












*At night; a white world
Down my hall a phantom blows
Her cold, cold fingers.*

How to Play



Take notes  and use them to complete  fiery directives and answer  test questions. Collect  encounters to gain points and extra notes. Spend \$ points to buy easier & shorter test questions. Win the rare  elite badge to get a free module test pass. Save  to help answer further questions. Go up levels to win  badges. Use badges to join  teams & share points. Win a diamond. 

English Activity Centre Module

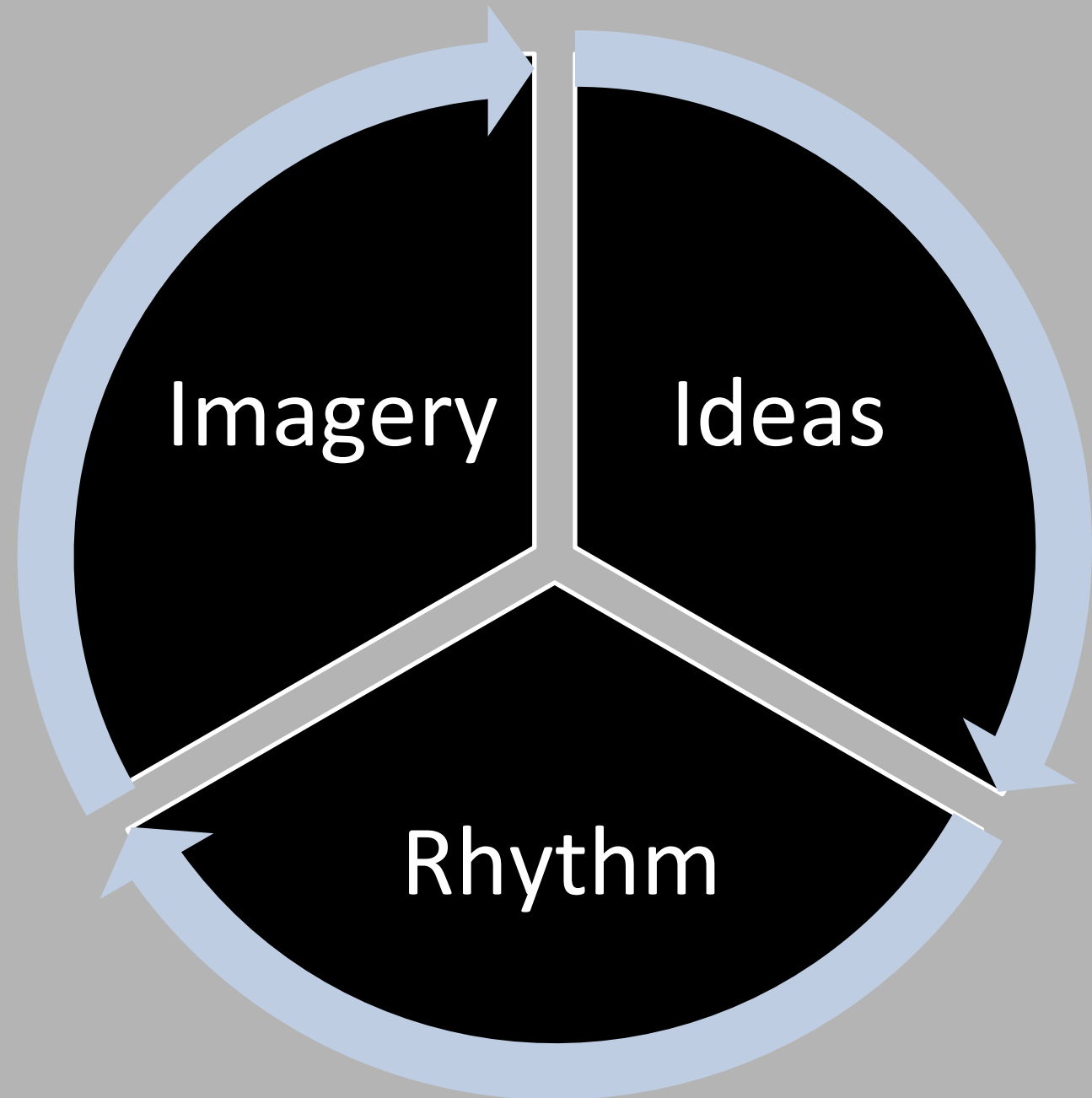
For prose in poetry analysis.

A module on purpose & structure in the domain of Poetry.

WARNING



1. You will have a test about the topic of Forms of Poetry.
2. To pass you must show you understand the topic.
3. You can get points to buy easier questions.



Level One: Forms of Poetry.

Encounters

Pink— Copy to Gather for Tests.



Pink pens tell you what to write down.

Sometimes you only have to write down words that are in **bold**.

A poem changes how we feel by using carefully chosen words that are written to sound like music.

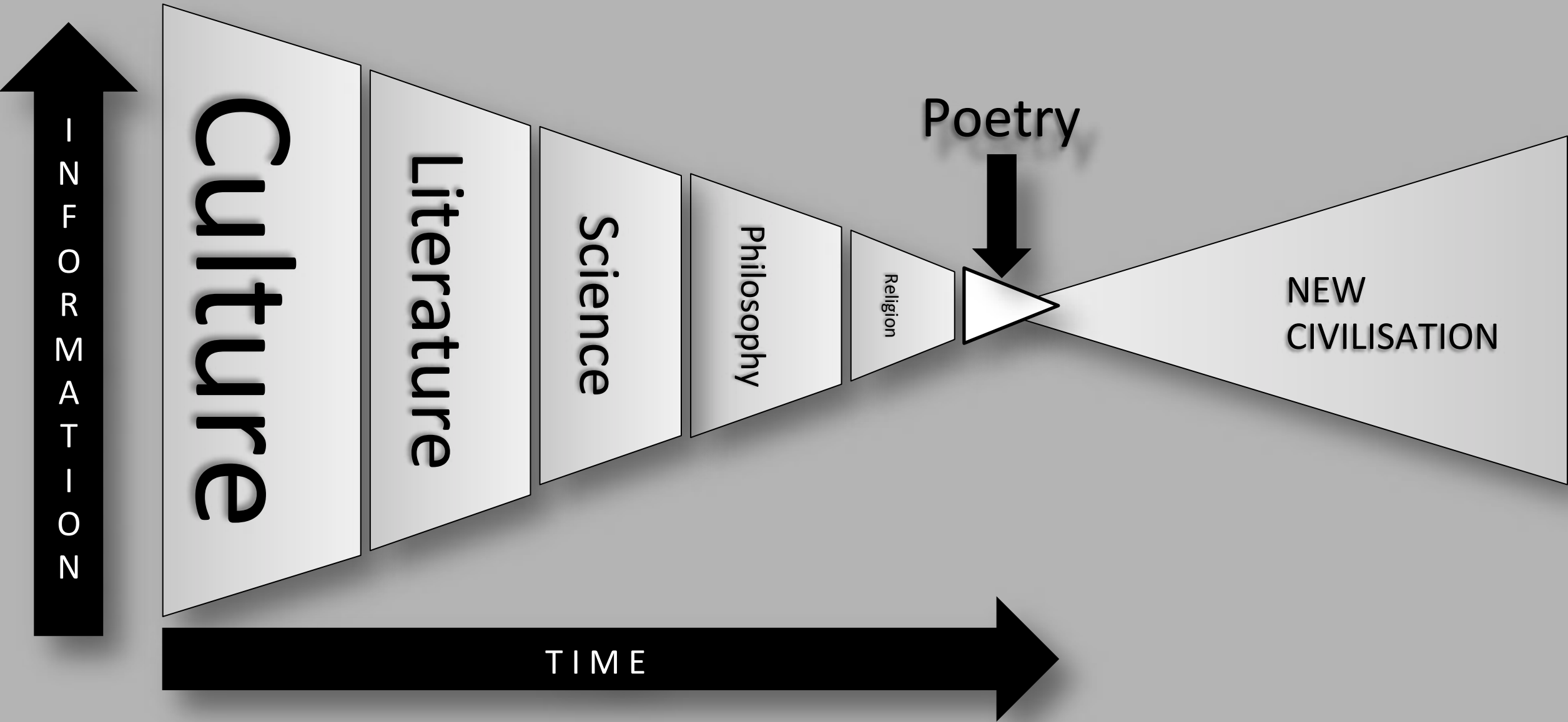


Poetry is written to sound nice to the ear. Poems use things like rhythm, repetition and rhymes to give it music. 🖋️

Poetry



Poems join the people of the past with the people of the future. Poems are like tiny bits of the people who wrote them and some are very old. Even if a civilisation falls, its poems survives.



The oldest poem was a love poem. It was found on a clay sheet. **It was written by an ancient people called the Sumerians.** They were also the inventors of writing more than 5,000 years ago. Nobody knows who wrote the poem. We think it was meant to be read aloud during the time of a wedding, 4,000 years ago.



Bridegroom, dear to my heart,
Goodly is your beauty, honeysweet,
Lion, dear to my heart,
Goodly is your beauty, honeysweet.



Encounters

Bronze – 1 point Task.



Bronze tasks are very easy.

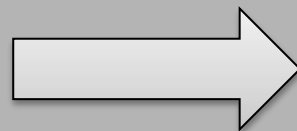
To get a Bronze point, you just have to write the question and a short answer.

You should be able to do these without a teacher helping you.

Question & Expected Answer.



What is the the Nile?



What is the the Nile?
A river.

Beowulf is the oldest poem in the English language Beowulf is about heroes fighting a monster. **The poem could have been written around thirteen hundred years ago.** Many years before this the story of the poem was probably told. No one knows who wrote it first.




A piece of Beowulf

***Not that the monster was minded to pause!
Straightway he seized a sleeping warrior
for the first, and tore him fiercely asunder,
the bone-frame bit, drank blood in streams,
swallowed him piecemeal: swiftly thus
the lifeless corpse was clear devoured,
even feet and hands.***




In the poem Beowulf what does the monster like to eat?



Poetry follows rules about how to write them. These rules are really old. Even the Ancient Greeks thousands of years ago followed the same rules. **The word ‘poetry’ comes from ancient Greece.** Poetry meant the same as making. 



A clay tablet with poetry from Babylon, created thousands of years ago. 



What did the word *poetry* mean in ancient Greece?

Encounters

Silver – 2 Point Mission.



You might need the teacher to help you.

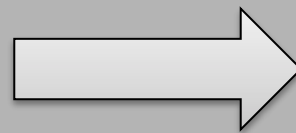
Your answers must be at least one sentence long.

You have to put the question in the answer.

Question & Expected Answer.



What are atoms?



Atoms are the smallest things in matter.

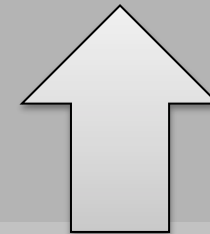
Poetry is like music because it has rhythm. Poetry creates beats and timing using the syllables in words. Syllables are pieces of sound. For example 'daughter' has two syllables: 1-daugh 2-ter. Rhythm is made by the person who tells the poem always saying every second syllable more strongly.



What line from A Midsummer Night's Dream does the picture show?

From Shakespeare's A Midsummer Night's Dream:

*And I do love thee: therefore, go with me;
I'll give thee fairies to attend on thee,
And they shall fetch thee jewels from the deep,
And sing while thou on pressed flowers dost sleep;
(Act 3, Scene 1)*



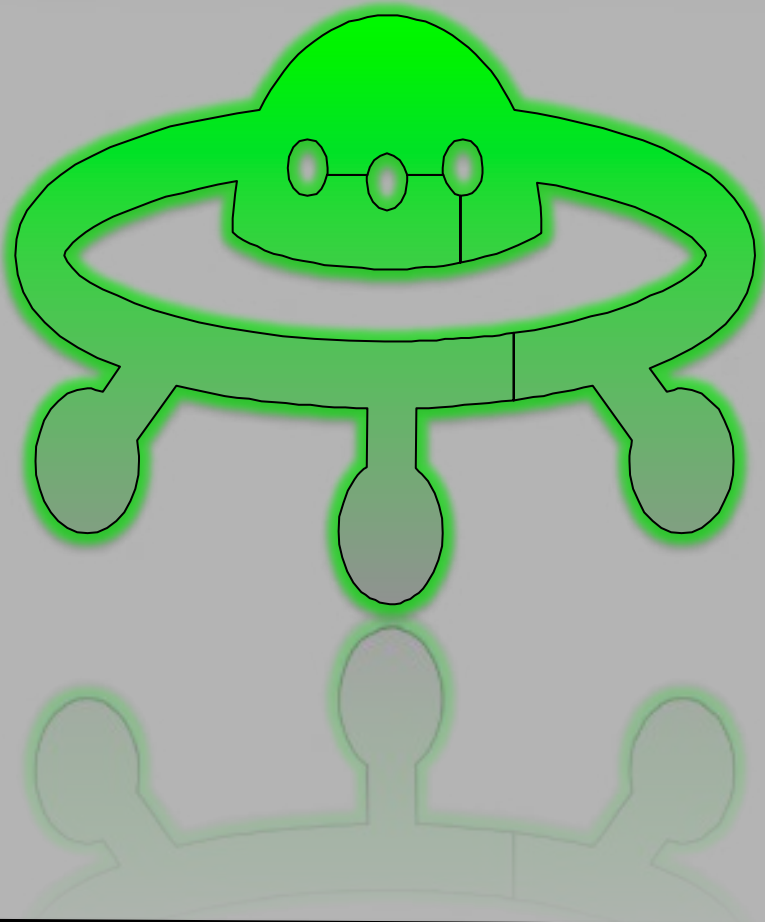
A real popular way for poems to use rhythm is by writing them using a style called *iambic pentameter*. These are lines of writing with all the words adding up to 10 syllables.



Encounters

ueps – Unknown Encounter Piece.

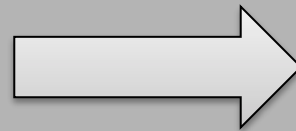
Nothing is known about these guys.



Question & Expected Answer.



Unknown



Forget about even trying.

Poetry uses lots of things to create patterns in writing. These patterns make us feel special and help us know about the world. People like poetry because poets think about how to make them. It shows us someone else cared about us.



