

Lesson observation video transcript

- Teacher: Today we're going to look at a poem from the anthology and we're going to look at a poem from the section which is called Traditions and Cultures looking at parental mother, traditions and cultures. Before we start to look at the poem I'd like to first of all tell what I hope we're going to get out by the end of the lesson, okay. The first thing that I hope that you're going to get from the poem is that you're going to understand the meaning. The second thing that we will be looking at in the poem is the way that the poet has used the language in the poem and we'll be looking at images. The third thing I hope we will get from the poem is an understanding of the culture of the poet and the culture that's expressed in the poem, okay. Taking the word culture the poem is from other cultures and traditions. What do you understand by the word culture? Have a little think about it. What do you understand by the world culture? Amanat?
- Student 1: Is it like the way they rate, the way they talk to each other, the way they mixed with each other.
- Teacher: Excellent okay. The way that people talk to each other. What another word for the way that people talk? Martin?
- Student 2: Communicate.
- Teacher: Communication okay. What language do we speak in?
- Student 2: English.
- Teacher: English okay. Do you think language is part of culture would you say?
- Student 3: Yes.
- Teacher: Yes, James. Another culture what do they do in terms of their language that's different to us perhaps?
- Student 4: Different traditions. I don't know.
- Teacher: Okay, think about the language.
- Student 4: The way they live.
- Teacher: Yes okay. The language reflects where they live and their traditions, okay. So the way we talk, the language that we use is important and James has taken us on to the second word in the section which is traditions, okay. Amanat was touching earlier on the way that people act

towards each other. Do you think that's a part of culture? Do you think in different countries people act towards each other in a different way? What do you think? Do we act all the same? Does it depend on where we live? Martin?

Student 2: People act differently.

Teacher: Okay. Okay, they do different things.

Student 2: Yes.

Teacher: Okay. Can you try and think of an example? Darren?

Student 5: Is it like religion, so different things.

Teacher: Okay, that's part of the way that we act isn't it, okay. So another thing that perhaps comes into traditions and cultures is religion, okay. People have different religions or a different religion. What about relationships, maybe family relationships and relationships within society. Do you think that relationships change according to where you live, in which country you're brought up in? Okay do people have different relationships in Nigeria to in Britain? Student 1: Yes a little bit. Teacher: Okay, can you explain a little bit about that? No, okay. How do we view, for example, our parents in Britain, perhaps differently to in another country? How would we expect to talk to them? What would we expect them to do for us or do to us? Do you think there's any differences there?

Student 4: They have more respect for their elders and stuff and they treat it quite seriously.

Teacher: Yes, that's what some people say that we don't have a lot of respect for our elders or for our parents as opposed to in other countries, okay. So the relationships and the way that people behave towards each other, maybe the level of respect, okay. What's important as a young person in Britain to you? What are the things that would say are really important in your life that you want and that you look forward to that you have that you think you might lose if you went somewhere else? Okay anybody else other than Martin? What do you think is important? Luke?

Student 6: Friends and family.

Teacher: Okay, that would come into the relationship part of culture wouldn't it. What else is important? What are you having now that is free, that you turn up every day, that perhaps you don't want to be here?

Student 5: Education.

Teacher: Okay. Is that important in British culture?

Student 5: Yes.

Teacher: Okay. Is education available for everybody? Does it matter where they live or does it depend on their culture?

Student 3: Well in England I think the education is pretty good, but if you go to some other countries maybe, I don't know.

Teacher: Maybe it's not as good, maybe it's expensive, okay. So education is something that we have in our culture that perhaps is different to in other countries, okay and you've touched upon religion there. Just thinking about yourselves, how important is religion to you individually? Put your hands up if religion is an important part of your life? Okay, not many, but a few people, okay. How important do you think religion is to British culture? Martin?

Student 2: I think it is pretty strong, but some in some countries it is stronger.

Teacher: Okay. It's not particularly strong. Would we all agree with that? Yes okay. Let's just think for two minutes about traditions. What traditions do we have in Britain? Can you name a tradition? Something that happens year on year that we know what the rules are, we do it every year, it's a tradition? Tony?

Student 7: Christmas.

Teacher: Christmas, okay. Now I'm interested that you said Christmas because the question that I asked earlier was that religion, how important is it and you said not very important. What is Christmas? The celebration of what. Luke?

Student 6: The birth of Jesus Christ.

Teacher: Is it religious?

Student 6: Yes.

Teacher: Yes okay. What other traditions do we have? We have Christmas. What else do we have? David?

Student 8: Birthdays.

Teacher: Birthdays. Is that what you said?

Student 8: Yes.

Teacher: Birthdays, okay so a celebration of your own birth. What else do we have? Luke?

Student 7: Easter.

Teacher: Easter. What else do we have? Can you think of any other traditions? These are all holidays aren't they, birthdays, Easter, Christmas? What other traditions? What happens when you ... loads of people, great okay?

Student 1: Shrove Tuesday.

Teacher: Shrove Tuesday, okay a special day that we celebrate each year, okay. Michael?

Student 8: Mother's Day.

Teacher: Mother's Day, Father's Day, special days again, celebrations of a special day. David?

Student 7: Wedding anniversaries.

Teacher: Wedding anniversaries and just take the anniversary off that, what else do we have that's a tradition?

Student 7: Weddings.

