

- ❖ **Lesson focus:** To explore the poem, especially its apparent modernity of theme.
- ❖ **Opening exercise:** Ask the students to walk across some grass (or similar) - longish grass is best. They should concentrate on how it feels. Now repeat barefoot.
 - Briefly discuss the difference.
 - If going outside is not possible, they could feel, perhaps without looking, a few natural objects, firstly with gloves on and then without.
 - Another alternative opening is to bring in a roll of silver foil. Shake it, preferably with strong light on it, and ask students to write a sentence, or phrases, of description/response. What ideas/associations come out?
- ❖ **Textual examination:** Read the poem aloud around the class, each person reading to the next punctuation mark. This should help to split the poem into manageable sense units and make it easier to follow.
 - After a moment of thought, the reading could be repeated, with each student offering a comment/explanation on each phrase after they have read it.
- ❖ **Recreative task:** Write to Hopkins, expressing your thoughts about 'man's smudge' on the earth over 100 years after he wrote *God's Grandeur*.
- ❖ **Critical task:** 'Hopkins' view of man's spoiling of the world is very topical, but his religious perspective is out-dated.'
 - Discuss this statement and whether this poem has contemporary relevance?
- ❖ **Extension task:** Compare *God's Grandeur* with *The Sea and the Skylark*, particularly in terms of the way that Hopkins approaches a theological or spiritual debate.