



3. WRITING POETRY

Learning Objective

- To adapt language and style for particular contexts, purposes and audiences;
- To perform own compositions;
- To use figurative, expressive language;
- To develop ideas drawing on reading and research.

Resources

- Use the STEM Sisters Gallery to research into at least one of the featured women.

MAIN TASKS

1. Write two poems about one of the featured STEM women. One should be from the ideas in A; as if you are the actual woman or someone who knew her at the time, and one from B; where you're writing about them now and looking back in time. You can also divide into pairs or groups and allocate one half to write poems A and one to write B:

A Write as if you are one of the women or know her and are living during her lifetime

Perhaps you are a rival who is jealous of what they are doing or trying to get in their way so they don't achieve what they're trying to do? Perhaps you are a helpful or unsupportive partner, family member or husband?

Think about whether you want to:

- Focus on a specific incident or event;
- Try and recreate how the woman might be thinking about/planning how to go about discovering what they do – imagine an insight into their mind or thoughts;
- Describe what it's like to have made a discovery

B Write as yourself today, about the same woman

Think about:

- What do you think about them as a person?
- What do you admire or otherwise?
- Can you use poetry to try and describe what they achieved/their work;
- Has what you learnt about them had an impact on you in any way?

2. In pairs or groups, students should read their A poems to each other. Discuss the differences in the styles and approaches each student has chosen. Do the same with their B poems.
3. As a whole group, discuss the difference in style, impact and emotional effect between the A poems, in which each student was embodying the woman themselves or the people around them and writing in a historical context of the past, trying to understand them through taking

on their thoughts, and the B poems, written in the present tense as the students themselves reflecting on them.

4. What did the students learn about the experience of writing in different styles, for different audiences? Did they feel more comfortable in either A or B or feel they wrote a better poem in one or the other style?

Extension Activity

This activity could also be done as a short story. What do the students enjoy and learn about the differences of writing the brief in both art forms?