

WINDRUSH POETRY

- ▶ Thématique : voyage, parcours initiatique, exil
- ▶ Pistes : déracinement, errance, retour

TACHE FINALE

Ask for an annual celebration of *Windrush Day*. To do so :

- Write a poem
- Select a piece of music and pictures to illustrate your production.
- Record yourself as you read it out loud.

SPEAKING TASK N°1

Just as James Berry would do, read the poem as a voiceover to these images of Empire Day.

SPEAKING TASK N°2

Record yourself as you read John Agard's poem *Windrush Child*. Use images and music that you find appropriate illustrations to the poem. Use PhotoStory.

SPEAKING TASK 3 - A

Write a stanza in free verse which will encapsulate the 3 experiences mentioned in the 3 different documents. This stanza will be the beginning of your poem for the final project. Imitate John Agard who addresses a child.

SPEAKING TASK 3 - B

Write a stanza in free verse which will encapsulate the 3 experiences mentioned in the 3 different documents. This stanza will be the beginning of your poem for the final project. Imitate John Agard who addresses a child.

Apply the rules of Jamaican patois imitating Benjamin Zephaniah

FINAL TASK

Ask for an annual celebration of *Windrush Day* with a poem that you will perform with appropriate music & pictures. Read the stanza you had started and continue your creation, getting inspiration from the various poems you read. Apply the different rules [to be recapped]. Mention all the different contents & historical elements.

Introduction à *Empire Day* - photo 1944 [24th May]



<http://bit.ly/1x24Twj>

- ⇒ Where is it ?
[Union Jack + black onlookers / spectators]
- ⇒ What is going on ?
- ⇒ Why ?
[introduire « Mother Country »]

Jamaica - situation géographique & principaux repères

Poem *Empire Day* - James Berry

- CO : <http://bit.ly/1BCAEut>

⇒ Listen (pay attention to what it sounds like) and share your impressions or reactions.
Accent? Rhythm?
What type of document is it?

⇒ Listen to this other extract. This is the same person speaking. Conclude.
[any extract from the interview : <http://bit.ly/1BCAEut>]

He can speak in Standard English. He speaks the way he does on purpose = conscious effort.

⇒ So why does he do that in document 1? What is this document?

- CE : <http://bit.ly/1DgeXUp>

⇒ Read and share your reactions.

→ The written language is different: Jamaican / Creole language

→ STANDARD ENGLISH vs JAMAICAN PATOIS [Tableau de correspondance à compléter]

→ focus on NARRATION : ACTION VERBS / SUBJECTS / ATMOSPHERE [Tableau à compléter]

⇒ Read this short extract by the poet to check your findings.

« We grew up with the idea that all the best things came from England. On Sundays, my father liked to ride to church on an English saddle that he had sent to England for. People would save up to order shoes and wedding suits from England. At church on Sundays, we prayed for the King and the Royal Family. These were our hopeful figureheads, possible sources of influence. On Empire Day, at school, we were issued with tins of sweets with pictures of the King on them. . . . »

⇒ How would you represent this scene in a drawing? / Draw the scene.

- Think of colours [show image poinciana tree]
- Think of lines (height & length)
- What stands out? What matters most?

* Colours: Union Jack & poinciana tree (bright - vivid colours) / khaki clothes & yard & pork & bread & snow & slate & marble & dark skins (neutral colours)

* Lines: high tree & flags / mass of little children around it → The Union Jack stands out → children are "manipulated" to celebrate the Empire

The British Empire - Watchmojo <http://bit.ly/1BCB5Fd> [CLASSE INVERSEE]

⇒ What did it mean for Jamaicans to be part of the British Empire?

SPEAKING TASK N°1

Just as James Berry would do, read the poem as a voiceover to these images of Empire Day. <http://bit.ly/1AwlHGI> [without sound]

Poem *Windrush Child* - John Agard

- CO <http://bit.ly/1MyCphi>

→ Rhymes / more regular rhythm / unusual stress (Caribbean poem)

→ A child leaving his country to go to England for a new life.

- CE <http://bit.ly/1On3Spz>

⇒ Read the poem. What is « Windrush »? Pay attention to expressions used around the word in the poem.

→ a ship (cf rhythm)

⇒ Associate place, people and feelings with each stage.

PAST	PRESENT	FUTURE
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⇒ How does the child reconcile the two opposing worlds?

→ a letter about his new life to his grandmother

⇒ How does the poet manage to do that?

