you of?

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1. What does the way the man speaks reveal about his character? Identify two things that are revealed through this.

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1. Look at lines 5 and 6. How does Morgan create a complex character here?

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1. Why do you think dashes are used in the man’s speech? Where have we seen this before? What do they represent?

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1. How does the man view Good Friday? How is his view different from how others may view this holiday?

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1. How are the man and the speaker shown to be different from each other? Look at the second half of the poem.

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1. Why do you think the poem ends using the line structure it does?

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1. How are we supposed to feel towards the man at the end of the poem? Why?

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**Learning Review**

Consider our feelings towards the old man in ‘In The Snack Bar’, and compare them with how we feel about the man in ‘Good Friday’. Are these similar feelings? Why/why not?

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**Annotating the Poem**

**Paired Annotation**

With your partner, carefully reread the poem, annotating where you see important words/techniques being used.

* Highlight important words used
* Underline poetic techniques used
* Add comments explaining important features

You should have a good understand of the annotating process now, after our group discussions.

Use your poetic techniques cheat sheet to help you spot key techniques.

**Reminder-Annotation Example**

Precise, like diary entry or captain’s log-gives sense of importance

Sudden, sharp movement

Three o’clock. The bus lurches

Shortened word indicates Glaswegian accent

 round into the sun. ‘D’s this go –‘

**Creating Character**

**Revealing Character Through Speech**

We know, through our studies of ‘In The Snack Bar’ and ‘Hyena’ that characters are created in a number of ways, through their:

* speech
*
*
*

In this poem, speech is a very important aspect of characterisation.

Look at the following statements and explain what the statement tells us about the character.

1. "Got to get some Easter Eggs for the kiddies.”

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1. "I’ve had a wee drink”

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1. “...ye understand”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. “Ye may think it’s a – funny day / To be celebrating”

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1. “I’m no boring you, heh?”

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1. “I don’t know what today’s in aid of”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. “You’re an educatit man”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. “He jist canny – jist / Hasny got it”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The Speaker**

The speaker of the poem doesn’t say much – it seems that he just can’t get a word in edgeways. However, the tone of the poem and the drunken man’s monologue give us little hints.

How do you think he feels about the drunken stranger? How can you tell?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Can we tell anything about the speaker’s background or appearance from what the stranger says? Quote the phrase, and explain what it indicates.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Aspect of Characterisation** | **Evidence** | **Description** |
| Appearance |  |  |
| Actions |  |  |
| Speech |  |  |
| Thoughts |  |  |

**Key Themes**

**What is social class?**

What do we mean when we talk about social class? What does this involve?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Add words you associate with these terms into the appropriate sections

Consider:

* Housing conditions
* Pay
* Leisure time
* Job availability
* Education

**Social Class Structure**

**Social Class in ‘Good Friday’**

What social class is the main character in the poem? Give three pieces of evidence that tell us this.

Social class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What social class is the speaker in the poem? Give one piece of evidence that tells us this.

Social class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Key themes in ‘Good Friday’**

We have already identified one key theme in this poem. What might another key theme be?

* Social class
*

**Exploring theme-creating PowerPoints**

In your groups, you will create a PowerPoint based on one of the themes in ‘Winter’

In your PowerPoint, you will include:

* A definition of what the theme means
* 2-3 key quotations which demonstrate this theme
* Analysis of each quotation, explaining:
	+ Techniques used
	+ Links to theme
* A conclusion about the poet’s overall message

**Notes on Themes in ‘Good Friday’**

|  |
| --- |
| **Theme:** |
| Theme definition: |
| Key Quotations:Quotation 1AnalysisQuotation 2Analysis |
| Overall message: |
| **Theme:** |
| Theme definition: |
| Key Quotations:Quotation 1AnalysisQuotation 2Analysis |
| Overall message: |

**Comparing Texts-‘Good Friday’ and ‘In The Snack Bar’**

**What’s the connection?**

We have spoken a little about similarities between these two texts.

What do these poems have in common? Identify **at least two** things they have in common.

*
*
*
*
*

**Example Questions**

Choose **one** question to answer, comparing the two poems. **Highlight** your chosen question.

1. By referring closely to this text (‘Good Friday’) and **at least one** other poem by Morgan, show how Morgan uses language effectively to create interesting characters.
2. Many of Morgan’s poems describe an encounter with strangers. With reference to ‘Good Friday’ **and at least one** other poem, explain how Morgan uses these encounters to explore themes and ideas.

**Structure of 8 mark question**

Introduction

* Introduce name of poems and poet
* Brief explanation of what poems are about
* Identify commonalities-explain the link between both poems and how they relate to the question

*2 marks for commonality*

Paragraph on Extract

Point

State what you are going to be proving in this paragraph

Context

Explain where this takes place in the poem, and what is happening at this point.

Quotation

Pick a relevant quotation from the extract

Explanation

“Here, Morgan uses…” (State techniques used)

“This suggests/shows/demonstrates/illustrates…” (analyse technique and link to Q)

*1 mark for quotation*

*1 mark for explanation*

Paragraph on other poem (1)

Point

State what you are going to be proving in this paragraph

Context

Explain where this takes place in the poem, and what is happening at this point.

Quotation

Pick a relevant quotation from another poem

Explanation

“Here, Morgan uses…” (State techniques used)

“This suggests/shows/demonstrates/illustrates…” (analyse technique and link to Q)

*1 mark for quotation*

*1 mark for explanation*

Paragraph on other poem (2)

Point

State what you are going to be proving in this paragraph

Context

Explain where this takes place in the poem, and what is happening at this point.

Quotation

Pick a relevant quotation from another poem

Explanation

“Here, Morgan uses…” (State techniques used)

“This suggests/shows/demonstrates/illustrates…” (analyse technique and link to Q)

*1 mark for quotation*

*1 mark for explanation*

**Peer Assessment**

|  |  |
| --- | --- |
| **Criteria** | **Marks Gained** |
| **Introduction**Commonality-2 marks (1 mark for each poem referenced) |  |
| **Paragraph on extract**-mark for relevant and accurate quotation-mark for explanation |  |
| **Paragraph on other poem (1)**-mark for relevant and accurate quotation-mark for explanation |  |
| **Paragraph on other poem (2)**-mark for relevant and accurate quotation-mark for explanation |  |
| **Overall mark /8** |  |