



education

Department:
Education

PROVINCE OF KWAZULU-NATAL

DIRECTORATE NCS (CAPS)

ENGLISH HOME LANGUAGE

GRADE 11

TEACHER SUPPORT DOCUMENT

FOR POETRY

JUST IN TIME (JIT) PROGRAMME

MARCH 2024



PURPOSE AND RATIONALE

Poetry is a captivating art form that offers students a unique avenue for self-expression and exploration of language. However, for many learners, grasping the intricacies of poetry can be a daunting task.

This booklet is designed to equip teachers with simple yet effective methodologies and teaching strategies to engage all students in the wonders of poetry. By unpacking concepts and employing creative approaches, even under-performing learners can develop a basic understanding and appreciation of poetry.

The aim of this booklet is to equip teachers in engaging with the prescribed list of poems for Grade 11. The various strategies must be used in conjunction with the following:

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

NOTE TO TEACHER:

This booklet has been curated with the aim of providing you with a comprehensive support resource for teaching poetry to your learners.

Poetry is a rich and diverse form of expression that encompasses a multitude of styles, themes, and emotions. Within these pages, you will find a variety of poems spanning different eras, cultures, and perspectives together with a range of strategies to help facilitate the teaching of poetry.

Poetry has the power to evoke deep emotions, ignite imagination, and provoke thought. It invites readers to explore language in its most vivid and expressive forms, encouraging them to delve into the complexities of the human experience. As you guide your learners through the exploration of these poems, encourage them to not only analyze the words on the page but also to connect with the underlying emotions and themes.

This booklet is designed to support you in your journey of teaching poetry, offering background information on the poets and their works, discussion questions to stimulate critical thinking, and creative activities to encourage learners to express themselves through writing and interpretation. This booklet serves as a valuable tool in fostering a deeper appreciation and understanding of this timeless art form.

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GRADE 11 NOVEL “TSOTSI”	Nayan Morar	Ladysmith Secondary	Uthukhela
	Adhithi Maharaj	Westham Secondary	Pinetown
GRADE 11 NOVEL “THINGS FALL APART”	Tilly Maharaj	Scottsburgh High	Ugu
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GRADE 10 DRAMA “ ROMEO AND JULIET”	Abigail Scott	Amanzimtoti High	Umlazi
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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.





LEARNING STRATEGY 1 : THE “GRAPHIC ORGANISER” APPROACH

This is a step-by-step approach using a graphic organizer to learn poetry:

1. **Introduction to Poetry:** concept of poetry to your learners. Explain that poetry is a form of literature that uses rhythmic and expressive language to evoke emotions and convey ideas.
2. **Types of Poetry:** Introduce the different types of poetry, such as sonnets, haikus, free verse, and narrative poems. Briefly explain each type and its defining characteristics.
3. **Elements of Poetry:** Discuss the key elements of poetry that students will need to understand. These typically include:
 - **Title:** An explanation of the concept title.
 - **Summary:** A brief overview of the poem
 - **Imagery:** Vivid descriptions that appeal to the senses.
 - **Figurative Language:** Language that uses figures of speech like similes, metaphors, and personification.
 - **Theme:** The central idea or message of the poem.
 - **Structure:** The organization and layout of the poem, including stanzas and line breaks.
 - **Message :** the purpose/intention of the poet
4. **Graphic Organizer:** This could be a simple diagram that includes sections for each element of poetry listed above.
5. **Analyzing Poetry:** There is a sample poem and guide them through the process of analyzing it using the graphic organizer. Learners are expected to identify examples of each element in the poem and discuss how they contribute to the overall meaning and effect.
6. **Assessment:** This approach will help learners to analyse and interpret poems using the graphic organizer.

By following these steps, you can effectively use a graphic organizer to learner poetry, helping them develop a deeper understanding and appreciation for this form of literature. Refer to the diagram below



LEARNING STRATEGY 2 : THE “VISUAL AND VERBAL” APPROACH

Here's a step-by-step approach to learning a poem with a combination of visual aids and words:

1. **Introduction:** Look at the title, poet, and any background information that might help understand the context of the poem.
2. **Visual Representation:** A visual representation of the poem using drawings, images, or symbols. The poem is divided into four sections, one for each stanza. This approach shows illustrations of key images or themes from each stanza.
3. **Verbal Analysis:** Break down the poem stanza by stanza, discussing its meaning, language, and poetic devices. Learners can identify any recurring themes throughout the poem.
4. **Recitation and Memorization:** Practice reciting each stanza of the poem aloud, paying attention to the rhythm and flow of the language. Memorize the poem gradually, starting with one stanza at a time.
5. **Creative Interpretation:** This strategy will help you with your understanding of the poem through creative interpretation. This could involve writing a summary of stanzas or creating artwork that captures the mood or theme of the poem.

