**In The Snack Bar-Background to Poem**

**Considering Setting**

Setting is an important aspect in poetry. It can give us:



Vs.

Restaurant

Snack bar

**What does the snack bar setting tell us about the poem?**

* information on a character’s circumstances

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* mood within the poem

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* cultural context for the poem

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**Exploring Character**

Morgan’s poetry is often about people, places or animals.

In this poem, there is a character study of the experience of a disadvantaged man, with Morgan acting as the speaker within the poem.

Morgan reflects on this man’s experience of life, and how it differs from his own, as an able-bodied person.

**Defining Disability**

How would you define the word ‘disability’? What does this word mean to you?

Disability is…

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

**Disability-Differing Stances**

There is actually more than one way of defining disability, and different groups in society see disability differently.

Medical Model











Social Model











**Disability-Why A Taboo?**

Disability can often be a subject that people feel uncomfortable discussing, or confronting in person.

* Why might that be?
* How can we tackle this issue?
* Have you ever felt uncomfortable encountering someone with a disability?
* Has a family member or friend ever been treated badly because of a disability?

Disability is sometimes seen as taboo, because…

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From what we know about Morgan, Why might he sympathise with a character who experiences stigma?

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**In the Snack Bar**

A cup capsizes along the formica,   
slithering with a dull clatter.  
A few heads turn in the crowded evening snack-bar.  
An old man is trying to get to his feet  
from the low round stool fixed to the floor.  
Slowly he levers himself up, his hands have no power.  
He is up as far as he can get. The dismal hump  
looming over him forces his head down.  
He stands in his stained beltless garberdine  
like a monstrous animal caught in a tent  
in some story. He sways slightly,  
the face not seen, bent down  
in shadow under his cap.  
Even on his feet he is staring at the floor  
or would be, if he could see.  
I notice now his stick, once painted white  
but scuffed and muddy, hanging from his right arm.  
Long blind, hunchback born, half paralysed  
he stands  
fumbling with the stick  
and speaks:  
‘I want –to go to the-toilet.’

It is down two flights of stairs, but we go.  
I take his arm. ‘Give me-your arm-it’s better,’ he says.  
Inch by inch we drift towards the stairs.  
A few yards of floor are like a landscape  
to be negotiated, in the slow setting out  
time has almost stopped. I concentrate  
my life to his: crunch of spilt sugar,  
slidy puddle from the night’s umbrellas,  
table edges, people’s feet,  
hiss of the coffee-machine, voices and laughter,  
smell of a cigar, hamburgers, wet coats steaming,  
and the slow dangerous inches to the stairs.  
I put his right hand on the rail  
and take his stick. He clings to me. The stick  
is in his left hand, probing the treads  
I guide his arm and tell him the steps.  
And slowly we go down. And slowly we go down.  
White tiles and mirrors at last. He shambles  
uncouth into the clinical gleam.  
I set him in position, stand behind him   
and wait with his stick.  
His brooding reflection darkens the mirror  
but the trickle of his water is thin and slow,   
an old man’s apology for living.  
Painful ages to close his trousers and coat –  
I do up the last buttons for him.  
He asks doubtfully, ‘Can I- wash my hands?’  
I fill the basin, clasp his soft fingers round the soap.  
He washes, feebly, patiently. There is no towel.  
I press the pedal of the drier, draw his hands  
gently into the roar of the hot air.  
But he cannot rub them together,  
drags out a handkerchief to finish.  
He is glad to leave the contraption, and face the stairs.  
He climbs, and steadily enough.  
He climbs, we climb. He climbs  
with many pauses but with that one  
persisting patience of the undefeated  
which is the nature of man when all is said.  
And slowly we go up. And slowly we go up.  
The faltering, unfaltering steps  
take him at last to the door  
across that endless, yet not endless waste of floor.  
I watch him helped on a bus. It shudders off in the rain.  
The conductor bends to hear where he wants to go.

Wherever he could go it would be dark  
and yet he must trust men.  
Without embarrassment or shame  
he must announce his most pitiful needs  
in a public place. No one sees his face.  
Does he know how frightening he is in his strangeness  
under his mountainous coat, his hands like wet leaves  
stuck to the half-white stick?  
His life depends on many who would evade him.  
But he cannot reckon up the chances,  
having one thing to do,  
to haul his blind hump through these rains of August.  
Dear Christ, to be born for this!

**Understanding the Poem**

**Summary of poem**

Write an eight line rap, summarizing the poem:

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

**Understanding the Poem**

1. Who do you think the speaker is in the poem?

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1. How does the poet **subtly** suggest the man has a disability in stanza 1? Give two quotations that show this.

