

LEARNING MODULE

English

G9 | Q1

Rediscovering the Self



NOTICE TO THE SCHOOLS

This learning module (LM) was developed by the Private Education Assistance Committee under the GASTPE Program of the Department of Education. The learning modules were written by the PEAC Junior High School (JHS) Trainers and were used as exemplars either as a sample for presentation or for workshop purposes in the JHS In-Service Training (INSET) program for teachers in private schools.

The LM is designed for online learning and can also be used for blended learning and remote learning modalities. The year indicated on the cover of this LM refers to the year when the LM was used as an exemplar in the JHS INSET and the year it was written or revised. For instance, 2017 means the LM was written in SY 2016-2017 and was used in the 2017 Summer JHS INSET. The quarter indicated on the cover refers to the quarter of the current curriculum guide at the time the LM was written. The most recently revised LMs were in 2018 and 2019.

The LM is also designed such that it encourages independent and self-regulated learning among the students and develops their 21st century skills. It is written in such a way that the teacher is communicating directly to the learner. Participants in the JHS INSET are trained how to unpack the standards and competencies from the K-12 curriculum guides to identify desired results and design standards-based assessment and instruction. Hence, the teachers are trained how to write their own standards-based learning plan.

The parts or stages of this LM include Explore, Firm Up, Deepen and Transfer. It is possible that some links or online resources in some parts of this LM may no longer be available, thus, teachers are urged to provide alternative learning resources or reading materials they deem fit for their students which are aligned with the standards and competencies. Teachers are encouraged to write their own standards-based learning plan or learning module with respect to attainment of their school's vision and mission.

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ENGLISH 9

Module 1: Rediscovering the Self

☑ INTRODUCTION AND FOCUS QUESTION(S):

Challenges in life, potentially life-altering for most of the times, happen because they give you a chance to discover more about yourself. Somehow, self-discovery depends on your knowledge of your own strengths and weaknesses and your ability to face adversities. You are the only one responsible for who and where you are!

Across cultures, Poetry, either the epic or lyric poem, is an effective medium to express one's identity. Each culture has its own epic, a narrative poem that shares a hero's adventure. Whether Lam-ang or Achilles, epic heroes go through a journey as a means of discovering their identity and determining their purpose in life. On the other hand, lyric poems reveal the thoughts and ideas of the poet or persona about his or her surroundings, experiences, and life reflections.

In this module, you will find out how characters or personas in Anglo-American poetry overcome challenges and improve their self-understanding. You will also develop into a critical reader of poems with the ability to determine what constitutes a good poem. Hopefully, this will give you a chance to mirror with these characters and help you understand your SELF better.

Remember to search for the answers to the following questions:

1. What is the best way to know one's self?
2. What makes a poem effective?

☑ LESSONS AND COVERAGE:

In this module, you will examine this question when you take the following lessons:

Lesson 1 – Discovering the Hero; Reclaiming My Worth

Lesson 2 – Understanding and Delivering the Poem's Life Force

In these lessons, you will learn the following:

| | |
|-----------------|---|
| <i>Lesson 1</i> | <ul style="list-style-type: none"> • demonstrate understanding of how Anglo-American literature serves as a means of enhancing the self • explain the literary devices used • express appreciation for sensory images used. • identify the distinguishing features of notable Anglo-American lyric poetry, songs, poems, sermons, and allegories. |
|-----------------|---|

| | |
|-----------------|---|
| | <ul style="list-style-type: none"> compose lines of poetry and prose rap with appropriate and creative use of word order, punctuation marks, and interjections identify advance organizers, titles, sub-titles, illustrations, etc. given in a text make a connection between the present text and previously read texts use appropriate punctuation marks and capitalization to convey meaning |
| <i>Lesson 2</i> | <ul style="list-style-type: none"> deliver lines of poetry and prose in a speech choir, jazz chant, or rap with effective use of verbal and non-verbal strategies draw generalizations and conclusions from the material listened to / viewed perform a task by following instructions. summarize information from the text listened to use the appropriate and effective speech conventions in poetry reading use the appropriate gestures (hand, face, and body) use literary devices and techniques to craft poetic forms |

☒ **MODULE MAP:**

Here is a simple map of the above lessons you will cover:



✓ **EXPECTED SKILLS:**

To do well in this module, you need to remember and do the following:

| | | |
|--------------------------------|---|---|
| Literature | : | Analyze literature as a means of discovering and enhancing the self. |
| Reading Comprehension | : | Make a connection between the present text and previously read texts. |
| Vocabulary Development | : | Arrive at meaning of words. |
| Viewing Comprehension | : | Summarize the contents of the material viewed. |
| Listening | : | Judge the relevance and worth of ideas presented. |
| Oral Language/Fluency | : | Produce the correct beat and rhythm in delivering jazz chants and raps. |
| Writing and Composition | | Compose forms of literary writing. |
| Grammar Awareness | | Use appropriate punctuation marks and capitalization to convey meaning. |

PRE-ASSESSMENT:



Let's find out how much you already know about this module. Click on the letter that you think best answers the question. Please answer all items. After taking this short test, you will see your score. Take note of the items that you were not able to correctly answer and look for the right answer as you go through this module.

(A) 1. What is the rhyme scheme of this stanza from the poem *Native American Pride* by Spiritwind?

*Still we didn't run and hide
we stood tall and made our strand
never to carry the white mans brand
this was our Native American Pride*

- a. abab
- b. aabb
- c. abba
- d. aaab

(A) 2. What appropriate gestures will be used in delivering lines of poetry and prose?

- a. Put your hands on your hips and take a step back and not in every word you say.
- b. Use your eyes and eyebrows to communicate. If necessary, smile.
- c. Stand too close to the microphone and maximize hand gestures.
- d. Use facial movements all the time and walk around the stage to convey message.

(A) 3. Which statement is an example of journalistic writing?

- a. If you're thinking of getting a new hair color, consider it very carefully; it might affect your appearance.
- b. My work might be important but I value my family more.
- c. O true apothecary! Thy drugs are quick. Thus with a kiss I die.
- d. On Wednesday, police discovered a warehouse of illegal drugs in a warehouse in Batangas.

(A) 4. The text below is similar to those you've read in the past. It is an example of a ____.

Tungkung Langit was an industrious, loving, and kind god whose chief concern was how to impose order over the whole confused set-up of things. He assumed responsibility for the regular cosmic movement. On the other hand, Alunsina was

a lazy, jealous, and selfish goddess whose only work was to sit by the window of their heavenly home and amuse herself with her pointless thoughts.

- a. fable
- b. news article
- c. myth
- d. poem

(A) 5. Which words give you a clear difference of the two characters Tungkung Langit and Alunsina?

Tungkung Langit was an industrious, loving, and kind god whose chief concern was how to impose order over the whole confused set-up of things. He assumed responsibility for the regular cosmic movement. On the other hand, Alunsina was a lazy, jealous, and selfish goddess whose only work was to sit by the window of their heavenly home and amuse herself with her pointless thoughts.

- a. industrious, loving, lazy, jealous
- b. on the other hand
- c. sit by the window, assumed responsibility
- d. Tungkung Langit, Alunsina

(A) 6. Soap operas are very popular because of their verisimilitude to real-life events. What is the meaning of *verisimilitude*?

- a. credibility
- b. likelihood
- c. mistrust
- d. caution

(M) 7. Which line in this excerpt of Beowulf speaks about the character's strength and his ability to face adversities?

- a. "Nor have I seen
- b. a mightier man-at-arms on this earth *
- c. than the one standing here: unless I am mistaken, he is truly noble.
- d. This is no mere hanger-on in a hero's armour." (244-251)

(A) 8. Which word order is appropriate?

'If that phone call had not disturbed me I would have been perfect in the test'?

- a. Had disturbed me that phone call I would have been perfect in the test.
- b. Had that phone call not disturbed me I would have been perfect in the test.
- c. That phone call had not disturbed me I would have been perfect in the test.
- d. The phone call disturbed me had not I would have been perfect in the test.

(A) 9. What is the general mood of the poem?

Where now is the hero

*Where is thy singing sword
That spelled the bane of dragons
And sent the Ogress to Hell?
Beowulf, these lands will miss you!
Never again to Denmark shall you return
Beowulf, the Valkyries doth kiss you!*

*The fire has left his eyes
Then rain afterwards came
To gently wash the blood away
His noble features so pale to lay*

*Beowulf, these lands will miss you!
Never again to Denmark shall you return
Beowulf, the Valkyries doth kiss you!*

*In the end he overcame
Victory for the brave
Glory, majesty - eternal hail!*

- a. angry
- b. defeated
- c. mournful
- d. victorious

- (M) 10. How does literature help the reader realize something about himself?
- a. through the creative use of language
 - b. when the reader is transported to a different time and place
 - c. when the reader can relate with the message
 - d. through the use of exciting events

- (M) 11. Is the excerpt of Changes an example of poetry?

Changes
by Tupac Shakur

*I got love for my brother, but we can never go nowhere
unless we share with each other. We gotta start makin' changes.
Learn to see me as a brother 'stead of 2 distant strangers.
And that's how it's supposed to be.
How can the Devil take a brother if he's close to me?
I'd love to go back to when we played as kids
but things changed, and that's the way it is*

- a. No, it has nothing to do with the emotions.
- b. No, it is has no rhythm at all.
- c. Yes, it has rhythm, rhyme and sensory details.
- d. Yes, it gives enlightenment to the readers.

(M) 12. When all the ideas of each stanza are combined, what message does the poem convey?

The Four Ages of Man
by WB Yeats

*He with body waged a fight,
But body won; it walks upright.*

*Then he struggled with the heart;
Innocence and peace depart.*

*Then he struggled with the mind;
His proud heart he left behind.*

*Now his wars on God begin;
At stroke of midnight God shall win.*

- a. good and evil battle throughout time
- b. death comes at an uncertain time
- c. man is the only being that walks upright
- d. man's life is marked by struggles

“So, too, like clouds of buzzing, fevered flies/that swarm about a cattle stall in summer/when pails are splashed with milk: so restlessly/by thousands moved the fighters of Akhaia”

(M) 13. Why is the excerpt a good example of a simile?

- a. The clouds perfectly describe the whiteness of cow's milk.
- b. The restlessness of the fighters is compared to the fevered flies.
- c. Akhaia is the Greek term for cow flies.
- d. They are common images, the flies and milk that everyone can easily understand.

14. Note the last word/sound in each line including the rhyme scheme.

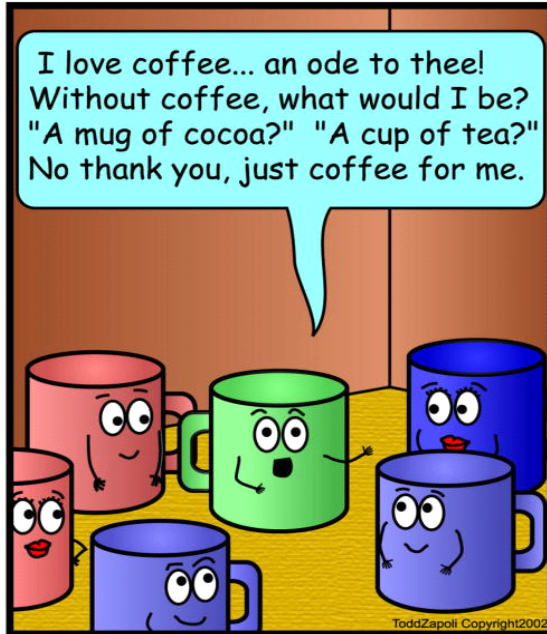
*I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.*

The stanza shows that the poet carefully chose the words because ____.

- a. they are all connected to the common theme of nature.
- b. of how they seem to paint an image of the countryside.

- c. they all at once saw a crowd of daffodils.
- d. the words make the reader love nature even more.

1. (M) 15. Which statement is the best evaluation of this advertisement as far as advertising and poetry are concerned?