By incorporating both visual and verbal approaches, you can create a dynamic and engaging learning diagram which will help you recall images and make word associations

Title explained

(Use of words and pictures)

Form/Structure

Tone

Themes

(Use of words and Pictures)

Stanza 1 – Lines 1-5

Words are explained in the stanza

Pictures will enhance the meaning of the words

Stanza 3 – Lines 11 -15

Words are explained in the stanza

Pictures will enhance the meaning of the words

Stanza 2 – Lines 6 -10

Words are explained in the stanza

Pictures will enhance the meaning of the words



LEARNING STRATEGY 3: THE “KEY NOTES” APPROACH

Absolutely! Here's a step-by-step approach using the key note approach to learn the elements of poetry:

Select a Poem: Choose a poem that you want to analyze and learn more about. Ensure it's a manageable length and has rich elements for analysis.

Enlarge the Poem: Enlarge the text of the poem so that it's easier to write key notes on the sides. You can print it on larger paper or use a whiteboard/chalkboard if available.

Read Through Once: Read the poem through once without making any notes. This allows you to get a sense of the poem's overall flow and themes.

Summary: After your initial reading, write a brief summary of the poem's content and main ideas. Focus on capturing the gist(central idea) of the poem in a few sentences.

- **Title Word Box:** Identify the title of the poem and create a word box or bubble around it. In this box, jot down any words or phrases related to the title that stand out to you or seem significant.
- **Structure and Form:** Examine the structure and form of the poem. Look for patterns in line length, stanza organization, rhyme scheme, and meter. Note these structural elements on the sides of the enlarged poem.
- **Message :** Identify the central message or theme of the poem. Write down key words or phrases that convey this message or theme on the sides of the poem.
- **Tone:** Determine the emotional tone or mood of the poem. Highlight words or phrases that contribute to this tone, such as descriptive language, imagery, or diction.
- **Symbol:** Identify any symbols or imagery used in the poem. Mark these symbols on the sides of the poem and write brief notes about their significance or possible interpretations.
- **Themes:** List the major themes or ideas explored in the poem. Write down key words or phrases that relate to these themes and note how they are developed throughout the poem.
- **Figures of Speech:** Identify any figures of speech, such as similes, metaphors, personification, or hyperbole. Highlight these instances in the poem and write brief notes about their effects and significance.
- **Review and Reflect:** Once you've annotated the poem with key notes, take some time to review your annotations and reflect on your analysis. Consider how the different elements interact to create meaning and impact in the poem.

By following this step-by-step approach using the key note method, you can deepen your understanding of the elements of poetry and gain insights into the craft and artistry of poetic expression.



LEARNING STRATEGY 4 : THE “STORYBOOK” APPROACH

This step-by-step approach uses the “Storybook Approach” to learn the elements of poetry with a focus on pictures, words, and phrases, and organizing them based on a sequence of events in the poem:

Select a Poem: Choose a poem with a clear narrative or sequence of events. This will make it easier to apply the storybook approach.

Create a Storyboard: I prepare a storyboard with multiple pictures on different pages, similar to a comic strip or children's storybook. Each panel will represent a key event or moment in the poem.

Summary: Begin by writing a brief summary of the poem's storyline or main events. This will help provide context for your storyboard.

Structure and Form: Identify the structure and form of the poem, including the number of stanzas, lines per stanza, rhyme scheme etc. Represent these elements visually on your storyboard, perhaps using different colors or shapes to differentiate them.

Sequence of Events: Divide your storyboard into sections or panels, each representing a different event or moment in the poem. Arrange the panels in chronological order to reflect the sequence of events in the poem.

Message: Identify the central message or theme of the poem. Choose images, words, or phrases that represent this message and incorporate them into your storyboard.

Tone: Consider the emotional tone or mood of each event in the poem. Use colors, facial expressions, or other visual cues to convey the tone of each panel.

Symbol: Identify any symbols or imagery used in the poem. Represent these symbols visually on your storyboard and include brief descriptions or explanations of their significance.

Themes: Explore the major themes or ideas explored in the poem. Use images, words, or phrases to represent these themes throughout your storyboard.

By following this step-by-step approach using the “Storybook Approach”, you can engage with the elements of poetry in a visual and sequential manner, enhancing your comprehension and appreciation of the poem's narrative and themes.



LEARNING STRATEGY 5 : THE “CONDENSED” APPROACH

This is a step-by-step approach using the “Condensed Approach” to learn the elements of poetry, ensuring that all information is presented on a single page:

Select a Poem: Choose a poem that is concise. This will make it easier to condense all the relevant information onto a single page.

Summary: Begin by writing a concise summary of the poem's content and main ideas. Summarize the poem's storyline or central message in a few sentences.

Title Word Box: Create a title word box at the top of your page. Write down the title of the poem and any key words or phrases related to the title that stand out to you.

Structure and Form: Identify the structure and form of the poem, including the number of stanzas, lines per stanza, rhyme scheme (if any), and any other structural elements. Summarize this information concisely on your page.

Message: Identify the central message or theme of the poem. Write down a brief statement that captures the essence of the poem's message or thematic concerns.