→ « meeting of snow and sun »

SS Empire Windrush - 65 years on - ITV news - <http://bit.ly/1zmvEWI>

⇒ Brainstorming : « stepping in a big ship not knowing how long the journey or that **you're stepping into history** »

⇒ Watch the video and pick out information that explain this passage.

⇒ Read James Berry's account to understand more about the situation at the time.

"America had run into a shortage of farm labourers and was recruiting workers from Jamaica. I was 18 at the time. My friends and I, all anxious for improvement and change, were snapped up for this war work and we felt this to be a tremendous prospect for us. But we soon realised, as we had been warned, that there was a colour problem in the United States that we were not familiar with in the Caribbean. America was not a free place for black people. When I came back from America, pretty soon the same old desperation of being stuck began to affect me. When the Windrush came along, it was godsend, but I wasn't able to get on the boat.... I had to wait for the second ship to make the journey that year, the SS Orbita." - James Berry

London is the place for me - Lord Kitchener

Song : <http://bit.ly/1t4UtJa>

Lyrics : <http://bit.ly/1pPN280>

⇒ Watch and read. Explain how this song sums up what England represents for the Jamaican immigrants (lyrics & music)

SPEAKING TASK N°2

Record yourself as you read John Agard's poem *Windrush Child*. Use images and music that you find appropriate illustrations to the poem.

Use PhotoStory.

Poem "The Men From Jamaica Are Settling Down" - Benjamin Zephaniah (2001) <http://bit.ly/1MyKUHq>

COLLECTIVE WORK

- TRANSITION => ANTICIPATION / BRAINSTORMING: what about the arrival of Jamaicans in the UK, the "mother country"?
- ⇒ Look at the title of the poem "**The Men from Jamaica are Settling Down**"
- ⇒ Focus on the verb 'settling down' -> imagine the situation of these immigrants 'settling down'
- FIRST READING : discover the poem and check your hypothesis (✓) + add some more to the list if necessary → ex : *British people's reactions (to introduce the notion of racism)*

GROUP WORK

GROUP 1 = focus on how their lifestyle was affected → AUDIO - CECIL HOLNESS

<http://bit.ly/1FZoVqN>

GROUP 2 : focus on British people's reaction → VIDEO - Notting Hill Riots 1958

<http://bit.ly/1wEUSoh>

Be ready to explain what you've heard / read to the rest of the class and to what extent the document helps us understand the poem better

COLLECTIVE WORK

- focus on **FEELINGS** / reactions / response

CONCLUDE: who speaks to whom ? how ? what for ?

HOMEWORK / FLIPPED CLASSROOM = Hinglan Cole

(audio <http://bit.ly/1AKN2wo> + poem <http://bit.ly/1BCCTy4>)

+ DIFFÉRENCIATION

<p>GROUP 1 : Hinglan Cole - the CONTENT [B1 -> B1+]</p>	<p>GROUP 2 : Hinglan Cole - the FORM of the poem [B2]</p>
<p>=> make a link with one part of Benjamin Zephaniah's poem</p>	
<ul style="list-style-type: none"> -identify the document and justify your answer -identify the topic and match it with the lexical field -pick out feelings & emotions linked with the main topic -who speaks? are there other people mentioned ? what's their situation ? -focus on the phrase 'I don't know' (last line) and comment / conclude 	<ul style="list-style-type: none"> -study the form of the poem -make a list of the typical elements of a poem -compare the poem and the techniques to a traditional poem

POOLING => COLLECTIVE WORK (with the questions on the board)

DIFFERENTIATION

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ETAPE OPTIONNELLE - étude de poèmes en groupes

- a. *Half Caste* John Agard
- b. *Checkin Out Me History* John Agard
- c. *Mr Oxford Don* John Agard

⇒ 2 groups studying the 3 poems / DIFFERENCIATION

- GROUP 1 - B1 / B1+
- GROUP 2 - B2

- identify the narrator
- do we know who the poem is addressed to ?
- detailed study
 - topics of the poem (and / or of each stanza)
 - tenses (of verbs)
 - imagery / cultural references (to be looked up online)
- how is the narrator's voice created ?
- comment on the dates when these poems were written = conclude about the way things have evolved the poem *Empire Day* (J. Berry) was written

⇒ POOLING

CLASSE INVERSEE : consultation des sites pour mettre en place le contexte de la tâche finale

- <http://chn.ge/1FZpoJz>
- <http://bit.ly/1FZpuB2>

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