

'The Inquisitive Mind of a Child' - poetry challenge

Teacher's notes

The big question

Why is it important to remember?

Level

First

Experiences and outcomes

To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. **ENG 1-17a**

I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. **ENG 1-19a**

I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script. **EXA 1-14a**

Additional resources

'The Inquisitive Mind of a Child' poem – included below.

Learning intention

- I am learning to respond to different types of questions to deepen my knowledge of the importance of remembrance.
- I am learning to perform a drama presentation based on my learning.

Success criteria

- I can answer more complex questions about remembrance.
- I can present a drama which reflects my understanding of remembrance.

Introduction

This task is designed for older children working at First level.

Using the poem 'The Inquisitive Mind of a Child' (below), understanding can be explored through the use of the following questions based on Bloom's Taxonomy. Differentiation is therefore core to the task. The purpose of this challenge is to enable children to explore the feelings and emotions connected with remembrance in order to deepen their understanding.

Remembering

Who was it that...?

Can you name the....?

What happened....?

Understanding

Why do you think....?

What was the poem all about?

Why do you think...happened?

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<p>Applying What questions would you ask...? Can you think of something like this that has happened to you? What is the same as...?</p>	<p>Analysing How might the ending be different? What was the problem with...? What other things could have happened?</p>
<p>Evaluating What would happen if...? How would you feel if...? Is there a better ending or answer?</p>	<p>Creating Can you see an answer to the problem...? How would you fix this? Can you make a....?</p>

Further opportunities to explore the emotions could be offered through drama.

This deeper understanding could be demonstrated through a performance which may be recorded or presented to an audience, making the task more relevant and meaningful.

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The Inquisitive Mind of a Child – poem

Why are they selling poppies, mummy?
Selling poppies in town today?
The poppies, child, are flowers of love
For the men who marched away.

But why have they chosen the poppy, mummy?
Why not a beautiful rose?
Because, my child, men fought and died
In the field where poppies grow.

But why are the poppies so red, mummy?
Why are the poppies so red?
Red is the colour of blood, my child,
The blood that our soldiers shed.

The heart of the poppy is black, mummy
Why does it have to be black?
Black, my child is the symbol of grief
For the men who never came back

But why mummy, are you crying so?
Your tears are giving you pain
My tears are for you, my child
For, the world is forgetting again.

By Anon

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Your challenge

Your challenge is to read and explore the meaning and emotions within the poem, 'The Inquisitive Mind of a Child'. Your teacher will ask you some questions which will allow you to understand the poem at a deeper level, based on the HOTS (higher order thinking skills) questions below:

<p>Remembering</p> <p>Who was it that...? Can you name the....? What happened....?</p>	<p>Understanding</p> <p>Why do you think....? What was the poem all about? Why do you think...happened?</p>
<p>Applying</p> <p>What questions would you ask...? Can you think of something like this that has happened to you? What is the same as...?</p>	<p>Analysing</p> <p>How might the ending be different? What was the problem with...? What other things could have happened?</p>
<p>Evaluating</p> <p>What would happen if...? How would you feel if...? Is there a better ending or answer?</p>	<p>Creating</p> <p>Can you see an answer to the problem...? How would you fix this? Can you make a....?</p>

Drama activity

Having answered the questions which you have been given, you should now have a better understanding of the poem.

Your challenge now is to perform the poem either on your own or with a partner. Think carefully about how the child and the mum would communicate with each other. Try to express the feelings and emotions of the poem as you perform it.

Remember to include some information about why it is important to remember those who have died in war.

You may wish to record your performance or perform in front of an audience.

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What progress have I made today?

Which box have you achieved today?

1st level

I can identify the main ideas in the poem.
Some are...

I can offer my own ideas about the characters
such as...

2nd level

I can identify the key ideas of the poem with
appropriate detail such as...

I can recognise the techniques used to
influence the reader of this poem such as....

3rd level

I can respond to a range of questions about
the poem to show my understanding of the
poem and my knowledge of language.

I can identify and make appropriate comment
about persuasive language used in the poem.

For example...

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Peer marking exercise / self-assessment

Tick all that apply.

Experiences and outcomes

- To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. **ENG 1-17a**
- I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. **ENG 1-19a**
- I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script. **EXA 1-14a**