Tone: Consider the emotional tone or mood of the poem. Write down a few words or phrases that describe the poem's tone, such as "melancholy," "joyful," or "reflective."

Symbol: Identify any symbols or imagery used in the poem. Write down the key symbols and a brief description of their significance.

Themes: Explore the major themes or ideas explored in the poem. Write down a list of the poem's themes, such as "love," "nature," "loss," or "identity."

Memorization and Reflection: Use your condensed page as a study tool to memorize key details about the poem. Reflect on how condensing the information onto a single page has helped you gain a deeper understanding of the poem's elements and themes.

By following this step-by-step approach using the Condensed Approach, you can effectively learn and retain information about the elements of poetry while ensuring that all relevant details are presented on a single page for easy reference and study.



LEARNING STRATEGY 6 : THE “TABULAR” APPROACH

This step-by-step approach to using the tabular approach to learn the elements of poetry:




1. **Create the Table:** You must create a table with columns for each element of poetry you want to focus on e.g.: Summary, Title, Structure and Form, Message, Tone, Symbol, and Themes. Each row represents a different poem or stanza that you will be analysing.
2. **Summary:**
 - In the "Summary" column, briefly summarize the content and main ideas of the poem or stanza. Focus on capturing the essence of the piece in a few sentences.
3. **Title:**
 - In the "Title" column, write down the title of the poem or stanza. Consider how the title relates to the content and themes of the poem.
4. **Structure and Form:**
 - In the "Structure and Form" column, analyse the poem's organization, including its stanzas, line breaks, and rhyme scheme (if applicable). Note any patterns or repetitions that contribute to the poem's structure.
5. **Message:**
 - In the "Message" column, identify the central message or theme of the poem. Consider what the poet is trying to convey to the reader and how they use language and imagery to communicate their message.
6. **Tone:**
 - In the "Tone" column, describe the emotional attitude or mood of the poem. Consider the poet's tone towards the subject matter and how it influences the reader's interpretation of the poem.
7. **Symbol:**
 - In the "Symbol" column, identify any symbols or imagery used in the poem. Symbols are objects, characters, or elements that represent deeper meanings or concepts within the poem.
8. **Themes:**
 - In the "Themes" column, list the major themes or ideas explored in the poem. Consider the universal truths or insights the poem offers about life, human nature, or the human experience.
9. **Practice and Application:**
 - Apply what you've learned by analysing additional poems using the tabular approach. Challenge yourself to explore a variety of poetic styles and themes to broaden your understanding of poetry as a literary form.
 -

By following this step-by-step approach, you can effectively use the tabular approach to learn and analyse the elements of poetry.



POEM: LONDON 1802 BY WILLIAM WORDSWORTH

SUGGESTED TEACHING METHOD

1. Teacher reads the poem out loud to the class, or plays the poem off “You Tube”
 2. Learners to read the poem.
 3. Learners put into groups of 4-6 to discuss the Gist of the poem, the feelings of the speaker and identify one figure of speech.
 4. Group leaders to report back to the class.
 5. Teacher to hand out worksheet from JIT BOOKLET for underperforming learners to all learners.
 6. Teacher to facilitate discussion on the poem according to the following headings:
 - Background – Significance of Milton.
 - Vocabulary/dictionary skills.
 - Structure of the poem.
 - Sense (Meaning of the poem. What is the poet saying?)
 - Imagery (Identification of Simile, Metaphor, Personification and the effectiveness of the images)
 - Diction (Poets choice of words).
 - Mood, Tone, Feeling.
 - Intention of the Poet.
 - Identify poetic techniques such as Alliteration, Pun, Rhetorical Questions, Enjambment, Onomatopoeia,
 - And explain why it’s effective.
 7. Discuss Themes and Relevance.
 8. Summary of poem to be recorded in books.
 9. Learners to answer questions on the poem from worksheet.
 10. The following day/week, the teacher reviews the answers.
- 



LONDON 1802



QUESTIONS:

1. Comment of the effectiveness of the imagery used in lines 2-3. (3)

The metaphor in “she is a fen of stagnant waters”- suggesting muddy/filthy waters that is indicative of a state of rot/decay. It’s effective in relaying the context which the poet establishes in the octave of the sonnet. The metonymy reveals the degradation of the attributes that were most admired and revered in England.

2. Discuss the main point/s that are explored in the Octave and Sestet respectively. (2)

In the octave, the speaker implores Milton to save England from its fall from grace and by highlighting all the attributes of England that have gone asunder while in the sestet he emphasises the virtuous nature of Milton, justifying why his intervention will be appropriate in saving England from damnation.

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

In the octave, the speaker implores Milton to save England from its fall from grace and by highlighting all the attributes of England that have gone asunder while in the sestet he emphasises the virtuous nature of Milton, justifying why his intervention will be appropriate in saving England from damnation.

