**Background to Poem**

**Morgan and Setting**

What settings have we encountered so far in Morgan’s poetry? Think about country, city, place.

‘In The Snack Bar’

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‘Hyena’

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‘Winter’

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

**The Scottish Highlands**

When you think about the Scottish Highlands, what words come to mind?

Try to think of a word for each letter of the word HIGHLANDS.

H

I

G

H

L

A

N

D

S

**Visit Scotland Video**

Watch the Visit Scotland video about Scotland and answer the following questions:

1. How would you describe the scenery depicted at the beginning of the video?

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1. How did the scenery change as the video progressed?

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1. What are Visit Scotland trying to say about Scotland in this video?

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1. As a tourist, would you find this video convincing? Why/why not?

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**Context of the Poem**

The poem was written in \_\_\_\_\_\_\_, as part of a collection called \_\_\_\_\_\_\_\_\_ \_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_. These poems were written after a key moment in Scottish History-\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_ \_\_\_\_\_\_. The outcome of this referendum was that although a majority of people had voted for \_\_\_\_\_\_\_\_\_\_\_ (to grant Scotland more governing powers), this majority was not deemed large enough to \_\_\_\_\_\_\_\_ the legislation.

How might this poem be seen as relevant in our current political climate? What does this remind you of?

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How would the Scots, as a nation, feel after this overturning of the vote? Pick three words to describe how they would feel.

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**Linking Key Ideas**

Scottish Referendum 1979

Visit Scotland Video

**Shared Ideas**

**Learning Review**

What is slate?

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What qualities does it have? Name three.

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**‘Slate’-Edwin Morgan**

There is no beginning. We saw Lewis

laid down, when there was not much but thunder

and volcanic fires; watched long seas plunder

faults; laughed as Staffa cooled. Drumlins blue as

bruises were grated off like nutmegs; bens,

and a great glen, gave a rough back we like

to think the ages must streak, surely strike,

seldom stroke, but raised and shaken, with tens

of thousands of rains, blizzards, sea-poundings

shouldered off into night and memory.

Memory of men! That was to come. Great

in their empty hunger these surroundings

threw walls to the sky, the sorry glory

of a rainbow. Their heels kicked flint, chalk, slate.

**Key Vocabulary**

In your pairs…

Look up any unfamiliar words in the dictionary. Annotate the poem, writing definitions next to the unfamiliar words.

**Understanding the Poem**

1. The first line is very powerful. What does it refer to? What is there “no beginning” to?

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

2. How are the elements given power in lines 1-5? Give two examples.

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3. Identify the key technique used in lines 7-8 to create a rhythm.

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4. How does the writer give an idea of the power of nature within lines 6-10? Give an example.

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5. “Memory of men! That was to come.” What does this line suggest about the role man takes in the shaping of Scotland?

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6. What do you think a rainbow represents in the final line of the poem?

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**Understanding the Form and Structure**

Unlike the other poems we have studied, this poem has a very obvious poetic technique used.

RHYME!

It has a very rigid structure as well, which is called a SONNET. This is a PETRARCHAN SONNET.

**Understanding Sonnet Structure**

A Petrarchan sonnet:

* Has 14 lines
* Follows the rhyme structure ABBA CDDC EFG EFG
* Has two parts-the octet and the sestet
* The octet (first 8 lines, further broken down into two quatrains (groups of 4 lines)) presents an ISSUE/IDEA to the reader
* and the sestet (final 6 lines, further broken down into two tercets (groups of 3 lines)) comments on the issue, sometimes offering a solution

Identify the octet in the poem, with two Os (first and last line). It is extended to TEN LINES in this poem. What issue/idea is presented here about Scotland?

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

Identify the sestet in the poem, with two Ss (first and last line). It is shortened to FOUR LINES in this poem. What comment is made about Scotland?

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

**Annotating the Poem**

As this is one of Morgan’s trickiest poems to understand, we will annotate this poem together

Make sure you are making detailed notes, remember to:

* Underline poetic techniques
* Highlight interesting words used
* Note down on the poem your thoughts and explanations

**Creating Setting/Character**

**Scotland as a Character**

In Scottish songs, poems and novels, Scotland is often personified, and turned into a character.

