



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

CURRICULUM GRADE 10 -12

DIRECTORATE NCS (CAPS)

ENGLISH HOME LANGUAGE

GRADE 11

LEARNER SUPPORT DOCUMENT

FOR POETRY

JUST IN TIME (JIT) PROGRAMME MARCH 2024

NOTE TO LEARNER:

Welcome to the Poetry Learner Guideline Booklet. This resource has been meticulously crafted to serve as a companion and guide on your journey through the enchanting realm of poetry.

1. **Comprehensive Learning Aid:** This booklet offers a comprehensive overview of various elements of poetry, including but not limited to form, structure, meter, rhyme, and literary devices. Whether you are a beginner seeking to grasp the basics or an enthusiast aiming to deepen your understanding, this booklet caters to learners of all levels.
 2. **Structured Approach:** Understanding poetry can sometimes feel like navigating a web of symbolisms and metaphors. Fear not, for this booklet provides a structured approach to unraveling the complexities of poetic composition. Through clear explanations, examples, and exercises, you will gain the confidence to analyze and appreciate poetry with greater proficiency.
 3. **Practical Exercises:** Learning by doing is often the most effective method. Embedded within this booklet are practical exercises designed to reinforce your comprehension and analytical skills. These exercises encourage active engagement with the material, fostering a deeper connection to the poetic craft.
 4. **Cultivation of Critical Thinking:** Poetry invites interpretation and invites readers to explore multiple layers of meaning. By engaging with the discussions and exercises in this booklet, you will sharpen your critical thinking abilities, learning to dissect poems with precision while developing your unique insights and perspectives.
 5. **Enhanced Appreciation:** Beyond mere analysis, this booklet aims to cultivate a genuine appreciation for the art of poetry. Through discussions on the historical and cultural significance of various poetic forms, as well as exposure to diverse poets and their works, you will embark on a journey of discovery and enlightenment, enriching your cultural literacy.
- 6, It is advisable to use this booklet in conjunction with the following resources

- Learner Booklet – JIT March 2024
- Learner guides – JIT May 2023/2022

7. Accessible and User-Friendly: This booklet is designed to be accessible and user-friendly, catering to a wide audience irrespective of prior knowledge or experience with poetry. Its concise yet informative format makes it easy to navigate, ensuring that learners can progress at their own pace while deriving maximum benefit from its contents.

In conclusion, the Poetry Learner Guideline Booklet is not merely a book; it is a gateway to a world of beauty, insight, and intellectual stimulation. By embracing its teachings and embarking on a journey of poetic discovery, you will unlock the transformative power of language and imagination, enriching your life in ways both profound and enduring.

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GRADE 11 – TEACHERS GUIDE

TEN STEPS TO ANALYSE A POEM

When reading a new poem, it is important to identify the main ideas and the techniques used to present them. The diagram below shows the ten steps that take a reader to comprehend and explore the stylistic features of a poem.





WILLIAM WORDSWORTH

Admired nature – uses positive and negative images of nature to convey the moral decline of England which contrasts to

TITLE

London (Synecdoche-a part represents the whole). London is the capital city (part) is used to represent the whole of England.

John Milton (1608–74) is - the most influential Romantic Poet. His Paradise Lost which helped people retain their religious values and virtues during the Civil War



SUMMARY

He desperately addresses John Milton. He calls England a "fen of stagnant waters " because he fears that she is in a state of moral and intellectual decline. He sees Milton as a star and a possible guide towards a better nation.

CENTRAL IDEA/ THEME

Wordsworth worried - England' lacking morals, values . addresses the soul of the dead poet Milton saying he should be alive, for England needs him to inspire a solution to bring back morality, humanity and restore the natural environment.



WORDBANK

fen: mud, mire, dirt, or marsh. low-lying wet land with grassy Vegetation.

stagnant: still, motionless

bowe
by tre
vines.

forfeit
depriv
dowe
right/

them and has been passed down is now lost.

virtue: godness, behaviour showing high moral standards.



LONDON, 1802

FIGURES OF SPEECH

APOSTROPHE – used to address a person or thing that is absent or dead – calls out to Milton.

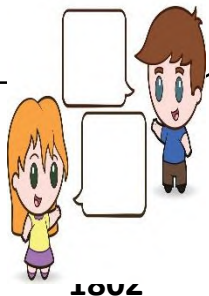
PERSONIFICATION –“ She is a fen of stagnant waters”- England is personified as ‘she’ who is stuck in filthy swamp water.

SIMILE-‘Thy soul is like a star’ – he compares Milton’s soul to a star.

TONE: PLEADING TONE - When he calls for Milton to save England and its society AND a PRAISING TONE while honouring Milton.