What would Earth be like to people who have Apophānie ?



What's missing in this pattern.

○	△	□	○	△	□	○	△	□	○	△	□
○	△	□	○	△	□	○	△	□	○	△	□
○	△	□	○	△	□	○	△		○	△	□
○	△	□	○	△	□	○	△	□	○	△	□

If someone repeats something to us we remember it better. Poems repeat letters, words and sentences to push an idea.



What in the picture tells us the ship is in danger?



What does the sailor think is special in this poem?

O Captain! My Captain! by Walt Whitman (modernised)

O CAPTAIN! My Captain! our fearful trip is done;
The ship has survived every danger, the prize we sought is won;
The port is near, the bells I hear, the people all cheering,
While follow eyes the steady keel, the vessel grim and daring:
But **O** heart! heart! heart!
O the bleeding drops of red,
Where on the deck my **Captain** lies,
Fallen cold and dead.

...

My Captain does not answer, his lips are pale and still;
My father does not feel my arm, he has no pulse nor will;
The ship is anchored safe and sound, its voyage closed and done;
From fearful trip, the victor ship, comes in with object won;
Cheer, O shores, and ring, O bells!
But I, with mournful tread,
Walk the deck **my Captain** lies,
Fallen cold and dead.

Encounters

Gold – 4 Point Quest.



These are Hard. Even your teacher can't help you.

A quest has difficult words and ideas.

You have to use your imagination.

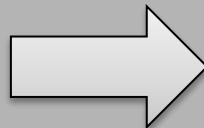
You have to write answers that are a whole paragraph long.

You have to have the question shown in your answer.

Question & Expected Answer.



What does rainfall have to do with how high a river gets.



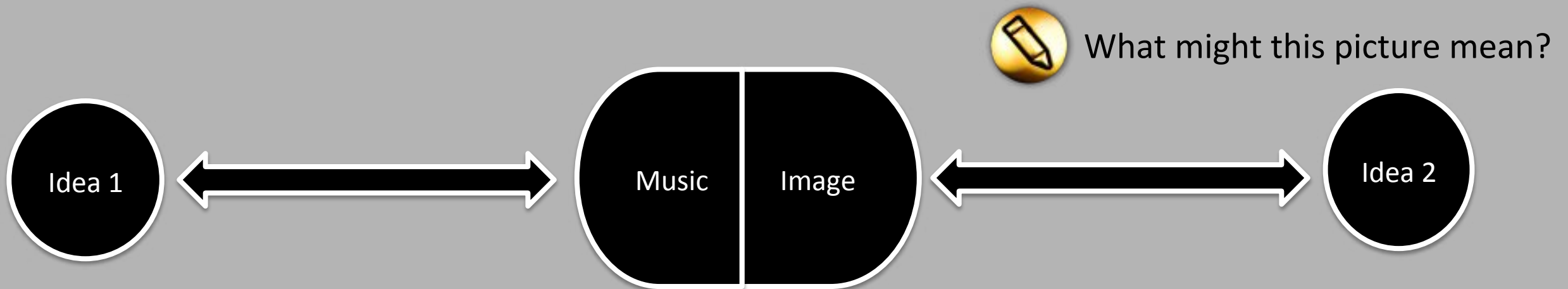
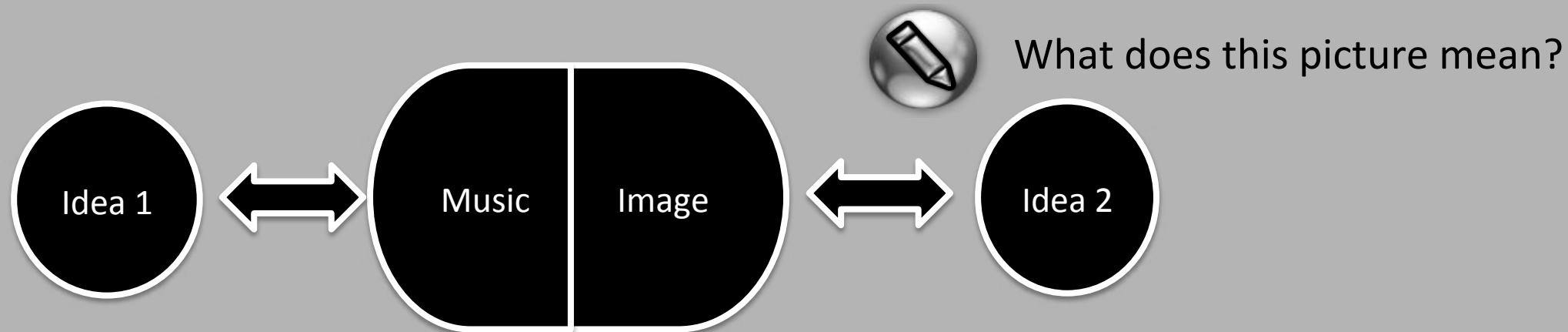
What rainfall has to do with how high a river gets is that they make rivers higher or lower. This has to do with how much rain falls. Too little rain makes everything dry and too much rain can make floods happen. **This is why people who live next to a river want to know about how much rain falls.**

Put the question in your answer and answer the question.

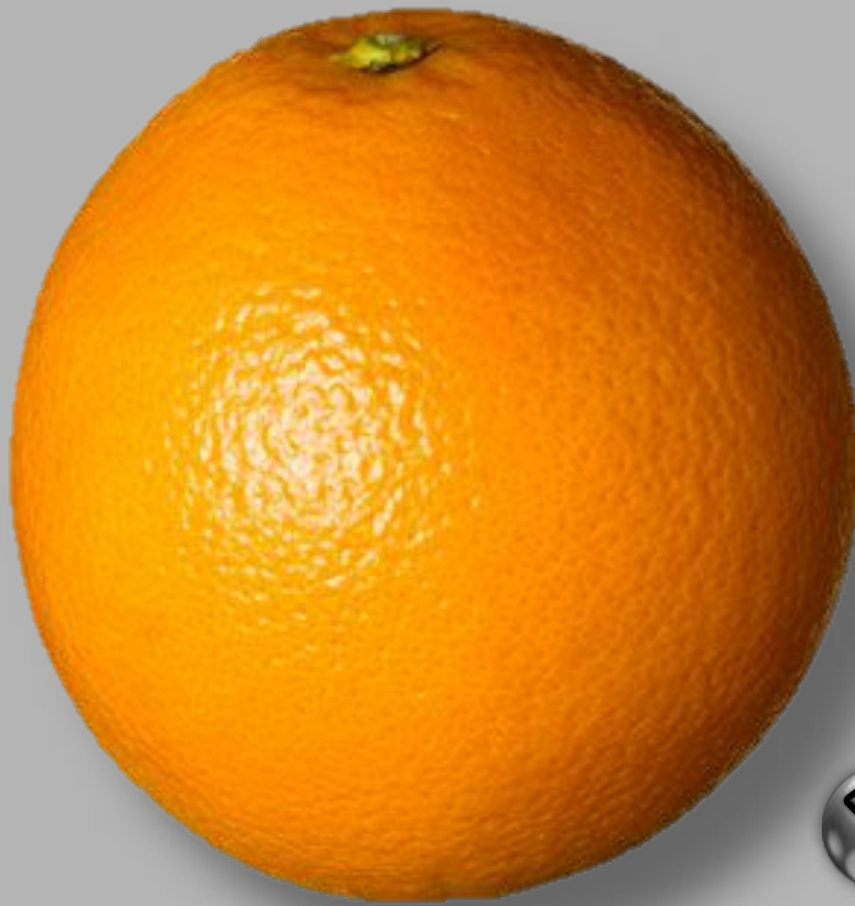
Give examples or proof.

Make a comment.


Great artists of poetry are able to join together what look like different ideas. This is done by poets using the music of words and trying to make us imagine pictures for what they are telling us.



Many poets get upset if they can not find the right word to rhyme with another word that sounds the same as another. Poets like to use rhyming words.



Is there a word that rhymes with orange?

Great poets use
rhymes easily. 



Write another word for falling
water that is not in this
poem.



Write a three line rhyming
poem about a flood using
words for water that are not
in this poem.

HOW THE WATER COMES DOWN FROM LODORE!

From its fountains
In the mountains,
Its rills and its gills,
Through moss and through brake
It runs and it creeps
For awhile, till it sleeps
In its own little lake;
And thence at departing,
Awakening and starting,
It runs through the reeds,
And away it proceeds,
Through meadow and glade,
In sun and in shade;
And through the wood shelter,
Among crags in its flurry,
Helter skelter,
Hurry, skurry.
Here it comes sparkling,
And there it dies darkling;
Now smoking and frothing,
Its tumult and wrath in,
Till in this rapid race
On which it is bent,
It reaches the place
Of its steep descent
The cataract strong.

Then plunges along,
Striking and raging,
As if a war waging,
Its caverns and rocks among;
Rising and leaping,
Sinking and creeping,
Swelling and sweeping,
Showering and springing,
Flying and flinging,
Writhing and wringing,
Eddying and whisking,
Spouting and frisking,
Turning and misting,
Around and around,
With endless rebound!
Smiling and fighting,
A sight to delight in,
Confounding, astounding
Dizzying and deafening the ear with its sound.
And thumping and plumping and bumping and jumping,
And dashing and flashing and splashing and crashing,
And so never ending. but always descending,
Sounds and motions for ever and ever are blending,
All at once and all o'er, with a mighty uproar-
And this way the water comes down from Lodore.

Encounters

Phantom – 10 Point Campaign.

These are super hard.

You might have to look up the answer.


It might be hard to even understand the question.

Nobody expects these to be answered.

Scrolls– Language Clue

Bonus piece that help you get answers right.



Poems are able to give more meaning than normal writing. Many people believe that poems using pictures were first created on cave walls many thousands of years ago. 



Why do you think we mostly find very old pictures only on cave walls?



What might have poems been about back then?

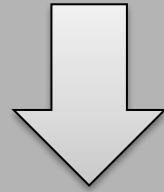


Write a poem using the pictures from this cave wall.

Cave images made
around 30,000 years ago
in France.



Only poetry is allowed to rhyme. Poems use sound patterns in which words at the end of a sentence in a poem, called lines, rhyme **with the last word in the next line.**



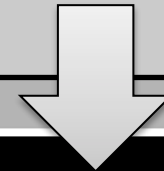
Apart from being pretty, rhyming schemes have been used to ensure a poem's safety. Having poems hold complicated rhymes guards against someone else changing the words and meaning of the poem.

This is one reason why some poems have lasted thousands of years. People used to believe that rhyming schemes could give poetry holy or magical powers.



Write a Spenserian Stanza on something holy or magical.

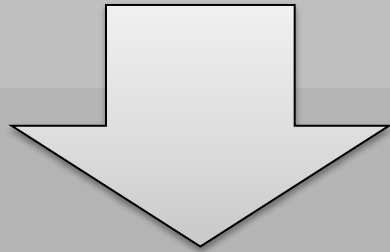
A super difficult rhyming scheme is the Spenserian Stanza which has a pattern of a-b-a-b-b-c-b-c-c. That is, four b-rhymes, three c-rhymes and two a-rhymes, and, after eight iambic pentameters, the last line is to be a 12 syllable alexandrine.



Keats "The Eve of St Agnes":

A St Agnes' Eve - Ah, bitter chill it was!
B The owl, for all his feathers, was a-cold;
A The hare limped trembling through the frozen grass,
B And silent was the flock in woolly fold;
B Numb were the Beadsman's fingers, while he told
C His rosary, and while his frosted breath,
B Like pious incense from a censer old,
C Seemed taking flight for heaven, without a death,
C Past the sweet Virgin's picture, while his prayer he saith. '

When written together these rhyming lines are called a verse. Different ways that verses can use rhyme are called schemes. **The quatrain rhyming scheme is one when the rhyme order is switched** so that each line rhymes not with the next line but the one after. Letters are used to describe it *i.e.* *a-b-a-b*.



*Draws and dips her body to **heap**,* *a*
*Her sleepy nerves in the great arm-**chair**,* *b*
*Lies defeated and buried **deep**,* *a*
*Three or four hours unconscious **there**.* *b*



What type of animal might this quatrain be about.



Write down this quatrain and draw a picture of it using only two colours of your choice. Right down a reason for your choice.

Encounters

Fiery Directive – Reset Point Risk.

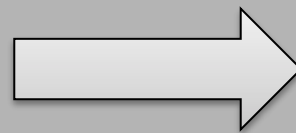


Medium difficulty challenge which all players must answer. Usually requiring answers of a set word length. Assumes no prior knowledge but may require knowledge of notes. Players can sacrifice sections of notes to cover word length.

Question & Expected Answer.



Write a 120 word speech on saving the environment.



In warm climates, building homes with skylights can save energy on lightning. Skylights when properly positioned can also be helpful in heating houses as well....

Rhymes use similar sounding words to make poems sound musical. Many poets use clever rhymes and complicated rhyming schemes as a display of skill and in respect for tradition.



Write a poem. (20+ words)



Another example of a form of poetry is the Japanese Haiku. Created to be said in one breath, it aims to capture a fleeting moment of wonder in nature. Traditionally, a haiku is three lines long and of seventeen syllables.



*Falling to the ground,
I watch a leaf settle down
In a bed of brown.*



What country does Haiku poetry come from?

Line 1 = 5 syllables

Line 2 = 7 “

Line 3 = 5 “

*All over our town,
The hard rain falls steadily.
To hide my tears?*



What does the Haiku have to do with this picture



In Figure 1 how does the rain make the girl look sad?

Table 1

- 1. Sadness
- 2. Haiku
- 3. Town
- 4. Rain

Table 2

- A. Form
- B. Idea 2
- C. Setting
- D. Idea 1



Match the word with table 1 to the word in table 2.