As we listen to the song, look at the lyrics to the song ‘Caledonia’. Answer the questions about the song below.

**‘Caledonia’-Dougie MacLean**

I don't know if you can see
The changes that have come over me
And these past few days I've been afraid
That I might drift away
I've been telling old stories, singing songs
That make me think about where I come from
And that's the reason why I seem
So far away today

**Let me tell you that I love you
That I think about you all the time
Caledonia you're calling me
Now I'm going home
Forif I shall become a stranger
Know it would make me more than sad
Caledonia's been everything I've ever had**
Well I have moved
And I've kept on moving
Proved the points
That I needed proving
I've lost the friends
That I needed losing
Found others on the way
I have kissed the ladies
And left them crying
Stolen dreams yes there's no denying
I have travelled hard
Sometimes with conscience flying
Somewhere with the wind

Now I'm sitting here
Before the fire
The empty room
A forest choir
The flames have cooled
Don't get any higher
They've withered now
They're gone
And I'm steady thinking
My way is clear
And I know what
I will do tomorrow
The hands have shaken
The kisses flowed
And I will disappear

**Questions**

How does the singer feel about Scotland (Caledonia) in this song? Identify two feelings expressed, giving evidence for your answer.

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What view is presented of Scotland here? Positive or negative? Explain your answer.

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**‘Stinging Belle’-Biffy Clyro**

You say love
I say killing time
What's mine is yours
And yours is mine
You make me laugh
I make you cry
I guess that rhymes

You're contained
By flourescent walls
I'm contained
By your control
You're overthrown
But underworn
I told you so

**We're singing for the stingin' belle
She's clearly lost her way
Craving all the simple times
Inside her tragic day**
Grow some balls
And speak your mind
You think you're cool
Like a porcupine
You're more like doves
That are taking flight
The sky is mine

We're singing for the stingin' belle
She's clearly lost her way
Craving all the simple times
Inside her tragic day

**Questions**

How does the singer feel about Scotland in this song? Identify two feelings expressed, giving evidence for your answer.

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

What view is presented of Scotland here? Positive or negative? Explain your answer.

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

**Scotland in ‘Slate’**

Just as in the two songs, Scotland becomes a character in ‘Slate’.

This poem focuses on a change in the character of Scotland, from the octet to the sestet.

What personality does Scotland have in the octet?

First quatrain:

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

Second quatrain:

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

What personality does Scotland have in the sestet?

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**Creating Character in ‘Slate’**

Find evidence from the text that shows each aspect of Scotland’s personality in the poem, and explain how Morgan does this

|  |  |  |  |
| --- | --- | --- | --- |
| **Section** | **Quality** | **Evidence** | **Explanation** |
| Octet |
| First quatrain | Downtrodden, beaten |  |  |
| Malleable (changeable) |  |  |
| Second quatrain | Able to bear harsh conditions |  |  |
| Resilient |  |  |
| Sestet | Impatient for change |  |  |
| Playful |  |  |
| Tough |  |  |

**Learning Review**

Is this a stereotypical view of Scotland/Scottish people? Explain your thoughts.

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**Themes**

**What’s the message?**

From our work on character, what do you think Morgan is trying to say about Scotland in this poem?

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**Key themes in ‘Slate’**

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**Mapping Out Themes**

In your group, you will analyse one theme in detail.

On your map of Scotland, you will write your key information in the correct places.

Remember to include:

* A definition of your theme
* 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 ‘Slate’**

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

**Comparing Texts: ‘Winter’ and ‘Slate’**

**Identifying Commonalities**

These poems have very different topics and plots

How are they similar? Identify two things they have in common

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**Example Question**

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**Structure of 8 mark question**

* Deal with each poem separately
* Use headings for each poem
* Use bullet points to check you have written enough

**Basic Structure**

Given poem (e.g. ‘Slate’)

* State link between poem and question-how is theme/character/technique shown in poem?
* Relevant quotation
* Explain what quotation shows-techniques used

Chosen Poem (e.g. ‘Winter’)

* State link between poem and question-how is theme/character/technique shown in poem?
* Relevant quotation
* Explain what quotation shows-techniques used
* State further link between poem and question-how is theme/character/technique shown in poem?
* Relevant quotation
* Explain what quotation shows-techniques used