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1. How does the poet demonstrate the difficulties of the journey to the toilet in stanza 2 (first half)? Give two quotations to support this.

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1. How do you think the old man feels about himself? Look at the second half of stanza 2.

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1. How does the poet demonstrate the man’s weakness in stanza 2 (second half)? Give two quotations to support this.

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1. Who do you think the poet is speaking to in stanza 3? Why?

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1. What is the poet’s attitude towards society in stanza 3? Write down a quotation that supports this.

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1. What mood is created at the end of the poem? Explain your answer.

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**Learning Review**

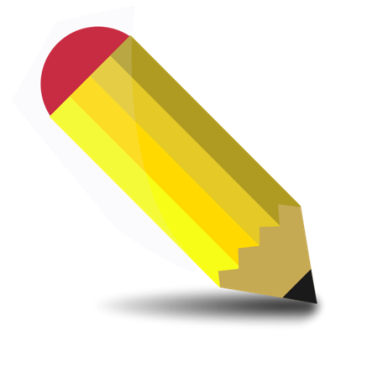
What attitude is the reader supposed to have towards:

The speaker:

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

The man:

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

**Annotating the Poem**

**Annotating**

What do you think this word means?

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

What word do you recognise inside this word?

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

Annotating is…

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**Poetic Techniques Bingo**

You will be given a bingo sheet with a number of poetic techniques on it.

I will read aloud examples of some of these poetic techniques.

You will write the example underneath the technique when you hear it.

When you complete a line, shout BINGO!

If you complete your whole sheet, shout HOUSE!

**Annotation Example**

Hyperbole-little moments given great importance

Formica-laminate used for worktops; cheap

Alliteration-C sound is harsh, like smash of cup

A cup capsizes along the formica,   
slithering with a dull clatter.  
A few heads turn in the crowded evening snack-bar.  
An old man is trying to get to his feet  
from the low round stool fixed to the floor.  
Slowly he levers himself up, his hands have no power.  
He is up as far as he can get. The dismal hump  
looming over him forces his head down.

Suggests bleakness, unpleasantness

Personification-hump/disabilities overpowering him

Personification-man reduced to disabilities rather than whole person

Suggests difficulty/ struggle

Suggests difficulty

Contrast-clatter seems sharp and loud, dull makes it sound every day and ordinary-emphasises his clumsiness

Personification-cup hiding out of embarrassment

**‘In The Snack Bar-Creating Character**

**Key Characters**

In this poem, we have two key characters-the man and the speaker.

Why is each character important?

The man:

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

The speaker:

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

**Creating Characters**

Characters are created in a number of ways, through:















**Creating Characters-‘In The Snack Bar’**

In your pair, you will consider how ONE of the characters is created in the poem. You will complete the table, explaining the different aspects of their character, and give evidence for this from the poem.

Some aspects may be easier to spot than others!

The man

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

The speaker

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

**In The Snack Bar-Themes**

A theme is…

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

**Themes in Disney**



In Disney’s ‘Pinocchio’, Pinocchio runs away from his father, disobeying his rules. He then faces consequences for making bad decisions, for example-when he lies, his nose grows longer. When he drinks alcohol, he turns into a donkey.

What are the main messages/themes in this story?



Can you identify the main theme in the following Disney films?

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**Identifying Theme**

In poetry, themes are often based on feelings and opinions, created by character, setting, plot.

* Think about the characters-how do we feel about them?
* How does the writer feel about his topic?
* How do they feel about their actions?



**Identifying Themes in ‘In The Snack Bar’**

What do you think the themes might be in ‘In The Snack Bar’?

What is the big idea or message?

Identify two.



**Themes in ‘In The Snack Bar’**












**Theme Group Work Task-Success Criteria**

Your poster should include:

* An **explanation of what your theme is** e.g. what is guilt/abuse/isolation/etc…?
* At least **TWO quotations from the poem** that show this theme
* At least **TWO explanations** of how the quotations show the theme
* What you think the **poet’s overall message** is about this theme
* **TWO pictures** to demonstrate your theme-drawings/online images (to be printed at home)

**Group Roles**

Highlight your role

* **Resource Manager**-collect materials, ensure everyone is on task, assist with researching/drawing
* **Researcher**-identify quotations in poem
* **Scribe**-Note down information on poster
* **Artist**-draw/create/source images, assist with researching

**Peer Assessment-Contribution**

Assessor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Making Effective Notes**

Effective notes are…

Structure



Content



**Notes on Themes in ‘In The Snack Bar’**

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

**Learning Review-Morgan and Religion**

* Is there a biblical story that you are reminded of in this poem?
* What biblical figure might the speaker in the poem represent?
* Explain your reasoning

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