- 2.
- a. Poetic license can be used in advertisements; gives people the impression of imperfection.
 - b. The best expression of advertisement is through poetry; poetry and advertising belong to each other.
 - c. The relationship of words in poetry creates meaning for the audience.
 - d. There is always mystery in poetry; using it is not something people might expect.

(T) 16. If you were to participate in a performance to read or recite a poem in front of parents, which topic will most likely be the focus of your poem?

- a. Important Filipino traits
- b. Your favorite form of music
- c. Challenge of the changing times
- d. Understanding today's youth

(T) 17. You are about to write a lyric poem. Which of the following lines can you use as a model for writing?

- a. So long as men can breathe, or eyes can see,
So long lives this, and this gives life to thee.
- b. I will rise and go now,
Find my way to my father's house
- c. I am a mother of sons.
Two joined the army when they were young;

- d. Always bring your travel documents with you in case something happens.

Muted Cry by Trinidad Tarrosa-Subido

*They took away the language of my blood,
giving me one "more widely understood."*

*More widely understood! Now Lips can never
Never with the Soul-in-Me commune:
Moments there are I strain, but futile ever,
To flute my feelings through some native Tune...*

*Alas, how can I interpret my Mood?
They took away the language of my blood.*

*If I could speak the language of my blood
My blood would whirl up through resistless space
Swiftly - sure - flight no one can retrace,*

*And flung against the skyey breast of God,
Its scattered words, charged with passion rare,
With trebel glow would dim the stars now there.*

(T) 18. If you were to write a reaction to the poem, which sentence will you include in your reaction?

- a. The poem is written by Trinidad Tarrosa-Subido.
- b. The poem uses images that are distinctly Filipino.
- c. The poem depicts a problematic persona who lost a language.*
- d. The poem blames those who took 'the language of my blood'.

(T) 19. If the goal of the writer is to entertain a live audience within a limited time, which is the best output to present?

- a. a short story
- b. an essay
- c. a poem
- d. a play

(T) 20. Which criterion is the most important to a listener in determining the quality of a rap song?

- a. voice of the performer
- b. melodious tone
- c. catchy beat
- d. relevant message

LESSON 1. Discovering the Hero; Reclaiming My Worth



EXPLORE

ACTIVITY 1. Anticipation-Reaction Guide.

Answer the column “Before the Lesson”. Check those statements that are correctly stated.

| BEFORE the LESSON | STATEMENT | AFTER the LESSON |
|-------------------|---|------------------|
| | 1. European countries have epics while Asian countries have folktales. | |
| | 2. Any ordinary person can be an Epic hero. | |
| | 3. Epics are considered as examples of literature that originated from an oral tradition. | |
| | 4. Old poems usually rhyme while modern ones don't. | |
| | 5. Lyric poems are those poems that are sung or chanted. | |



Let's start the module by recalling our lessons on Literature in the previous grade levels. Try also to recall what makes someone heroic. As you go through this part, keep on thinking about these questions:
*What makes a poem effective? **What is the best way to know one's self?***

ACTIVITY 2. WANTED: HERO!

DESCRIPTION: Imagine your country is in the state of calamity. It needs people who are willing to face adversities. You are enlisted to participate in a special training that eventually makes you a better and more prepared individual. Among the descriptions below, what characteristics do you have to become a part of the 10 outstanding graduates of the special training?



www.fun-stuff-to-do.com

Do you have what it takes to be a hero? What should you do to become one?
Do you already have an idea of who you are?
List your anticipations or expectations for this lesson in the box.

| |
|--|
| |
|--|

ACTIVITY 3. MY TOP 3 LIST

DESCRIPTION: Submit a list of your strengths and weaknesses with your talents and abilities.

| MY OWN STRENGTHS / WEAKNESSES & TALENTS / ABILITIES CHART | | | |
|---|------------|---------|-----------|
| Strengths | Weaknesses | Talents | Abilities |
| 1. | | | |
| 2. | | | |
| 3. | | | |

End of EXPLORE:



You gave your initial ideas on knowing one's self. Remember your ideas and answers in the explore part since they will help you do well in the project at the end of this module. Through a **Lyric Poem**, you are going to express what you have discovered about knowing one's self.

Let's find out how others would answer the question and compare their ideas to our own. We will start by doing the next activity.

NEXT



FIRM-UP



*Your goal in this section is to learn and understand key concepts regarding poetry. To prepare for the final project, you need to first review your English skills. As you do the next set of activities about Grammar and Language, remember that you are also improving the important skills to make you a better communicator. As you go through this part, keep on thinking about these questions: **What makes a poem effective? What is the best way to know one's self?***

Poetry is not just listing of phrases or putting difficult to understand words. Being part of the English language, it should also be within the rules of correct grammar, mechanics (punctuation), and usage. Poems also consider grammar, mechanics and usage.

To be a poet means being an expert in the language. You must master the language first before you can play around with it.

ACTIVITY 4. CAN YOU PUNCTUATE?

DESCRIPTION: Punctuations may be small, but they mean BIG in different sentences. In this next activity, you need to be good at spotting mistakes with punctuation. Your teacher is marking your work, can you find all the mistakes before the teacher does? If you can find them all you get to fling the teacher!

Remember full stops at the end of a sentence.
Capital letters at the start, and for names.
Speech marks around the words that somebody has said.
Question marks at the end of a question.

If you get stuck on a question you can get some help by asking an expert, getting the pretend audience to vote or by taking two wrong answers away.

Are you ready? Then, click <http://wickford-infants.iscoming.co.uk/wp-content/uploads/2012/03/Punctuation-fling-the-teacher.swf> and get to fling your teacher!



PROCESS QUESTIONS:

1. What have you discovered about yourself as you started, worked on and checked the activity?
2. Do you think punctuation marks are important in speaking / reciting, writing or reading? In what way?

ACTIVITY 5. THE WORDS YOU USE

DESCRIPTION: Poets are experts of language. They carefully select the words they use in their poems, being conscious of the effect a single word can make. Take this activity to improve your word derivation skills to enrich your vocabulary. Later in the module you will apply what you will learn in this activity.

Words are derived from roots: “discovery”, for example, derives from the late Latin “discooperire”, meaning “to cover”. When you learn about word derivation, you not only enrich your vocabulary and your sense of a word's meanings, you open up a language's cultural roots.

In this activity, you are encouraged to take a few grammar tours in the web that allow you to expose yourself to different charts and languages that have affected the words in the English language. You may start going to the following websites:

http://en.wikipedia.org/wiki/List_of_Latin_words_with_English_derivatives (This contains a list of Latin words with English derivatives. Familiarize the words before you click the next suggested link.)

http://www.readwritethink.org/files/resources/lesson_images/lesson1042/game_c_hart.pdf (You have to print these materials for you to answer the exercise. After answering, scan and send to your teacher.)

Document most important new words in this Term or Phrase Frame:

| | | |
|---|--------------------|--------------------|
| TERM OR PHRASE | | |
| What I Already Know | What I Am Learning | My Picture / Image |
| | | |
| EXAMPLES | | NON-EXAMPLES |
| | | |
| MY DEFINITION | | |
| | | |
| EXTENDING MY LEARNING | | |
| (PREFIX + WORD) : _____ + _____ = _____ | | |
| (PREFIX + WORD) : _____ + _____ = _____ | | |
| (PREFIX + WORD) : _____ + _____ = _____ | | |
| (WORD + SUFFIX) : _____ + _____ = _____ | | |
| (WORD + SUFFIX) : _____ + _____ = _____ | | |
| (WORD + SUFFIX) : _____ + _____ = _____ | | |

ACTIVITY 6. WORD ORDER

DESCRIPTION: Here's another activity to sharpen your grammar skills.

Remember, you are honing your ability to manipulate the English language as you develop to become a poet.

Go to <http://gamestolearnenglish.com/falling-clouds/> to play a simple game about word order. Hopefully, after this simple activity, you will realize how much of your ability can help you in answering this very easy game.

In this game you have to move words around to make a sentence. You can practice English grammar by rearranging words to make a complete sentence. The sentences get more complicated as you progress. Hopefully, this game is a good way to practice sentence structures and review word order.



After this, go to <http://worksheetsplus.com/WordOrderScramSen.html>. This time, you are going to drag words into the white space to make a sentence.



Try to make a reaction of this claim found in <http://www.enotes.com/homework-help/explain-how-changing-word-order-poem-effects-its-444573> in a 3-2-1 Chart.

ACTIVITY 7. HOW DO YOU FEEL?

DESCRIPTION: Now that you have finished three grammar activities, how do you feel about your performance? Draw a circle around the face that describes how you feel.



From <http://eslchestnut.files.wordpress.com/2011/10/feelings.gif?w=635>

On a scale of one to five and five being the highest, What rating will you give yourself after accomplishing the three grammar activities? _____

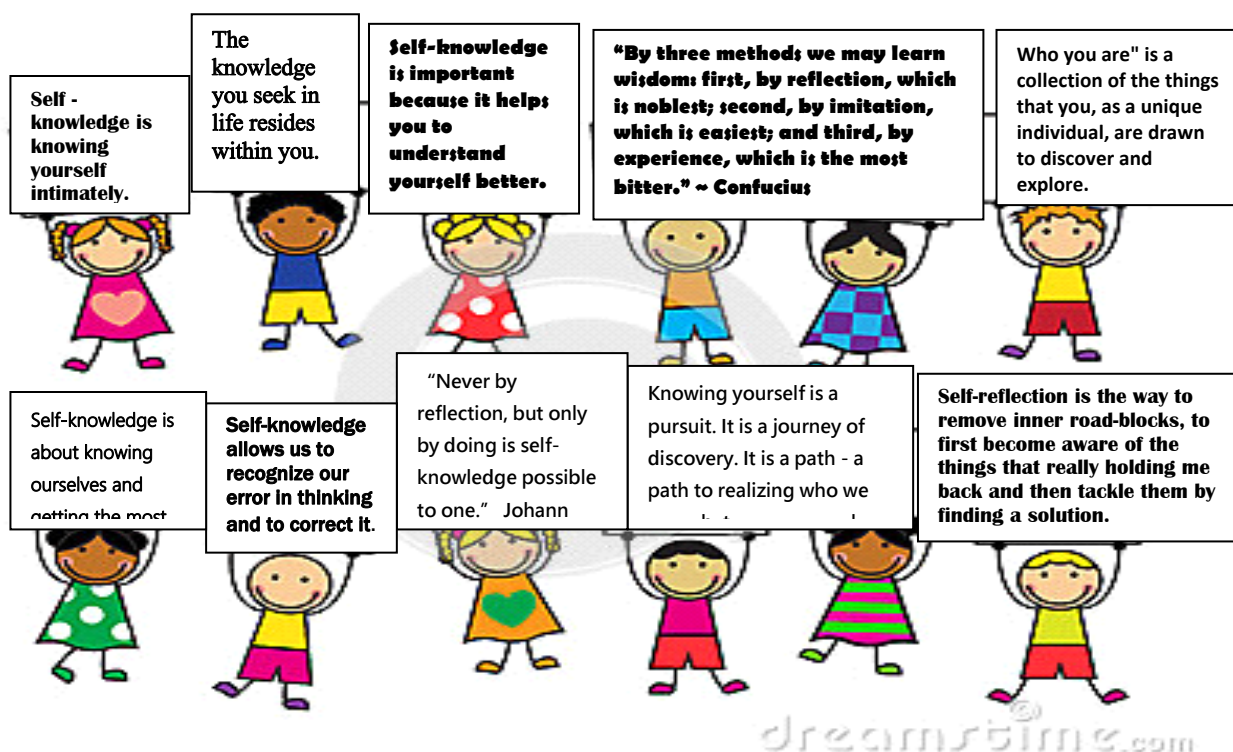
Why did you give yourself that rating?

What Grammar topics do you think you can still improve on?

Have you discovered something about yourself? Have you noticed the improvements you've made? You can now proceed to the next activity to think about knowing oneself.

ACTIVITY 8. TAKE A LOOK!