MOOD: Desperate and Sad

The Petrarchan Sonnet: 14 lines
1st 8 lines: octave
Last 6 lines: sestet
The octave provides a problem while the sestet offers a solution



100%

1.1 Comment on the effectiveness of the imagery used in lines 2 – 3 'she is a fen of stagnant waters'. (3)

1.2 Discuss the main points that are explored in the Octave and the Sestet respectively. (2)

1.3 Suggest how Wordsworth romanticises the ideals and qualities of Milton. (3)

1.4 Refer to lines 12 – 14. 'So didst thou travel... the lowliest duties on herself did lay'
How are these lines effective in conveying the message of the poem? (2)
[10]

INTRODUCTION

- The poem finds its speaker in the act of 'eating' poetry in a library – **devouring poems like a ravenous, wild animal.**
- The librarian is **terrified/shocked/in disbelief** at what she is seeing, especially as the speaker's passionate eating seems to summon dogs from the basement!
- **Surreal** (dreamlike) **and strange**
- The poem is a tribute to the wonders of poetry

FIGURES OF SPEECH

Simile – “Their blonde legs burn like brush”

Alliteration – blonde...burn...brush

Assonance – stamp her feet and weep



TONE

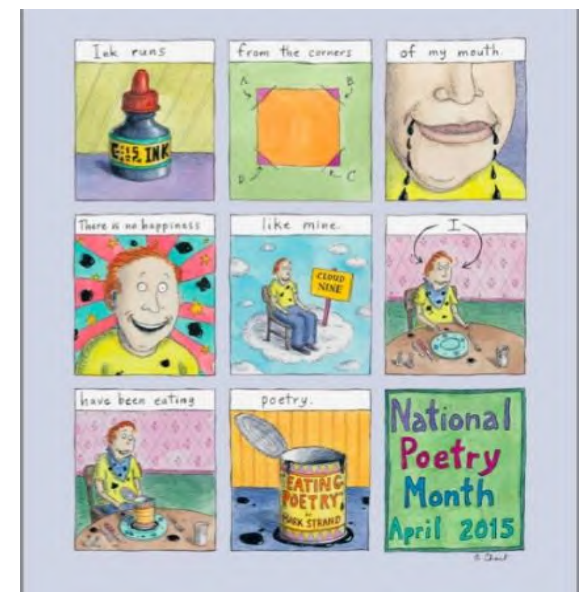
- Teasing yet earnest
- Happy at the beginning
joyous at the end
- Use of imagination
- Appreciation of poetry
- Realism and surrealism

Mood

- Jubilant/
Delighted
- Joyful
excitement
/ Ecstatic

Summary

The speaker is in the library eating Poetry like a wild animal. The librarian is shocked and terrified -especially as the speaker's passion seems to bring dogs from the basement. He has eaten all the poems – very happy. The dogs are in a frenzy. The librarian starts crying. Poetry has transformed the poet into a new person.



ACTIVITY



IG POETRY

1. Outline the poem 'Eating Poetry'. (2)
 2. Comment on the Metaphors in Eating Poetry. (3)
 3. Explain the message in the poem. (2)
 4. Discuss the symbolism of the dogs in the poem. (3)
- {10}

Back ground

District 6 was a vibrant, eclectic suburb of Cape Town, comprising people from a range of ethnic and social backgrounds. However, on 11 February 1966 it was declared a white area under the Group Areas Act of 1950, and by 1982, the life of the community was over. More than 60 000 people were forcibly

The speaker grew up in District 6.

Memories as a child growing up in this area

The speaker remembers Hanover Street, the market, music, fish being sold, scrap iron

collect

an

m

THEMES

The Impact of Apartheid.

Tragedy

Healing

SUMMARY

The poem has a strong sensory appeal - the imagery shows an understanding of life in District 6

The reader becomes emotionally connected to the poem by the vivid descriptions and is left heartbroken at the end to learn that this place is no more.

The area was seen as the heart and soul of the comm



FIGURES OF SPEECH

‘Goema music was always the heartbeat’- **Metaphor**

‘This is the heart and soul of the young and old without District 6 we’re in the cold’ – **Metaphor**

‘like luise, they threw us on the Cape Flats’ – **Simile**

‘sail down the upper Sheppard Street slopes’ - **Alliteration**

MOOD: Sentimental and nostalgic

TONE: Light-hearted and carefree as the speaker recalls memories of his childhood

Tragic and menacing at the end of the poem

WORDBANK

Mopsters vloek- gangsters swear

Skiet ghatties- shoot or play marbles.