4. Refer to lines 12-14. How are these lines effective in conveying the message of poem? (2)

These lines emphasise that England needs to be rescued by one who had a true sense of what ought to be valued through his “cheerful Godliness” he was able to perform the most menial duties without complaint because of his unwavering faith. Therefore, people of England need to emulate his selfless spirit in order to restore England to its former glory.

[10]

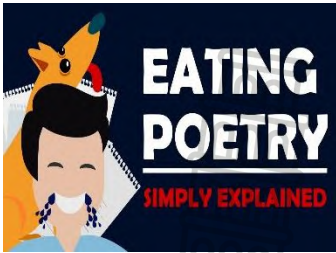


EATING POETRY BY MARK STRAND

SUGGESTED TEACHING METHOD

1. Teacher reads the poem out loud to the class, or plays the poem off “You Tube”
2. Learners to read the poem.
3. Learners put into groups of 4-6 to discuss the cartoon images of stanza 1, to find the central idea of the poem and identify one figure of speech.
4. Group leaders to report back to the class.
5. Teacher to hand out worksheet from JIT BOOKLET for underperforming learners to all learners.
6. Teacher to facilitate discussion on the poem according to the following headings:
 - Vocabulary/dictionary skills.
 - Structure of the poem.
 - Sense (Meaning of the poem. What is the poet saying?)
 - Imagery (Identification of Simile, Metaphor, Personification and the effectiveness of the images)
 - Diction (Poets choice of words).
 - Mood, Tone, Feeling.
 - Intention of the Poet.
 - Identify poetic techniques such as Alliteration, Pun, Rhetorical Questions, Enjambment, Onomatopoeia and explain why it’s effective.
7. Discuss Themes and Relevance.
8. Summary of poem to be recorded in books.
9. Learners to answer questions on the poem from worksheet.
10. The following day/week, the teacher reviews the answers.





EATING POETRY QUESTIONS

1. Outline Strand's meaning of the poem Eating Poetry. (2)

"Eating Poetry" is a surreal and darkly comic poem that celebrates poetry's ability to excite the imagination and bring joy to its readers. The poem opens with the speaker "eating poetry" in a library, much to the startled librarian's distress.

2. Comment on the Metaphors in Eating Poetry. (3)

The speaker as promised by the title, is in the act of reading poetry. While this is a metaphor for the act of reading poetry, the poem treats this consumption quite literally as if poetry were a kind of delicious meal.

The reader takes the poem in--through his mouth, not his eyes or ears. Eating it, metaphorically, he reverts to a primitive type. He becomes an animal, or animal-like so that "Eating Poetry" is, in a sense, Strand's portrait of the reader as a young dog.



3. Explain the message in the poem (2)

Throughout 'Eating Poetry' Strand engages with themes of happiness and transformation. The surreal landscape that he creates allows him to depict the effects of happiness on someone who is completely consumed by their passion.

4. Discuss the symbolism of the dogs in Eating Poetry? (3)



There's no static way of reading anything. For our purposes, the poetry eating dog-man speaker may represent the transformations that can occur for the individual reading poetry. Only here the effect is magnified in the matter of fact, physical, doggy transformation that we see. The dogs symbolise the wild primal forces of the imagination which have been unleashed by the consumption of poetry.

I REMEMBER DISTRICT 6 BY PROPHETS OF DA CITY

SUGGESTED TEACHING METHOD



1. Teacher reads the poem.
2. Teacher plays the song by PROPHETS OF DA CITY from YOU TUBE.
3. Learners to sing the chorus in groups/rows with the recording – sing in round to get the learners interested.
4. Ask learners to volunteer to rap the poem in front of the class.
5. Teacher to facilitate discussion about the poem according to the following headings:
 - Background – Apartheid – Group areas act - forced removals.
 - Vocabulary /dictionary skills.
 - Structure of the poem.
 - Sense/ gist/ meaning of the poem.
 - Imagery (Identification of Simile, Metaphor, Personification and the effectiveness of the image.
 - Diction (poets choice of words)
 - Mood, Tone, Feeling.
 - Intention of poet. (Is it to question, educate, criticise etc)
6. Learners to identify poetic techniques such as Alliteration, Pun, Onomatopoeia, etc.
7. Themes and Relevance.
8. Summary of poem to be recorded in books.
9. Pupils to answer questions based on the poem from worksheet.
10. Pupils encouraged to write a rap/song about something they feel strongly about.

I REMEMBER DISTRICT 6 QUESTIONS



1. List four things that the child remembers about life in District 6. (4)

The child remembers (any four of) Hanover Street, the market, music, fish being sold, scrap iron collectors with their horse and cart, schools, churches.



2. Compare the child's unhappiness with the images of sadness that fill the last stanza. (4)

The child is unhappy about not being able to get a “waentjie”(small wagon) to play with, but he still gets to play with a “seil plankie” in the street. There is real sadness in the final stanza as the “heart and soul” of District 6 is removed with force removals of residents by the authorities. 3.

