**Background to Poem**

**What is a trio?**

What does the word ‘trio’ mean to you? Write down a definition.

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**Famous Trios**

Pick one of the famous trios we have discussed (or choose another you know)

Chosen trio: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How are they an effective trio?

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

**Biblical Trios**

From your knowledge of Christianty…

What famous trio is present in the bible?

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Why are they important?

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

**Biblical Trio**

The \_\_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_ were, in the \_\_\_\_\_\_\_\_\_\_ of \_\_\_\_\_\_\_\_\_\_\_ and Christian tradition, a group of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ who visited Jesus after his birth, bearing gifts of \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and\_\_\_\_\_\_\_\_\_\_\_\_\_. They came from the \_\_\_\_\_\_\_\_\_\_, guided by a\_\_\_\_\_\_\_\_\_, to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the king of the \_\_\_\_\_\_\_\_.

**The Biblical Trio**

This trio are known by a number of names:

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*
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**We Three Kings**

Look at the lyrics to this common Christmas carol. Answer the questions about it that follow.

We three kings of Orient are
Bearing gifts we traverse afar.
Field and fountain, moor and mountain,
Following yonder star.

O star of wonder, star of night,
Star of royal beauty bright,
Westward leading, still proceeding,
Guide us to thy perfect light.

Born a king on Bethlehem's plain,
Gold I bring to crown Him again,
King forever, ceasing never
Over us all to reign.

O star of wonder, star of night,
Star of royal beauty bright,
Westward leading, still proceeding,
Guide us to thy perfect light.

Frankincense to offer have I.
Incense owns a Deity nigh.
Prayer and praising all men raising,
Worship Him, God on high.

O star of wonder, star of night,
Star of royal beauty bright,
Westward leading, still proceeding,
Guide us to thy perfect light.

Myrrh is mine: Its bitter perfume
Breaths a life of gathering gloom.
Sorrow, sighing, bleeding, dying,
Sealed in a stone-cold tomb.

What tells us that the men are from far away?

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

How did the men feel about their journey? Use evidence in your answer.

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What reason is given for bringing gold?

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

What reason is given for bringing frankincense?

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

What reason is given for bringing myrrh?

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

**Learning Review**

How would you describe the three kings/wisemen/magi? Try to describe them in three words, giving a reason for each word.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**‘Trio’-Edwin Morgan**

Coming up Buchanan Street, quickly, on a sharp winter evening

a young man and two girls, under the Christmas lights –

The young man carries a new guitar in his arms,

the girl on the inside carries a very young baby,

and the girl on the outside carries a chihuahua.

And the three of them are laughing, their breath rises

in a cloud of happiness, and as they pass

the boy says, ‘Wait till he sees this but!’

The chihuahua has a tiny Royal Stewart tartan coat like a teapot-

 holder,

the baby in its white shawl is all bright eyes and mouth like favours

 in a fresh sweet cake,

the guitar swells out under its milky plastic cover, tied at the neck

 with silver tinsel tape and a brisk sprig of mistletoe.

Orphean sprig! Melting baby! Warm chihuahua!

The vale of tears is powerless before you.

Whether Christ is born, or is not born, you

put paid to fate, it abdicates

 under the Christmas lights.

Monsters of the year

go blank, are scattered back,

can’t bear this march of three.

 – And the three have passed, vanished in the crowd

(yet not vanished, for in their arms they wind

the life of men and beasts, and music,

laughter ringing them round like a guard)

at the end of this winter’s day.

**Understanding the Poem**

**Making Connections**

Before reading the poem, we spoke in detail about the story of the three wise men.

How does that connect to this poem? Try to think of three ways in which the two stories are similar.

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**Examining the gifts**

What are the three ‘gifts’ in this poem that replace the gold, frankincense and myrrh in the usual Nativity tale?

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*
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What do each of these gifts represent to you?

Gift 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Represents: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Gift 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Represents: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Gift 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Represents: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Understanding Questions**

1. Where is the poem set? What kind of place is this?

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1. What time of year is it? Why is the time of year important in the poem?

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1. What is different about the three main characters in the poem, compared to the Nativity story we are familiar with?

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1. What general mood is established in the first section of the poem? Quote a word or phrase that tells you this.

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1. How do we know that the characters are Glaswegian? Give evidence.

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

1. “whether Christ is born or not born”. What does this line help you to understand about Morgan’s view on religion?

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1. How does the ending of the poem indicate how the group of three are seen by others? Use evidence in your answer.

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1. How does Morgan’s view of the group differ from how they are seen by others?

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

**Learning Review**

What other poem(s) that we have studied by Morgan are similar to ‘Trio’?

Explain why you think they are similar.

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**Annotating the Poem**

In your group, you will annotate a section of the poem in DETAIL

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

**Annotation Example**

Present tense, instamatic poem-like snapshot in time

Main street in Glasgow city centre

Coming up Buchanan Street, quickly, on a sharp winter evening

Represent stars guiding three wise men

a young man and two girls, under the Christmas lights –

Allusion to biblical tale-three wise men and gifts

**Creating Character**

**Creating a Group Persona**

In this poem, we do not get a great deal of information about the characters individually. Rather, a group persona is created, describing all three characters as a unit.

How would you describe this group? Use three adjectives.

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**Creating a Glaswegian**

It is clear from the poem that these characters are Glaswegian. What two pieces of information tell us this?

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**Glaswegian Stereotypes**

What are common stereotypes of Glaswegians? Note down four common ideas about Glaswegians on your mind map.

Glaswegian Stereotypes

**Positive Glaswegian Stereotypes**

Often when we talk about stereotypes, we talk about the negative ideas associated with a group of people.

What positive qualities are associated with Glaswegians?

Try to think of three positive ideas associated with Glaswegians

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Which quality do we see most in the group in ‘Trio’?

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**Creating Character**

Find evidence from the text that tells us more about the group’s persona through:

* Appearance ( the ‘gifts’ can be included in this)
* Actions
* Speech

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

**Key Themes**

**What’s the message?**

The poet touches on a few subjects in this poem. What do you think he is trying to say about:

Religion/Religious belief:

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Experiencing life:

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

Friendship:

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**Poet’s overall message**

**Explanation of theme**

Religion

**Key Quotation 2**

**Analysis**

**Key Quotation 1**

**Analysis**

**Poet’s overall message**

**Explanation of theme**

Living life to the full

**Key Quotation 2**

**Analysis**

**Key Quotation 1**

**Analysis**

**Poet’s overall message**

**Explanation of theme**

Friendship

**Key Quotation 2**

**Analysis**

**Key Quotation 1**

**Analysis**

‘Trip

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

What’s the connection?

What links:

‘Trio’ and ‘Good Friday’?

*
*
*

‘Trio’ and ‘In The Snack Bar’?

*
*

**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** |  |