Danne bolle – pine

I REMEMBER DISTRICT 6

ACTIVITY – QUESTIONS:

1. List four things that the child remembers about life in District 6. (2)
 2. Compare the child's unhappiness with the images of sadness that fill the last stanza. (3)
 3. Comment on the writer's use of dialect. How does it contribute in delivering the central idea of the poem? (2)
 4. Identify and explain the effectiveness of the figure of speech in the line "like luisse they threw us on the Cape Flats" (3)
- [10]



POETIC DEVICES

Enjambment - (run-on lines, no punctuation) Occurs throughout the poem.

Simile - As I bore the great big container on my head like a painful umbrella.

Metaphor - Sound of duty which grounds on me.

BACKGROUND OF THE POET :

Kristina Rungano, poet and short-story writer was born in Harare, Zimbabwe and grew up near Kuatama Mission. She attended Catholic-run boarding school. Rungano is Zimbabwe's first published female poet. Themes of self-exploration, aspects of womanhood, love, loneliness, alienation, and war are among her subjects.

SUMMARY OF THE POEM

In "The Woman," She represents the majority of the women who are oppressed;

- working in the fields in scorching heat,
- bearing children, doing domestic work

In contrast, her husband stays busy in worldly pleasures without caring about the pain of his wife.

- He returns home and draws pleasure from his weary wife.
- This cycle keeps repeating in the speaker's life until her death.

STRUCTURE AND FORM

36 lines are grouped together into a single stanza.
A lyric poem – no regular rhyme.
The use of the Dash emphasizes some terms.



QUESTIONS

DECODING THE QUESTIONS:

QUESTION 1

Explain the **reason** for the **inclusion** of the **woman's surroundings** in **Lines 4 – 6.**

(2)



Breaking down this question involves a step-by-step approach... the context and usage as used by the poet.

TONE

Resentment
Sadness
Hopelessness

THEMES

- Patriarchy
- Womanhood.
- Women's suffering and Struggle.
- Motherhood and Society.
- Exploitation and Oppression of women.

1. Highlight the **KEY WORDS**
2. Focus on the word **"Explain"** – what is required of the learner? The learner needs to offer a clear idea by describing it in detail or revealing relevant evidence from text.
3. **Analyse the poet's reason for including the surroundings** -Think about why the poet chose to include it in this particular context, as well as any symbolic or metaphorical associations it might have within the poem.
4. This may involve reading through the text until you find lines 4 – 6.

"For a moment I watched the **stream** that rushed before me;
And thought how fresh the smell of **flowers**,
How young the **grass** around it."



Look for clues/words that will tell us where she is.

5. **Understand the context:** Read the surrounding lines or stanzas to understand the context in which the word is used. Consider the themes, imagery, and tone of the poem to grasp its overall meaning.
6. **Relate to the poem's themes:** Consider how the poet's use of these words contributes to the broader themes or messages of the poem. Does it help convey a certain mood or atmosphere?

ANSWER:



1. The images of nature (**flowers**) suggest beauty, (**stream**) suggests freedom and (**grass**) suggests youth. It contrasts with the drudgery of the woman's life and the 'sound of duty'. SHE IS YOUNG, BUT IS ROBBED OF BEAUTY, FREEDOM AND YOUTH. (2)



QUESTION 2:

Account for the **repetition** of **'And'** **throughout** the poem. (2)

Breaking down this question involves visually organizing the elements and focusing on understanding the significance of the repetition of the word.

Highlight the key words in the questions.

1. Focus on the word “**Account**”. What is required of the learner?
Account requires the learner to explain the reason for something.

2. **Count the Repetitions:**

- How many times does the poet repeat the word **AND** throughout the poem? Why does he repeat these words? What is his reasoning behind it?

3. **Contextual Analysis:**

- Consider the context in which the phrase is used each time. What is the poet expressing or listing when referring to **AND**

4. **Visual Representation:**

- Create a chart or diagram showing each occurrence of the phrase AND in the poem. You could use arrows or connecting lines to indicate the relationship between each instance and the surrounding text.

5. **Thematic Interpretation:**

- Reflect on the significance of the repetition. Does it reinforce the central theme of the poem?

Answer: The repetition of the word AND provides the exhaustive list of her duties.

Through this endless list her suffering is revealed.

(2)

QUESTION 3

Refer to lines 13 – 14 “While I toiled in the fields. Under the angry vigilance of the sun.

Identify the figure of speech and explain its effectiveness.

1. Identify the lines.

2. Highlight the key words.

There are two parts to this question.



- IDENTIFY – to recognise or be able to name someone or something, or to prove whom or what someone, or something is.
- EXPLAIN – make (an idea or situation) clear to someone by describing it in more detail. Give a reason.
- EFFECTIVENESS – The degree to which something is successful in prod



ANSWER: The figure of speech is PERSONIFICATION or a METAPHOR.

