Group tasks for ‘Havisham’

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Your group’s role - Linguist

Your responsibility is to look in detail at the language of ‘Havisham’. This means thinking about:

- **a)** the surface of the language – is it colloquial, formal etc.?
- **b)** the types of diction used – can words be grouped in different ways (textures, actions etc.)?
- **c)** how the persona’s ‘voice’ is constructed

You should look carefully at the language and consider how it adds to our ideas about Miss Havisham. Then you need to devise 5-7 questions to challenge the rest of the class, so that they can become as expert as you.

Your group’s role - Imagist

Your responsibility is to look at the imagery (similes and metaphors) and symbolism used in ‘Havisham’. This means thinking about:

- **a)** the effect of the metaphors or similes Duffy uses
- **b)** examples of symbolism (colour, textural etc.)
- **c)** repetition of images or ideas

You should look carefully at the imagery and symbolism and consider how they add to our ideas about Miss Havisham. Then you need to devise 5-7 questions to challenge the rest of the class, so that they can become as expert as you.

Your group’s role - Structuralist

Your responsibility is to look at the structure of ‘Havisham’. This means focusing on:

- **a)** where the line breaks are.
- **b)** whether the lines use enjambment or end-stops (caesura)
- **c)** the division of the poem into stanzas and the division of stanzas into sentences
- **d)** the title of the poem

You should look carefully at the structure of the poem and consider how it adds to our ideas about Miss Havisham. Then you need to think of 5-7 questions to ask the rest of the class about it, so that they can become as expert as you.

Your group’s role - Dramatist

Your responsibility is to look at the dramatic qualities of ‘Havisham’. You will be presenting a dramatised ‘version’ of the poem to the class. This means trying one or more of the following:

- **a)** saying words in different ways to convey their emotive qualities
- **b)** exploring the emotion of the word or line, by finding a movement or gesture to go with it
- **c)** walking as the words are said, changing pace and/or direction with punctuation or line ending (you may wish to divide lines or stanzas between you)

You should look carefully at the dramatic aspects of the poem and consider how it adds to our ideas about Miss Havisham. Then you need to think of 5-7 questions to ask the rest of the class about it, so that they can become as expert as you.