

Lesson Plan: Le Message

Learning objectives:

- To learn how multiple meanings can be expressed/presented through imagery, tone of voice and stylistic features
- To understand the main storyline and narration of events in a poem
- To learn some facts about the Surrealist movement and what was important to its members
- To develop creative writing abilities
- To understand and learn how to use important relative pronouns

Slide	Activity	Timings
2	Pre-reading: Prediction of poem's mood. Pupils watch a Youtube video without sound and use this to predict the emotions felt by the protagonist(s) (you can ask questions about the atmosphere and mood while the video plays eg. Il est comment le garçon- calme? triste? Etc.) For copyright reasons, we are not able to provide direct links to Youtube within the slide. There are several you might like to consider however – e.g. https://www.youtube.com/watch?v=zFFXs_0p-Wc&t=26s NB the mood of the poem is quite dark – please make sure you are prepared to work with a potentially challenging theme with learners.	5 mins
3	Present pupils with some background information about surrealism – read out/clarify. Learners make predictions what the themes of the poem might be.	2 mins
4	Presentation of key vocabulary to enable learners to access the poem.	3 mins
5-7	Initial listening to poem with Youtube clip/ teacher's reading of poem. Pupils complete a gap fill activity to familiarise them with it. Answers on slide 7.	5 mins
8-9	Pupils complete a scrambled translation activity to ensure they understand the literal meaning. Answers on slide 9.	8 mins
10-11	Focus on understanding the main storyline/events of the poem: Pupils answer true/false questions. Could be done as a pair activity.	5 mins
12	Pupils order pictures to key emotions which are suggested in the story of the poem. They can do this in pairs, individually or as a whole class.	5 mins
13	To round off pupils' initial responses to the overall mood of the poem, ask them to look at three surrealist paintings and choose one that in their opinion best represents the poem, giving a reason. Can be done in pairs, groups or whole class.	6 mins
14	Shift focus to grammar: agreement of past participles after the relative pronoun “que”. Read out examples to pupils and ask them to work out why there is a difference/what the rule might be in pairs.	5 mins
15-17	Read through rules/explain to pupils, including non-agreement with <i>où</i> (Slide 15). Then pupils find examples in the poem of masculine/feminine usage. Answers on slide 17.	8 mins
18	Pupils form ten sentences based on slide 18. Can be done orally or in writing.	8 mins
19	Return focus to interpreting the poem: Pupils are asked to imagine the contents of the letter in the poem and the identity of the writer. Please make it clear that there is no one correct answer and that the poet intended these to be open to interpretation. Could be done as a pair activity.	5 mins
20-21	Pupils underline phrases which express different moods of poem with a focus on the pivot point in line 6 (give feedback using slide 21). You may need to read out the poem again first to help them detect where this change happens. The poem suggests a story which speeds up in the second half after the reading of the letter. The atmosphere changes from the cosy and domestic to become agitated and dark. Some very concrete images are used although it can be argued that because we do not know much about the protagonist or the contents of the message, these are open to the interpretation of each reader. Does the protagonist have a choice? This is an opportunity to address a delicate issue and to say that he/she does have a choice, and that what happens to us is never a destiny.	10 mins
22	Pupils then read the poem out in small groups/pairs with focus on appropriate expression and change of tone. The poem begins with calm and mundane actions. After reading the letter the protagonist is galvanised into sudden agitated action. Encourage pupils to read out loud with expression to reflect this shift in mood and tempo.	5 mins
23	Focus on style – repetition. Ask pupils what they think the effect of repetition is, using the options given on the slide.	5 mins
24	Plenary: Pupils give their impressions of the poem with focus on emotions evoked.	3 mins
25-26	Explain homework. Option 1: Pupils record themselves reading the poem out loud with appropriate expression of the emotions conveyed. Option 2: Write a continuation of the poem using the scaffolding provided on slide 26.	4 mins