The sun is personified (given HUMAN) qualities and is compared to a tyrant

The sun is depicted as a male counterpart. With its scorching heat it intensifies the suffering of the woman toiling in the fields. Like her husband is indifferent to her suffering, so is the sun. The sun is seen as a torturer, a vigilant overseer of women's suffering.

QUESTION 4

Refer to lines 29 – 33 “You left me unhappy...You shall again be my lord”

Critically discuss how the diction reflects the tone of the speaker.



1. Identify the line.
2. Highlight the key words.
3. When we say Critically Discuss what do we want the learner to do?

To have a critical discussion requires you to weigh up the strengths and weaknesses of a theory /concept (or work of some sort) and write about this in detail – taking into account various relevant issues and viewpoints.

4. Understand the DICTION (Choice of WORD).

How do the words reveal the tone?

Write down the tone and quote the words to support your argument.





ANSWER




The tone is one of unhappiness and bitterness/hatred/sadness/melancholy. The speaker is filled with sadness, bitterness and hatred as she was physically and sexually abused. “You left me unhappy and bitter...hated you” Yet she continues with this cycle by getting up the next day and continuing with her tasks, ‘milk the cow...food’ ‘You shall again be my LORD’ reveals that she still sees this man who tortured her as her lord – she has no choice despite her bitterness and hatred.

[10]



(3)

<p>TITLE</p> 	<p>HANGING FIRE</p> <p>Means to delay action, to stop progress or to hang back.</p> <p>Many of the speaker's issues could cause her to delay progress in her life (arrested development). 'Hang Fire' refers to an unplanned delay - a moment of pause between pulling the trigger of a gun and its actual firing.</p> <p>It contains a gun metaphor, but it's not about guns, but about adolescence (teen years) and the threats underlying her anxieties (worries).</p>	
<p>BACKGROUND</p>	<p>Audre Lorde is an American poet who published her first poem when she was a teenager.</p> <p>She worked as a school librarian and then lectured at Colleges and Universities.</p> <p>A Political activist – a Feminist – used poetry to effect change.</p> <p>She describes herself as “black, lesbian, mother, warrior, poet”.</p>	
<p>SUMMARY OF THE POEM</p>	<p>The poet was 44 years when she wrote the poem.</p> <p>The speaker is a 14 year old girl. She is worried about</p> <p>Typical teenage problems: braces, pimples, dances, race, parental issues, isolation, living in a sexist society and death.</p> <p>She believes no one is worried about the effect these issues will have on her, especially her mother.</p>	

<p>STRUCTURE</p>	<p>The poem is written in free verse.</p> <p>There are 3 stanzas made up of 11 – 12 lines each.</p> <p>There is no punctuation except for a full stop at the end of each stanza – (ENJAMBMENT) – it’s effective as the speaker pours out her feelings moving from one worry to the next without a pause.</p>	
<p>WORD BOX</p>	<p>Betrayed – to break faith with, be unfaithful to, be disloyal to, dishonest.</p> <p>Ashy – of a pale greyish colour/ relating to greyish or whitish appearance of very dry skin./ dull/faded.</p>	
<p>THEMES</p>	<p>INFERIORITY COMPLEX – based on colour or appearance of her skin.</p> <p>Fear of dying early.</p> <p>Difficulties of teenage life.</p> <p>Neglect of her mother.</p> <p>Self-loathing.</p> <p>Sexism.</p> <p>Dejection</p>	
<p>TONE</p> <p>MOOD</p>	<p>SELF-PITY</p> <p>ANXIOUSNESS</p> <p>FEAR</p> <p>SOMBRE</p> <p>DEPRESSING</p>	

IMAGERY AND SYMBOLISM

Hanging Fire – Metaphor

‘And my skin has betrayed me’ - Personification

The speaker’s skin – The speaker’s anxieties are not simply a matter of being a teenager – her sense of her own blackness in a prejudiced world sharpens her awareness of injustices due to race.

“Closed door” – Symbolises the speaker’s fearful sense of her future being closed off. Her future seems just as closed as her mother’s bedroom door.





