

- ❖ **Opening exercise:** Work in pairs.
 - Firstly, one partner tries to convince the other that a particular film or piece of music is the best there is. Give two minutes for this.
 - Next, the other partner argues the case that a particular school subject should be compulsory at Sixth Form level.
 - In both cases, the 'receiving' partner can interject / challenge / question etc.
 - Briefly discuss:
 - what elements you might expect to observe in an argument
 - what makes a convincing argument.
- ❖ **Discussion ideas:** Using worksheet Metaphysical poetry: (b)i Argument (Donne's *Death*), ask students to fill in their suggestions in the gaps.
 - They could work in pairs or small groups to encourage discussion.
 - It is not important to get the 'right' answer, but to consider the options.
 - After about ten minutes of group work, the whole class should discuss alternatives before the full poem is revealed. It is Donne's *Holy Sonnet 10*.
 - Lead the discussion to consider the idea of an argument in a poem.
- ❖ **Textual examination:** Students could find another poem that they have studied which offers an argument.
 - Draw a visual representation of the argument in the form of a sort of flow chart.
 - You could add to this additional thoughts/evidence in support of, or to counter, the argument.
- ❖ **Recreative task:** Take a metaphysical poem which has a clear conclusion.
 - Write a response, giving the opposite (or just a different) point of view.
 - Use the same structure as the original poem. A challenge, but worthwhile!
- ❖ **Critical task:** 'The presence of cleverly constructed and worded argument in a poem inevitably takes away any emotional impact that it could have.'
 - Discuss this view by reference to three metaphysical poems that you have studied.
- ❖ **Extension task:** Explore the use of paradox in a range of metaphysical poems.
 - Why is paradox a characteristic of this group of poets particularly?