3. Comment on the writer's use of dialect. How does it contribute in delivering the central idea of the poem? (2)



Many words are written in dialect or code mixing of English and Afrikaans eg. “used to broke”/ ”a lekker song”. These colloquialisms give the poem a context and character, making the story distinctly about Cape Town and the culture of the District 6 inhabitants. The community is personified as a warm and living soul through the use of dialect.



THE WOMAN BY KRISTINA RUNGANO

SUGGESTED TEACHING METHOD

1. Teacher reads the poem out loud to the class, or plays the poem off “You Tube”
2. Learners to read the poem.
3. Learners put into groups of 4-6 to discuss the gist of the poem and the feelings of The Woman.
4. Group leaders to report back to the class.
5. Teacher to hand out worksheet from JIT BOOKLET for underperforming learners to all learners.
6. Teacher to facilitate discussion on the poem according to the following headings:
 - Vocabulary/dictionary skills.- discuss Patriarchal Society- society ruled by men.
 - Structure of the poem.
 - Sense (Meaning of the poem. What is the poet saying?)
 - Imagery (Identification of Simile, Metaphor, Personification and the effectiveness of the images)
 - Diction (Poets choice of words).
 - Mood, Tone, Feeling.
 - Intention of the Poet.
 - Identify poetic techniques such as Alliteration, Pun, Rhetorical Questions, Enjambment, Onomatopoeia,
 - And explain why it’s effective.
7. Discuss Themes and Relevance.
8. Summary of poem to be recorded in books.
9. Learners to answer questions on the poem from worksheet.
10. The following day/week, the teacher reviews the answers, going through the worksheet on how to decode the questions and the expected answers, as follows below.



THE WOMAN 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 of visually organizing the elements and focusing on understanding the context and usage as used by the poet.

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 THE 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 producing a result.

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 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. (3)

[10]



HANGING FIRE BY AUDRE LOURDE

SUGGESTED TEACHING METHOD

1. Teacher reads the poem out loud to the class, or plays the poem off “You Tube”
2. Learners to read the poem.
3. Learners put into groups of 4-6 to discuss the Gist of the Poem, the feelings of the speaker and to identify at least one figure of speech.
4. Group leaders to report back to the class.
5. Teacher to hand out worksheet from JIT BOOKLET for underperforming learners to all learners.
6. Teacher to facilitate discussion on the poem according to the following headings:
 - Background
 - Vocabulary/dictionary skills.
 - Structure of the poem.
 - Sense (Meaning of the poem. What is the poet saying?)
 - Imagery (Identification of Simile, Metaphor, Personification and the effectiveness of the images)
 - Diction (Poets choice of words).
 - Mood, Tone, Feeling.
 - Intention of the Poet.
 - Identify poetic techniques such as Alliteration, Pun, Rhetorical Questions, Enjambment, Onomatopoeia,
 - And explain why it's effective.
 - Discuss Themes and Relevance.
8. Summary of poem to be recorded in books.
9. Learners to answer questions on the poem from worksheet.
10. The following day/week, the teacher reviews the answers, going through the worksheet



QUESTIONS

1. Name four issues that confront the speaker of the poem.

The speaker is confronted by issues relating to her skin, boys, how to dance, the size of her room, dying young, graduating, and needing to be responsible, education, braces and what to wear (any four issues). (2)

2. How does the line, 'my skin has betrayed me' (line 2) contribute to your understanding of the speaker of the poem?

The speaker is a young black girl who may have experienced discrimination throughout her life. She could be referring to how the colour of her skin has betrayed her in a society where she encounters prejudice against women and race. Alternatively as a teenager, an outbreak of acne could be seen as a betrayal. Her skin is personified as a betrayer which has made her feel unattractive and unacceptable (2)

3. What do the lines 'I should have been on the Math team/My marks were better than his (lines 26-27) reveal about the society in which the speaker found herself? (3)

The speaker has been overlooked for the Math's Team as the place she feels entitled to has been given to a boy. As a young black girl, she has presumably experienced such discrimination previously.

4. Comment on the effectiveness of the lack of punctuation in the poem.

The lack of punctuation helps to reinforce that the speaker is young, is not planning or choosing her words carefully but rather pours out her frustrations and criticisms in a colloquial way. One sentence merges into the next to show that she does not pause or consider, as there are countless concerns in her life. (3)

TEACHER GUIDE - DA SAME DA SAME MULTI SENSORY APPROACH



Title: "Da Same Da Same" by Siphiso Sepamla

Objective:

- Learners will engage with the poem "Da Same Da Same" by Siphiso Sepamla through visual aids to deepen their understanding of its themes and imagery.
- Learners will participate in question-and-answer sessions to analyze the poem's language, structure, and meaning.

Materials Needed:

- Copies of the poem "Da Same Da Same" by Siphiso Sepamla
- Visual aids related to the themes of the poem (e.g., images of apartheid-era South Africa, photos depicting racial segregation) **REFER TO THE VISUALS ON THE LEARNER WORKSHEET**

Markers or interactive display for brainstorming

- Handouts with discussion questions

TIME ALLOCATIONS ARE MERE GUIDELINES, THESE MAY BE ADJUSTED ACCORDINGLY.