DESCRIPTION: You need to take a closer look of what others are saying about the importance of knowing oneself. This activity helps you to skim for key ideas and use these ideas in making connections. As you do this activity reflect on this question: **What is the best way to know one's self?**



From: <http://thumbs.dreamstime.com/t/kids-sign-vector-illustration-showing-board-42012713.jpg>

Complete the Key Concept Synthesis to organize three most important concepts about self-knowledge. You may use single words or phrases from the reading. Think about identifying the three most important concepts this way: If you had to explain the texts about self-knowledge to someone who had not read about it, what are the three most important concepts you would want him / her to understand? Use a highlighter and marginal notes to identify important concepts as you read and then complete the graphic organizer once you have completed the reading.

| Three Key Concepts | Put the Concept in Your Own Words | Explain Why the Concept Is Important & Make |
|--------------------|-----------------------------------|---|
|--------------------|-----------------------------------|---|

| | | Connections to Other Concepts |
|----|--|-------------------------------|
| 1. | | |
| 2. | | |
| 3. | | |

PROCESS QUESTIONS:

1. What key concept about self-knowledge will help you discover more about knowing who you are?
2. What is about self-knowledge that keeps you more excited about knowing yourself better?
3. How does the journey of self lead to the understanding of the self?
4. Now that you have these three key concepts about knowing yourself, how would you use these in knowing others as well?
5. **Do you have in mind the best way of knowing one's self?** Discuss.

ACTIVITY 9. KNOWING ME, KNOWING BEOWULF

DESCRIPTION: Get ready to be introduced to a character in the Old English literature and who was able to journey to self-discovery before exposing himself to the perils of life.

In this activity, you will view different materials for you to know more about Beowulf.

Go to

https://www.google.com.ph/?gfe_rd=ctrl&ei=9s8BU6u9BuiJ8QfTzIHgBw&gws_rd=cr#q=ppt+presentation+beowulf+intro. This allows you to choose all the PowerPoint Presentations that you want to click to know more about Beowulf. You may visit <http://www.litcharts.com/lit/beowulf/prologue-lines-1-63> for more important details about Beowulf's background info, plot summary, themes, symbols, quotes, summary and analysis.

This time, go to <http://www.youtube.com/watch?v=8SiarUS3ddA>, an interesting summary of Beowulf and <http://www.youtube.com/watch?v=G4BUkOjxuZo>, a song about Beowulf.

After this literary tour, identify which of the character traits A, B, C or D will each of the descriptions fits. *Answers are found below.

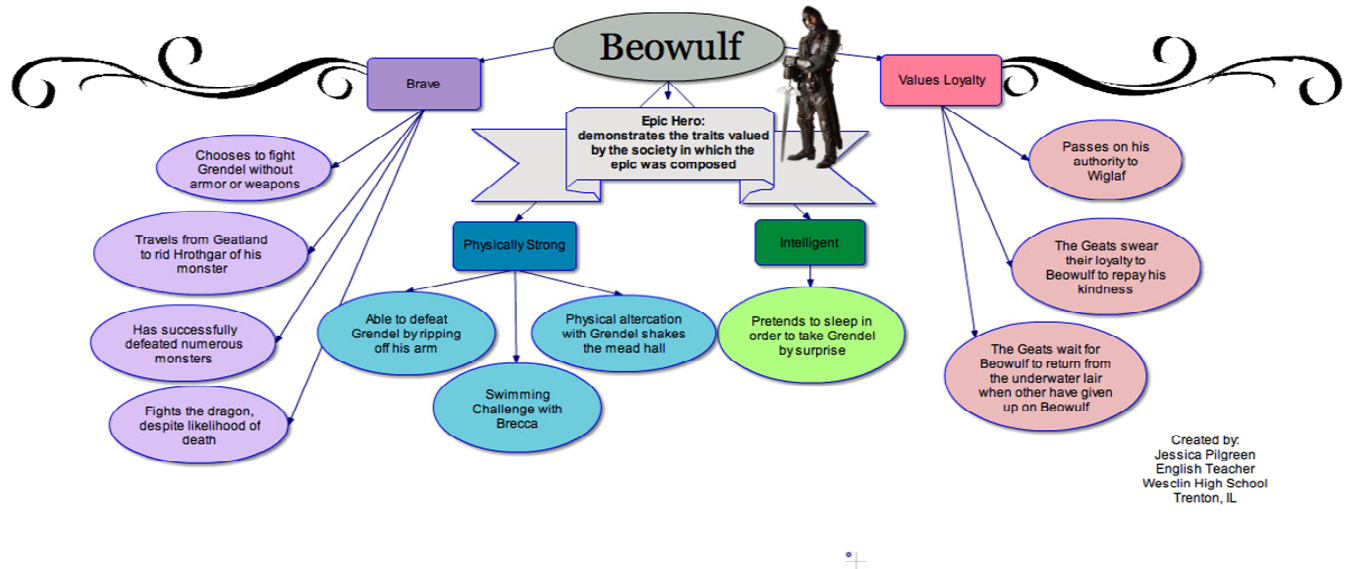
| Character Traits of BEOWULF | | | |
|-----------------------------|-----------------------------|--------------------------|-----------------------|
| A. Brave | B. physically strong | C. values loyalty | D. intelligent |

1. Beowulf was able to defeat Grendel by ripping off his arm.
2. The Geats swore their loyalty to Beowulf to repay his kindness.
3. Beowulf fought the dragon, despite likelihood of death.
4. Beowulf passed on his authority to Wiglaf.
5. Physical altercation with Grendel shook the mead hall.
6. Beowulf had a swimming challenge with Brecca.
7. Beowulf was able to travel from Geatland to rid Hrothgar of his monster.
8. The Geats waited for Beowulf to return from the underwater lair when others had given up on Beowulf.
9. Beowulf successfully defeated numerous monsters.
10. Beowulf pretended to sleep in order to take Grendel by surprise.

PROCESS QUESTIONS:

1. What particular character traits of Beowulf are similar to you?
2. How did Beowulf in oral literature know himself?
3. How did Beowulf's journey lead to self-discovery?
4. Like Beowulf, how can one engage in a quest for self-knowledge?
5. For you, what is therefore the best way to know one's SELF?
6. What is in your doodle that reflects what you have learned about Beowulf?
7. Is there something about self-discovery that is revealed in your doodle?
8. What is the best way to know one's self?
9. Take a look of this interesting graphic organizer from <http://www.inspiration.com/webspirationclassroom-language-arts-examples>. What are Beowulf's traits that you really like to have?

Do the next activity after viewing the video. Click <http://www.readwritethink.org/files/resources/interactives/doodle/> and do the Doodle Splash.



Doodle Splash interactive combines the process of drawing with analytical thinking about a text by pairing an online drawing space with writing prompts that encourage you to make connections between your visual designs and the text. Use doodles, symbols, drawings, shapes, and colors to construct a graphic of what you will view from Beowulf. After completing individual images, print out your final versions for feedback and assessment

You just improved your understanding of the poetic form called Epic. We can now move on to study the other poetic form that can be used for self-discovery.

ACTIVITY 10. THE LYRICAL, SINGING MEEEEEEEEEE!

DESCRIPTION: Each time we turn on the radio, plug into our iPods, attend a concert, or enjoy music in any of its other manifestations, we are participating in an ancient ritual. Lyric poetry does not tell a story which portrays characters and actions. The lyric poet addresses the reader directly, portraying his or her own feeling, state of mind, and perceptions.

This time, you will be exposed to three forms of lyric poems. These are the 14-line **sonnet** (each line containing 10 syllables), the **ballad** (three sections of verse with 8 lines a piece) and the **villanelle** (19 lines song).

With the three examples and recommended links, click and drag each of their descriptions to the corresponding box. At the end of this activity, you should have the complete descriptions of each of the lyric poems. You may add more descriptions in the list.

PASSAGE 1: SAMPLE SONNET

Before you begin reading the first passage, watch this short video of an introduction about the Sonnet.

<https://www.youtube.com/watch?v=w1YIOokLQeo>

Shall I compare thee to a summer's day? (Sonnet 18) by William Shakespeare

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 dimmed;
 And every fair from fair sometime declines,
 By chance, or nature's changing course, untrimmed;
 But thy eternal summer shall not fade,
 Nor lose possession of that fair thou ow'st,
 Nor shall death brag thou wand'rest in his shade,
 When in eternal lines to Time thou grow'st.
 So long as men can breathe, or eyes can see,
 So long lives this, and this gives life to thee.

CLICK

http://www.webexhibits.org/poetry/explore_famous_sonnet_background.html

- romantic 14-line poem
- became the vehicle of choice for William Shakespeare in his plays and poetic works

www.popscreen.com

Here's another example of a sonnet:

Sonnet 55

Not marble nor the **gilded** monuments
 Of princes shall outlive this powerful rhyme;
 But you shall shine more bright in these contents
 Than unswept stone, besmear'd with sluttish time.
 When wasteful war shall statues overturn,
 And broils root out the work of masonry,
 Nor Mars his sword nor war's quick fire shall burn
 The living record of your memory.
 'Gainst death and all-oblivious **enmity**
 Shall you pace forth; your praise shall still find room,
 Even in the eyes of all posterity
 That wear this world out to the ending doom.
 So, till the judgment that yourself arise,
 You live in this, and dwell in lovers' eyes.

DESCRIPTIONS:

| | |
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I HAVE DISCOVERED ADDITIONAL INFORMATION ABOUT SONNETS. THESE ARE:

- _____

- _____

- _____

PASSAGE 2: SAMPLE BALLAD

The next poem we are going to study is called the English Ballad or simply a Ballad. As you read, recall the discussion about the sonnet. What do you notice? Are they similar? Are they different?

A typical ballad is a plot-driven song, with one or more characters hurriedly unfurling events leading to a dramatic conclusion. At best, a ballad does not tell the reader what's happening but rather shows the reader what's happening and describes each crucial moment in the trail of events. To convey that sense of emotional urgency, the ballad is often constructed in quatrain stanzas, each line containing as few as three or four stresses and rhyming either the second and fourth lines, or all alternating lines.

<http://www.poets.org/viewmedia.php/prmMID/5769#sthash.Suyy1BsM.dpuf>

Here's a video of an expert explaining what a ballad is:

http://www.dailymotion.com/video/xg5g08_types-of-poetry-what-is-a-ballad_lifestyle

Ballata 5

Guido Cavalcanti (1255-1300)

Light do I see within my Lady's eyes
 And loving spirits in its plenisphere
 Which bear in strange delight on my heart's care
 Till Joy's awakened from that sepulchre.
 That which befalls me in my Lady's presence
 Bars explanation intellectual.
 I seem to see a lady wonderful
 Spring forth between her lips, one whom no sense
 Can fully tell the mind of, and one whence
 Another, in beauty, springeth marvelous,
 From whom a star goes forth and speaketh thus:
 "Now my salvation is gone forth from thee."
 There where this Lady's loveliness appeareth,
 Is heard a voice which goes before her ways
 And seems to sing her name with such sweet praise
 That my mouth fears to speak what name she beareth,
 And my heart trembles for the grace she weareth,
 While far in my soul's deep the sighs astir
 Speak thus: "Look well! For if thou look on her,
 Then shalt thou see her virtue risen in heaven."

Here's another sample by Edgar Allan Poe

Annabel Lee

By Edgar Allan Poe

CLICK

http://www.webexhibits.org/poetry/explore_famous_ballad_backgroun.html and

http://www.webexhibits.org/poetry/explore_famous_ballad_atglance.html

- has always enjoyed a direct relationship to music
- the basis for much of the music we listen to everyday
- evolved and grew from several medieval roots, most notably Provencal folk music
- 4-3-4-3 line beat in matching quatrains

It was many and many a year ago,
In a kingdom by the sea,
That a maiden there lived whom you may know
By the name of Annabel Lee;
And this maiden she lived with no other thought
Than to love and be loved by me.

I was a child and she was a child,
In this kingdom by the sea,
But we loved with a love that was more than love—
I and my Annabel Lee—
With a love that the wingèd seraphs of Heaven
Coveted her and me.

