

KS3-4

DIVERSE

anthology

Celebrating diverse fiction,
non-fiction and poetry

TEACHING
PACK





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Teaching pack overview

There are two key stage sections in this anthology. The KS3 texts are aimed at year 7-9 students and the KS4 texts are aimed at years 10-11. All the lessons aim to build students' reading comprehension and analytical skills, as well as their confidence with new texts and vocabulary.

Alongside a detailed scheme of learning for a term, there are 12 complete lesson plans, which follow this structure:

- **Do now task**
- **Starter activity**
- **3-4 main activities**
- **Plenary**
- **Homework task**

Each lesson is accompanied by a student-facing PowerPoint presentation, which works in tandem with the photocopiable teaching pack and classroom worksheets. Suggested answers, where appropriate, are included in both the PowerPoints and the teaching pack for marking in class.

The lessons include a range of differentiated activities, with stretch and challenge extension activities as well as more supportive ladder-up tasks, sentence starters and scaffolded resources.

Each section culminates in a (GCSE-style) summative assessment task with a model answer or mark scheme. For KS4, there is a choice of two assessments.

Text overview

Key stage and text type	Title	Author/ speaker	EDI notes
Lesson 1 KS3 speech	'Diversity in the media and films' (2016)	Idris Elba	Speech to House of Commons select committee on the need for greater diversity in the media.
Lesson 2 KS3 unseen non-fiction (autobiography)	Extract from <i>Life is Sad and Beautiful</i> (2022)	Hussain Manawer	Autobiographical introduction about childhood and Islamic faith. Themes of mental health and grief in the collection of poetry.
Lesson 3 KS3 unseen poem	'Beatitudes for a queerer church' (2021)	Jay Hulme	Poem about inclusion and LGBT rights.
Lesson 4 KS3 unseen fiction	Extract from <i>What We're Scared Of</i> (2021)	Keren David	YA novel dealing with antisemitism.
Lesson 5 KS3 unseen fiction	Extract from <i>The Island at the End of Everything</i> (2017)	Kiran Millwood Hargrave	YA novel dealing with the representation of chronic illness, disability and prejudice.
Lesson 6 KS3 unseen fiction	Extract from <i>Mrs Death Misses Death</i> (2022)	Salena Godden	Novel about 'Death', presented as black, working-class woman. <i>NB the language in this text may need careful handling in your classroom.</i>
Lesson 7 KS4 unseen poem	'Di Great Insohreckshan' (1981)	Linton Kwesi Johnson	Dub poem about the Brixton riots, written in Jamaican Creole English.
Lesson 8 KS4 unseen poem	'Father of Only Daughters' (2017)	Daljit Nagra	Love poem about parental love. Refers to an (implied) arranged marriage.
Lesson 9 KS4 unseen non-fiction (essay/memoir)	Extract from 'The Dark Hole of the Head' (2019)	Jill Dawson	Non-fiction essay/memoir about educational opportunities for disadvantaged students and the power of literature.
Lesson 10 KS4 unseen non-fiction (travel)	Extract from <i>Empireland</i> (2021)	Sathnam Sanghera	Literary/narrative non-fiction travel writing, exploring British culture, colonialism and identity.
Lesson 11 KS4 unseen non-fiction (article)	'Ask about my disability if you are curious, but don't patronise me' (2019)	Samantha Renke	Non-fiction article about ableist attitudes towards disability.
Lesson 12 KS4 unseen fiction	'As the Philadelphia Youth Choir Sings Katy Perry's "Firework"...' (2019)	David Levithan	LGBT poem about identity and love.

Lesson 8: Unseen poem by Daljit Nagra

Learning objectives, Knowledge/skills Resource list	Activities	Suggested timings	Differentiation notes
Learning objective: Students will understand how to approach an unseen poem and how poets use language and structure to shape meaning in a poem.	Do now Students anticipate the themes of the poem by considering its title.	5 mins	Elicit feedback from a range of students.
Knowledge: Awareness of a writer's choice of language. Drawing inferences. Understanding the effect of language and structure on a reader and analysing the effect of poetic devices.	Starter: First impressions In pairs, students respond to a first reading of the poem and answer the open questions on their reactions.	5-10 mins	Encourage responses from everyone in the class. Stretch and challenge: encourage students to think about a writer's motivation or purpose in writing a text.
Skills: Exam skills Analytical writing Understanding a writer's choices (language and form)	Main activities Activity 1: As a quick learning check, students match 'events' with quotations from the poem. Activity 2: In pairs, students explore the poet's language, structure and use of poetic devices. Activity 3: Using notes from activity 2, students should complete the paragraph writing in timed conditions. Encourage self-review and SPaG-focused proofreading at the end, time permitting.	35 mins	For activity 1, students should work individually so the teacher can assess understanding. Fast finishers can complete the stretch and challenge extension. For activity 2, choose mutually supportive pairings of students. Scaffolded ladder up support is provided.
Resources: Lesson 8 resources and PowerPoint.	Plenary Students consider which statement best reflects their ideas about the poem. (There's no 'right answer' here, but some statements are more compelling and 'literary' than others.)	5-10 mins	Request feedback from students who haven't yet contributed feedback during this lesson.
Homework	Students review the model paragraphs in the answer section.		