Step 1: Introduction and Background (10 minutes)

- Begin by introducing the poet, Siphiso Sepamla, and providing context about his life and work, particularly his exploration of apartheid-era South Africa.
- Explain that today's lesson will focus on analyzing one of his poems, "Da Same Da Same."
- Display the title of the poem and ask learners to make predictions about its themes and subject matter based on the title.

Step 2: Reading and Initial Discussion (10 minutes) **READING BY THE TEACHER**



- Distribute copies of the poem to the learners and ask them to read it silently.
- After reading, facilitate a brief discussion:
 - What are your initial thoughts or reactions to the poem?
 - What do you think the poem might be about, based on your first reading?

Step 3: Visual Analysis (15 minutes)

- Show visual aids related to the themes of the poem, particularly focusing on images that depict apartheid-era South Africa and its effects.
- Ask learners to connect the visuals to specific lines or stanzas in the poem.
- Encourage students to discuss how the visuals enhance their understanding of the poem's themes, such as racial segregation, oppression, or resistance.

Step 4: Close Reading BY TEACHER (15 minutes)

- Guide students through a close reading of the poem, stanza by stanza.
- Encourage them to annotate the text, noting any literary devices, imagery, or language choices that stand out to them.
- Discuss the significance of specific words or phrases in relation to the poem's themes and historical context.

Step 5: Group Discussion (15 minutes)

- Divide the class into small groups and provide each group with discussion questions related to the poem.
- Encourage learners to share their interpretations and insights with their group members.
- Afterward, reconvene as a class and have each group share one key observation or question from their discussion.

Step 6: Question and Answer Session (15 minutes)

- Open the floor to questions from the learners about any aspects of the poem they found confusing, intriguing, or thought-provoking.
- Encourage learners to support their questions with evidence from the text.
- Facilitate a discussion to address these questions and deepen students' understanding of the poem's themes and messages.

Step 7: Learner Activity



- Ask learners to re write the poem in formal English, each word or phrase must be replaced by a formal word eg 'avarybudy ' replaced with everybody

SCAFFOLDING APPROACH TO ANSWERING QUESTIONS

Sure, here are some questions and answers based on the poem "Da Same Da Same" by Sipho Sepamla:

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

Answer: The central theme of the poem revolves around the experiences of urban life and the struggles faced by marginalized individuals in the city.

2. Question: How does the poet depict the monotony of city life in the poem?

Answer: The poet depicts the monotony of city life through repetitive phrases like "Da Same Da Same" and by describing the mundane routines and struggles of everyday urban existence.

3. Question: What emotions does the repetition of "Da Same Da Same" evoke in the reader? Answer: The repetition of "Da Same Da Same" evokes a sense of boredom, frustration, and resignation, highlighting the unchanging nature of the urban environment and the feeling of being trapped in a cycle of monotony.

4. Question: How does the poet use language and imagery to convey the harsh realities of urban life?

Answer: The poet uses vivid imagery and stark language to depict the harsh realities of urban life, describing crowded streets, polluted air, and the struggle for survival amidst poverty and inequality.

5. Question: Discuss the significance of the title "Da Same Da Same" in relation to the poem's themes. (2)

Answer: The title "Da Same Da Same" reflects the repetitive and unchanging nature of urban life, emphasizing the monotony and lack of variation experienced by the poem's subjects. It reinforces the idea of a cycle of routine and struggle that seems never-ending.

6. Question: How does the poem explore the theme of social inequality?

Answer: The poem explores the theme of social inequality by showing the disparity between the privileged and those that are not , highlighting the struggles of those living in poverty and the barriers they face in accessing opportunities for improvement. (3)

7. **Question: What role does hope play in the poem "Da Same Da Same"?**

Answer: Hope is depicted as a fleeting and fragile presence in the poem, as the characters strive for better lives despite the challenges they face. However, it is overshadowed by the harsh realities of urban life, suggesting that hope alone may not be enough to overcome systemic issues. (3)

8. **Question: How does the poet use rhythm and structure to enhance the poem's impact?**

Answer: The poet uses a rhythmic and repetitive structure, including the refrain "Da Same Da Same," to create a sense of monotony and routine that mirrors the experiences of urban life. This enhances the poem's impact by reinforcing its themes. (3)



TEACHER GUIDE - ANTHEM FOR DOOMED YOUTH TABULAR APPROACH



Materials Needed:

1. Copies of "Anthem for Doomed Youth" by Wilfred Owen
2. Visuals (such as photographs, paintings, or illustrations) depicting scenes from World War I) Refer to visuals on the table.
3. Large paper or whiteboard for creating a table of comparison
4. Markers or chalk for writing on the board
5. Worksheet for analyzing poetry (optional)

Lesson Objectives:

1. Understand the themes and imagery in "Anthem for Doomed Youth" by Wilfred Owen.
2. Analyze the poem's structure, language, and literary devices.
3. Compare and contrast the themes and imagery in the poem with visual representations of World War I.