ACTIVITY – QUESTIONS ON HANGING FIRE

1. Name four issues that confront the speaker of the poem (2)
 2. What does the line 'I should have been on the Math Team/
My marks were better than his' reveal about the society in which the speaker finds herself? (3)
 3. How does the line 'my skin has betrayed me' contribute to your understanding of the speaker of the poem? (3)
 4. Comment on the effectiveness of the lack of punctuation in the poem. (2)
- [10]

DA SAME DA SAME BY SIPHO SEPAMLA

S - Structure:

- FREE VERSE poem
- Divided into short stanzas, each containing a few lines.
- The REPETITION of phrases emphasizes the poem's central message and rhythm

W - Word Choice:

Informal language and DIALECT (*A dialect is a form of the language that is spoken in a particular part of the country or by a particular group of people.*)

- Use of COLLOQUIAL terms ("avarybody," "somewheres").
- Simple, direct language conveys the speaker's message effectively.
- Use of repetition ("I doesn't care of") highlights the speaker's DEFIANCE against DISCRIMINATION

I - Imagery:

- "Big terrible, terrible somewheres in yourselves": Imagery evokes a sense of hidden turmoil or conflict within individuals.
- "One heart": Symbolizes unity and shared humanity.
- "Red blood": Symbolizes the commonality of human experience regardless of race or nationality.



clear (VIVID) imagery of pain and vulnerability (weak and defenseless)

F - Figurative Language:

- "All da peoples is make like God": Metaphor
- People are made in the image of God. God represents all things good in the same way it is believed that man is supposed to be good and righteous in his behaviour.

- "Nail of say da t'orn tree scratch little bit little bit of da skin": Personification of the nail and the tree, emphasizing the physical and emotional impact of discrimination.



T - Themes and Tone:

- Themes: Unity, equality, discrimination, humanity.
- Tone: Defiant [resistant], reflective [thinking about it], empathetic [understanding, compassionate].
- The poem condemns [criticizes] discrimination and advocates [speaks for] for unity and empathy among all people.
- The tone reflects the speaker's frustration [anger] with societal divisions and the pain caused by discrimination, while also expressing hope for understanding and acceptance.

Societal divisions - People in society divided according to race, colour, and creed

QUESTIONS

1. Question: What is the central theme of the poem "Da Same, Da Same"?

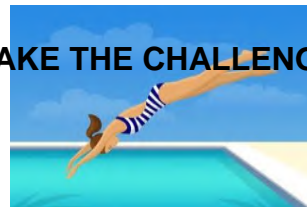
STEP ONE


Circle the words central theme' (Look  at what has been repeated) in the poem)

Answer: The central theme of the poem is the universal human experience and the idea that despite differences in race, nationality, or appearance, all individuals share a common humanity.







NOW TAKE THE CHALLENGE



2. Question: How does the speaker express their attitude  towards racial and ethnic differences in the poem? Focus your attention on the word 'attitude' How would you best describe the speaker's attitude?

Answer: The speaker expresses a disregard for racial and ethnic differences by repeatedly stating "I doesn't care of you black, I doesn't care of you white, I doesn't care of you India." This indicates a belief in the equality of all people regardless of race or nationality.

LOOK  FOR **KEY WORDS** IN A QUESTION

- 3. Question: Explain the *significance*  of the *imagery*  of the nail scratching the skin in the poem.
- 4. Question: How does the speaker *suggest*  that all individuals are equal?
- 5. Question: Discuss the role of *empathy*  in the poem.

WHAT CHALLENGED YOU?

QUICK SURVEY



ASPECTS	TICK	WHY?	REMEDY/REVISION
1. The words			
2. Historical context			
3. The message			
4. Figurative language			
4. The questions based on the poem			



ANTI -WAR POEM

Title: Anthem for Doomed Youth Analysis

1. Title:
2. Poet:

- Wilfred Owen



i WROTE THIS POEM TO SHOW HOW YOUNG MEN LOSE THEIR LIVES ON THE BATTLEFIELD IN SUCH A HORRIFIC WAY. I FEEL IT IS SUCH A WASTE OF LIVES. INNOCENT MEN DYING !!!

ANGERS ME !!!



3. Theme:

- War and its impact on you
- Loss and futility of war
-

4. Tone:

- Somber



- Sorrowful
- Critical



Tragic loss of young lives




5. Literary Devices:

- Simile: "rifles' rapid rattle" - creates auditory imagery, emphasizing the harshness of war
- Personification: "patter out their hasty orisons" - gives human-like qualities to the bullets, highlighting the dehumanization 🧐 (treating a person as less than a human) of soldiers
- Alliteration: "choirs of wailing shells" - emphasizes the chaos and destruction of war
- Metaphor: "the monstrous anger of the guns" - portrays the guns as angry, reflecting the senseless violence of war
- Irony: "Anthem for Doomed Youth" - juxtaposes the grandeur 🧐 of an anthem 🧐 with the sad reality of youth being sacrificed in war




6. Structure:

- Sonnet form (Shakespearean): Consists of 14 lines
- Octave: Describes the horrors of war (first 8 lines)
- Sestet: Reflects on the funeral rituals and mourns the loss of youth (last 6 lines)