Teacher: The tradition, weddings, okay. What's a traditional wedding? Where does it take place?

Student 7: Church.

Teacher: Church and that brings us back to religion again, doesn't it, okay. So lots of our traditions in fact are to do with religion. Do you think that's true in lots of countries that their traditions are to do with their religion? Would you say that that's probably true?

Student 7: Yes.

Teacher: Okay. We're going to look at how important religion is in the poem. Okay, so a little bit of idea about what culture is, what tradition is, we obviously know our culture better than any other culture. Amanat is fortunate she knows Nigerian culture as well so she has had that experience too. Anybody else got experience of another culture. Any family that are from another country or maybe have lived in another country for a while. So Amanat's the only person in that privileged position to have experienced both. James?

Student 5: Yes, I've got an uncle who lives in Texas.

Teacher: Okay. So do you feel that you know a little bit of what American life is like? Student 5: I've been there a couple of times.

Teacher: Okay. So you've probably got an experience of that. Okay well we're going to be

looking at a poem that's written by a lady who was born in Pakistan. She then came and lived in Glasgow and then she went back to live in Bombay in India. Okay, so her culture is quite a mixed culture from Pakistan to Glasgow in Scotland and then to India and the poem perhaps we're looking to see which culture the poem talks about and how the poet does that. Okay I'm to give you a couple of things here. First of all I'm going to give you an envelope that's got the poem. I don't want you to open the anthologies yet, I don't want you cheating on this one. It's got the poem cut up and in pairs I'd like you to work out what you think the right order for this poem might be and as you're working it out I'd like you to try and think of the reasons why you think that's the right order. Okay and the second thing that I'm going to give you is a series of sheets here and on the first one I've left two spaces for you to try and work out which two words, which two things you think are the most important thing to people in this poem. Okay and all you need to do is write the words in big letters in these two spaces. So there are two things that strike you when you're trying to work out the poem that are really important to the people in the poem, okay. One of you write them in big letters on the sheet and when we've finished looking at the order of the poem I'd like you to share that with me. Okay, if I give these out, as soon as you've got your poem try and work out the order. Okay, do it in pairs and there's a sheet each, okay. If you could do it together, thank you. Okay see if you can work out which order it goes in. Right if you have a little read of each section first and then try and work out how they might go. If you read through it which things connect together? Make sure that you get a chance to read it and that you're not moving it around so Luke can't read it. Which do you think is the title?

Student 1: The Blessing.

Teacher: Read it. How do you think the poem might start? Read it all first. Now these bits here, "There never is enough water, the skin cracks like a pod, sometimes the sudden rush of fortune, imagine a drip of it, a small splash, the municipal pipe bursts". What's happening do you think?

Student 5: The water.

Teacher: Okay, the water is flowing, yes. The skin cracks like a pod. What's that suggesting about?

Student 5: That it's so dry, the ground.

Teacher: Right, so what do you think links with that then?

Student 5: Sudden rush of fortune.

Student 6: No.

Teacher: That's saying that it's very dry. Find a sentence. Which sentence talks about there not being enough water? Do you think that links in?

Student 5: Yes.

Teacher: Okay. So link those two together, the other way around I think and then we're talking about water rushing here, but we're talking about water dripping there and talking about the pipe bursting. So which way is it going to be? There's a pipe bursting. What's coming out of the pipe?

Student 2: Water, because it's a hot country and it's saying that the pipe is bursting because the water is rare, well not rare, but pretty hard to come by-

Teacher: Right. What says water is rare? Which sentence says water is rare? Which sentence says water is rare, yes? Okay so let's talk about the rare water first, okay and then here we've got ... what's this talking about?

Student 2: They're catching the water and they're thanking God.

Teacher: They're catching the water and how much water?

Student 2: A drop.

Teacher: Right and what's happening here, how much water is happening here?

Student 2: A lot of water.

Teacher: Right, so which do you think comes first, the drip or the rush?

Student 2: The rush and then the drip.

Teacher: Do you think it rushes and then it runs out?

Student 9: Yes.

Student 2: No, actually it won't because ...

Teacher: Look at that word.

Student 2: Imagine a drip. Yes because then will go first.

Teacher: How are we doing?

Student 1: This feels like the right order.

Teacher: Okay, that's definitely the title, those two definitely go together yes, those are connected but the other way around and then you need to be putting that at the end. So that's the one that you need to be looking at. What do you think? If this goes at the end and that's right so far.

Where do you think this one is going to go? Possibly. Read it through now and then see if you can work out those, excellent, those two words. But let me say that that is pretty good except for that goes there and you need to be looking at those two, yes, and then read it through. Once you've got it in what you think is the right order have a read of it. Why is the skin cracking? Yes, why is the skin cracking? What is there not around? Student 7: Water.

Student 8: Yes or it.

Student 7: Yes, so that goes like that, yes.

Teacher: Now these you've got absolutely right apart from those two are the wrong way around. They do connect together, you're absolutely right, yes. I think that's right, to be honest I can't remember now. But these two are definitely connected together. Read it through and see if you can identify two main words, yes okay. Try and read through the poem and see if you can find two things, two words that are really important, write them down. That's good. It's not what I was thinking of, but it's good because it's actually very important, you're right, yes, or in fact not enough money but what else to do with money. No, have they got a lot of money or not?

Student 1: No.

Teacher: Okay. Can you put your pens down please and look this way?