Lesson Plan:

Day 1:

1. Introduction (15 minutes):

- Begin the lesson by introducing the poet Wilfred Owen and providing background information about World War I.
- Explain that "Anthem for Doomed Youth" is one of Owen's most famous poems, written during his service in World War I.
- Share the learning objectives with the learners.

2. Reading and Analysis (30 minutes):

- Distribute copies of "Anthem for Doomed Youth" to the students.
- Teacher reads the poem aloud
- Analyze the poem's structure, rhyme scheme, and use of imagery. Discuss the themes of war, loss, and remembrance.[Refer to 2023 Grade 11Poetry Guidelines)

3. Visual Exploration (15 minutes):



- Refer to the visuals on the learner worksheet depicting scenes from World War I, such as trench warfare, soldiers in battle, or memorials.
- Facilitate a discussion about the emotional impact of the visuals and how they relate to the themes of "Anthem for Doomed Youth."

Part 2 (Lesson 2)

4. Comparative Analysis (15 minutes):

- Refer to the table from the learner worksheet to facilitate discussion about the contrasts between the battlefield scenario and a traditional church service



5. Group Activity (10 minutes):

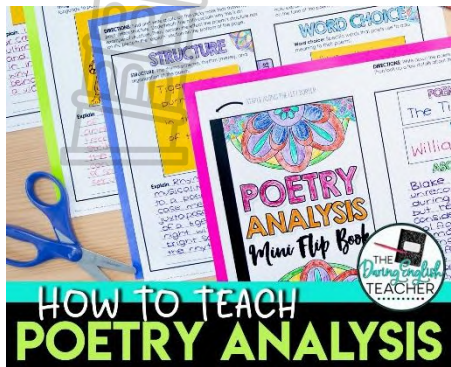
- Divide the class into small groups and provide each group with a specific visual and a copy of the poem.
- Instruct the groups to analyze their assigned visual and identify elements that resonate with the themes and imagery in the poem.
- Ask each group to present their findings to the class, discussing the similarities and differences between their visual and Owen's poem.

6. Reflection and Conclusion (15 minutes):

- Provide a chalkboard summary highlighting the key points



TEACHER GUIDE: THE RIDE BY JOYCE CHIGIYA CONDENSED APPROACH



Objective: By the end of this lesson, learners will be able to:

1. Comprehend the themes and main ideas presented in the poem "The Ride" by Joyce Chigiya.
2. Identify and analyze key literary devices used in the poem.
3. Utilize visual aids to enhance understanding of difficult concepts within the poem.

Materials:

1. Copies of the poem "The Ride" by Joyce Chigiya.
2. Visual aids (e.g., illustrations, diagrams, graphic organizers).
3. Markers./Highlighters
4. Worksheet with guiding questions.
5. Pens/pencils.



Procedure:

TIME ALLOCATIONS ARE MERE GUIDELINES, THESE MAY BE ADJUSTED ACCORDINGLY.

Introduction (5 minutes):

1. Introduce the poem "The Ride" by Joyce Chigiya. Provide some background information about the poet and the context of the poem.



Reading and Comprehension (20 minutes):

1. Encourage learners to annotate the poem as they read, noting any words or phrases they find confusing or interesting.
2. Break the poem into manageable sections and discuss the meaning of each section as a class. Use the whiteboard to write down key themes and ideas.
3. Facilitate a guided discussion using questions such as:
 - What do you think the poem is about?
 - What emotions or feelings does the poet convey?
 - Are there any words or phrases you find particularly powerful or meaningful?
 - How does the poet use language to create imagery and evoke emotion?

Analysis of Literary Devices (15 minutes):

1. Introduce key **literary devices** such as metaphor, imagery, symbolism, and tone.
2. Identify examples of these devices in "The Ride" and discuss their significance.
3. Provide clear explanations and examples to ensure understanding, using visuals if necessary.

Visual Interpretation (20 minutes):

1. Divide learners into small groups and assign each group a different stanza of the poem.
2. Ask each group to create a visual representation of their assigned stanza using drawings, diagrams, or symbols.
3. After completing their visual representations, have each group present their interpretation to the class, explaining their choices and how they relate to the meaning of the stanza.

Application and Reflection (15 minutes):

1. Distribute a worksheet with guiding questions related to the themes, literary devices, and visual interpretations of the poem.

2. Allow learners time to work individually on the worksheet, encouraging them to refer back to the poem and their notes.
3. Once completed, facilitate a class discussion where learners can share their answers and insights.
4. Conclude the lesson by asking learners to reflect on what they have learned and how it has deepened their understanding of the poem.

SECOND COMING BY WILLIAM BUTLER YEATS

MULTI SENSORY APPROACH



Objective:

- To break down difficult concepts and symbols in the poem.

