

# between the lines

A lesson written for every student in the room

**FREE LESSON SAMPLER**

## Language Paper 1: Images and senses

How do images make a place feel alive, or dead?

**Lesson 3 of 20 from the scheme of learning**

**Teacher notes, slides and student pages at all three levels**

Written for the AQA specification

## What is in this sampler

This is one complete lesson from our Language Paper 1 scheme for Language Paper 1. It comes exactly as it appears in the full scheme, so you can teach it next week and see how our lessons work.

|                      |                                                                                                                                                                                                                                      |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teacher notes</b> | Timings with slide numbers, Do Now answers, the exploded quotation, the hinge question and what each answer tells you, the task at three levels, a model paragraph and notes on misconceptions and adapting the lesson (next pages). |
| <b>Slides</b>        | The editable PowerPoint deck for Lesson 3, with teacher notes on every slide (separate file).                                                                                                                                        |
| <b>Student pages</b> | The lesson's pages from the Securing, Strengthening and Soaring student packs: one question, three levels of support (at the end of this document).                                                                                  |

## How every lesson works

|               |                                                                                                                                                        |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Know</b>   | Do Now from memory, vocabulary, then the reading.                                                                                                      |
| <b>Apply</b>  | Explode one quotation together; a hinge question checks understanding.                                                                                 |
| <b>Master</b> | One shared question answered as a What-How-Why paragraph, with Securing, Strengthening and Soaring support; then a model paragraph and an exit ticket. |

## In the full scheme

- 20 lessons like this one, with editable slides and a teacher handbook
- Student packs at three levels for every lesson
- Six weeks of deliberate practice homework at three levels
- Three Feedback Loop mini assessments with whole-class feedback sheets and improvement tasks
- An exam-style end-of-unit essay with level guidance and three annotated model answers

## Lesson 3: Images and senses

### SEQUENCE 1: READING FICTION: LANGUAGE • 60 MINUTES

#### How do images make a place feel alive, or dead?

#### By the end of the lesson, students can

- Identify images in a source and the senses they appeal to
- Analyse how imagery makes the valley of ashes feel dead
- Write a What-How-Why paragraph in the style of Question 2 on the valley of ashes

#### Lesson at a glance

| Time  | Phase  | What happens                                                                                                                                                    | Slides |
|-------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 0–8   | Know   | Do Now: five quick questions on Lessons 1 and 2. Students self-mark from the answer slide.                                                                      | 2–3    |
| 8–18  | Know   | Pre-teach imagery, desolate, grotesque and transcendent. Read the extract aloud while students follow, then ask: what can you see, hear and feel in this place? | 4–6    |
| 18–28 | Apply  | Explode the quotation together. Think aloud about a farm where nothing living grows, then students annotate their copy.                                         | 7      |
| 28–33 | Apply  | Hinge question on mini-whiteboards. Use the answers to decide who starts on which level of support.                                                             | 8–9    |
| 33–53 | Master | Students write one What-How-Why paragraph using the student pack at their level. Share the model paragraph in the last five minutes.                            | 10–11  |
| 53–60 | Master | Exit ticket. Collect and sort into three piles to plan the start of Lesson 4.                                                                                   | 12     |

#### Do Now answers

|   |                                                                                                          |                                                                  |
|---|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| 1 | What is a connotation?                                                                                   | An idea or feeling a word suggests beyond its dictionary meaning |
| 2 | In 'Araby', the houses "gazed at one another". Which method is this?                                     | Personification                                                  |
| 3 | Joyce uses dark, sombre and feeble in one paragraph. What do we call a group of words linked by meaning? | A semantic field                                                 |
| 4 | How many marks is Question 2 worth, and about how long should you spend on it?                           | 8 marks; about 10 minutes                                        |
| 5 | Does Question 1 reward explicit or implicit information?                                                 | Explicit: what the text states directly                          |

#### Vocabulary

|           |                                                     |
|-----------|-----------------------------------------------------|
| imagery   | language that creates a picture or sense impression |
| desolate  | empty, bleak and lonely                             |
| grotesque | strange and ugly in a disturbing way                |

**transcendent**

going far beyond ordinary limits

**Reading****The Great Gatsby: the valley of ashes**

*The narrator, Nick Carraway, describes the land that the road and the railway cross between West Egg and New York.*

About halfway between West Egg and New York the motor road hastily joins the railroad and runs beside it for a quarter of a mile, so as to shrink away from a certain desolate area of land. This is a valley of ashes—a fantastic farm where ashes grow like wheat into ridges and hills and grotesque gardens; where ashes take the forms of houses and chimneys and rising smoke and, finally, with a transcendent effort, of ash-grey men, who move dimly and already crumbling through the powdery air. Occasionally a line of grey cars crawls along an invisible track, gives out a ghastly creak, and comes to rest, and immediately the ash-grey men swarm up with leaden spades and stir up an impenetrable cloud, which screens their obscure operations from your sight.