And this was the reason that, long ago,
In this kingdom by the sea,
A wind blew out of a cloud, chilling
My beautiful Annabel Lee;
So that her highborn kinsmen came
And bore her away from me,
To shut her up in a **sepulcher**
In this kingdom by the sea.

The angels, not half so happy in Heaven,
Went envying her and me—
Yes!—that was the reason (as all men know,
In this kingdom by the sea)
That the wind came out of the cloud by night,
Chilling and killing my Annabel Lee.

But our love it was stronger by far than the love
Of those who were older than we—
Of many far wiser than we—
And neither the angels in Heaven above
Nor the demons down under the sea
Can ever dissever my soul from the soul
Of the beautiful Annabel Lee;

For the moon never beams, without bringing me dreams
Of the beautiful Annabel Lee;
And the stars never rise, but I feel the bright eyes
Of the beautiful Annabel Lee;
And so, all the night-tide, I lie down by the side
Of my darling—my darling—my life and my bride,
In her sepulcher there by the sea—
In her tomb by the sounding sea.

DESCRIPTIONS:

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I HAVE DISCOVERED ADDITIONAL INFORMATION ABOUT BALLADS. THESE ARE:

- _____

- _____

PASSAGE 3: SAMPLE VILLANELLE

Check out this video about the villanelle before reading the passage:

<https://www.youtube.com/watch?v=DC9IEyPtWJI>

The Home on the Hill

Edward Arlington Robinson (1869-1935)

They are all gone away,
 The house is shut and still,
 There is nothing more to say

Through broken walls and gray,
 The wind blows bleak and shrill,
 They are all gone away

CLICK

http://www.webexhibits.org/poetry/explore_famous_sonnet_background.html

- gradually build in tone and intensity from one stanza to the next
- strong opening tercets (a three-line stanza, often rhyming), with the first and third lines providing a two-barreled refrain

Nor is there one today,
To speak them good or ill
There is nothing more to say

Why is it then we stray
Around the sunken sill?
They are all gone away

And our poor fancy play
For them is wasted skill,
There is nothing more to say

There is ruin and decay
In the House on the Hill:
They are all gone away,
There is nothing more to say.

- build in momentum, intensity, and impact
 - 19 lines
- end to have a beginning element (first tercet), development (second through fourth tercets) and resolution/conclusion (final quatrain) like stories

(note to the stylist: these are the answers; kindly jumble for the activity)

DESCRIPTIONS:

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I HAVE DISCOVERED ADDITIONAL INFORMATION ABOUT VILLANELLES.
THESE ARE:

-

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|---|-------|
| | _____ |
| | _____ |
| • | _____ |
| | _____ |
| | _____ |

Process Questions:

1. Which of the poems is the most interesting way or form for you to express your feelings or emotions?
2. Among the three forms of lyrical poetry, which is for you the most effective? Explain your choice.
3. What makes a poem effective?

ACTIVITY 11. INVESTIGATING THE STRUCTURE OF POEMS

DESCRIPTION: In this activity, you will investigate three poems and make conclusions based on the results of your investigation. Be sensitive to each of their rhythm, foot and meter. Feel free to go to

<http://www.vaniercollege.qc.ca/tlc/tipsheets/reading-and-analyzing/poem-form-and-structure.pdf> for the structure and form of poetry,

<http://www.creative-writing-now.com/rhyme-schemes.html> to study rhyming in poetry,

and <http://prezi.com/svqqmlypbegs/jasmine-dominant-images-in-poetry/> for imagery. Then, fill out the table with your observations.

Passage 1:

Do Not Go Gentle Into that Good Night

by Dylan Thomas

Do not go gentle into that good night,
Old age should burn and rage at close of day;
Rage, rage against the dying of the light.

Though wise men at their end know dark is right,
Because their words had forked no lightning they
Do not go gentle into that good night.

Good men, the last wave by, crying how bright
Their frail deeds might have danced in a green bay,
Rage, rage against the dying of the light.

Wild men who caught and sang the sun in flight,
And learn, too late, they grieved it on its way,
Do not go gentle into that good night.

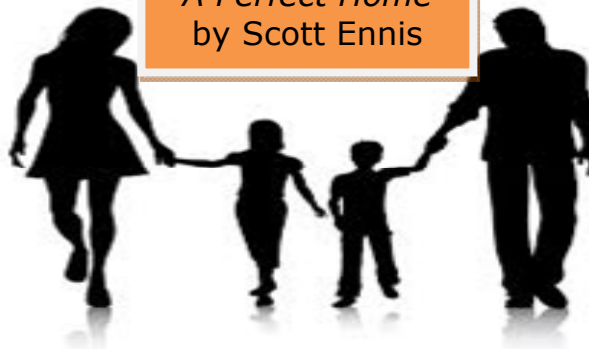
Grave men, near death, who see the blinding sight
Blind eyes could blaze like meteors and be gay,
Rage, rage against the dying of the light.

And you, my father, there on the sad height,
Curse, bless me now with your fierce tears, I pray.
Do not go gently into that good night.
Rage, rage against the dying of the light.

Passage 2:

A Perfect Home
by Scott Ennis

www.definitelyfilipino.com



A perfect home should be both soft and warm,
Though not concerned with perfect symmetry.
It should be strong to stand against the storm
That every home will face eventually.
A perfect home requires the perfect guard,
A father who protects his wife and young.
Although he isn't perfect, he works hard
And in a perfect home his praise is sung.

A perfect home is beauty brought to life,
 The place where all the world begins and ends.
 For this it needs a mother and a wife;
 On her, perfection of the home depends.
 And in this world where danger still exists,
 In perfect homes a perfect faith persists.

Passage 3:

The Mermaid
 Author Unknown

'Twas Friday morn when we set sail,
 And we had not got far from land,
 When the Captain, he spied a lovely mermaid,
 With a comb and a glass in her hand.

Chorus
 Oh the ocean waves may roll,
 And the stormy winds may blow,
 While we poor sailors go skipping aloft
 And the land lubbers lay down below, below, below
 And the land lubbers lay down below.

Then up spoke the Captain of our gallant ship,
 And a jolly old Captain was he;
 "I have a wife in Salem town,
 But tonight a widow she will be."

Chorus
 Then up spoke the Cook of our gallant ship,
 And a greasy old Cook was he;
 "I care more for my kettles and my pots,
 Than I do for the roaring of the sea."

Chorus
 Then up spoke the Cabin-boy of our gallant ship,
 And a dirty little brat was he;
 "I have friends in Boston town
 That don't care a ha' penny for me."

Chorus
 Then three times 'round went our gallant ship,
 And three times 'round went she,
 And the third time that she went 'round
 She sank to the bottom of the sea.



www.hassam.hubpages.com

Fill-in the table with your OBSERVATIONS. Read the description on the left and explain if the descriptions are applicable to the poem on the right.

| Structure of POETRY (TERMS) | Description of TERMS | <i>Do Not Go Gentle Into That Good Night</i> | <i>A Perfect Home</i> | <i>The Mermaid</i> |
|-----------------------------|--|---|---|--|
| STANZAS | In poems, lines are often grouped together into what are called stanzas. Like paragraphs, stanzas are often used to organize ideas. | (example) The first five stanzas have 3 lines while the last stanza has 4 lines. The stanzas are about different ideas that are all connected in the last stanza. | There are 14 lines. Each set of four lines follows a particular rhyme scheme. | A stanza is repeated that serves as the chorus. It is repeated at certain parts of the poem. |
| RHYTHM | gives a poem its sound, and there are many different ways that rhythm is used, and lots of elements in poetry that are related to rhythm | | | |
| RHYME | correspondence of sound between words or the endings of words, esp. when these are used at the ends of lines of poetry | | | |
| RHYME SCHEME | The pattern of rhymes in a poem is written with the letters a, b, c, d, etc. The first set of lines that rhyme at the end are marked with a. The second set are marked with b and so on. | | | |
| FOOT | a combination of stressed and unstressed syllables in a line of poetry. There are many different combinations, but some are more popular than others. An unstressed (or light) syllable is marked with a and a stressed syllable (or heavy) is marked with a | | | |
| METER | number of feet that is in a line of poetry. A line of poetry can have any number of feet, and can have more than one type of foot. There are some meters that are used more often than others. | | | |

| | | | | |
|------------------------|---|--|--|--|
| DOMINANT IMAGES | the sensory references of the poem. Most of the time, these images are representations of sensations perceived through the five senses: sight, hearing, smell, touch and taste. Visual images are the most common. However, images can rely on any of the senses. | | | |
|------------------------|---|--|--|--|

What can you conclude?

| <i>The Home on a Hill</i> | <i>A Perfect Home</i> | <i>The Mermaid</i> |
|----------------------------------|------------------------------|---------------------------|
| | | |

SUBMIT

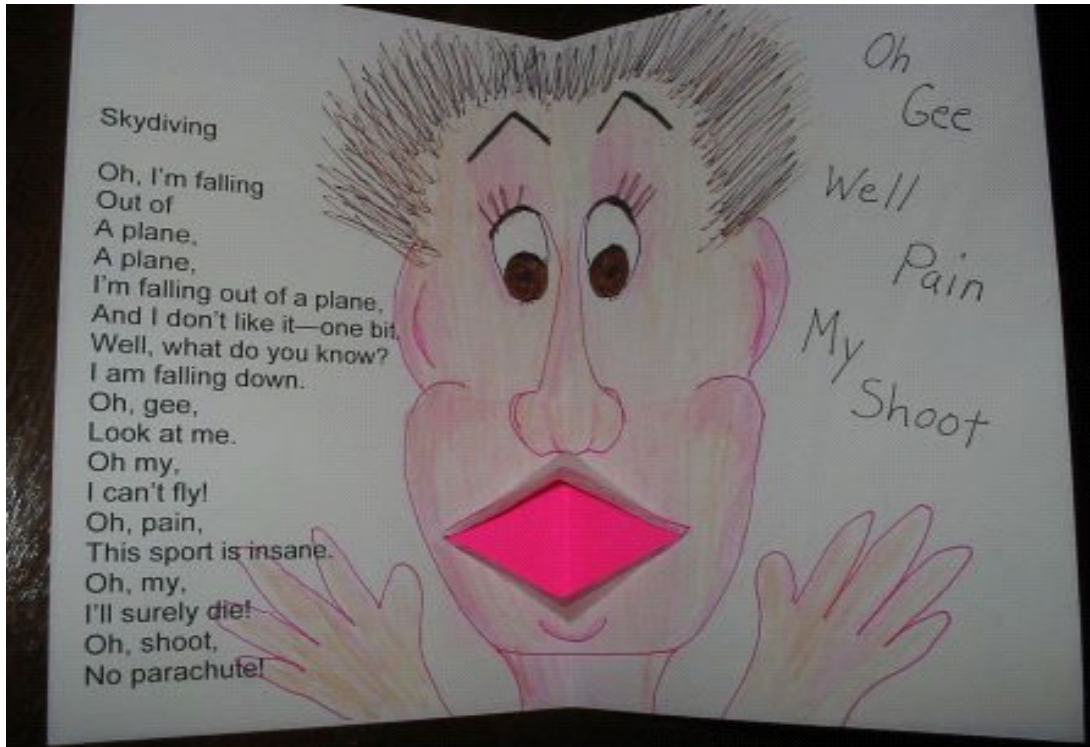
Process Questions:

1. Which of the poems for you is the most effective in expressing your feelings / emotions? Explain.
2. What form of a lyric poem would you like to write? Why?
3. What for you is the long lasting learning you have for this activity? How would this help you in writing your own poem?
4. Can reading poetry lead to a better understanding of self? How?

Now that you have determined the different types of lyric poems, you will now try to write a lyric poem while applying your understanding of grammar.

