

LESSON PLAN : My poetry plane

Question : War heroes-Why is it important to remember?

Final project: let's write a cinquain about "flying".

Website: <https://view.genial.ly/65477848501f9c0011d230b9>

Step 0: In Flanders Field

- Introduction to poetry: vocabulary (stanza, line, rhymes, enjambment...)
- Discovering the symbolism of the poppy.

Mission 1: Create your poppy and wear it for Poppy Day at school.

Step 1: Lest We forget

- This lesson plan has been prepared for schools in Hautmont. For Hautmont read your local area if you go to school elsewhere.
- Analysing a picture and defining the topic of our chapter.
- Comparing the first picture to the second one. Being aware of the globalisation of the conflict and the fact that the second cemetery is located in Hautmont.

Step2: War on a local scale.

- Visit this website and find information about the story of Hautmont.
<https://www.cwgc.org/visit-us/find-cemeteries-memorials/cemetery-details/64308/hautmont-communal-cemetery/>
- Understand the role of the Commonwealth troops.
 - o Define the Commonwealth
 - o Understand the globalisation of the conflict

Step 3: Who were the war heroes?

-Visit this website

<https://www.cwgc.org/find-records/find-war-dead/search-results/?CemeteryExact=true&Cemetery=HAUTMONT%20COMMUNAL%20CEMETERY>

-Gather some information about the soldier you've been assigned to. I have chosen 24 different soldiers with no epitaph on their grave (cf Step 4).

-Find a picture of him (if any) on this website: <https://www.ww1cemeteries.com/hautmont-communal-cemetery-nord.html>

Mini Mission 1: Say their names: present the soldier to the class.

Step 4: Epitaphs

- Definition of an epitaph.

- Analysing different epitaphs (rhymes, feelings, imagery, tributes...)

Mini Mission 2: Many families couldn't afford having an epitaph on their loved one's grave. Write an epitaph for a fallen soldier in Hautmont.

==the pupils visited the CWGC last year.

3 levels of difficulty:

1= Shakespearian epitaph (respect the rhythm)

2= Poetic epitaph (Rhymes and imagery)

3= Standard epitaph (feelings and tributes)

Step 5: *Inspection time*, Wilfred Owen

- Study and analyse of this poem

Mini-mission 3: Act it out!

Step 6: Time to sing

Imagine, John Lennon= why is this song everlasting?

Or *I believe I can fly*, R.Kelly

Step 8: let's fly!

-First Flight in La Salmagne, Maubeuge

Mini-mission 4: interview the pilots and the mechanics: learn new things about space engineering.

I'd like the pupils to have a real lying experience to write their poems as precisely as possible.

Step 7: Final Project: Write your poem!

Final Project: With Sally's help, let's write our poems!