But above the grey land and the spasms of bleak dust which drift endlessly over it, you perceive, after a moment, the eyes of Doctor T. J. Eckleburg. The eyes of Doctor T. J. Eckleburg are blue and gigantic—their retinas are one yard high. They look out of no face, but, instead, from a pair of enormous yellow spectacles which pass over a nonexistent nose. Evidently some wild wag of an oculist set them there to fatten his practice in the borough of Queens, and then sank down himself into eternal blindness, or forgot them and moved away. But his eyes, dimmed a little by many paintless days, under sun and rain, brood on over the solemn dumping ground.

The valley of ashes is bounded on one side by a small foul river, and, when the drawbridge is up to let barges through, the passengers on waiting trains can stare at the dismal scene for as long as half an hour.

F. Scott Fitzgerald, *The Great Gatsby* (1925), Chapter 2

**Word help** **Doctor T. J. Eckleburg:** the eyes belong to an old advertising board for an eye doctor • **oculist:** an eye doctor • **retinas:** the parts at the back of the eye that sense light • **wag:** a joker

**Explode the quotation****Method**

A simile that compares a dump to a farm.

**Zoom in**

“grow” is a word for living things, but ash is what is left after something has burned.

**“ashes grow like wheat”****Effect**

The reader pictures a harvest of waste: a farm where only dead things come up.

**Purpose**

Fitzgerald turns a place of life into a place of decay, so the valley feels unnatural from the first sentence.

**Hinge question**

**The ash-grey men “move dimly and already crumbling through the powdery air”. What does “crumbling” suggest about them?**

- A. They are tired after a long day’s work.
- B. They seem made of ash, falling apart like the land around them. (the right answer)**
- C. They are old men who are ill.

**What the answers tell you**

A is a sensible but literal reading that misses the image: recap that imagery makes a picture, and ask what usually crumbles. C adds facts the text never gives: start these students on Securing and model how to stay with the words on the page.

**Why the answer is right**

Ash crumbles, so “crumbling” makes the men part of the dead land, as if they break apart as they move.

**Master task**

**Look in detail at the first paragraph. How does the writer use language here to describe the valley of ashes? You could include the writer’s choice of words and phrases, language features and techniques, sentence forms.**

In the style of Paper 1 Question 2 • 8 marks

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Securing</b> aiming for a 4</p> <p><b>Quotations to choose from</b></p> <p>“ashes grow like wheat into ridges and hills and grotesque gardens”</p> <p>“ash-grey men, who move dimly and already crumbling through the powdery air”</p> <p>“gives out a ghastly creak”</p> <p><b>Starters</b></p> <p>Fitzgerald describes the valley of ashes as _____. He writes _____. The image of _____ suggests _____. This makes the reader feel _____ because _____.</p> | <p><b>Strengthening</b> aiming for grades 5 to 6</p> <p><b>Prompts</b></p> <p><b>What:</b> Make a clear point about what kind of place the valley is.</p> <p><b>How:</b> Choose a quotation. Name the image (simile, metaphor, personification) and zoom in on one word. Which sense does it appeal to?</p> <p><b>Why:</b> What does the writer want the reader to feel about this place and the people who work in it?</p> | <p><b>Soaring</b> aiming for grades 7 to 9</p> <p><b>The debate</b></p> <p><i>“In the valley of ashes, nothing is alive. How far do you agree?”</i></p> <p>Write two paragraphs. In the second, give an alternative reading that begins with Alternatively.</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Model paragraph**

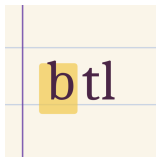
|             |                                                                                                                                                                                                                                                                                                                                                        |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What</b> | Fitzgerald describes the valley of ashes as a place where everything, even people, has turned to waste.                                                                                                                                                                                                                                                |
| <b>How</b>  | He calls it “a fantastic farm where ashes grow like wheat”. The simile takes a field, a place of growth and food, and fills it with ash, which is what is left when something has burned. The image then spreads to “ash-grey men, who move dimly and already crumbling through the powdery air.” The verb “crumbling” makes the men part of the dust. |
| <b>Why</b>  | The reader sees a harvest of death. Fitzgerald makes the place feel unnatural, a dumping ground where human lives wear away as easily as the land.                                                                                                                                                                                                     |