7. Imagery:

- **Auditory**:  "rifles' rapid rattle", "choirs of wailing shells" - creates sounds of war, emphasizing its chaos and brutality
- **Visual**:  "pallor of girls' brows shall be their pall" - evokes the image of mourning and sadness among loved ones
- **Tactile**:  "patter out their hasty orisons" - suggests the hurried, desperate prayers of soldiers facing imminent death

8. Message:

- Critique  of war and its glorification 
- Condemnation  of the senseless loss of young lives

The poem begins with a rhetorical question, asking what kind of funeral rites or mourning is offered to soldiers who die in war, comparing them to cattle being slaughtered. There are no traditional funeral rituals for these soldiers; instead, they are met with the deafening noise of gunfire.

+LET US COMPARE -

Aspect	Battlefield	Church Service
Atmosphere	Chaotic, violent, tense	Quiet, solemn, reverent
	No candles or traditional rites	Tears in eyes of the of the those grieving for them, pale faces
Sound	Gunfire, explosions, screams	Church bells, hymns, prayers






Aspect	Battlefield	Church Service
Participants	Soldiers, wounded, dying	Congregation, clergy, mourners
Actions	Fighting, retreating, medic aid	Praying, singing, listening to sermons
Emotions	Fear, desperation, anguish	Grief, sadness, hope
Focus	Survival, strategy, combat	Reflection, mourning, seeking solace
Outcome	Death, destruction, loss	Communion, spiritual renewal, remembrance



WORD BANK

Anthem	song of praise, eg of an anthem nkosi sikelel iafrika (sung in praise of South Africa patriotic display love for one's country)	juxtapositions the grandeur	war is looked at as a grand idea of being victorious (winning) and patriotic (love for your country) but no one mentions death and destruction contrasting impact of both ideas placed close together	critique	a detailed analysis of something, looking at all aspects of something
Futility	pointless, uselessness	glorification	making something appear admirable	condemnation	strong disapproval (not liking something)

rhetorical question	engage readers in contemplating(thinking about) the horrors of war and the loss of lives	laments	expression of grief		
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THE RIDE BY JOYCE CHIGIYA

<p>ABOUT THE POET</p> 	<p>Joyce Chigiya is a student as well as a mentor of language arts. She is a teacher stationed at a rural school where she is involved in the teaching and learning of English as a second language. Although she does write short stories, she regards herself as a learner poet. Currently she is working towards the attainment of basic literacy in music.</p>	<p>From Zimbabwe</p> 
<p>CENTRAL MESSAGE</p> 	<p>Life is like a ride, full of ups and downs, twists and turns. Despite facing obstacles and hardships, the speaker urges the reader to keep moving forward Hold onto hope and courage Be determined</p> <p>Resilience (inner strength, and the ability to overcome adversity) is important</p> <p>Life's challenges are part of the ride, and one must ride through them with perseverance (continue trying).</p>	
<p>IMAGERY</p>	<p>"Untidy piles": Creates an image of disorder and chaos, possibly referring to disorganized stacks of money.</p> <p>"Bending his jean-clad": Visualizes the tout's physical appearance, suggesting a casual or rugged look.</p> <p>"Through an open window": Sets the scene of a moving vehicle, enhancing the sense of motion and uncertainty.</p> <p>"Bursting vehicle": Evokes a vivid image of a crowded and possibly overfilled taxi, adding tension and danger to the scene.</p>	

<p>TONE</p>	<p>Tense Sense of urgency and desperation, particularly in the tout's actions as he tries to maintain his balance and collect fares.</p>	<p>Another word for 'tout' in the South African Taxi industry is 'taxi conductor'</p> 
<p>DICTION</p>	<p>Words like "untidy," "partially displaced," and "bursting" add to the atmosphere of disorder and instability. The use of terms like "tout," "black market," and "change" suggests street-level, elements of informal economy.</p>	<p>'informal economy' Think about street vendors</p> 
<p>THEMES</p>	<p>The poem looks at themes of survival, resilience, and the struggle for existence in challenging circumstances. It touches upon the idea of individuals operating in a dangerous environment, where they must adapt and make do with limited resources. There's also reference to economic hardships and the lengths people may go to in order to make a living, including resorting to illegal or informal means such as black market transactions.</p>	<p>'black market' <i>Trading of illegal goods to avoid paying taxes</i></p> <p><i>resilience: to recover quickly from difficult situations, to bounce back</i></p>

THE SECOND COMING BY WILLIAM BUTLER YEATS



I wrote the poem because I was concerned with how people in the world behaved, they seemed to have lost their closeness to God, chaos and destruction now rules the world. I see a collapse of the world with the coming of an evil force. I feel anxious