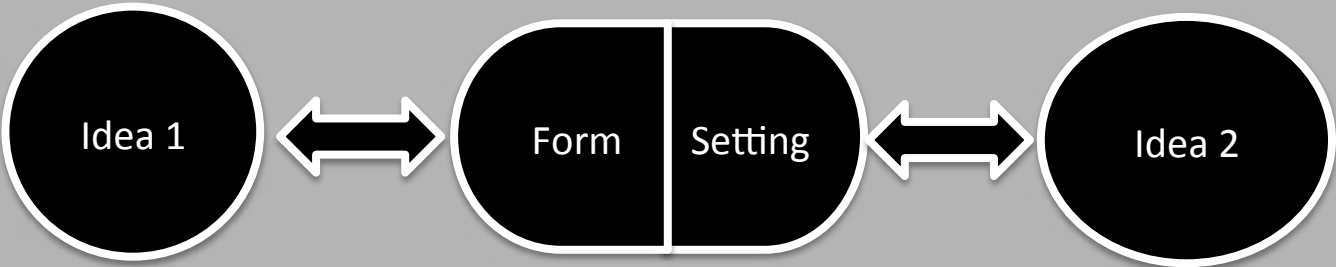


Fig.1




Write your own haiku using nature references:
such as trees, water, fire, winter, waves and
fogs.



Line 1 = 5 syllables

Line 2 = 7 "

Line 3 = 5 "

In the 13th Century a form of poem called sonnets were developed. These poems consist of 14 Lines with each line being 10 syllables long. Sonnets are popular with poets because many believe that they can be used to write about many things and let poets use interesting techniques. 



What does the writer seem to value?
(What is important to them)



Explain how the poem suggests the writer has lots of stored energy.

School Work

It's hard to think of all my work at school
When all I want to do is go and play.
But teacher has one simple little rule:
"Today's work must be done, and done today!"
So back to adding numbers goes my hand,
My mind, however, wanders for a bit.
I think of all the games my friends have planned.
I wonder how much longer I can sit.
I try to focus like I know I should
On math or reading . . . what was it again?
If I could finish quickly then I would.
Is three from twelve the same as two from ten?
It's hard to tell my brain to get it done
Because my feet keep telling me to run!

Over the years different forms of poem have been invented. Depending on the subject, a poet will choose a form that best shows the meaning of their idea.

Odes were first used in ancient Greece. They usually deal in serious subjects and generally have three parts:

- | | |
|-----------------------|---------------------------------------|
| 1. Strophe | Point of view |
| 2. Antistrophe | Conflicting view |
| 3. Epode | Higher view solving the issue. |



Write three modern words for Strophe, Antistrophe, and Epode?



What in Ode poetry is a Strophe?

Encounters

Elite – 25 Point Epic Quest.

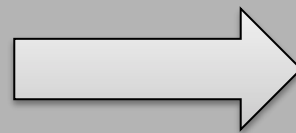


Extreme difficulty always requiring great skill. Elite badges are very rare. Epics involve long 100+ word responses. They all the knowledge in this module.

Question & Expected Answer.



Write a 300 word article on



A developed sustained piece of writing that is engaging, structured, has correct spelling, punctuation and grammar, shows audience awareness, and uses language for effect.

Ode to a Grecian Urn by Keats (Fragment-Modified)

What men or gods are these? What maidens loth?
What mad pursuit? What struggle to escape?
What pipes and timbrels? What wild ecstasy?
Heard melodies are sweet, but those unheard
Are sweeter; therefore, ye soft pipes, play on;
Fair youth, beneath the trees, thou canst not leave
Thy song, nor ever can those trees be bare;
Bold Lover, never, never canst thou kiss,
Though winning near the goal yet, do not grieve;
She cannot fade, though thou hast not thy bliss,
For ever wilt thou love, and she be fair!
When old age shall this generation waste,
Thou shalt remain, in midst of other woe
Than ours, a friend to man, to whom thou say'st,
"Beauty is truth, truth beauty,—that is all
Ye know on earth, and all ye need to know."



Odes were once song with music. **This form is used by the poet to praise something they feel is special to them**



What is this poem's Strophe & Epode telling us?



Write a similar poem to Keat's 'Grecian Urn. Title it as, "Ode to a Broken Down Car".

She Walks in Beauty. 1814 By Byron modified

She walks in beauty, like the night
Of cloudless climes and starry skies,
And all that's best of dark and bright
Meets in her face and her eyes;
Thus soft to that tender light
Which Heaven to ugly day denies.



One shade the more, one ray the less,
Had half impaired the nameless grace
Which waves in every raven tress
Or softly lightens o'er her face,
Where thoughts serenely sweet express
How pure, how dear their dwelling-place.

And on that cheek and over that brow
So soft, so calm, yet eloquent,
The smiles that win, the tints that glow,
But tell of days in goodness spent,—
A mind at peace with all below,
A heart whose love is innocent.

Lyric poems are written so that **they can be sung** or said to music. They suit romantic poems and are usually designed for impressing the beauty of a subject.



How in this poem is the night special?



Why does Byron compare the woman in his poem with the night?



A	Poetry
B	Students
C	A poem
D	Forms of poetry
E	A form of poetry

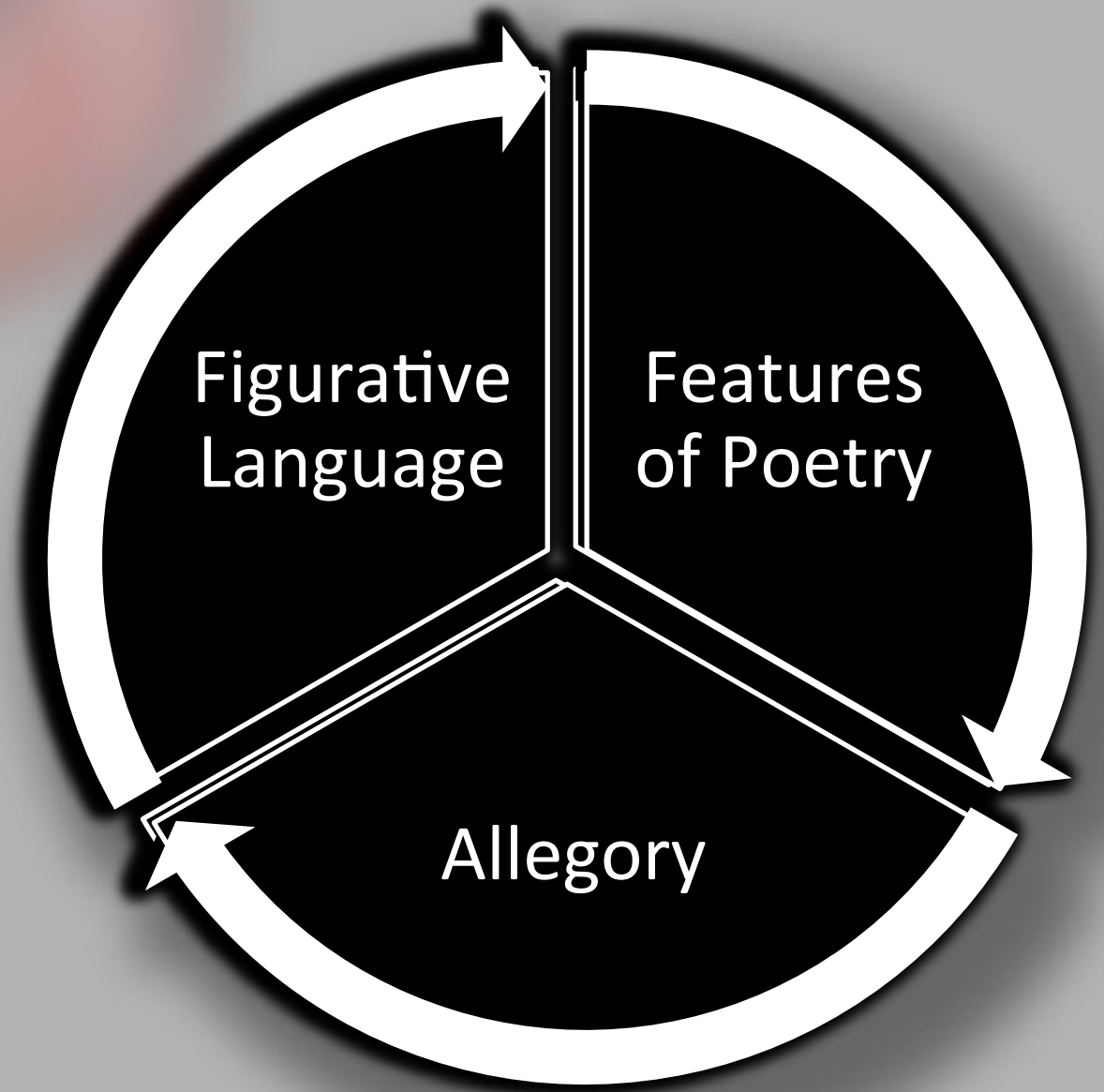
Questions Menu

Expected Word Count

\$	Provide an extended text :	Yr 6	Yr 5	Yr 4	Yr 3
50	on anything.	20	15	10	5
40	on C.	20	15	10	5
35	on B.	25	20	15	10
30	on A.	25	20	15	10
25	using A format on anything	30	25	20	15
20	on Student & A.	30	25	20	15
15	on A & B	35	30	25	15
10	on improving A B or D.	40	30	25	20
5	on improving this module.	45	35	30	20
0	on E	50	40	30	20

WARNING

1. You will have a test about the topic of Features of Poetry.
2. To pass you must show you understand the topic.
3. You can get points to buy easier questions.

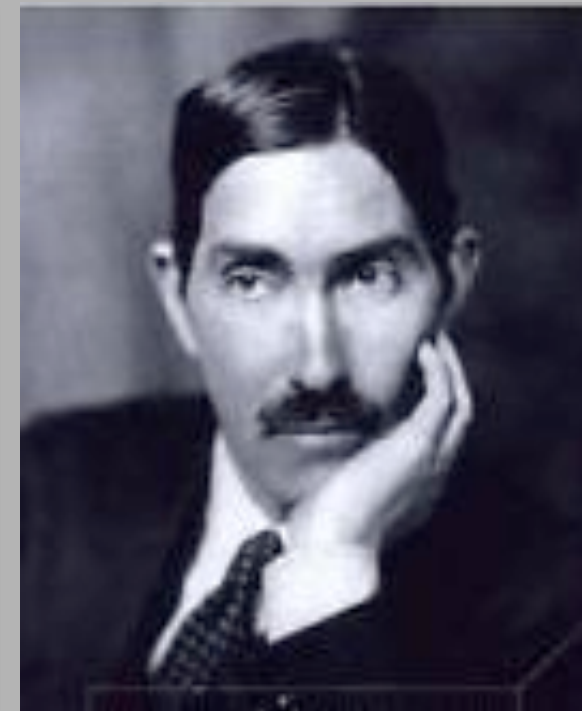


Level Two: Features of Poetry.

Poetry aims to inspire us and delight our imaginations. **Poems make use of many different techniques of language so that feelings, music, thoughts and images can be created in the reader's mind.** A poet attempts to mix and organise these techniques to turn normal subjects into something special.



Harold Edward Monroe (14 March 1879 – 16 March 1932) was a British poet, the owner of the Poetry Bookshop in London which helped many famous poets bring their work before the public. Monroe was called to fight in World War I. He returned to London in ill health and wrote some war poetry as well as run his bookstore. Monroe's poem "Milk for the Cat." makes use of several language techniques to link the ideas of a hungry cat and miracles.



Is it always the effort of an essentially prosaic mind, by a prolonged muscular strain, that lifts itself into poetry?

"Milk for the cat" -- Harold Munro

When the tea is brought at five o'clock,
And all the neat curtains are drawn with care,
The little black cat with bright green eyes,
Is suddenly purring there.

At first she pretends, having nothing to do,
She has come in merely to blink by the grate;
But, though tea may be late or the milk may be sour,
She is never late.

And presently her agate eyes,
Take a soft large milky haze,
And her independent casual glance,
Becomes a stiff hard gaze.

Then she stamps her claws or lifts her ears,
Or twists her tail and begins to stir,
Till suddenly all her lithe body becomes,
One breathing trembling purr.

The children eat and wriggle and laugh;
The two old ladies stroke their silk:
But the cat is grown small and thin with desire,
Transformed to a creeping urge for milk.

The white saucer like some full moon descends,
At last from the clouds of the table above;
She sighs and dreams and thrills and glows,
Transfigured with love.

She nestles over the shining rim,
Buries her chin in the creamy sea;
Her tail hangs loose; each drowsy paw
Is doubled under each bending knee.

A long dim ecstasy holds her life;
Her world is an infinite shapeless white,
Till her tongue has curled the last holy drop,
Then she sinks back into the night.

Draws and dips her body to heap,
Her sleepy nerves in the great arm-chair,
Lies defeated and buried deep,
Three or four hours unconscious there.

Features of Language & Structure within the poem include:

2nd Person – she. Substitute for subjects name adds to its mysterious nature.



Personification, (human qualities) ‘she pretends’ suggesting cunning.

Semi-blank verse with a loose rhyming structure of a,a,b,b. Using musical qualities of language to make concepts appear naturally connected.

*When the tea is brought at five o'clock,
And all the neat curtains are drawn with **care**,
The little black cat with bright green eyes,
Is suddenly purring **there**.
At first she pretends, having nothing to do,
She has come in merely to blink by the **grate**;
But, though tea may be late or the milk may be sour,
She is never **late**.*

How does this verse suggest the cat is special?



Why might some readers feel the cat is magical?



This poem also uses Metaphor: agate eyes – Her eyes were a green hard crystal stone.



*And presently her **agate eyes**,
Take a soft large milky haze,
And her independent casual glance,
Becomes a stiff hard gaze.*



agate



Don't humans naturally
speak using rhymes anyway?



What two words would have to be changed to make the verse seem to be in past tense.



What is a one word description for what the writer of this verse wants us to think is happening to the cat. Explain your decision.



*Then she stamps her claws or lifts her ears,
Or twists her tail and begins to stir,
Till **suddenly** all her lithe **body** becomes,
One **breathing trembling** purr.*



Rhyming is so important to the musical nature of poetry that often poems will have rhymes within the lines themselves. These are called Internal Rhymes = suddenly-body,



Complete the following lines by inserting your own internal rhymes.

*'Gently _____ the stars appear.'
So slow we _____ night is here'*



Write a two line verse that has internal rhymes as well as end rhyming lines.

Encounters Team Badges.

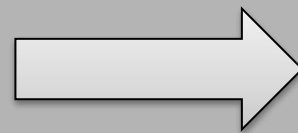


Win all these badges and you can make teams.