**Exit ticket**

*The workers in the valley of ashes seem less than human because...*

**Teacher notes****Subject knowledge**

The first paragraph is one extended image. Fitzgerald starts with a farm (“wheat”, “ridges”, “gardens”) and lets the ash take the forms of houses, chimneys, smoke and finally men. The repeated “grey” and “ash” build a semantic field of decay, and the long second sentence piles up clauses with “and”, so the



ash seems to spread as you read. The eyes of Doctor T. J. Eckleburg, on an old advertising board, look down on it all. For Question 2, students should name the image, say what it makes the reader see, and zoom in on one word such as “crumbling” or “leaden”.

#### Common misconceptions

- Saying the valley is a real farm. The farm is an image: nothing grows there.
- Listing techniques (simile, metaphor, alliteration) with no effect.
- Writing about the plot of the novel. Question 2 is about the words in the named part only.
- Calling every comparison a metaphor. “like wheat” is a simile; “a fantastic farm” is a metaphor.

#### Adapting the lesson

Everyone answers the same question on the same extract. Students who chose A or C in the hinge question start on Securing. Move anyone who completes the Securing frame in ten minutes to the Strengthening prompts for a second paragraph. Students who can already build a thesis start on Soaring.

## Images and senses

How do images make a place feel alive, or dead?

### Securing

aiming for a 4

### Do Now: five quick questions

- 1 What is a connotation?
- 2 In 'Araby', the houses "gazed at one another". Which method is this?
- 3 Joyce uses dark, sombre and feeble in one paragraph. What do we call a group of words linked by meaning?
- 4 How many marks is Question 2 worth, and about how long should you spend on it?
- 5 Does Question 1 reward explicit or implicit information?

### Vocabulary

|                     |                                                     |
|---------------------|-----------------------------------------------------|
| <b>imagery</b>      | language that creates a picture or sense impression |
| <b>desolate</b>     | empty, bleak and lonely                             |
| <b>grotesque</b>    | strange and ugly in a disturbing way                |
| <b>transcendent</b> | going far beyond ordinary limits                    |

### Reading

#### The Great Gatsby: the valley of ashes

*The narrator, Nick Carraway, describes the land that the road and the railway cross between West Egg and New York.*

About halfway between West Egg and New York the motor road hastily joins the railroad and runs beside it for a quarter of a mile, so as to shrink away from a certain desolate area of land. This is a valley of ashes—a fantastic farm where ashes grow like wheat into ridges and hills and grotesque gardens; where ashes take the forms of houses and chimneys and rising smoke and, finally, with a transcendent effort, of ash-grey men, who move dimly and already crumbling through the powdery air. Occasionally a line of grey cars crawls along an invisible track, gives out a ghastly creak, and comes to rest, and immediately the ash-grey men swarm up with leaden spades and stir up an impenetrable cloud, which screens their obscure operations from your sight.

But above the grey land and the spasms of bleak dust which drift endlessly over it, you perceive, after a moment, the eyes of Doctor T. J. Eckleburg. The eyes of Doctor T. J. Eckleburg are blue and gigantic—their retinas are one yard high. They look out of no face, but, instead, from a pair of enormous yellow spectacles which pass over a nonexistent nose. Evidently some wild wag of an oculist set them there to fatten his practice in the borough of Queens, and then sank down himself into eternal blindness, or forgot them and moved away. But his eyes, dimmed a little by many paintless days, under sun and rain, brood on over the solemn dumping ground.

The valley of ashes is bounded on one side by a small foul river, and, when the drawbridge is up to let barges through, the passengers on waiting trains can stare at the dismal scene for as long as half an hour.