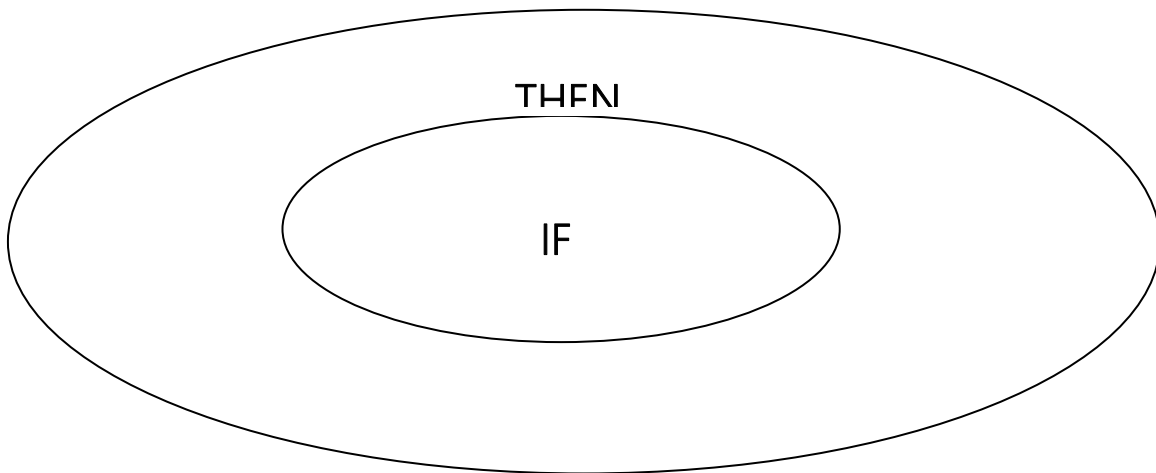
ACTIVITY 12. USE OF INTERJECTIONS!

DESCRIPTION: In the previous activities, you have used sentences or lines for your poems. Have you noticed the punctuation marks you always use at the end of all sentences? Generally, punctuation marks are very essential in writing, especially that they hold some importance in writing poetry. However, because of poetic license, what is true in grammar may not apply in writing poetry all the time. Just focus on the use of interjections for this activity. Read and take note of how the student uses interjections in the poem below.



<http://www.wright.edu/~nancy.mack/images/grinter.jpg>

Now that you have seen the possible use of interjections in writing poetry, fill out the *If and Then Organizer* with ideas based on your observations about the possible use of interjections in reading and writing poetry.



Process Questions:

1. Do punctuations like interjections help in composing and delivering poetry? Explain your answer.
2. How do punctuations especially interjections create impact in composing and delivering your poem?

End of FIRM UP:



In this section, the discussion was about knowing and discovering one's self, appreciating Beowulf as a character and as a hero. You also took an important exercise on improving your understanding of different kinds of poetry that will be useful as you prepare for the culminating task.

Go back to the previous section and compare your initial ideas with the discussion. How much of your initial ideas are found in the discussion? Which ideas are different and need revision?

Now that you know the important ideas about this topic, let's go deeper by moving on to the next section.

NEXT



DEEPEN



Your goal in this section is to learn and understand key concepts on heroism and poetry using the ideas you will gather from the epic poem *Beowulf*. You will also connect what you will learn to develop self-understanding.

For this section, you will be guided by these questions: *What makes you unique?* ***What is the best way to know oneself?***

ACTIVITY 13. KNOCK, KNOCK! WHO'S BEOWULF?

DESCRIPTION: This time, you will be discovering more of Beowulf. Read Beowulf's statements. Using the keywords / clues in bold below each picture, formulate a sentence that reflects how much Beowulf knew about himself.



"I have heard moreover that the monster scorns in his reckless way to use weapons; therefore, to heighten Hygelac's fame and gladden his heart, I hereby **renounce** sword and the shelter of the broad shield, the heavy war-board: hand-to-hand is how it will be, a life-and-death fight with the fiend." (433-440)

| | |
|---|--|
| <ul style="list-style-type: none"> • hand-to-hand combat • confidence • bravery | <p>My comment about Beowulf's knowledge about himself:</p> <hr/> <hr/> <hr/> |
|---|--|



"So every elder and experienced councilman among my people supported my resolve to come here to you, King Hrothgar, because all knew of my awesome strength. They had seen me **boltered** in the blood of the enemies when I battled and bound five beasts, raided a troll-next and in the night-sea slaughtered sea-brutes. I have suffered extremes and avenged the Geats (their enemies brought it upon themselves, I devastated them). Now I mean to be a match for Grendel, settle the outcome in single combat." (415-426)

| | |
|---|--|
| <ul style="list-style-type: none"> • Beowulf's resume • background / examples of his skills | <p>My comment about Beowulf's knowledge about himself:</p> <hr/> <hr/> <hr/> |
|---|--|



Beowulf spoke, made a formal boast for the last time: "I risked my life often when I was young. Now I am old, but as king of the people I shall pursue this fight for the glory of winning, if the evil one will only abandon his earth-fort and face me in the open." (2510-2515)

| | |
|--|--|
| <ul style="list-style-type: none"> • his brave deeds • faces death | <p>My comment about Beowulf's knowledge about himself:</p> <hr/> <hr/> <hr/> |
|--|--|

Process Questions:

1. What for you is Beowulf's best characteristic as an epic hero? Use the website to determine which is Beowulf's best character trait. In this website <http://quizlet.com/12321584/13-characteristics-of-an-epic-hero-flash-cards/> , you can see the thirteen characteristics of an epic hero. These are the following:

- 1st.....excels in skill, strength, and courage
- 2nd..... succeeds in war and adventure
- 3rd.....values honor and glory
- 4th.....usually has a guide
- 5th.....battles demons or monsters
- 6th.....is generous to his followers but ruthless to enemies
- 7th.....is a man of action
- 8th.....accepts challenges and sometimes invites problems
- 9th.....sometimes make rash decisions and takes unnecessary risks
- 10th.....meets monsters and temptations
- 11th.....encounters women who tempt him
- 12th.....descends into darkness (often the underworld)
- 13th.....achieves his goal

2. What is common among these characteristics?
3. How much of these is Beowulf's characteristics?
4. Which of these is true for you?
5. How do these characteristics allow you to be more understanding about your own weaknesses as a person?

Post your answer to #5 in an online discussion forum of the OHSP.

ACTIVITY 14. THE HEROES IN US!

DESCRIPTION: There's a saying that there is a hero in all of us. If you noticed a connection with the traits of an age-old character like Beowulf that only means that you can also be a hero even if you don't accomplish supernatural feats like battling monsters or sailing alone through rough seas.

Click this link: <http://9gag.com/gag/a6w29Ze?ref=fbp> It presents a seemingly ordinary man doing marvelous deeds. Then, make two concepts about you and Beowulf. Determine in what ways you are similar and in what ways you are different. First you look at the similarities; then, you consider the differences. Make sure to indicate on what criteria you are drawing out the dissimilarities.

[illegible]



Process Questions:

1. For you, what is the most striking similarity and difference between you and the character? Why do you think so?
2. What do you consider as your most striking insight or revelation about who you really are? Explain your choice in relation to the power of self-discovery.
3. What is a revelation about Beowulf that makes you think that even a character from an Old Saxon Literature went through the same experience of self-discovery?
4. What is the best way to know one's self?

(Note: The next part opens after the student clicks SUBMIT)



Isn't it amazing to be able to establish a connection to a character from a poem written thousands of years ago? That's the power of good poetry—it is universal and timeless.

Let's now proceed to the next activities which will help you get the necessary skills to perform the culminating Transfer Task.

Image from <http://activateaustin.com/wp-content/uploads/2014/04/keep-calm-and-know-thyself-14.png>

ACTIVITY 15. ARTISTIC INTERPRETATION OF A POEM

DESCRIPTION: In this activity, you will read and interpret a poem.

Read the excerpt of a poem below.

Ode

Intimations of Immortality from Recollections of Early Childhood

By William Wordsworth

| | |
|---|----|
| THERE was a time when meadow, grove, and stream, The earth, and every common sight, To me did seem Apparell'd in celestial light, The glory and the freshness of a dream. | 5 |
| It is not now as it hath been of yore;— Turn wheresoe'er I may, By night or day, The things which I have seen I now can see no more. | |
| The rainbow comes and goes, | 10 |
| And lovely is the rose; The moon doth with delight Look round her when the heavens are bare; Waters on a starry night Are beautiful and fair; | 15 |
| The sunshine is a glorious birth; But yet I know, where'er I go, That there hath pass'd away a glory from the earth. | |
| Now, while the birds thus sing a joyous song, And while the young lambs bound | 20 |
| As to the tabor's sound, To me alone there came a thought of grief: A timely utterance gave that thought relief, And I again am strong: | |
| The cataracts blow their trumpets from the steep; | 25 |
| No more shall grief of mine the season wrong; I hear the echoes through the mountains throng, The winds come to me from the fields of sleep, And all the earth is gay; | |
| Land and sea | 30 |
| Give themselves up to jollity, And with the heart of May Doth every beast keep holiday;— Thou Child of Joy, Shout round me, let me hear thy shouts, thou happy | 35 |

Shepherd-boy!

<http://www.bartleby.com/101/536.html>

Before making an artistic interpretation, fill-in the box with short answers:

Which word/s describe/s nature?

| |
|--|
| |
|--|

What emotions are drawn out from you as you read the excerpt?

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Express an interpretation of the poem through an illustration. Use coloring materials.

Take a digital photo of your artwork and send it as an email attachment to your teacher.

ACTIVITY 16. HERO “SELFIE”

DESCRIPTION: Below is a sample I AM poem. Make a creative attempt in composing this poem to prepare you to the TRANSFER activity.

In this activity, try to enjoy the process of discovering the goodness your person. Focus on your positive traits as you make a simple attempt to become a poet.

I Am

Author Unknown

I am courageous and brave
I wonder if I can save
I hear the buzzing bee
I see the open sea
I want to conquer the wave
I am courageous and brave

I pretend to behave
I feel the mystery of the cave
I touch the rough division
I worry about the blurry vision
I cry to see someone's grave
I am courageous and brave



I understand moments of rave
I say let us not enslave
I dream of watercolor effects coming to
life
I try not to engage in strife
I hope I won't be a slave
I am courageous and brave

www.caricaturekids.blogspot.com

Below is an incomplete I AM poem. Fill in the blanks with words that creatively speak about you. Apply what you have learned from the previous activities.

i am template

| | |
|---|-------|
| i am: <u>(two special characteristics you have)</u> | _____ |
| i wonder: <u>(something you are curious about)</u> | _____ |
| i hear: <u>(a sound you imagine)</u> | _____ |
| i see: <u>(a sight you imagine)</u> | _____ |
| i want: <u>(something you actually want)</u> | _____ |
| i am: <u>(the first line of the poem repeated)</u> | _____ |
| | |
| i pretend: <u>(something you pretend to do)</u> | _____ |
| i feel: <u>(a feeling about something imaginary or real)</u> | _____ |
| i touch: <u>(something you imagine touching)</u> | _____ |
| i worry: <u>(something that really bothers you)</u> | _____ |
| i cry: <u>(something that makes you very sad)</u> | _____ |
| i am: <u>(the first line of the poem created)</u> | _____ |
| | |
| i understand: <u>(something you know is true)</u> | _____ |
| i say: <u>(something you believe in)</u> | _____ |
| i dream: <u>(something you actually dream about)</u> | _____ |
| i try: <u>(something you make an effort to do)</u> | _____ |
| i hope: <u>(something you hope for)</u> | _____ |
| i am: <u>(the first line of the poem repeated)</u> | _____ |

<http://ettcweb.lr.k12.nj.us/forms/iampoem.htm>

Online poetry writing exercise, I am Poem

Process Questions:

1. After writing the I AM poem, what striking revelations about yourself seem to make a lasting impression on you? To answer this question, write a short journal in the box.

Some striking revelations...

2. What did you do to help you accomplish the I AM poem? Did you recall previous experience? Was it something another person said? Write it in the box.

ACTIVITY 17. WHAT MAKES A POEM?

DESCRIPTION: In this activity you will read three poems. Then you are expected to make your own generalization.

POEM # 1

TV Hero

From <http://www.gather.com/viewArticle.action?articleId=281474977098228>

I want everyone to see me when I show up.
When grownups squat to ask, I just reply,
“I want to be on TV when I grow up.”