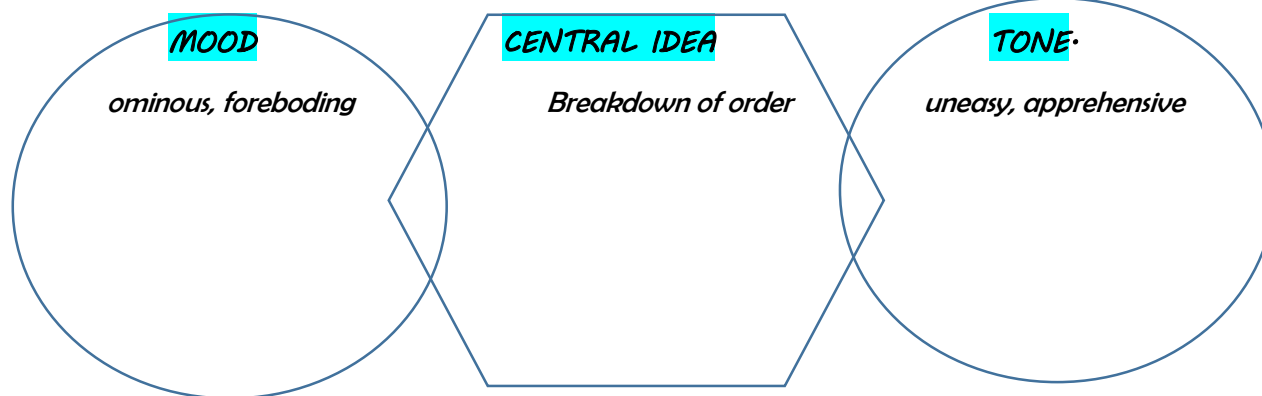
This poem focuses on :

*the post-World War 1 period

* there is a sense of impending doom (something bad/evil about to happen)

Historical context:: After World War 1 there was great loss and people felt hopeless. Life changed and chaos set in

LET'S LOOK AT THE FOCUS OF THIS POEM



Sense of chaos and destruction



THE GYRE

Anticipation of a new order

Spiritual revelation

Apocalyptic Imagery: Traditional systems are breaking down giving way to uncertainty and turmoil. Fear rules. It as though the world will be gripped by a 'monster'

What does the image of the falcon and falconer represent in the poem?

Look at the picture

What does the falconer do?

Can you work out the relationship between the falconer and the falcon?


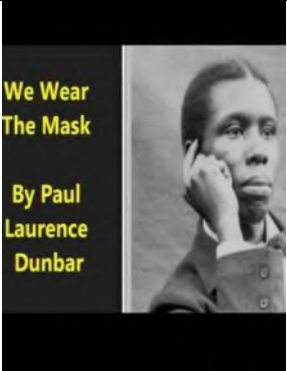
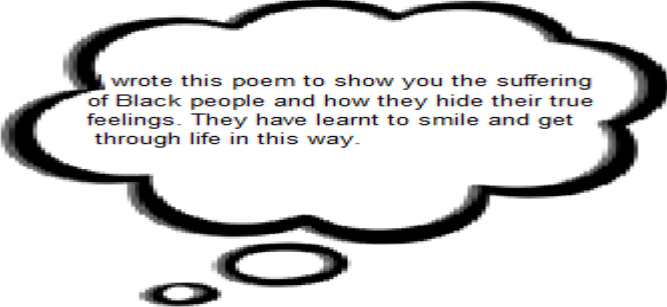
List some of the words you will use in your response.




WORD BANK

1. Spiritus Mundi: Latin for "spirit of the world," refers to the collective consciousness or the universal spirit that Yeats believed influenced human events.
2. gyre: A spiral or vortex shape (refer to diagram)
3. falcon: Symbolizing power, control,
4. blood-dimmed tide: Suggests chaos, violence, and destruction, possibly referencing the horrors of wars
5. ceremony of innocence: Refers to a lost state of purity
6. widening gyre: The expanding spiral of chaos and disorder, as opposed to order and stability.
7. mere anarchy: Represents the breakdown of societal norms and values in society, leading to disorder
8. loosed: Released or set free
9. falconer: The controller or authority figure who has lost control of the falcon, symbolizing the breakdown of order and authority.
10. Revelation: Refers to the biblical Book of Revelation

- 11. Slouches towards Bethlehem Bethlehem, the birthplace of Jesus, but in this poem, it represents a dark force or figure moving towards its destination, possibly symbolizing the arrival of an anti-Christ figure or a time of destruction.
- 12. beast: Symbolizing evil.