If any team member wins extra badges, every team member gets points too.

Question & Expected Answer.

Bout rules, patterns, editing, transforming,
creating and presenting.



Varies in form.

Contrast: relating two very different topics so that the importance of each are enhanced. (children/old ladies)



*The **children** eat and wriggle and laugh;
The two **old ladies** stroke their silk:
But the cat is grown small and thin with desire,
Transformed to a creeping urge for milk.*



How might the use of the rhyming words silk & milk effect the reader's perception of the milk for the cat?



Write a dirge using contrast.



What other contrast might be inferred in this stanza?



Probably the most common language feature in poetry is the use of simile:
(a comparison using like or as) *saucer like some full moon*.



*The white **saucer like some full moon** descends,
At last from the clouds of the table above;
She sighs and dreams and thrills and glows,
Transfigured with love.*

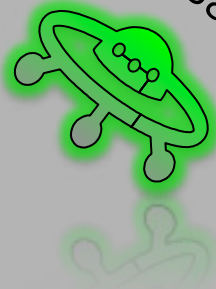


Why might this
verse wish to
compare a saucer
with the moon.




How does varying
sentence length
enhance the last word
of this verse?

Is this verse about a
flying saucer?



*She nestles over the shining rim,
Buries her chin in the **creamy sea**;
Her tail hangs loose; each drowsy paw
Is doubled under each bending knee.*



Poetry readily uses hyperbole:
(Pronounced Hyper-bowl-lea, extreme exaggeration such as ) This language feature is used to magnify the importance of a topic and strengthen selected imagery.



Complete these sentences using hyperbole

1. Thinking it would be sunny, I did not bring my umbrella but it _____.
2. I was _____ by the wasp sting.

The opposite of a hyperbole is a litotes. These are massive understatements. (e.g. in Autumn there are one or two fallen leaves about.)

The use of alliteration (repetition of the initial sounds: she sinks) creates a sense of unity to subjects as well as conjures music qualities.



*A long dim ecstasy **holds her** life;
Her world is an infinite shapeless white,
Till her tongue has curled the last holy drop,
Then **she sinks** back into the night.*



Modify your choice of well known nursery rhyme by removing all alliteration. Then sing this to the class.

Alliteration helps blend foreign concepts into a poem, such as a cat sinking. It does so by overlaying the new concept with natural sounds, like an echo of 's' in she sinks. Thus giving the concept the illusion of normality and enabling the reader to accept it easily.



Can you rewrite the 2nd line so that its hyperbole is also an alliteration?




Failing to pass a fiery directive results in points being reset to zero.

Expected Word Count




QUESTION	Yr10	Yr09	Yr08	Yr07
Describe one or more features of poetry.	100	75	50	30

Level Three: Figurative Language.

A metaphor is a device of language in which one subject is stated to be another so that a quality of that subject is described 

‘That police officer is gold.’
‘That valuable police officer is gold.’



We understand that this metaphor describes the police officer as being valuable because we know gold is valuable. 

1. You broke my heart.
2. He has a heart of stone.
3. This forest a heart of darkness.
4. She has no heart.
5. Two hearts that beat as one.
6. My heart skipped a beat.
7. Straight from the heart.
8. My heart aches for you.
9. She has a heart of gold.
10. Heart filled with sadness.



Write a 2 line rhyming poem using the heart as a metaphor.



Create a poem using metaphors on metaphor.



Explain the meaning of 3 of these heart metaphors.

If the substance of gold is called gold, is it the embodiment anti-metaphor?



To create a metaphor for a subject.

- 1. Think of the quality of that subject you want to describe.
- 2. Think of another subject that is known for showing that quality.
- 3. Write that the first subject is the second subject.



- 1. Subject: A student. Quality: Strong.
- 2. Subject known to be Hardworking: A bull.
- 3. Write *'That student is a hardworking bull.'*



Write a metaphor that connects the subject of a car and the quality of fast with the second subject lightning.

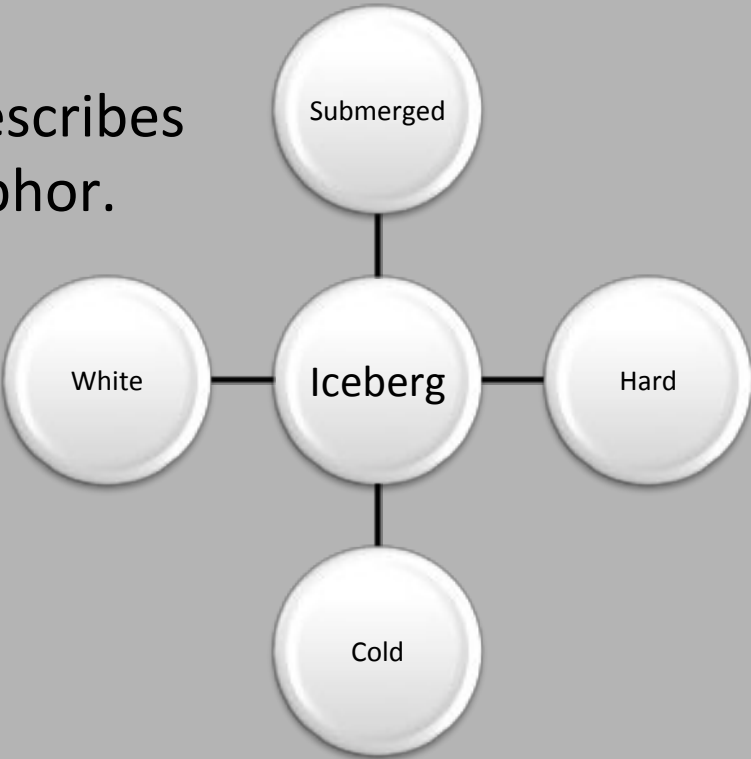
Write metaphors that connects these subjects to a quality.



- | | |
|------------|--------|
| 1. cave | dark |
| 2. cake | soft |
| 3. doctor | slow |
| 4. earring | bright |
| 5. dog | loud |
| 6. peach | sweet |



Write a sentence that describes an iceberg using a metaphor.



Metaphors are examples of what are called figurative language. This is language that strives to show an idea by the use of figures (imagery). It uses descriptions which are not literal (actually possible or happening) but are still conceivable.



Explain the qualities of life that the metaphors in Langston Hughes' poem "Dreams" suggest.



Complete the following imaginary extension to this poem with a new metaphor.



*Hold fast to dreams
For whom dreams fade...*

Dreams

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.
Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.

By Langston Hughes

Encounters

Paradox– Topic of Discussion.

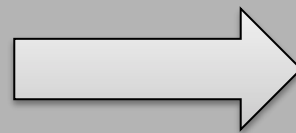


Possibly beneficial encounters as they provide hints on gaining more points.

Question & Expected Answer.



Any that enable conjugation of the unit being played.

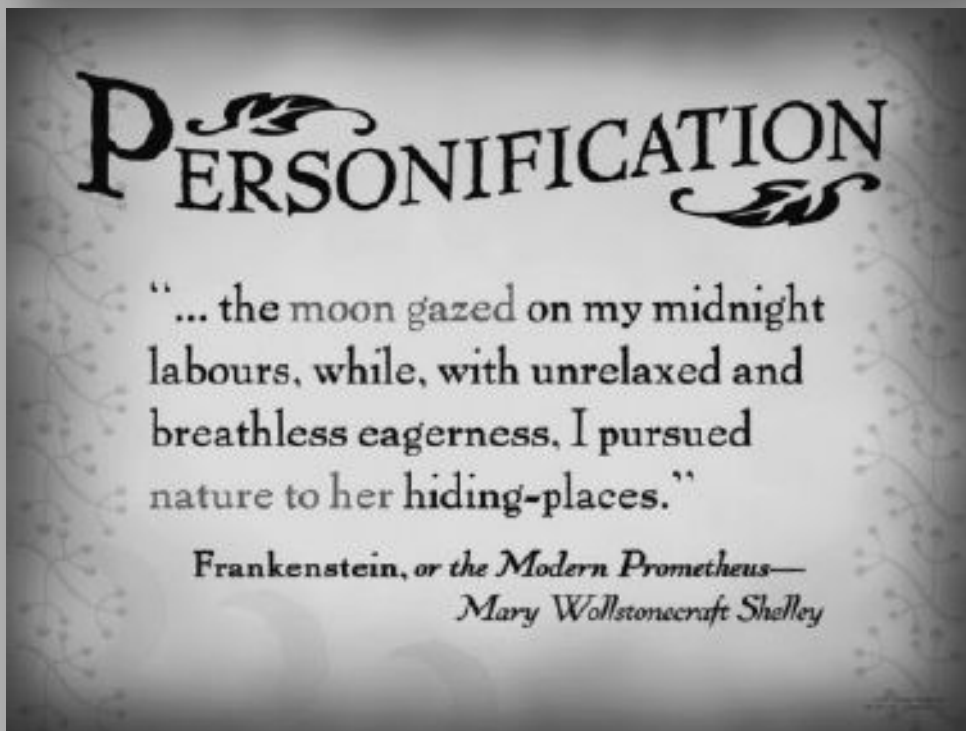


Informal peer analysis and opinion.

Personification is another example of figurative language that gives human-like qualities to non human things such as objects, nature and animals. Examples include:



Fig 1.



- The wind sang her sad song through the falling leaves.
- The timer told me it was time to eat my dinner.
- Rain kissed my cheeks as it fell.
- The plates danced on the shelves during the earthquake.
- Car engines roared into life.
- The branches grabbed at me.
- The ice-cream tickled my tongue.
- My blanket hugged me with warmth.
- My torchlight searched for the runaway.



Why might the words 'the moon gazed' be classed as personification.?



Write a personification for the cloud in Figure 1.



Why is it we see sometimes see reflections of ourselves in nature?

When using personification, think about how people have the ability to:

- Speak, cry, yell, whisper.
- Move, touch, caress, hug, attack, leap, jump, skip.
- Show emotions (happiness, anger, love, jealousy)
- Take part in activities (shopping, going to work or school, cooking)



Write a Haiku that uses personification:

*Diving to the ground,
I hear hail stones jumping on
The green sleepy grass.*

Line 1 is five syllables
Line 2 is seven syllables
Line 3 is five syllables

A fresh gust of wind
Lifts the weeping willow's skirt
Swirling green pollen.



A	Poetry
B	Students
C	A Poem
D	Features of Poetry
E	Figurative Language

- 1. Points may be spent.
- 2. Results are recorded.

Questions Menu

Expected Word Count

\$	Provide an extended text :	Yr10	Yr09	Yr08	Yr07
18	on anything.	35	30	20	10
16	on C.	45	40	25	15
14	on B.	55	45	30	20
12	on A.	65	50	35	25
10	using A format on anything	75	60	40	25
8	on Student & A.	85	70	55	30
6	on A & B	95	80	60	35
4	on D	105	90	65	40
2	on improving this module.	115	95	70	45
0	on E	125	100	75	50

WARNING

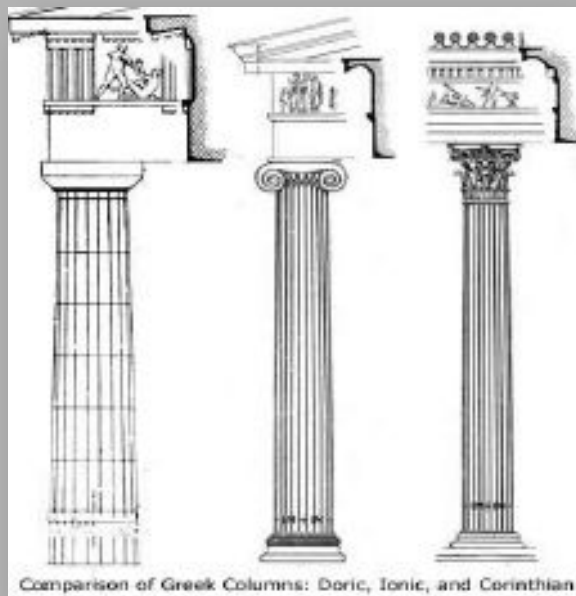
Under test conditions you will later be asked to purchase a topic from a range of questions. Your answer will be evaluated on your choice, and the quality of understanding that your answer displays .

- You are expected to understand the association of the words shown in the figure in relation to poetry.
- Answers will be in extended form such as a paragraph.
- Points may be spent to purchase easier questions.




Level Four: Style & Tone & Line.

Style refers to the way the text is made to appear, by its decoration of words to express an idea. Some words that describe a text's style are:



EXAMPLE INSTRUCTION:

Use the button thing on the other part on those bits if you want to do some stuff later.

Complete: 
This example instruction is written in a style that is...

An easy way to think of style in a text is by thinking of how styles differ in Classical Greek columns. Whatever the style of a text, its form, such as a story, or an essay remains the same. This is much like how a column, despite having different styles, keeps the form of a column.

- impartial
- formulaic
- convoluted
- passionate
- succinct
- illogical
- reasonable
- obscure
- longwinded
- balanced
- straightforward
- sophisticated
- biased
- unique
- dull
- vague
- awkward
- polished
- rambling
- fluent
- clumsy
- elegant
- easy
- humorous
- sarcastic



As there are tones in music and in colour for art, written texts can have different tones.



... Some **ignorant people** in the entertainment industry fear that it will erode the vibrant cafe and bar culture that has made Melbourne's nightlife the **envy of other Australian cities**, ... These criticisms are related, because they concern the kind of drinking culture that dominates mass entertainment venues in Australia's cities and towns - especially venues in which the customers are predominantly **immature** young people.

Sec 1.

Tone words

Arrogant
Haughty
Condescending

The tone of a poem is the attitude you feel in it — the writer's attitude toward the subject or audience. The tone in a poem of praise is approval. In a satire, you feel irony. In an antiwar poem, you may feel protest or moral indignation. Tone can be playful, humorous, regretful, anything — and it can change as the poem goes along.