I’ll be dressed in red from my big toe up.
I’ll make a glowing streak across the sky.
I want everyone to see me when I show up.

No kind of danger will make me throw up,
Not submarine deep or spaceship high.
I want to be on TV when I grow up.

I’ll know what to do when things blow up.
I’ll face the slimy monsters eye to eye.
I want every one to see me when I show up

My horse and car are fast. I don’t slow up.
I’m just in time to catch the evil guy.

I want to be on TV when I grow up.

I'll be on every super-sized go cup.

I'll be an animated kid meal prize.

I want everyone to see me when I show up.

I want to be on TV when I grow up.

What does Poem#1 talk about?

What personal connection can you make with the poem?

POEM # 2

The Unquiet Grave

by Anonymous

I

'The wind doth blow today, my love,
And a few small drops of rain;
I never had but one true-love;
In cold grave she was lain.

II

'I'll do as much for my true-love
As any young man may;
I'll sit and mourn all at her grave
For a twelvemonth and a day.'

III

The twelvemonth and a day being up,
The dead began to speak:
'Oh who sits weeping on my grave,
And will not let me sleep?'—

IV

"Tis I, my love, sits on your grave,
And will not let you sleep;
For I crave one kiss of your clay-cold lips,
And that is all I seek.'—

V

'You crave one kiss of my clay-cold lips;
But my breath smells earthy strong;
If you have one kiss of my clay-cold lips,

Your time will not be long.

VI

"Tis down in yonder garden green,
Love, where we used to walk,
The finest flower that ere was seen
Is wither'd to a stalk.

VII

'The stalk is wither'd dry, my love,
So will our hearts decay;
So make yourself content, my love,
Till God calls you away.'

<http://www.poets.org/viewmedia.php/prmMID/22532#sthash.m57B5kOe.dpuf>

What does Poem# 2 talk about?

| |
|--|
| |
|--|

What personal connection can you make with the poem?

| |
|--|
| |
|--|

POEM #3

How Do I Love Thee? by Elizabeth Barrett Browning

How do I love thee? Let me count the ways.
I love thee to the depth and breadth and height
My soul can reach, when feeling out of sight
For the ends of being and ideal grace.
I love thee to the level of every day's
Most quiet need, by sun and candle-light.
I love thee freely, as men strive for right.
I love thee purely, as they turn from praise.
I love thee with the passion put to use
In my old griefs, and with my childhood's faith.
I love thee with a love I seemed to lose
With my lost saints. I love thee with the breath,
Smiles, tears, of all my life; and, if God choose,
I shall but love thee better after death.

<http://www.poets.org/viewmedia.php/prmMID/15384#sthash.hmFFbOX9.dpuf> Featured poet, Elizabeth Barrett Browning

What does Poem#3 talk about?

What personal connection can you make with the poem?

PUTTING IT ALL TOGETHER:

Review the poems, TV Hero, The Unquiet Grave, and How Do I Love Thee.



Did you like them? What makes them good examples of poetry? Combine the ideas to complete the statement in the box.

An effective poem is...

Image from: http://jorambarrez.be/files/blog/jbpm3_spring/puzzle_pieces.jpg

What do you realize about Reading and Understanding Poetry?

Will you be able to write your own poetry now that you have accomplished several activities? What will you need to do to successfully write a poem?

End of DEEPEN:



In this section, the discussion was about knowing the character more as you also try to reflect on your own character or person and expressing your emotions through a digital copy of your artwork.

What new realizations do you have about the topic? What new connections have you made for yourself?

Now that you have a deeper understanding of the topic, you are ready to do the tasks in the next section.



TRANSFER



Your goal in this section is apply your learning to real life situations. You will be given a practical task which will demonstrate your understanding.

ACTIVITY 18. Planning My Own Lyric Poem

DESCRIPTION: This activity will help you lay down the important points in writing your own lyric poem.

Choose one essential idea (Column 1) you got from Beowulf and the essential features of a lyrical poem (rhythm, conveys feeling, etc.). Plan how you will write a lyric poem. Lay down the key points in your plan by completing the organizer below.

My Chosen Lyric Poem Form: _____
(sonnet, ballad, or villanelle)

| Theme/ Message | Features/Elements | | | | |
|---|--------------------------------|-----------------------------------|-------|-----------------|---------------------|
| | Feeling I Want to Convey | Rhythm (upbeat, slow, etc.) | Meter | Rhyme Scheme | Dominant Image/s |
| A hero knows his personal strengths and weaknesses. | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| A hero battles demons or monsters. | | | | | |
| A hero meets monsters and temptations. | | | | | |
| A hero achieves his / her goal. | | | | | |

ideas of hero from <http://quizlet.com/12321584/13-characteristics-of-an-epic-hero-fl.ash-cards/>

PROCESS QUESTIONS:

1. What important understanding about a hero can be drawn out in the organizer?
2. How can the organizer help draw out this understanding in your own lyric poem?
3. What makes your own lyric poem effective?

ACTIVITY 19. Writing My Own Lyric Poem!

DESCRIPTION: Below are links that will help you in composing your own poem. Identify the best and proceed in writing your poem that reflects or portrays your own feeling, state of mind, and perceptions.

<http://thinkzone.wlonk.com/PoemGen/PoemGen.htm>

This makes random poems. First, it randomly selects sentence patterns. Then, wherever the pattern has a number, it randomly selects a word from one of the numbered word lists. You can either choose one of the sample sets of words and sentence patterns, or you can enter your own words and sentence patterns.

<http://shakespeare.com/poetry-machine>

This website is a kind of virtual Shakespeare Magnet Poetry collection that selects magnets for you in the approximate frequency the words appear in Shakespeare's works. To rearrange them, just drag them around with your mouse. Recreating it here turned out not to be too difficult.

<http://ettcweb.lr.k12.nj.us/forms/newpoem.htm>

You can choose your poetry form from the list of links. Then just add words to make the poem your own.

<http://www.shadowpoetry.com/magnet.html>

Create your own unique poem by arranging the Shadow Poetry magnet word tiles for hours of interactive fun! To do this, simply click and hold down your left mouse button to drag a word tile to your chosen destination. Once you have created your poem, please take a screen shot of the web page or write the poem down if you wish to save it. If you are unable to see the word tile board, you may need to download free Java Software in order to use this activity. The word tiles will be changed periodically (Last update: 12/08/13).

<http://www.pbs.org/independentlens/offthecharts/webkaraoke.html>

Follow these steps to create your own one-of-a-kind song-poem. We'll provide the music, you provide the lyrics. Click on "HEAR AN EXAMPLE" to begin.

Process Questions:

1. What link seems to help you write your own poem?
2. Does the process of writing your poem help you in discovering more about yourself?
3. How does the process help you reflect on the character's self-discovery?
4. **What have you discovered about yourself as a writer?**

Remember to write and revise your poems. Before submitting your poem, be sure to use the rubric to assess it. If you find that your poem is just meeting some expectations, try revising it before you click submit.

TITLE OF POEM: _____

ACTIVITY 20. SELF-EVALUATION

DESCRIPTION: This activity will help you think about your own progress. Evaluate your poem according to the following rubric.

| Questions | 4 | 3 | 2 | 1 |
|-----------|-------------|--------------|------------|-----------|
| | Outstanding | Satisfactory | Developing | Beginning |

| | | | | |
|-------------------------------|---|---|--|--|
| Is my poem thought-provoking? | The message of the poem is stimulating that the audience will be able to see, hear, feel, think about the poem in a new way. | The message of the poem is clear that the audience will be able to see, hear, feel, or think about it. | The message of the poem is vague that the audience will be somewhat able to see, hear, feel, or think about it. | The message of the poem takes a great deal of effort to understand at all that the audience cannot see, hear, feel, or think about it. |
| Is my poem creative? | My poem contains many creative , original descriptions that contribute to the reader's enjoyment. I have really used my imagination. | My poem contains important creative details and/or descriptions that contribute to the reader's enjoyment. I have used my imagination. | My poem contains details patterned after others and/or descriptions, but they distract from the story. I have tried to use my imagination. | My poem has little or no evidence of creativity. I do not seem to have used much of my imagination. |
| Poetic Elements | The poem creates vivid images that heighten its meaning. | The poem has sensory details and sound devices that add meaning to the poem. | The poem uses confusing sensory details and sound devices. | The poem lacks sensory details and sound devices. |

PROCESS QUESTIONS:

- Overall, what do you find out in your poem? Write your realization in the following columns of the PMI Chart.

| | | |
|--|---|--|
| Idea: <i>I have realized that my poem is _____.</i> | | |
| Plus (the positive points about my idea) | Minus (the negative points about my idea) | Interesting (other possibilities or ideas) |
| | | |

2. Finally, what is your best response to this question “What is the best way to know one’s self?”? Show an in-depth final response in a Pros and Cos Grid.

| | |
|--|---|
| Idea: <i>I have realized that the best way to know one’s self is _____.</i> | |
| PROS (probable positive effects of my idea) | CONS (probable negative effects of my idea) |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

3. If you were to compare your ideas with answers in previous sections, what changes have you observed? Were there ideas that remained the same? Express your discoveries in a 3 – 2 – 1 Chart.

| 3-2-1 Chart | | |
|-------------|---------------------|--|
| 3 | changes of my ideas | <ul style="list-style-type: none"> • _____ _____ • _____ _____ • _____ _____ |
| 2 | same ideas | <ul style="list-style-type: none"> • _____ _____ • _____ _____ |
| 1 | question | <ul style="list-style-type: none"> • _____ _____ |

4. Based on the 3 – 2 – 1 Chart, write your reflection about what you have learned or realized. What can you say about the learning process? Publish your reflections in a creative way in this website <http://padlet.com/>.

ACTIVITY 21. RATE YOURSELF

DESCRIPTION: In this activity, you will check your ability to read and write poetry.

Click the box that correctly describes you and your understanding of poetry.
Your honest evaluation is needed.

| BEGINNING READER of POEMS | DEVELOPING READER of POEMS | ADVANCED READER of POEMS | EXPERT READER of POEMS |
|--|--|---|---|
| Unless it is required, I don't read poems. | I read those poems included in school books. | I read a lot of poems before starting with this module. | I read poems in my spare time. |
| I find poems very hard to understand. | I need help to understand the message of some poems. | I can understand a poem's message. | I can easily understand a poem's message. |

| BEGINNING WRITER of POEMS | DEVELOPING WRITER of POEMS | ADVANCED WRITER of POEMS | EXPERT WRITER of POEMS |
|---|---|--|---------------------------------------|
| Unless it is required, I don't write poems. | I write poems once in a while. | I write a lot of poems before starting with this module. | I write poems in my spare time. |
| I find poems very hard to write. | I need help to write poems. | I can write poems even without help. | I can easily write a poem any time. |

Process Questions:

1. What have you gained from this activity?
2. Has it helped you in knowing yourself better? in understanding yourself better? Explain.
3. If poetry could help in knowing yourself better, would you like to read and write poetry in better understanding yourself? Why?
4. What should you do to improve as a reader or writer of poetry?

Now you can answer the After the Lesson Column of the Anticipation-Reaction Guide.

| Before the Lesson | STATEMENT | After the Lesson |
|-------------------|---|------------------|
| | 1. European countries have epics while Asian countries have folktales. | |
| | 2. Any ordinary person can be an Epic hero. | |
| | 3. Epics are considered as examples of literature that originated from an oral tradition. | |
| | 4. Old poems usually rhyme while modern ones don't. | |
| | 5. Lyric poems are those poems that are sung or chanted. | |

End of TRANSFER:



Your goal in this section is to apply your learning to real life situations. You will be given a practical task which will demonstrate your understanding. In this section, your task was to plan and compose your lyric poem as you continued to clarify and finalize your initial answers of the questions in the previous sections.

You were prompted to answer the following questions:

How does the character Beowulf in oral literature know himself?
What is the best way to know one's self?

LESSON 2. Understanding and Delivering the Poem's Life Force



EXPLORE



If in the previous lesson you did a lot of creative writing, in this lesson you will still be writing but practicing a different set of communication skills. As you go through this part, keep on thinking about these questions: *What is the best way to know one's self?*
Which is the most effective way to present a poem?