WE WEAR THE MASK by PAUL DUNBAR		
		
		
Title:	The title "We Wear the Mask" suggests that the poem will explore the idea of hiding one's true feelings or identity behind a facade.	

<p>Paraphrase:</p>	<p>The speaker describes how people conceal their true emotions and sufferings behind a metaphorical mask, presenting a false front to the world. The mask allows them to present a cheerful and composed exterior to the world, even as they struggle with suffering. Despite their pain, they continue with their lives.</p>	<p>What do you understand by 'metaphorical mask'</p> <p>It means the person wearing the mask puts on an appearance (not revealing his/her true feelings)</p>
<p>Figurative Language</p>	<p>The poem focuses on comparing the mask to a façade (pretending) that conceals the true emotions and suffering of individuals.</p>	
<p>Attitude:</p>	<p>There's a sense of sadness about the need for hiding one's true self. Despite wearing the mask, there's a feeling of defiance in the speaker's words. They recognize the hypocrisy of the situation ("With torn and bleeding hearts we smile"), indicating a refusal to fully embrace the deception or to be completely subdued by it.</p>	<p>Hypocrisy in the poem means to say one thing yet do the exact opposite</p>

Shifts:	There is a shift from describing the mask as a collective experience to a more individual view, as the speaker addresses both the general "we" and the personal "I."	Where is there a change in the poem?
Title (again):	Upon revisiting the title after analyzing the poem, it becomes clear that it shows the central theme of the poem, individuals conceal their true emotions behind a facade.	
Theme:	The theme of the poem revolves around the pressure to hide one's true self behind a mask to conform (follow)to social norms. It explores the theme of identity There is a struggle of maintaining a facade versus revealing one's true self	
WORD BANK	<p>FAÇADE : deceptive outward appearance</p> <p>SOCIETAL PRESSURES: Living up to the standards expected by society</p> <p>METAPHORICAL MASK: people disguise their emotions</p> <p>DEFIANCE: resisting something , going against , not obeying</p>	

LET'S GATHER OUR THOUGHTS



CLIMB THE LADDER STEP BY STEP

1. What is the central theme of "We Wear the Mask"? Support your answer with evidence from the poem.

Step-by-step guide for answering:

- a. **Identify the central theme:** In this case, the central theme revolves around the concept of masking or hiding one's true emotions or feelings behind a facade.
- b. **Gather evidence from the poem:** Look for lines or stanzas that mention the idea of wearing a mask or hiding one's true self. Examples include lines like "We wear the mask that grins and lies" and "With torn and bleeding hearts we smile."
- c. **Interpret the evidence:** Explain how the lines you've chosen add to the theme of masking. Discuss why individuals might feel the need to conceal their true emotions and the impact this has on them.
- d. **Craft your answer:** Combine your identified theme with the evidence from the poem, ensuring clarity and coherence in your response.

2. How does Paul Laurence Dunbar use literary devices such as imagery and symbolism to convey the theme of oppression in "We Wear the Mask"?

Step-by-step guide for answering:

- a. **Identify relevant literary devices:** In this case, focus on imagery and symbolism used by Dunbar throughout the poem.
- b. **Analyze the use of imagery:** Look for descriptions that evoke vivid mental images related to the theme of oppression. For example, analyze phrases like "grins and lies," "torn and bleeding hearts," and "mouth with myriad subtleties."
- c. **Examine symbolism:** Consider how elements such as the mask symbolize the act of hiding one's true feelings or identity. Discuss the deeper meaning behind the mask as a symbol of societal pressure or oppression.
- d. **Connect devices to theme:** Explain how Dunbar's use of imagery and symbolism contributes to the overall theme of oppression in the poem. Discuss the effectiveness of these literary devices in conveying the poet's message.

3. Discuss the significance of the title "We Wear the Mask" in relation to the poem's themes and message.

Step-by-step guide for answering:

- a. **Explain the literal meaning:** Begin by defining the literal meaning of the title, emphasizing the idea of wearing a mask as a metaphor.
- b. **Explore the metaphorical significance:** Discuss how the act of wearing a mask symbolizes hiding one's true emotions or identity, particularly in the face of societal expectations or oppression.
- c. **Connect to the poem's themes:** Relate the concept of wearing a mask to the broader themes of deception, societal pressure, and the internal conflict faced by individuals.
- d. **Analyze the impact:** Consider the significance of the title in shaping the reader's interpretation of the poem and its message.



May this booklet serve as a compass, guiding you through the landscapes of rhythm, metaphor, and imagery.

Let it inspire you to weave your own tapestry of words, leaving an indelible mark on the world with every verse.