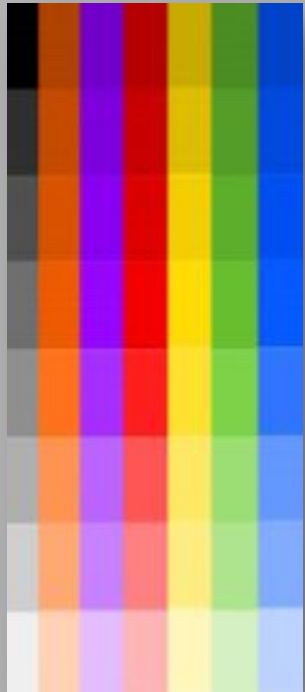


Fig 1.



What is the tone of Section 1?



Explain the tones of Figure 1.

As well as commenting on the tone of the piece, also state when the tone of the piece changes. Your comment should analyse what the tonal shift was, whether it was intentional by the writer, and if intentional what purpose it might serve.



He swung the hammer and she didn't scream, but she might scream because she wasn't Norma, none of them were Norma, and he swung the hammer, swung the hammer, swung the hammer. She wasn't Norma and so he swung the hammer, as he had done five other times.

Some unknown time later he slipped the hammer back into his inner coat pocket and backed away from the dark shadow sprawled on the cobblestones, away from the fallen roses by the garbage cans. He turned and left the narrow lane. It was full dark now. The city lights had begun to sparkle. The street kids had gone in. If there were bloodstains on his suit, they wouldn't show, not in the dark, not in the soft late spring dark, and her name had not been Norma but he knew what his name was. It was. . . was Love.

Sec 1.

This extract begins in dark tones. The character is made to appear agitated and clearly disturbed. Very soon, the tone of the writing changes to a romantic one. The writer probably does so on purpose to use contrast to shock the reader.



Write your own analyses of tone for the extract in Section 1.

Tone Words

- | | |
|--------------|--------------|
| 1. angry | 6. pleasant |
| 2. sarcastic | 7. sharp |
| 3. sweet | 8. disgusted |
| 4. harsh | 9. haughty |
| 5. cheerful | 10. soothing |

SOME TONE WORDS

- | | | | |
|-----------------|--------------------------|-------------------|------------------------|
| 1. angry | 22. tired | 43. <u>upset</u> | 64. aggravated |
| 2. sarcastic | 23. happy | 44. paranoid | 65. serious |
| 3. sweet | 24. disappointed | 45. pleading | 66. calm |
| 4. harsh | 25. dejected | 46. numb | 67. proud |
| 5. cheerful | 26. excited | 47. cynical | 68. apathetic |
| 6. pleasant | 27. <u>desperate</u> | 48. facetious | 69. <u>encouraging</u> |
| 7. sharp | 28. superficial | 49. hating | 70. consoling |
| 8. disgusted | 29. sad | 50. nervous | 71. friendly |
| 9. haughty | 30. artificial | 51. loving | 72. loud |
| 10. soothing | 31. <u>authoritative</u> | 52. scornful | 73. brash |
| 11. melancholic | 32. surprised | 53. enthusiastic | 74. apologetic |
| 12. depressed | 33. ironic | 54. snooty | 75. appreciative |
| 13. ecstatic | 34. content | 55. dreamy | 76. joyful |
| 14. agitated | 35. hurt | 56. light-hearted | 77. miserable |
| 15. sympathetic | 36. confused | 57. humble | 78. vibrant |
| 16. seductive | 37. questioning | 58. instructive | 79. whimsical |
| 17. hollow | 38. inquisitive | 59. disinterested | 80. wistful |
| 18. humorous | 39. arrogant | 60. uninterested | |
| 19. passive | 40. condescending | 61. cheery | |
| 20. persuasive | 41. coarse | 62. manipulative | |
| 21. afraid | 42. romantic | 63. contradictory | |

From “Peter Pan”:

“While she slept she had a dream. She dreamt that the Neverland had come too near and that a strange boy had broken through from it. He did not alarm her, for she thought she had seen him before in the faces of many women who have no children. Perhaps he is to be found in the faces of some mothers also. But in her dream he had torn the film that obscures the Neverland, and she saw Wendy and John and Michael peeping through the gap.”



Why is the tone of this text dreamy?

Tone Words

Sweet, gentle, angry, dreamy, loving, funny, weird, jolly, suspicious, scary, mysterious, haunting, alarming, surprising, fantastical, fun, innocent, careless, thoughtful, sad, musical.



Why might the tone of this text be described as mysterious?

\$	Provide an extended text :	Yr10	Yr09	Yr08	Yr07
18	on anything.	35	30	20	10
16	on C.	45	40	25	15
14	on B.	55	45	30	20
12	on A.	65	50	35	25
10	using A format on A.	75	60	40	25
8	on Student & A.	85	70	55	30
6	on A & B	95	80	60	35
4	on improving A B or D.	105	90	65	40
2	on improving this module.	115	95	70	45
0	on E	125	100	75	50

A	Poetry
B	Students
C	Instructions
D	How to write a poem
E	What is the style and tone of the poem ‘Ozymandias’?



Ozymandias (modified)

I met a traveller from an antique land
 Who said: ‘Two vast and trunkless legs of stone
 Stand in the desert. Near them, on the sand,
 Half sunk, a shattered face lies, whose frown,
 And wrinkled lip, and sneer of cold command,
 Tell that its sculptor well those passions read
 Which yet survive, stamped on these lifeless things,
 The hand that mocked them and the heart that fed.
 And on the pedestal these words appear --
 "My name is Ozymandias, king of kings:
 Look on my works, ye Mighty, and despair!"
 Nothing beside remains. Round the decay
 Of that colossal wreck, boundless and bare
 The lone and level sands stretch far away.'

Percy Bysshe Shelley 1818

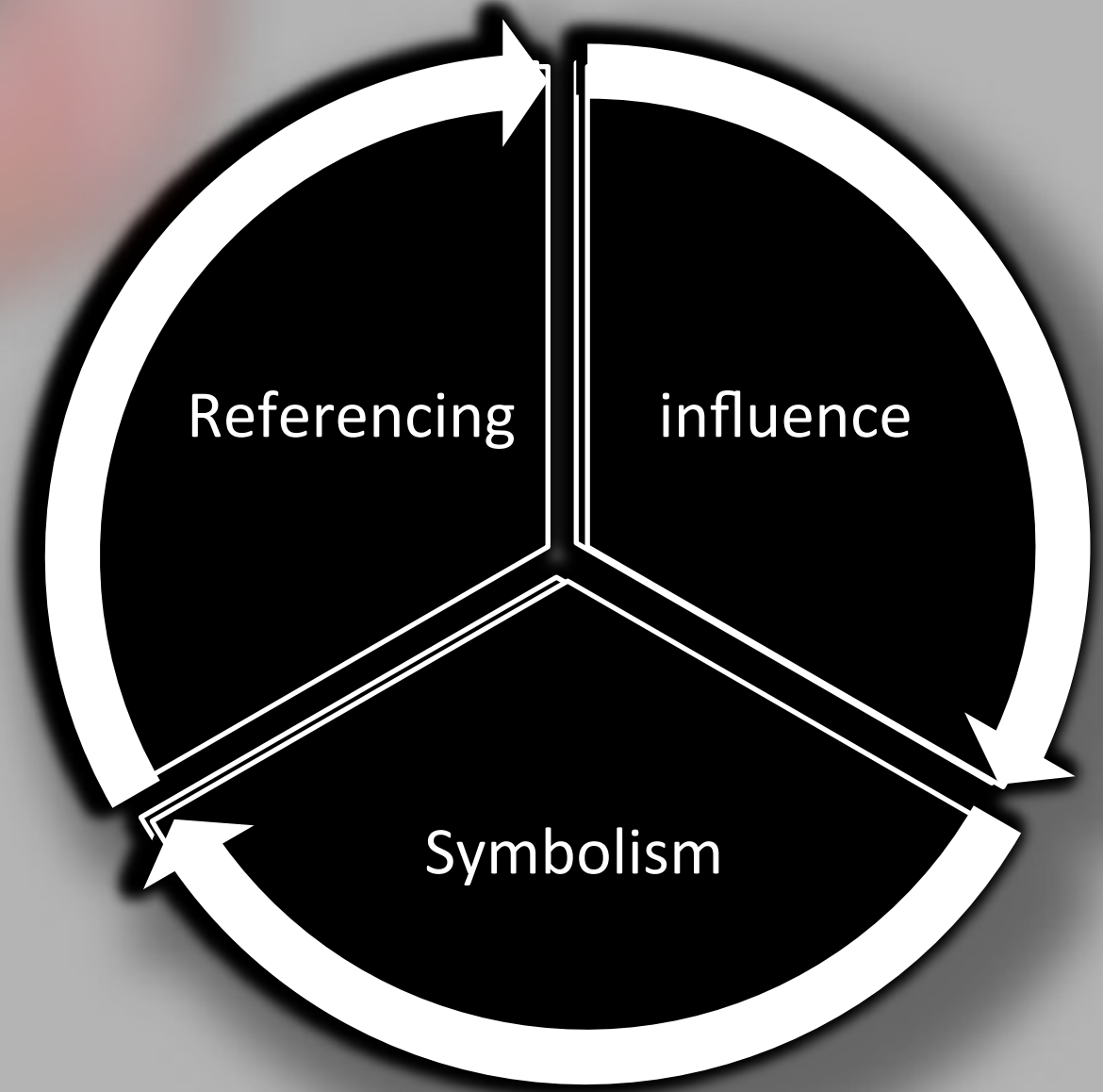


Level Four: Structure of Analysis

WARNING

Under test conditions you will later be asked to purchase a topic from a range of questions. Your answer will be evaluated on your choice, and the quality of understanding that your answer displays .

- You are expected to understand the association of the words shown in the figure in relation to poetry.
- Answers will be in extended form such as a paragraph.
- Points may be spent to purchase easier questions.



WRITING A CRITICAL ANALYSE OF A POEM

The name.
The writer.
The Topic.
The Purpose.
The Audience.

INTRODUCTION
BODY
CONCLUSION

Things it references
How it shows style & tone
What is true or opinion.
How it might change the reader's attitude.
What emotions might it cause in the reader.
Language devices it uses.

Decide how effective the poem is.
Judge the credibility of the writer.



Test!



Questions Menu

Expected Word Count

KEY	OPTIONS
A	This Module
B	The Students
C	The Teacher
D	This Topic
E	In Topic Format

\$	Provide an extended text :	Yr10	Yr09	Yr08	Yr07
27	on anything.	35	30	20	10
2	on any option.	45	40	25	15
21	on A. B or C D	55	45	30	20
18	on A , B or C	65	50	35	25
15	In D on anything.	75	60	40	25
12	On A	85	70	55	30
9	on B	95	80	60	35
6	on C	105	90	65	40
3	Any option in D	115	95	70	45
0	on E	125	100	75	50

Buddhism started with the Buddha which means 'one who is awake to reality'. The Buddha was born as Siddhartha Gautama, a prince in Nepal around 2,500 years ago. He lived a rich life before being struck by the misery and suffering of the poor. This made him puzzle over the meaning of life. He left his palace and threw away all that he owned. He wandered through India as a poor holy man. One day he sat under a tree and waited. After a long time Buddha reached Enlightenment. Buddhists believe he reached a state of being that goes beyond anything else in the world. A Buddha is free from greed, hatred and ignorance, and characterised by wisdom, compassion and freedom. He never claimed to be a god or a prophet. During the remaining 45 years of his life, the Buddha travelled through much of northern India creating poetry and spreading his understanding of the path towards true freedom and happiness.



For what reason would Bhudda become a poet?

SAYING OF THE BHUDDA

- Three things cannot be long hidden: the sun, the moon, and the truth.
- **The tongue like a sharp knife... Kills without drawing blood.**
- Even death is not to be feared by one who has lived wisely.
- **It is a man's own mind, not his enemy or foe, that lures him to evil ways.**
- Virtue is persecuted more by the wicked than it is loved by the good.
- **Do not believe what your teacher tells you merely out of respect for the teacher.**
- Be a lamp unto yourself. Work out your liberation with diligence.
- **Life is suffering.**
- As the fletcher whittles and makes straight his arrows, so the master directs his straying thoughts

*Let us live in joy, not hating those who hate us.
Among those who hate us, we live free of hate.
Let us live in joy,
Free from disease among those who are diseased.
Among those who are diseased, let us live free of disease.
Let us live in joy, free from greed among the greedy.
Among those who are greedy, we live free of greed.
Let us live in joy, though we possess nothing.
Let us live feeding on joy, like the bright gods.*

The Buddha

Complete these sentences.



- 1) The subject matter of this poem is...
- 2) The poet's purpose in writing this seems to be...
- 3) The language features of this poem are....
- 4) These features might make the reader think about....
- 5) The audience of this poem would likely be.....

William Shakespeare sonnet 18

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date:
Sometime too hot the eye of heaven shines,
And often is his gold complexion dimm'd;
And every fair from fair sometime declines,
By chance or nature's changing course untrimm'd;
But thy eternal summer shall not fade
Nor lose possession of that fair thou owest;
Nor shall Death brag thou wander'st in his shade,
When in eternal lines to time thou growest:
So long as men can breathe or eyes can see,
So long lives this and this gives life to thee.



Who might be the audience of this poem?

Write a poem like Shakespeare's sonnet 18 as 1 stanza poem with 8 verses that follows the ABAB rhyme structure.

Example:

*When I swim in a **pool**.*

*I find my life opens **up**.*

*Under here I am nobody's **fool**.*

*Beneath the water to pain I am **shut**.*

*I hold my breath and wait **forever**.*

*Everyone is far **away**.*

*All my feelings are held **together**.*

*There is nothing more to **say**.*





William Blake (1757 – 1827) was an English poet, painter and printmaker. Largely unrecognised during his lifetime, Blake is now considered a seminal figure in the history of the poetry and visual arts of the Romantic Age. His visual artistry led one contemporary art critic to proclaim him "far and away the greatest artist Britain has ever produced".[2] In 2002, Blake was placed at number 38 in the BBC's poll of the 100 Greatest Britons. Blake was considered mad by contemporaries for his idiosyncratic views,



Use the words in blue together in a sentence to show their meaning.

Blake's poems were about mysticism, repressed feelings and uncontrolled emotions. His poems explore themes of indignation, revenge, and more generally the fallen state of mankind.