Materials Needed:

- Copies of "The Second Coming" by W.B. Yeats
- Markers/Highlighters
- Visual aids
- Handouts with simplified versions of the poem and analysis (optional)

Lesson Plan:

TIME ALLOCATIONS ARE MERE GUIDELINES, THESE MAY BE ADJUSTED ACCORDINGLY.



Introduction (15 minutes):

1. Begin by asking learners what comes to mind when they think of the word "chaos." Write their responses on the board.
2. Explain that today's lesson will explore a poem that delves into the concept of chaos and its implications.
3. Introduce W.B. Yeats as the poet and provide some context about his life and the historical period in which he lived.
4. Present the title of the poem, "The Second Coming," and ask learners to predict what they think the poem might be about based on the title alone.

Reading and Analysis (30 minutes):

1. Read the poem aloud , pausing after each stanza to ensure understanding.
2. Break down difficult vocabulary and phrases, providing simplified explanations as needed.
3. Highlight key symbols and their meanings:
 - "Turning and turning in the widening gyre": Discuss the imagery of the gyre representing cycles of history and the concept of chaos.
 - "The falcon cannot hear the falconer": Explain the breakdown of communication and order. REFER TO THE VISUAL ON THE LEARNER GUIDE
 - "The blood-dimmed tide is loosed": Explore the imagery of violence and upheaval.
 - "The ceremony of innocence is drowned": Discuss the loss of innocence and the disruption of societal norms.
4. Encourage learners to interpret the poem's meaning based on their understanding of the symbols and language used.

Discussion and Interpretation (20 minutes):

1. Divide learners into small groups and assign each group a stanza or symbol to analyze in depth.
2. Have groups discuss the meaning of their assigned stanza or symbol, considering its significance within the context of the poem and its relevance to larger themes.
3. Reconvene as a class and have each group share their interpretations.
4. Facilitate a discussion on the overall meaning of the poem, encouraging learners to draw connections between the different stanzas and symbols.



Conclusion (5 minutes):

1. Summarize the key themes and symbols explored in the poem.

TEACHER GUIDE WE WEAR THE MASK BY PAUL LAURENCE DUNBAR
KEY NOTES APPROACH

Objective: By the end of this lesson, underperforming learners will be able to:

1. Comprehend the themes and main ideas presented in the poem "The Ride" by Joyce Chigiya.
2. Identify and analyze key literary devices used in the poem.
3. Utilize visual aids to enhance understanding of difficult concepts within the poem.

Materials:

1. Copies of the poem "The Ride" by Joyce Chigiya.
2. Visual aids (e.g., illustrations, diagrams, graphic organizers).
3. Highlighter and markers.
4. Worksheet with guiding questions.
5. Pens/pencils.



Procedure:

TIME ALLOCATIONS ARE MERE GUIDELINES, THESE MAY BE ADJUSTED ACCORDINGLY.



Introduction (10 minutes):

1. Begin the lesson by engaging students in a brief discussion about poetry. Ask them about their experiences with poetry and what they find challenging about it.
2. Introduce the poem "The Ride" by Joyce Chigiya. Provide some background information about the poet and the context of the poem.

Reading and Comprehension (20 minutes):

1. Distribute copies of the poem to students and read it aloud together as a class.
2. Encourage students to annotate the poem as they read, noting any words or phrases they find confusing or interesting.
3. Break the poem into manageable sections and discuss the meaning of each section as a class. Use the whiteboard to write down key themes and ideas.
4. Facilitate a guided discussion using questions such as:
 - What do you think the poem is about?
 - What emotions or feelings does the poet convey?
 - Are there any words or phrases you find particularly powerful or meaningful?
 - How does the poet use language to create imagery and evoke emotion?

Analysis of Literary Devices (15 minutes):

1. Introduce key literary devices such as metaphor, imagery, symbolism, and tone.
2. Identify examples of these devices in "The Ride" and discuss their significance.
3. Provide clear explanations and examples to ensure understanding, using visuals if necessary.


Visual Interpretation (20 minutes):

1. Divide students into small groups and assign each group a different stanza of the poem.
2. Ask each group to create a visual representation of their assigned stanza using drawings, diagrams, or symbols.
3. After completing their visual representations, have each group present their interpretation to the class, explaining their choices and how they relate to the meaning of the stanza.

Application and Reflection (15 minutes):

1. Distribute a worksheet with guiding questions related to the themes, literary devices, and visual interpretations of the poem.
2. Allow students time to work individually on the worksheet, encouraging them to refer back to the poem and their notes.
3. Once completed, facilitate a class discussion where learners can share their answers and insights.

RESOURCES:

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- English Home Language Poetry Guide – Grade 11 – compiled by the Umlazi District. (2023)
 - www.poetryfoundation.org
 - KZNJIT Workshop May 2023.
 - GOOGLE IMAGES
 - Shutterstock.com
 - getty images
 - cartoonstock.com
 - pinterest images





Show learners pictures/images of London durin