ACTIVITY 1. Beowulf, Lam-Ang, Achilles, Superman and Company

DESCRIPTION: This activity checks for your understanding of heroism as discussed in the previous activities.

If you were to ask Beowulf and the other heroes above about what it takes to be a hero, what do you think would be the most expected response? Write your answer **INSIDE** the box.

HEROES INSIDE THE BOX

“

..

End of EXPLORE:



On your own you tried to recall your understanding of heroism according to the heroes themselves. Let's try to find out the answers to the focus questions in the next part.



FIRM-UP



Your goal in this section is to learn and understand the importance of sound and meter in poetry. You will read sample poems from British, American, and Filipino poets. As you go through this section, reflect on this question: ***Which is the most effective way to present a poem?***

ACTIVITY 2. Really, what is Poetry?

DESCRIPTION: In this activity, you will share your ideas on what makes a poem. Read the two poems before proceeding to the activity.

"Lyric 17"

By Jose Garcia Villa

First, a poem must be magical,
Then musical as a sea-gull.
It must be a brightness moving
And hold secret a bird's flowering.
It must be slender as a bell,
And it must hold fire as well.
It must have the wisdom of bows
And it must kneel like a rose.
It must be able to hear
The **luminance** of dove and deer.
It must be able to hide
What it seeks, like a bride.
And over all I would like to hover
God, smiling from the poem's cover.

insert a picture of Jose
Garcia Villa

Ars Poetica

BY ARCHIBALD MACLEISH

A poem should be palpable and mute
As a globed fruit,

Dumb

As old medallions to the thumb,

Silent as the sleeve-worn stone
Of casement ledges where the moss has grown—

A poem should be wordless
As the flight of birds.

*

A poem should be motionless in time
As the moon climbs,

Leaving, as the moon releases
Twig by twig the night-entangled trees,

Leaving, as the moon behind the winter leaves,
Memory by memory the mind—

A poem should be motionless in time
As the moon climbs.

*

A poem should be equal to:
Not true.

For all the history of grief
An empty doorway and a maple leaf.

For love
The leaning grasses and two lights above the sea—

A poem should not mean
But be.



What are the important ideas that you got from the two poems?
Write them down on a sheet of paper.

Are you ready for the next step?

Follow these instructions:

1. Using the ideas you wrote, come up with a word map of what poetry is using this website: <http://wisemapping.com/> .
2. You may register to save your work or download a copy of your work.
3. Share your mind map to your friends and other members of the website to improve your work.
4. Once you're satisfied with your map, post the link to the map below.

Link to the Mindmap:

| |
|--|
| |
|--|

ACTIVITY 3. Reading Poetry Aloud

DESCRIPTION: In this activity, you will view a video of a poem being recited or read aloud.

Click the link to view the video then do the activity that follows.

VIDEO of a Reading of Lyric 17 by Jose Garcia Villa

<http://www.youtube.com/watch?v=LxPBpM-sJgg>

As you listened, which words from the poem did you distinctly hear? You might want to go back to the previous activity to recall Villa's words.

Think of three distinct words. Write each word in the box.

| | | |
|--|--|--|
| | | |
|--|--|--|

Process Questions:

1. Why did you choose those three words?
2. Explain the difference between reading a poem silently and listening to a poetry reading.

Oftentimes, it's easier to understand poetry when it is read aloud or when one listens to a poetry reading. Such is the nature of poetry, the sound or melody, and the meter or rhythm. It makes it different from other literary forms.

Are you ready to try your own reading? Practice reading aloud this poem:
"Death, be not proud".

Holy Sonnets: Death, be not proud
BY JOHN DONNE

Death, be not proud, though some have called thee
Mighty and dreadful, for thou art not so;
For those whom thou think'st thou dost overthrow
Die not, poor Death, nor yet canst thou kill me.
From rest and sleep, which but thy pictures be,
Much pleasure; then from thee much more must flow,
And soonest our best men with thee do go,
Rest of their bones, and soul's delivery.
Thou art slave to fate, chance, kings, and desperate men,
And dost with poison, war, and sickness dwell,
And poppy or charms can make us sleep as well
And better than thy stroke; why swell'st thou then?
One short sleep past, we wake eternally
And death shall be no more; Death, thou shalt die.

If you think you have already developed the confidence to recite the poem, visit:
<http://vocaroo.com/> a website for personal voice recordings.
Record your own recitation of the poem. Submit only the recording you're
satisfied with.

Post the embed link here:

(Note: The next page only appears after submit is clicked)

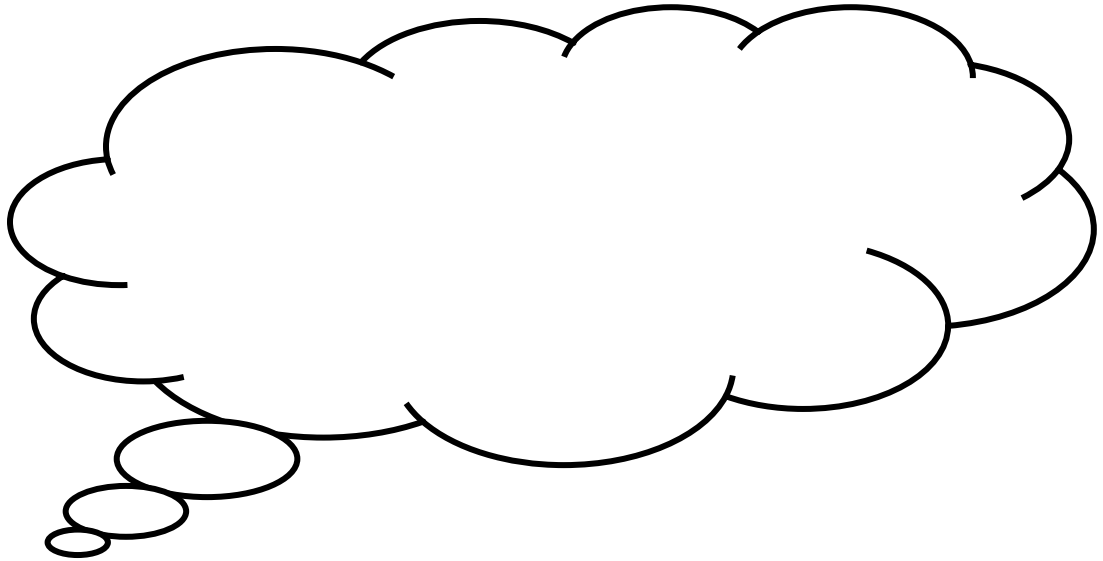
Below is the link to a video of an artistic recitation of the same poem. Spend a
few minutes watching the video.

<http://www.youtube.com/watch?v=ND1-r3beO6k>

"Death Thou Shalt Die," recitation by Emma Thomson

Notice the delivery, how the lines were recited not as individual lines but
something that forms part of the whole message of the poem.

If you were to recite a poem in front of an audience, what will you do to make
sure you come up with an effective presentation? Write your answer inside the
thought bubble.



End of FIRM UP:

In this section, the discussion was about listening to the sound of poetry. You also practiced reading aloud a poem that will be useful as you prepare for the culminating task.



Go back to the previous section and compare your initial ideas with the discussion. How much of your initial ideas are found in the discussion? Which ideas are different and need revision?

Now that you know the important ideas about this topic, let's go deeper by moving on to the next section.



DEEPEN



Your goal in this section is to learn and understand key concepts in reciting poetry whether in groups or individually. You will also connect what you will learn to develop the skills necessary for the transfer task.

Be guided by this question: ***How do you think should a poem be delivered?***

Even if it is considered one of the oldest literary forms, Poetry is very much alive today. Do you know that rap songs are one of the modern versions of the genre? Do the next activity to know more.

ACTIVITY 4. Is it Poetic?

DESCRIPTION: In this activity, you will look for similarities in three seemingly different performances.

Answer the question before viewing the videos:

What makes something poetic?

(NOTE: The videos should only appear once the student clicks submit)

Video #1: RAP SONG

<https://www.youtube.com/watch?v=5OfiDZ0RzIM>

T.I. "No Matter What"

Video #2: SPOKEN WORD

<https://www.youtube.com/watch?v=b19h3NxXQPw>

Shantel Honeyghan, "Speak"

Video #3: CHORAL

<https://www.youtube.com/watch?v=v4MV6vFBXAM>

Heritage Christian School, "The Hunting of the Snark"

| | Video 1 | Video 2 | Video 3 |
|------------------------|---------|---------|---------|
| Uses words for imagery | | | |
| Uses sound devices | | | |
| Has rhythm | | | |
| Is it poetic? | | | |

Use the Graphic Organizer below to make a generalization about the three videos.

| | | |
|--|---------------------------------------|--|
| Ideas I got about Poetry from "No Matter What" | Ideas I got about Poetry from "Speak" | Ideas I got about Poetry from "The Hunting of the Snark" |
| Put all the ideas together, write a GENERALIZATION about POETRY. | | |

Based on the activity, revise your previous answer.
What makes something poetic?

What is Poetic Language?

We use the term poetic not only to exclusively refer to works of poetry. The term poetic suggests a creative use of language, of sounds, rhythm and most especially of imagery. Imagery is the use of language or words to paint mental pictures.

Spoken word poetry is a modern example of using poetic language in a unique way. Currently, it is gaining popularity with the current generation of students.

To know more about Spoken Word, click this link:

<http://www.theguardian.com/childrens-books-site/2014/aug/07/spoken-word-contemporary-poetry-teenagers>

"Spoken word: poetry that speaks directly to teenagers" by Frank Adarads

Here's another one:

<http://www.poetryoutloud.org/poems-and-performance/video-recitation-series>
Poetry recitation, samples

ACTIVITY 5. What makes a good choral performance?

DESCRIPTION: In this activity, you will come up with your own criteria and apply it in evaluating a choral performance.

A Choral Interpretation is a group's oral artistic /stylistic interpretation of the literary text's meaning. This requires orchestration of moves and gestures, smoothness of delivery, quality of voice, appropriateness of facial expressions, costumes and props.

Based on the description, design your own chart to use in evaluating a choral performance. The first criteria is given as an example. Add two more.

A GOOD CHORAL PERFORMANCE

| What will you look for? | What evidence do you expect? |
|-------------------------|---|
| Gestures | Different hand movements, moved at the same time. |
| | |
| | |
| | |

(Note: The next page appears after the student clicks submit.)

View the sample video for evaluation below:
<https://www.youtube.com/watch?v=uWYa9nvlunM>
 The Daffodils, Sample Choral Speech

Use the organizer below to evaluate the choral performance.

| What will you look for? | What evidence do you expect? | What did you see? |
|-------------------------|---|-------------------|
| Gestures | Different hand movements, moved at the same time. | |
| | | |
| | | |
| | | |

One SENTENCE Evaluation of the Performance:

End of DEEPEN:



In this section, the discussion was about studying different performances of poetry and to describe what makes something poetic.

What new realizations do you have about the topic? What new connections have you made for yourself?

Now that you have a deeper understanding of the topic, you are ready to do the tasks in the next section.



TRANSFER



Your goal in this section is apply your learning to real life situations. You will be given a practical task which will demonstrate your understanding. You can use the transfer task in Lesson 1 for your original text.

As last year's winners of the El Indio: Poetry in Motion Contest, you, a group of young poets and choral readers, are invited to be the guest performers for this year's awarding ceremonies for the said contest. The organizers want your group to share an original poem expressing heightened emotions and thought-provoking message through an entertaining and inspiring performance.

As you rehearse, use the checklist to assess your progress.

- _____ Posture, seated or standing
- _____ Periodically look at your audience.
- _____ Study the words and the way they should be recited.
- _____ Emphasize the VERBS.
- _____ Follow punctuations in pausing, Vary length of pauses.

Use the rubric below to check if your performance meets the standards. Make the necessary changes before doing the actual presentation. Good luck!