FORM: Poem
PURPOSE: To advise or warn
STRUCTURE: Single Stanza of eight rhyming couplets
STYLE: Straightforward, narrative.
TONE: Angry & Bitter



William Blake - A Poison Tree 1794 modified

I was angry with my friend;
I told my rage, my anger did end.
I was angry with my enemy:
I told it not, my rage did grow.
And I watered it in fears,
Night & morning with my tears:
And I sunned it with smiles,
And with soft lying ways.
And it grew both day and night,
Till it made an apple bright.
And my enemy saw it shine,
And he knew that it was mine.
And into my garden he crept.
When the night had hid the light;
In the morning glad I see,
My enemy outstretched beneath the tree



QUESTION	Yr10	Yr09	Yr08	Yr07
Write an outline of this poem.	100	75	50	30



Letitia Elizabeth Landon (1802 – 1838) A thoughtful child, Landon learned to read as a toddler; an invalid neighbor would scatter letter tiles on earned tiles on the floor and reward young Letitia for reading, and, according to her father, "she used to bring home many rewards. Landon was educated at home by her cousin Elizabeth from that point on. Elizabeth, though older, soon found her knowledge and abilities outstripped by those of her pupil: ***"When I asked Letitia any question relating either to history, geography, grammar - Plutarch's Lives, or to any book we had been reading, I was pretty certain her answers would be perfectly correct; still, not exactly recollecting, and unwilling she should find out just then that I was less learned than herself, I used thus to question her: 'Are you quite certain?' ... I never knew her to be wrong."***



What shows that Letitia was mature for her age.

WOMEN'S RIGHTS TIMELINE:

- 1810: Sweden: Unmarried women were allowed to be declared of legal majority by royal dispensation.
- 1821: USA: A university for women is founded.
- 1829: India: Sati, a ritual of which a woman is made widowed by immolation, is banned in India.
- 1833: USA: The first ever co-educational university for both sexes is founded in Ohio. The university is named Oberlin.
- 1839: Great Britain: Mothers can be made guardians for their children either after divorce.



What difficulties would have Landon faced if she wished to attend university?



immolation = being set on fire.
Majority = being an adult.



How does this poem show style & tone?

Letitia Elizabeth Landon (1803-1838)

“Intimations of a Previous Existence”

*Methinks we must have known some former state
More glorious than our present, and the heart
Is haunted with dim memories, shadows left
By past magnificence; and hence we pine
With vain aspirings, hopes that fill the eyes
With bitter tears of their own vanity.*

*Remembrance makes the poet: 'tis the past
Lingering within him, with a keener sense
Than is upon the thoughts of common men
Of what has been, that fills the actual world
With unreal likenesses of lovely shapes,
That were and are not; and the fairer they
The more the contrast with existing things:
The more his power, the greater is his grief.*

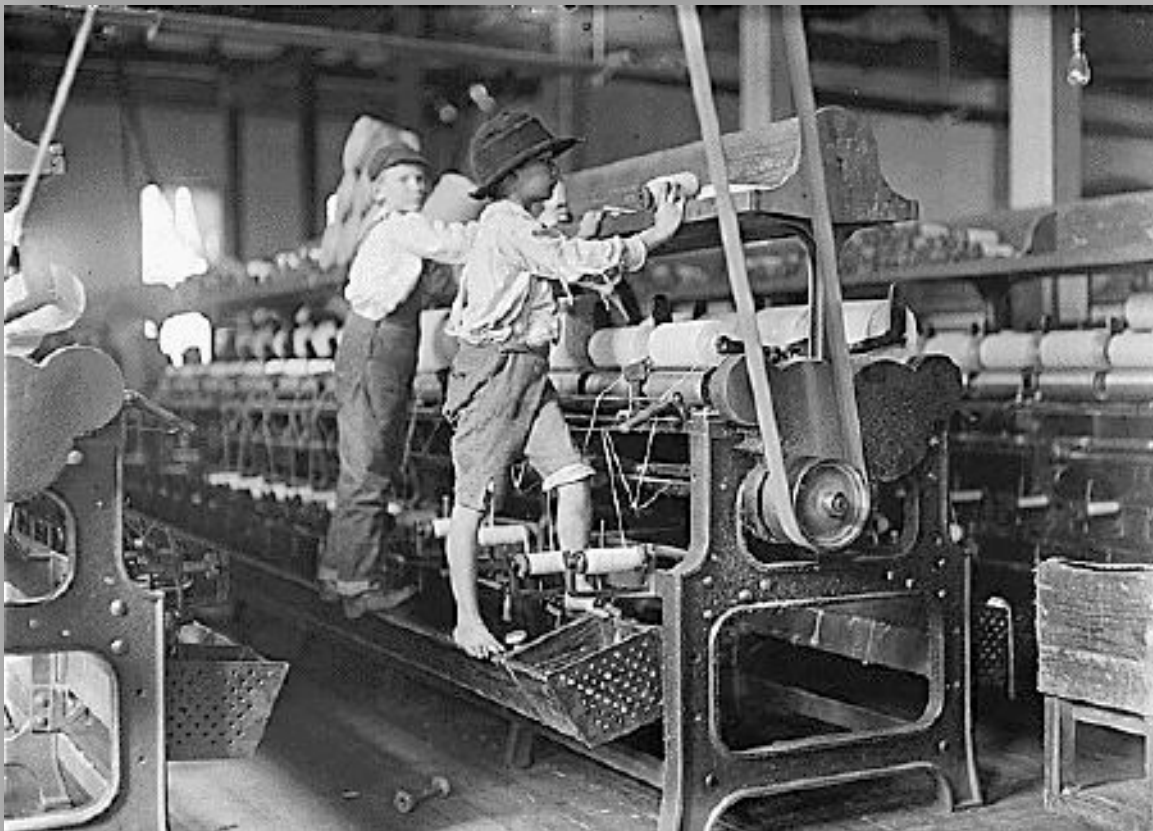
*- Are we then fallen from some noble star,
Whose consciousness is an unknown curse,
And we feel capable of happiness
Only to know it is not our sphere?*



Charles Swain (1801 – 1874) was an English poet, sometimes called “the Manchester poet,” which epithet refers to this industrial city as his birthplace. He worked in a dye house for a time, and then in an engraving and lithography enterprise which he eventually purchased and ran until his death. He became honorary professor of poetry at the Manchester Royal Institution, and in 1856 was granted a civil list pension.



What shows that swain was for the industrial revolution?



Charles Swain 1800-1874

English Melodies, 1849

*What is noble ?—to inherit
Wealth, estate, and proud degree ?
There must be some other merit
Higher yet than these for me !
Something greater far must enter
Into life's majestic span,
Fitted to create and centre
True nobility in man.*

...
*O'er the forge's heat and ashes,
O'er the engine's iron head,
Where the rapid shuttle flashes,
And the spindle whirls its thread
There is labour, lowly tending
Each requirement of the hour,
There is genius, still extending
Science, and its world of power !*

...
*What is noble ?—that which places
Truth in Its enfranchised will,
Leaving steps, like angel-traces,
That mankind may follow still!
E'en though scorn's malignant glances
Prove him poorest of his clan,
He's the Noble—who advances
Freedom, and the Cause of Man*



Find the word that means royal like.



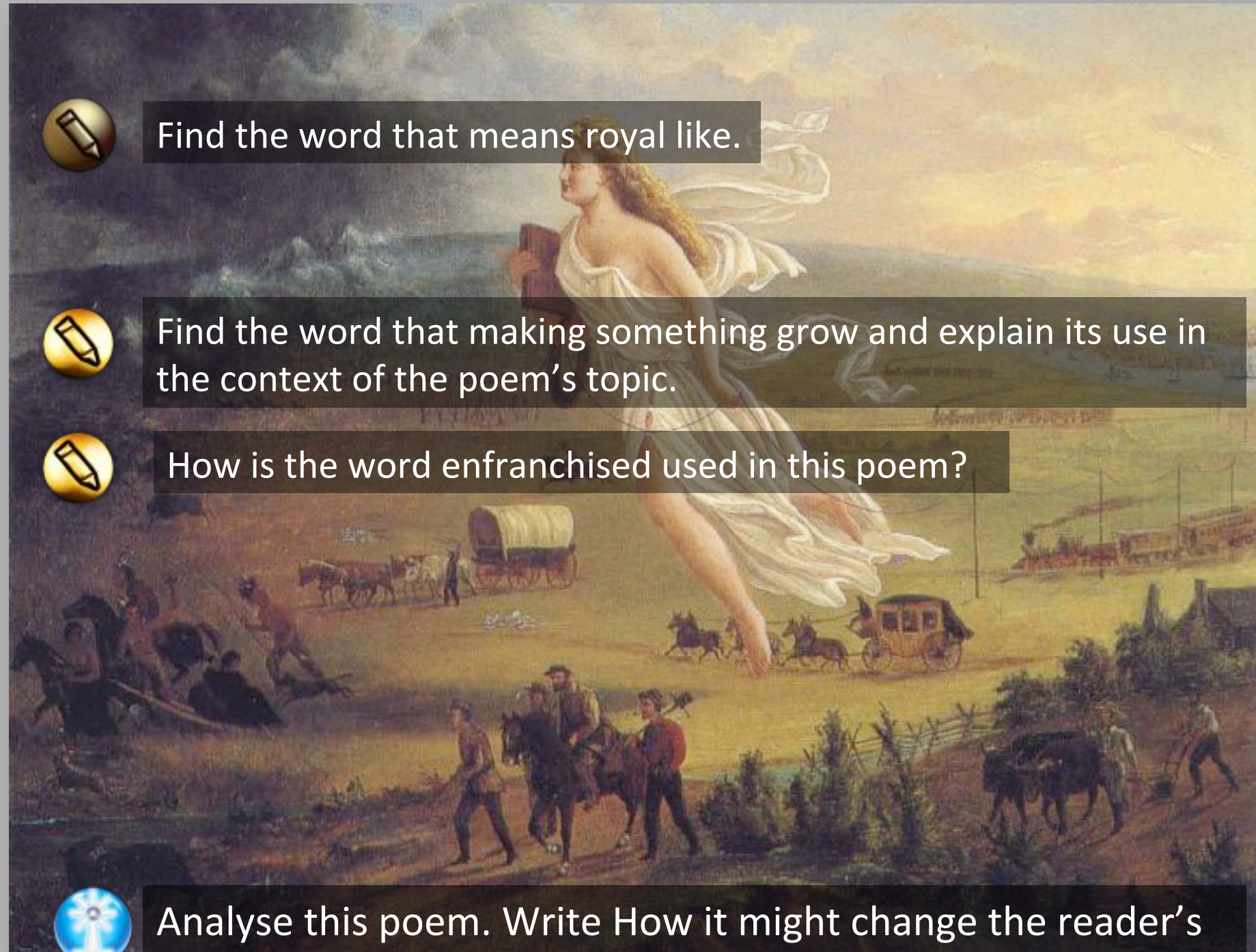
Find the word that making something grow and explain its use in the context of the poem's topic.



How is the word enfranchised used in this poem?



Analyse this poem. Write How it might change the reader's attitude. What emotions might it cause in the reader. What language devices it uses. (150 words.)



Andrew "Banjo" Paterson, 1864-1941 was an Australian bush poet, journalist and author. He wrote many ballads and poems about Australian life, focusing particularly on the rural and outback areas, where he spent much of his childhood. Paterson's more notable poems include "Waltzing Matilda", "The Man from Snowy River" and "Clancy of the Overflow".



Why did people in the 1890's move to the cities?



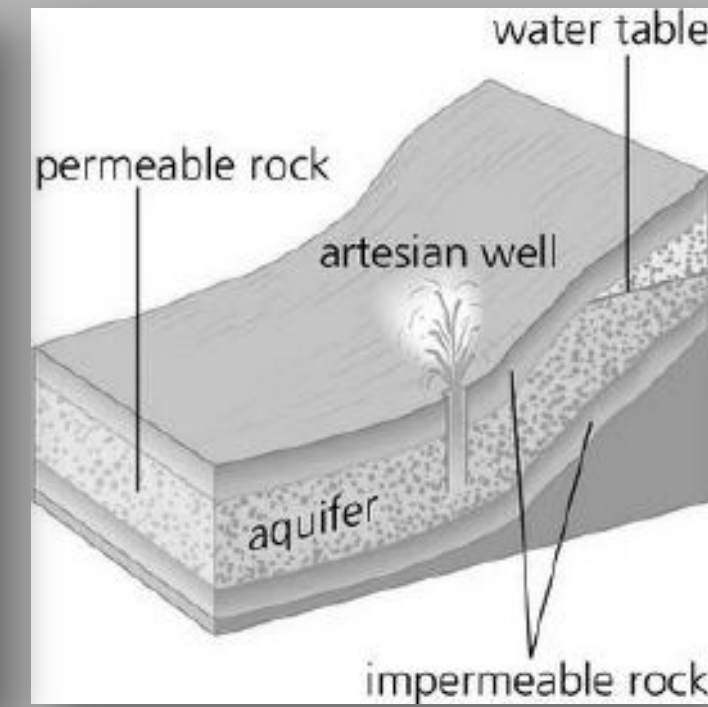
Why might have Paterson's subject of poetry appealed to city folk?

The 1890s were dominated by class conflict. This fighting between the rich and poor was caused by the money market collapsing when the gold rush ended. In NSW a disastrous drought caused many families to leave for the cities. The urban centers became overcrowded and were poorly planned. It was also caused by the growth of cities which were poorly planned and overcrowded. There were many strikes and industrial struggles. One result was the establishment of the Australian Labour Party by the working class. At the same time Australian's began to speak of forming a single nation to ensure equality for all.



1896. "Song of the Artesian Water" by Banjo Paterson:

*"Now the stock have started dying, for the Lord has sent a drought;
But we're sick of prayers and Providence - we're going to do without;
With the derricks up above us and the solid earth below,
We are waiting at the lever for the word to let her go.
Sinking down, deeper down,
Oh, we'll sink it deeper down:
As the drill is plugging downward at a thousand feet of level,
If the Lord won't send us water, oh, we'll get it from the devil;
Yes, we'll get it from the devil deeper down."*



Consider modern day resource requirements and write a response to this poem taking into account sustainability.