Lesson 8

KS4 unseen poem

'Father of Only Daughters' by Daljit Nagra (2017)

Do now

Have a look at the title of the poem above. What do you think this poem is going to be about?

Starter activity: First impressions

With a partner, read the poem.

Father of Only Daughters

Thousand times or more tonight
now you're in a big-girl bed
and it's mum's rare night out
I've simply flown upstairs
to watch you upside down again.
I'm so *oh* over my head
knowing you're safe at this stage
behind your bed-guard.
Two years old, already a clown,
you're the jumping sidekick
to your bigger sister
who's kicked off her duvet again.

In my past, I was treated
as a child when I was a man
and forced to remain in wedlock
to uphold the family name.
Look at me flying upstairs
on the wings of my shame
for my second-chance life.
A life under yours in a fall.

Father of Only Daughters © Daljit Nagra 2017. Reproduced with permission of Faber and Faber Ltd.

- What are your initial impressions of the poem?
- What do you think this poem is about?
- How does this poem make you feel?

Extension/stretch and challenge

Why do you think the poet might have written about this topic?

Activity 1: Understanding the key themes and ‘events’ in the poem

Match the quotations with the ‘events’.

What is happening				
1	2	3	4	5
The father goes upstairs to check on his daughters.	The father reflects on being a dad and how he needs to protect his children.	The father compares his two daughters.	The father talks about his previous arranged marriage.	The father is happy about looking after his daughters.

Quotations				
a	b	c	d	e
‘Two years old, already a clown, you’re the jumping sidekick to your bigger sister who’s kicked off her duvet again.’	‘to watch you upside down again I’m so oh over my head Knowing you’re safe at this stage behind your bed-guard.’	‘Look at me flying upstairs On the wings of my shame for my second-chance life. A life under yours in a fall.’	‘Thousand times or more tonight now you’re in a big girl bed and it’s mum’s rare night out I’ve simply flown upstairs’	‘In my past, I was treated as a child when I was a man and forced to remain in wedlock to uphold the family name.’

1 = 2 = 3 = 4 = 5 =

Extension/stretch and challenge

If you have time, can you match up the language analysis to identify how the reader feels?

How does the reader feel?				
●	▲	■	★	+
The reader gets the impression that the father is fiercely proud of his ‘clown’ daughter.	The reader realises he was unhappy in his marriage but the use of the verb ‘forced’ suggests that he stayed married longer than he should have.	The use of the verb ‘flown’ makes the reader think the father delights in looking after his children.	The repeated use of the metaphor of flight, ‘flying upstairs’, makes the reader believe that fatherhood is both joyful and liberating for the speaker.	The colloquial phrase ‘so oh over my head’ makes the reader think that the speaker finds fatherhood challenging.

Share your ideas with the rest of the class.

Activity 2: Form and structure

Working with a partner, annotate the poem, highlighting any interesting language or structural techniques the poet has used.

Once you have done this, write notes on why you think these techniques have been used and the effect that they have on the reader. When you have finished, share your ideas with the rest of the class.



Ladder up

Here are some examples of language or structural techniques in the poem to focus on if you prefer:

Language or structural technique:
Child-like diction

Example quotation:
‘clown’, ‘jumping sidekick’ ‘big girl’

Effect on the reader:

Language or structural technique: Use of italics

Example quotation: ‘I’m so *oh* over my head’

Effect on the reader:

Language or structural technique: Enjambment

Example quotation:
‘you’re the jumping sidekick to your bigger sister’

Effect on the reader:

Language or structural technique: First-person pronouns

Example quotation:
‘In my past, I was treated as a child when I was a man’

Effect on the reader:

Language or structural technique: Extended metaphor

Example quotation:
‘Look at me flying upstairs
On the wings of my shame’

Effect on the reader:

Activity 3: Exam practice

Now answer the following question:

How does Nagra present fatherhood in the poem?

Write a paragraph or two in response to this question.



Ladder up

Here is a plan to help you.

Paragraph 1: Nagra presents fatherhood as challenging but joyful.

Paragraph 2: Nagra presents fatherhood as transformative and redemptive.

Include quotations in each of your paragraphs.

Teachit sample

Plenary

What do you think the overall message of the poem is? Working with a partner, consider the following three statements. Which one do you agree with and why?

Prepare to share your points with the rest of the class. Use evidence from the text to support your point of view.

1. This is a poem about second chances. The writer is much happier in his second marriage than in his first.

2. This is a poem about how society values sons more than daughters and how this needs to change.

3. This is a poem about fatherhood and how fathers need to help with parenting more.

Homework

Compare your paragraphs to the suggested answers on pages 119-120. Was there anything you could have added to improve your work?

