

LO: Developing viewpoint, voice and ideas

By the end of the lesson you will:

All know: what the poem is about (C)

Most be able to: find language techniques showing conflict in the relationship in the poem 'The Farmer's Bride' and analyse these (B)

Some understand: how 'The Farmer's Bride' compares with 'Merchant of Venice' (A)

To start:

ALL: C

If a poem is written in a certain season... What would that suggest about the poem?

If a poem were about Summer I would expect it to be...

If a poem were about Winter I would expect it to be...

If a poem were about Spring I would expect it to be...

If a poem were about Autumn I would expect it to be...

Ext 1:

SOME

What is your view on marriage?

What is your view on an arranged marriage?

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<http://www.youtube.com/watch?v=1y6WHZ98Tks>

We see the whole thing from the husband's side.
Therefore we are talking about structure...

- What is it like from the wife's side?
- What happens to cause the breakdown?
- Is there some hidden incident that triggers it all?
- Has the farmer caused the problem in some way with his behaviour?
- Why does she run away?
- What is it like to be chased by the villagers?
- Why won't she speak to her husband any more?

PEE



INTEGRATE

ANALYSE

A*-C

'The Farmer's Bride'

shown

The rural society depicted in 'The Farmer's Bride' is a traditional one, perhaps more reminiscent of the nineteenth century than of 1916, when the poem was published. Farmers then would have tended to marry within their own group – in other words, they usually married farmers' daughters. Parental consent was important, although there is little evidence of arranged marriages. A farmer would typically choose a bride who had useful skills in the life of the farm, and a woman marrying a farmer would expect to be part of a working community. Farm households tended to include a wide range of labourers, servants and other kinfolk. This is reflected in 'The Farmer's Bride', in which there's a sense of a big co-operative community.

family

The institution of marriage gave authority and legal rights to the man. A wife could not legally refuse the sexual demands of her husband. A husband was expected to go out to work and provide an income and a wife was expected to fulfil domestic duties. However, by the time Mew was writing, attitudes to marriage and social structures were undergoing great change.

Three Summers since I chose a **maid**
Too young maybe - but more's to do
At harvest-time than bide and **woo**
When us was wed she turned **afraid**
Of love and me and all things **human**;
Like the shut of a winter's **day**.
Her smile went out, and 'twasn't a **woman**--
More like a little, frightened **jay**.
One night, in the Fall, she runned **away**

This poem does have a rhyme scheme, but it's in a free verse format.



The message of love this poem is putting across is that sometimes love isn't what you first think and that just because you love someone doesn't mean that they love you back, and can drive you to the point of insanity.

The form of this poem is dramatic monologue.

Dramatic monologue means that it is written in a play like form, it can also be said in a speech.

Task: Complete your worksheet

1. You need to **complete all the questions**.
2. You will write the **answers on your poem** as that is what you will revise from
3. If you struggle with a question then you can **move on** to the next one or **ask for help**

**Ext: Answer the question: How is a relationship conflict presented in 'The Farmer's Bride'.
Use one quotation for a PEE paragraph**

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Plenary:

What is the conflict in the relationship?

Tell me an example (quotation)

Now tell me what the effect is

How is this similar or different to *Merchant of Venice*?