Often poems will reference things beyond the focus of the poem. This is done to widen the poem's appeal. Referencing also creates associations in the reader's minds that add to the poem's meaningfulness by increasing its area of knowledge. All poems are analogies, that is that they tell two stories - the surface story and a deeper one. Paterson's poem is about drilling a well to get water, but on a deeper level it examines ideas about faith and the environment.





William Butler Yeats (1865 – 1939) was an Irish poet. In 1923 he was awarded the Nobel Prize for "inspired poetry, which in a highly artistic form gives expression to the spirit of a whole nation." Yeats is generally considered one of the few writers who completed their greatest works after being awarded the Nobel Prize. Yeats's remained preoccupied with physical and spiritual masks, as well as with cyclical theories of life.



Explain what 'masks' Yeats' poems may have been concerned with.



Write a headline for a newspaper on the years 1910 to 1919.

The year leading up to the publication of 'Second Coming' (1910 to 1919) was one of major upheaval. These years held the first world war, the sinking of the Titanic, revolutions and the overthrow of monarchies.



THE SECOND COMING by W.B Yeats, 1919.

Turning and turning in the widening gyre

The falcon cannot hear the falconer;

Things fall apart; the centre cannot hold;

Mere anarchy is loosed upon the world,

The blood-dimmed tide is loosed, and everywhere

The ceremony of innocence is drowned;

The best lack all conviction, while the worst

Are full of passionate intensity.



Surely some revelation is at hand;

Surely the Second Coming is at hand.

The Second Coming! Hardly are those words out

When a vast image out of Spiritus Mundi

Troubles my sight: a waste of desert sand;

A shape with lion body and the head of a man,

A gaze blank and pitiless as the sun,

Is moving its slow thighs, while all about it

Reel shadows of the indignant desert birds.

The darkness drops again but now I know

That twenty centuries of stony sleep

Were vexed to nightmare by a rocking cradle,

And what rough beast, its hour come round at last,

Slouches towards Bethlehem to be born?

Gyre - circle

Anarchy - chaos

Revelation - discovery

Second Coming - Christ's return

Spiritus Mundi – Spirit of the Earth

Troubles my sight: a waste of desert sand;

Pitiless - dry

Indignant - shocked

Vexed - confused

Bethlehem – City of Christ's birth.

What emotions might the readers feel when reading 'The Second Coming'?



Poems are often described by how they influence peoples emotions.



Preludes By T. S. Eliot

The winter evening settles down
With smell of steaks in passageways.
Six o'clock.
The burnt-out ends of smoky days.
And now a gusty shower wraps
The grimy scraps
Of withered leaves about your feet
And newspapers from vacant lots;
The showers beat
On broken blinds and chimney-pots,
And at the corner of the street
A lonely cab-horse steams and stamps.

And then the lighting of the lamps.



What feelings does the last line evoke in the listener?



How is this poem a metaphor?





Robert Laurence Binyon (1869 – 1943) was an English poet, dramatist and art scholar. He served in World War 1, caring for wounded soldiers. The tragic brutalities of the war left Binyon very shocked. His great love was the British Museum, here in the reading room, Binyon researched and wrote on other famous poets. His war poetry is considered amongst the best written.



Write how a library could be compared to a battlefield?



What was it about the reading room that attracted him?



Why might places such as the Reading Room be useful to poets?

Designed in the 1850s, the reading room and surrounding book stacks were constructed in the courtyard of the British Museum. This provided its library with impressive premises in the heart of what was already an overcrowded building. Many renowned poets have used this room.



Robert Laurence Binyon :
The Little Dancers, 1922.

Lonely, save for a few faint stars, the sky
Dreams; and lonely, below, the little street
Into its gloom retires, secluded and shy.
Scarcely the dumb roar enters this soft retreat;
And all is dark, save where come flooding rays
From a tavern--window; there, to the brisk measure
Of an organ that down in an alley merrily plays,
Two children, all alone and no one by,
Holding their tattered frocks, thro' an airy maze
Of motion lightly threaded with nimble feet
Dance sedately; face to face they gaze,
Their eyes shining, grave with a perfect pleasure.

WRITING A CRITICAL ANALYSE OF A POEM

The name.
The writer.
The Topic.
The Purpose.
The Audience.

INTRODUCTION
BODY
CONCLUSION

Other things it references
How it shows style & tone
What is true or opinion.
How it might change the reader's attitude.
What emotions might it cause in the reader.
Language devices it uses.

Decide how effective the poem is.
Judge the credibility of the writer.

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80



In groups present a critical analyses of this poem.





The Builder Part I. Humbert Wolfe

*Theories of Art! Believe me, they're no theories!
To know yourself, to clutch what now and here is
And set it down for yourself -
That's all there is in all that chatter about mysteries!
Take my Gioconda
(Mind! the paint is wet and stand well back! She isn't finished yet!)
What made me paint her just like that, d'you think?
Shade, line and colour! Fools to waste their ink!
All that is in it _ that's the stuff of the trade,
As a man of bone and flesh is moulded and made.*

...

*Of all miracles the greatest is that a man understands
God in the godhead of his shaping hands
When he moves them blindly, when he gropes he grips,
And the thrill of life cracks through his fingertips.*

...

*Then look at my Gioconda! See how she pinches
Her cold clear lips, and count my soul by inches
Creeping from corner to corner of her mouth and so
To the cheek, to the eyes, to the hair, and watch it grow
Not into a face, (for that were only a trick of neat additional
arithmetic)*

*But into Leonardo himself, and the life she pinches
Between her lips is the life that is Da Vinci's.
That's what Art is - and now enough of talk.
Give me my brush, friend, and that powdered chalk.*

Rewrite this poem into a prose
argument against the theory that
good art merely relies on skill.



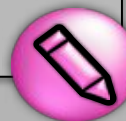
Robert Frost (1874 – 1963) was an American poet. He is highly regarded for his realistic depictions of rural life and his command of a relaxed American colloquial speech. His work frequently employed settings from country life in New England in the early twentieth century, using them to examine complex social and philosophical themes. He was awarded the Congressional Gold Medal in 1960 for his poetical works.



What word in the text on Frost might mean informal speech like slang?



The 1920's in America was known as the Roaring 20's because of the increase in wealth and power that America experienced after World War I. The now mainly urbanised population enjoyed sports and films although the prohibition acts in the US meant alcohol was banned . The 20's was also a time of the growth of organised crime, and extremist political parties such as the Nazis came into existence. By the end of the 20's the money markets collapsed causing The Great Depression leading to World War II.



Why was the 1920's a time of contrast?

Design:

I found a dimpled spider, fat and white,
On a white heal-all, holding up a moth
Like a white piece of rigid satin cloth --
Assorted characters of death and blight
Mixed ready to begin the morning right,
Like the ingredients of a witches' broth --
A snow-drop spider, a flower like a froth,
And dead wings carried like a paper kite.

What had that flower to do with being white,
The wayside blue and innocent heal-all?
What brought the kindred spider to that height,
Then steered the white moth thither in the night?
What but design of darkness to appal?--
If design govern in a thing so small.

By Robert Frost 1922

Frost's poem Design uses referencing to magnify a tiny occurrence on a garden flower into a sinister symbolism.



What might the force behind Frost's poem be?

What were the dead wings like?

What references beyond a garden are within the poem 'Design'?




Wizards

*There's many a proud wizard from Araby to Egypt
Can read the silver writing of the stars as they run;
And many a dark gypsy, with a pheasant in his knap-sack
Has gathered more by moonshine than wiser men have won;
But I know a wizardry
Can take a buried acorn,
And whisper forests out of it, to tower against the sun.*

*There's many a magician from Bagdad to Benares,
Can read for a penny what your future is to be;
And a flock of crazy prophets that by staring in a crystal
Can fill it with more fancies than there's herring in the sea;
But I know a wizardry
Can take a freckled egg-shell,
And shake a throstle out of it in every hawthorn tree.*

*There's many a crafty alchemist from Mecca to Jerusalem,
And Michael Scott and Merlin were reckoned very wise;
But I know a wizardry can take a wisp of -sun-fire
And round it to a planet, and roll it through the skies,
With cities, and sea-ports,
And little shining windows,
And hedge-rows, and gardens, and loving human eyes.*

 Explain how the hyperbole is lessened for effect by the poem's last line.



Gwendolyn Elizabeth Brook's (1917 – 2000) home life was stable and loving, although she encountered racial prejudice in her neighborhood and in schools. Brooks published her first poem in a children's magazine at the age of thirteen. By the time she was sixteen, she had compiled a portfolio of around 75 published poems. By 1950, she won the Pulitzer prize for poetry.



What prize did Brooks win for her poetry?



Write a report on Brooks by combining both texts from this page.

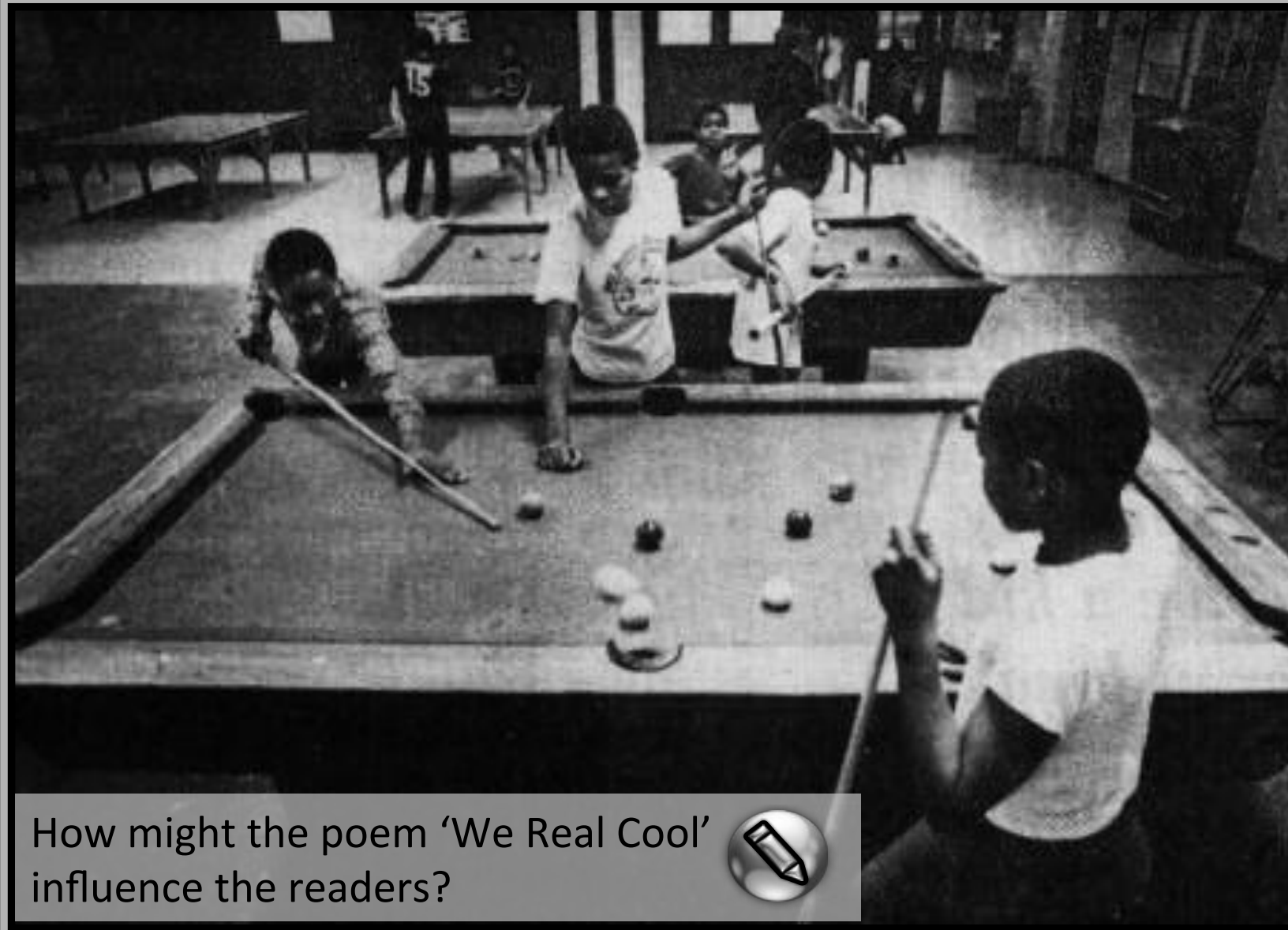


What things may have inspired Brooks to write poetry.

The 1950s saw a shift towards black rights in the US. This happened during the the rise of many great Afro-American leaders such as Martin Luther King, and Rosa Parks. In 1955 the Supreme Court decided in a case named 'Brown vs Board of Education' that segregated schools were unconstitutional.



Some poems are described by their influence. This is how they affect the reader. Poems have been known to stir people's emotions, and stimulate their imaginations. Poems can inspire people and change their current perspective. An influential poem can cause the reader to think new and different things.



How might the poem 'We Real Cool' influence the readers?



We Real Cool (modified) The Pool Players. Seven at the Golden Shovel.

We real cool. We
Left school. We



Lurk late. We
Strike straight. We



Sing sin. We
Thin grin. We

Jazz June. We
Die soon.

Gwendolyn Brooks, 1959.

Design:

I found a dimpled spider, fat and white,
On a white heal-all, holding up a moth
Like a white piece of rigid satin cloth --
Assorted characters of death and blight
Mixed ready to begin the morning right,
Like the ingredients of a witches' broth --
A snow-drop spider, a flower like a froth,
And dead wings carried like a paper kite.

What had that flower to do with being white,
The wayside blue and innocent heal-all?
What brought the kindred spider to that height,
Then steered the white moth thither in the night?
What but design of darkness to appal?--
If design govern in a thing so small.

Robert Frost



p	Provide an extended text :	Yr10	Yr09	Yr08	Yr07
18	on anything.	35	30	20	10
16	on C.	45	40	25	15
14	on B.	55	45	30	20
12	on A & C	65	50	35	25
10	using A format on B.	75	60	40	25
8	on Student & A.	85	70	55	30
6	on A & B	95	80	60	35
4	On E.	105	90	65	40
2	on E.	115	95	70	45
0	on E	125	100	75	50

A	Poetry
B	Students
C	A poetic feature
D	How to write a poem
E	What is the influence, referencing and symbolisim in this poem.