F. Scott Fitzgerald, *The Great Gatsby* (1925), Chapter 2

**Word help** **Doctor T. J. Eckleburg:** the eyes belong to an old advertising board for an eye doctor · **oculist:** an eye doctor · **retinas:** the parts at the back of the eye that sense light · **wag:** a joker

## Explode the quotation

Annotate each box as your teacher explodes the quotation.

| Method                         | Zoom in |
|--------------------------------|---------|
| <b>“ashes grow like wheat”</b> |         |
| Effect                         | Purpose |
|                                |         |

### Your task

**Look in detail at the first paragraph. How does the writer use language here to describe the valley of ashes? You could include the writer’s choice of words and phrases, language features and techniques, sentence forms.**

In the style of Paper 1 Question 2 • 8 marks

### Word bank

|                       |                                                  |
|-----------------------|--------------------------------------------------|
| <b>imagery</b>        | words that create a picture in the reader’s mind |
| <b>simile</b>         | a comparison using like or as                    |
| <b>semantic field</b> | a group of words linked by meaning               |
| <b>decay</b>          | rotting or falling apart                         |

### Choose your quotations

- “ashes grow like wheat into ridges and hills and grotesque gardens”
- “ash-grey men, who move dimly and already crumbling through the powdery air”
- “gives out a ghastly creak”

### Worked example

Fitzgerald makes the valley seem frightening. The road runs beside the railway “so as to shrink away from a certain desolate area of land”, which suggests that even the road is afraid of it.

The example uses a different quotation. Choose one from the list above for your own paragraph.

## Your task

Look in detail at the first paragraph. How does the writer use language here to describe the valley of ashes? You could include the writer's choice of words and phrases, language features and techniques, sentence forms.

## Write your paragraph

What: Fitzgerald describes the valley of ashes as \_\_\_\_.

How: He writes \_\_\_\_\_. The image of \_\_\_\_\_ suggests \_\_\_\_\_.

Why: This makes the reader feel \_\_\_\_\_ because \_\_\_\_\_.

### Exit ticket

**The workers in the valley of ashes seem less than human because...**

## Images and senses

How do images make a place feel alive, or dead?

### Strengthening

aiming for grades 5 to 6

### Do Now: five quick questions

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## Explode the quotation

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|                         |         |
|-------------------------|---------|
| Method                  | Zoom in |
| “ashes grow like wheat” |         |
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Look in detail at the first paragraph. How does the writer use language here to describe the valley of ashes? You could include the writer's choice of words and phrases, language features and techniques, sentence forms.

In the style of Paper 1 Question 2 • 8 marks

### What, How and Why

|      |                                                                                                                                |
|------|--------------------------------------------------------------------------------------------------------------------------------|
| What | Make a clear point about what kind of place the valley is.                                                                     |
| How  | Choose a quotation. Name the image (simile, metaphor, personification) and zoom in on one word. Which sense does it appeal to? |
| Why  | What does the writer want the reader to feel about this place and the people who work in it?                                   |

### Plan your paragraph

|                                                                        |  |
|------------------------------------------------------------------------|--|
| <b>My point</b><br>answers the question                                |  |
| <b>My quotation</b><br>short and exact                                 |  |
| <b>Method and zoom</b><br>the method, and the one word I will explore  |  |
| <b>The writer's purpose</b><br>what they wanted readers to think or do |  |

## Your task

Look in detail at the first paragraph. How does the writer use language here to describe the valley of ashes? You could include the writer's choice of words and phrases, language features and techniques, sentence forms.

### Write your paragraph

## Check your paragraph

- ☐ My point answers the question
- ☐ I use a short, embedded quotation
- ☐ I name the image and explain what it makes the reader see
- ☐ I zoom in on one word
- ☐ I explain the effect on the reader

## Exit ticket

### The workers in the valley of ashes seem less than human because...

## Images and senses

How do images make a place feel alive, or dead?

### Soaring

aiming for grades 7 to 9

### Do Now: five quick questions

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| Effect                  | Purpose |
|                         |         |

### Your task

Look in detail at the first paragraph. How does the writer use language here to describe the valley of ashes? You could include the writer’s choice of words and phrases, language features and techniques, sentence forms.

In the style of Paper 1 Question 2 • 8 marks

### The debate

“In the valley of ashes, nothing is alive. How far do you agree?”

Write two paragraphs. In the second, give an alternative reading that begins with Alternatively.

#### Think about

- How the farm image keeps going: wheat, ridges, gardens, houses, chimneys, men
- How a line of cars “crawls” and the men “swarm up”, like insects
- Why the eyes of Doctor T. J. Eckleburg watch over a place with no one to see

#### Verbs to try

*dehumanises* • *evokes* • *subverts* • *intensifies*

### Plan your argument

| My argument | An alternative reading |
|-------------|------------------------|
|             |                        |

## Your task

Look in detail at the first paragraph. How does the writer use language here to describe the valley of ashes? You could include the writer's choice of words and phrases, language features and techniques, sentence forms.

**Write your answer**

## Exit ticket

### The workers in the valley of ashes seem less than human because...