The example here for writing a paragraph on the use of metaphor as a figurative language. The paragraph can be written in the teal format. This paragraph can also be part of a larger paragraph on the topics of either the emotion of anger or on the poem's language features.

Blake, in his poem, also uses metaphor. An example is the verse, 'And I sunned it with smiles,' **Here Blake gives us the image of his anger growing with smiles, in the same way that sunlight would make a plant grow.** As well as using figurative language such as metaphors to illustrate his feelings toward anger, Blake makes use analogy.

- | | | |
|----|----------|---|
| 1. | Topic | What the paragraph is about |
| 2. | Evidence | Proof using an example to justify topic |
| 3. | Analysis | A comment or opinion about the evidence. |
| 4. | Link | A sentence related to this paragraph using a parting remark that also introduces the topic in the next paragraph. |

Write and complete these sentences to create a full paragraph answer.

1. In Blake's 'A Poison Tree' the apple is a symbol for...
2. We know this because he writes how the apple tree was watered with,....
3. We can see that Blake thought....



Grantchester Meadows: Roger Waters


Icy wind of night be gone this is not your domain
In the sky a bird was heard to cry.

Misty morning whisperings and gentle stirring sounds
Belied the deathly silence that lay all around.

Hear the lark and harken to the barking of the dog fox
Gone to ground.
See the splashing of the kingfisher flashing to the water.
And a river of green is sliding unseen beneath the trees
Laughing as it passes through the endless summer
Making for the sea.

In the lazy water meadow I lay me down.
All around me golden sun flakes settle on the ground.
Basking in the sunshine of a bygone afternoon
Bringing sounds of yesterday into this city room.

ANALYSIS MADE SIMPLE

A	ARGUMENT
F	FACTS 
O	OPINIONS
R	REFERENCES
E	EMOTION
S	STYLE
T	TECHNIQUES





Write an Introduction on an analysis of this poem and include,

The name.

The writer.

The Topic.

The Purpose.

The Audience.

James Montgomery (1771-1854)

*The flash at midnight! - 'twas a light
That gave the blind a moment's sight
Then sank in tenfold gloom;
Loud, deep, and long, the thunder broke,
The deaf ear instantly awoke,
Then closed as in the tomb:
An angel might have passed my bed,
Sounded the trump of God, and fled.*

*So life appears; - a sudden birth,
A glance revealing heaven and earth
It is - and it is not!
So fame the poet's hope deceives,
Who sings for after time, and leaves
A name - to be forgot,
Life - is a lightning-flash of breath;
Fame - but a thunder clap at death.*



What is the opinion of the poet on the subject of the poem?



How effective is the poem in convincing its viewers?



How does the language and presentation of this poem enhance the credibility of the poet.

British Spoken word artist Suli Breaks speaks about examination results in 2013.

'Right now. There is a kid finishing parents' evening in a heated discussion with his mother. Saying, why does he have to study subjects he will never ever use in his life? And she will look at him blanked eyed, stifle a sigh, think for a second and then lie. She'll say something along the lines of:

"You know to get a good job, you need a good degree and these subjects will help you get a degree, we never had this opportunity when I was younger".

And he will reply:

"But you were young a long time ago, weren't you mum?"

And she won't respond although what he implies makes perfect sense that societies needs would have changed since she was 16....`

The Shark by E. J. Pratt

He seemed to know the harbour,
So leisurely he swam;
His fin,
Like a piece of sheet-iron,
Three-cornered,
And with knife-edge,
Stirred not a bubble
As it moved
With its base-line on the water.

His body was tubular
And tapered
And smoke-blue,
And as he passed the wharf
He turned,
And snapped at a flat-fish
That was dead and floating.
And I saw the flash of a white throat,
And a double row of white teeth,
And eyes of metallic grey,
Hard and narrow and slit.

Then out of the harbour,
With that three-cornered fin
Shearing without a bubble the water
Lithely,
Leisurely,
He swam--
That strange fish,
Tubular, tapered, smoke-blue,
Part vulture, part wolf,
Part neither-- for his blood was cold



Choose 1 of the following topics to write on.

- 1- Metaphor.
- 2- Audience.
- 3- Writer's opinion.
- 4- Emotions of the writer.
- 5- Language Devices.



Verse = 1 Line from a poem.

Stanza = A group of Lines.

Free Verse = No rhyming pattern.

Introduces name of poem & author.

Discusses subject matter of poem.

Explains how words influence reader.

Uses simile 'like a knife through soft butter to describe effect of imagery.

Explains connotations of phrases in the poem.

Sample: Analysis from a year 8 student.

The poem "The Shark" by E.J. Pratt, is free-verse and written in third person with no rhyme pattern. This poem is about a shark. The shark is not thrashing around awaiting a kill, it is mysterious, patient, streamlined and graceful, planning its every move carefully. The main poetic device in the poem is imagery. When the author says 'shearing without a bubble the water', it appeals to our vision. It gives us an image of its stream-lined, tapered body cutting through the water like a knife through soft butter. The shark moves with great ease through the water, making it deadly fast.

Also, when the author says 'part vulture, part wolf, part neither – for his blood was cold', this adds to the poem by telling us that the shark is the most deadly predator. The vulture lies in wait for the perfect moment to strike, but there is no room for fault. And like the shark, a lone wolf hunts alone in silence, with deadly speed and never gets exhausted. Also, the shark's blood is cold - cold blood usually means evil, lonely, unhappy. Warm blood means happiness. The shark is a cold-blooded killer


In a new paragraph speaks of language feature of poetic device.

Uses metalanguage of poetry; stanza

Critically evaluates the effectiveness of the poem.

Another poetic device used is simile as in 'his fin, like a piece of sheet iron'. This tells the reader that his fin can cut through anything that crosses his path. In the poem, certain phrases are repeated, like 'three cornered fin' – repeated in stanzas 1 and 2. Also repeated is the phrase 'tubular, tapered, smoke-blue'. This adds effect to the poem by making the author remember it because it's written several times to show that it's important. Another poetic device used is alliteration. When the author writes 'lithely, leisurely', it tells us in detail how the shark swam which adds a lot of effect to the poem.

So, this poem has a mysterious, dark theme telling us that sharks are cunning, smart, fast and always alert. All the poetic devices did help create the image the author wanted.

Often a poet will use very elaborate words simply to hide things – being purposefully obscure. 

“The Love Song of J Alfred Prufrock “
In the room the women come and go
Talking of Michelangelo.

And indeed there will be time
To wonder, “Do I dare?” and, “Do I dare?”

Time to turn back and descend the stair,
With a bald spot in the middle of my hair-
(They will say: “How his hair is growing thin!”)
My morning coat, my collar mounting firmly to the chin,

My necktie rich and modest, but asserted by a simple pin—

(They will say: “But how his arms and legs are thin!”)

Do I dare
Disturb the universe?
In a minute there is time
For decisions and revisions which a minute will reverse.

T.S Eliot 1920

“Sister Songs”

*Wheeled a flight of Dryads [tree fairies]
Murmuring measured melody.
Gyre in gyre their treading was,...
Wheeling with an adverse flight,
In twi-circle o'er the grass,
These to the left and those to the right;
All the band linked by each other's hand;...*


Francis Thompson 1891



Draw the shape of flight described in
'Sister Songs'



How does the final verse in 'Prufrock' differ from
those before it?

 Should the 2nd “Do I dare?”
be spoken with emphasis?

Test!



Questions Menu

Expected Word Count

KEY	OPTIONS
A	This Module
B	The Students
C	The Teacher
D	This Topic
E	In Topic Format

\$	Provide an extended text :	Yr10	Yr09	Yr08	Yr07
27	on anything.	35	30	20	10
2	on any option.	45	40	25	15
21	on A. B or C D	55	45	30	20
18	on A , B or C	65	50	35	25
15	In D on anything.	75	60	40	25
12	On A	85	70	55	30
9	on B	95	80	60	35
6	on C	105	90	65	40
3	Any option in D	115	95	70	45
0	on E	125	100	75	50

END.

POETRY ANALYSIS TOPICS

- Simile (A car is like a star)
- Metaphor (A car is a star)
- Audience (Who would like the text)
- Writer's opinion
- Rhyme
- Alliteration (cool cats creep)
- Facts
- Emotions of the writer. (happy, sad, angry..)
- Contrast (showing opposites)
- Hyperbole (extreme exaggerations)
- Personification, (human qualities to things – The wind sang)
- Rhyme scheme (ABAB – Every odd line rhymes)

Complete these sentences.

- 1) The subject matter of this poem is...
- 2) The poet's purpose in writing this seems to be...
- 3) The language features of this poem are....
- 4) These features might make the reader think about....
- 5) The audience of this poem would likely be.....

WRITING A CRITICAL ANALYSE OF A POEM

The name.
The writer.
The Topic.
The Purpose.
The Audience.

INTRODUCTION
BODY
CONCLUSION

Other things it references
How it shows style & tone
What is true or opinion.
How it might change the reader's attitude.
What emotions might it cause in the reader.
Language devices it uses.

Decide how effective the poem is.
Judge the credibility of the writer.



Red – Test (Summative Assessment)



Fiery Directive. – Reset point risk. (Formative Assessment.)



Paradoxes – Topic of discussion.



Scroll – Language clue. (word meaning, meta-language & advice on difficulty)



Pink – Note taking (Writing skills, and test revision.)



Bronze - 1 point task. (locate questions, no guidance necessary.



Silver – 2 point mission. Inference comprehension. Standard, guided questioning.}



Gold – 4 point quest. (Inference Comprehension. Consolidated.)



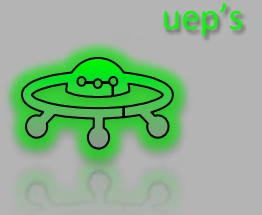
Phantom– 10 point campaign.(Creative Comprehension & Research\Homework, Independent Learning, Achieving.



Magic Key - Unlock Tests



Winning Diamond Unlocks All



TEAM BADGES

1

Number – Bonus points.



Brick – Elements (Spelling, Gramma & Punctuation)



Scout – Insight Predicting & Pattern recognition)



Medic – Editing, (Proofreading & transformation)



Wings– Communications (I.C.T & Citizenship.)



Tower – Presenting (Oral Presentation & Peer Assessment.)

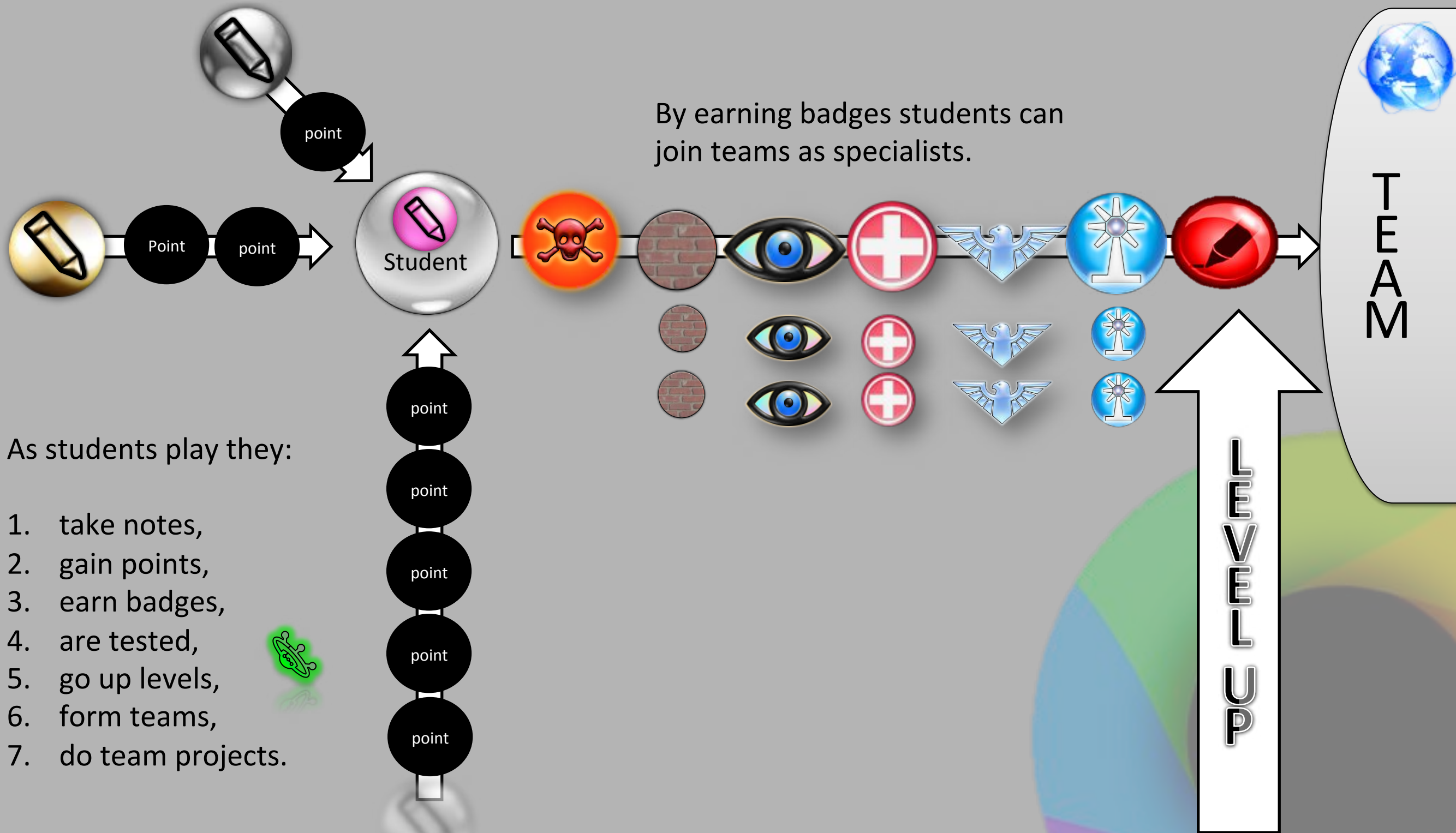


Elite – 25 points Epic Quest, Free Pass



Team Project

Encounters



Teams members can earn team points as specialists collecting badges and completing projects.