CHORAL PERFORMANCE RUBRIC

| CATEGORY | 4 Outstanding | 3 Satisfactory | 2 Developing | 1 Beginning |
|--|--|---|--|--|
| Gestures and Movement to sustain audience attention | Facial expressions and body language engage the audience in a deep and engrossing way | Facial expressions and body language involve the audience and sustain their attention. | Limited facial expressions and body language seem to keep the audience at times distant from the reader. | Lack of facial expressions or body language did not create much audience's interest about the poem being read / recited. |
| Content | The message of the poem is stimulating that the audience is able to see, hear, feel, think about the subject in a new way. | The message of the poem is interesting that the audience is able to see, hear, feel, or think about it. | The message of the poem is confusing that the audience is somewhat able to see, hear, feel, or think about it. | The message of the poem is vague that the audience cannot see, hear, feel, or think about it. |

Let's go back to your answer in the Explore part of Lesson 2. What you wrote are probably traditional answers on what makes a hero. Based on what you have realized after the different activities in this lesson, what are other ways to be heroic at present?

(note: The previous answer of the student should appear inside the box)

HEROES INSIDE THE BOX

“

”

HEROES OUTSIDE THE BOX

“

”

End of TRANSFER:



Your goal in this section is to apply your learning to real life situations. You will be given a practical task which will demonstrate your understanding. In this section, your task was to perform a choral presentation of an original poem.

You were prompted to answer the following questions:
*What is the best way to know oneself? **Which is the most effective way to present a poem?***

POST-ASSESSMENT:



It's now time to evaluate your learning. Click on the letter of the answer that you think best answers the question. Your score will only appear after you answer all items. If you do well, you may move on to the next module. If your score is not at the expected level, you have to go back and take the module again.

(A) 1. Read the sample text:

Let me go to the window,
Watch there the day-shapes of dusk
And wait and know the coming
Of a little love.

From "At a Window", Carl Sandburg

Which statement best describes the sample text?

- A. Literary writing, the lines are poetic
- B. Journalistic, it presents real events
- C. Journalistic, it is like an advertisement
- D. Literary writing, Carl Sandburg is a novelist

(A) 2. Use the text from the "Nibelungenleid" epic of Germany. Who is the hero based on the excerpt?

The spear he left projecting / where it had pierced the heart.
In terror as that moment / did Hagen never start
In flight from any warrior / he ever yet had found.
Soon as the noble Siegfried / within him felt the mighty wound,

Raging the knight full doughty / up from the fountain sprang,
The while from 'twixt his shoulders / stood out a spearshaft long.
The prince weened to find there / his bow or his sword:
Then in sooth had Hagen / found the traitor's meet reward.

- A. Hagen because he brought terror.
- B. Siegfried because he found Hagen.
- C. Hagen because he was given a reward.
- D. Siegfried because he is a noble knight.

(A) 3. Recall the poems of Wordsworth and Shakespeare discussed in the module. What do you notice about British lyric poetry?

Shakespeare – "Rough winds do shake the darling buds of May, / And
summer's lease hath all too short a date."

Wordsworth – "The rainbow comes and goes, / And lovely is the rose;"

- A. British lyric poetry often uses nature as inspiration.

- B. Both Shakespeare and Wordsworth are British poets.
C. Poets use the same images as other lyric poets.
D. Summer is a favorite subject of British poets.
- (A) 4. An epic hero is important to a particular group of people because—
A. he is a larger-than-life hero.
B. he represents a particular culture.
C. he has supernatural powers.
D. he fights and overcomes evil.
- (A) 5. The lines below were taken from one of the poems in the module. What type of poem is it?
Do not go gentle into that good night,
Old age should burn and rage at close of day;
Rage, rage against the dying of the light.
- Though wise men at their end know dark is right,
Because their words had forked no lightning they
Do not go gentle into that good night.
- A. Sonnet
B. Ballad
C. Villanelle
D. Epic
- (A) 6. Listen to the reading of the poem “Fire and Ice” by Robert Frost.
<https://www.youtube.com/watch?v=Pjp1zdOaNC0>
Robert Frost’s Fire and Ice, read by Richard Burton
Which do you think is the most important question to ask about the poem?
A. What is the message regarding fire and ice?
B. Who is Robert Frost and why did he write the poem?
C. Which words rhyme with fire and ice?
D. What kind of poem is it, lyric or dramatic?
- (A) 7. Which use of word order is the most poetic?
A. I was going to call you yesterday.
B. We now have eight planets.
C. Do your homework.
D. To the place they found the car take me.
- (A) 8. What is the poem Annabel Lee about?
A. A Chinese girl goes to a new land and discovers suffering
B. Two young friends live by the sea watching the tides change
C. An advice to never give up even after a difficulty
D. A love so strong not even death can stop it *

- (M) 9. Which is the best explanation on why epic heroes go on a journey or adventure?
- A. The epic hero needs to show to the people that he is heroic.
 - B. The journey is needed to check if he was effectively train to survive.
 - C. The epic hero learns from experience during a journey or adventure.
 - D. The journey is a basic element of all forms of literary texts.
- (M) 10. In terms of immediately presenting heightened emotions and powerful ideas, why is poetry a good literary form to use?
- A. It is short and uses language that is easy to understand.
 - B. Because of poetry, man understands his origin.
 - C. It combines both emotions and images in fewer words.
 - D. Because of poetry, man has fallen in love with nature.
- (M) 11. What makes for good poetry?
- A. Good poetry uses simple and clear language.
 - B. Good poetry effectively combines sound and meaning.
 - C. Good poetry has no grammar errors and run-on sentences.
 - D. Good poetry rhymes and uses figures of speech.
- (M) 12. Why can Rap music be considered poetic?
- A. Because rappers use some famous poems.
 - B. Half of Rap uses beats or rhythm while the other half uses sound.
 - C. Rap music is a modern form of a lyric poem called ballad.
 - D. Rap music creatively uses sound devices and meaning.
- (M) 13. A friend saw you reading a book of poems. He then asked: "Will reading good poetry make you a better person?" Which do you think would be a good response to such a question?
- A. "No, it won't. I'm just reading poetry because I have nothing to do."
 - B. "No, it won't but it will surely make me good in Literature class."
 - C. "Yes, it would since poets are good judges of beauty and character."
 - D. "Yes, it would because poetry can be a source of meaning of life."
- (M) 14. Beowulf is not only brave. What else does he discover about himself in his journey and battles?
- A. He realizes that pure strength and courage are not enough.
 - B. He vows revenge for himself and for the difficulties the monsters did.
 - C. He knows that he is not good enough to fight Grendel.
 - D. He needs to regularly practice swimming to defeat Brecca.

(T) 15. Read the poem.

Seeing Waterfalls

By J de Leon, High School Student

Only those who undergo the trouble,
Of hiking perilous and weary trails
Are going to experience splendor
That soothes body and soul with gentle rain.

The reward to effort shall be doubled,
As water's crashing noise drowns and mind sails
Away to silence of peace and wonder,
Escape each day and forever remain.

With the powerful waters before me,
Away with pain, enter serenity.

You are tasked to write a response to the poem. Which could be a good topic or focus of your response?

- A. The uncontrollable water's creates a crashing noise.
- B. Nature can be a source of calmness and peace.
- C. Anything that rhymes can be called poetry.
- D. It is difficult to hike up a mountain just to see waterfalls.

(T) 16. Which criteria is the most important when evaluating a poem?

- A. Message or meaning
- B. Number of syllables
- C. Use of rhyme scheme
- D. Time the poem was written

(T) 17. Of all the goals listed below, which one is the most important for a spoken word poetry performance?

- A. To project the voice for everyone to hear
- B. To use high sounding difficult words
- C. To connect with the audience
- D. To use different gestures

(T) 18. If you were to participate in a performance to read or recite a poem in front of teachers, which topic will most likely be the focus of your poem?

- A. working in a school
- B. checking papers and submitting grades
- C. teachers are needed during elections
- D. nobility of the teaching profession

(T) 19. Why is repetition of words and phrases important in a performance such as spoken word, rap, or choral recitation?

- A. Because they are important to the poet
- B. Because they help emphasize the message of the poem
- C. Because several performers will need to memorize the lines
- D. Because the audience might not get it the first time

(T) 20. Listen to the reading of the poem The Raven of Edgar Allan Poe by Christopher Walken <https://www.youtube.com/watch?v=cLSmhpwLdEQ> . How does the reading capture the original idea of the poem?

- A. The emphasis of Lenore and nevermore make it memorable.
- B. Christopher Walken is a famous actor for sure his performance is effective.
- C. The poem is really meant to be recited to be understood by an audience.
- D. The pace of the reading and the use of background sound and music are effective.

GLOSSARY OF TERMS USED IN THIS MODULE:

Ballad – A type of poem that originated from the Middle Ages in England, it tells a story while following a strict number of lines

Choral Recitation – a group performance of a piece that is oftentimes poetic.

Lyric Poetry – as different from the dramatic or narrative, it is the type of poem that emphasizes sound devices through number of syllables and rhyme schemes.

Sonnet – is a lyric poem that has 14 lines. There are two types: Petrarchan and Elizabethan

Spoken Word Poetry – a type of poetic performance that relies on repetition and improvisation making the performance appear spontaneous.

Villanelle – 19 lines long, it follows a first and third line rhyming pattern.

WEBSITE RESOURCES AND LINKS IN THIS MODULE:

An expert explanation of a Ballad, Video

http://www.dailymotion.com/video/xg5g08_types-of-poetry-what-is-a-ballad_lifestyle

Anonymous, The Unquiet Grave

<http://www.poets.org/viewmedia.php/prmMID/22532#sthash.m57B5kOe.dpuf>

Ballad, an Introduction

<http://www.poets.org/viewmedia.php/prmMID/5769#sthash.Suuy1BsM.dpuf>

Beowulf summary, Video <http://www.youtube.com/watch?v=8SiarUS3ddA>

Beowulf's background info and others

<http://www.litcharts.com/lit/beowulf/prologue-lines-1-63>

Death Thou Shalt Die, recitation by Emma Thomson

<http://www.youtube.com/watch?v=ND1-r3beO6k>

Designing Word Maps <http://wisemapping.com/>

Doodle Splash <http://www.readwritethink.org/files/resources/interactives/doodle/>

Elizabeth Barrett Browning, How Do I Love Thee?

<http://www.poets.org/viewmedia.php/prmMID/15384#sthash.hmFFbOX9.dpuf>

Fling the Teacher, Punctuation Exercise [http://wickford-](http://wickford-infants.iscoming.co.uk/wp-content/uploads/2012/03/Punctuation-fling-the-teacher.swf)

[infants.iscoming.co.uk/wp-content/uploads/2012/03/Punctuation-fling-the-teacher.swf](http://wickford-infants.iscoming.co.uk/wp-content/uploads/2012/03/Punctuation-fling-the-teacher.swf)

Game Chart, Read Write Think

http://www.readwritethink.org/files/resources/lesson_images/lesson1042/game_chart.pdf

Graphic Organizer, Beowulf's Traits

<http://www.inspiration.com/webspirationclassroom-language-arts-examples>

Heritage Christian School, "The Hunting of the Snark", Video

<https://www.youtube.com/watch?v=v4MV6vFBXAM>

Introduction to Beowulf

https://www.google.com.ph/?gfe_rd=ctrl&ei=9s8BU6u9BuiJ8QfTzIHgBw&gws_rd=cr#q=ppt+presentation+beowulf+intro

Introduction to the Sonnet, Video

<https://www.youtube.com/watch?v=w1YIOokLQeo>

List of English derivative words, Wikipedia

http://en.wikipedia.org/wiki/List_of_Latin_words_with_English_derivatives

Moving words to make a sentence, word order game

<http://worksheetsplus.com/WordOrderScramSen.html>

Online poetry writing exercise, I am Poem

<http://ettcweb.lr.k12.nj.us/forms/iampoem.htm>

Ordinary Man doing a Marvelous Deed, Video

<http://9gag.com/gag/a6w29Ze?ref=fbp>

Personal Voice recording website <http://vocaroo.com/>

Poetry Recitation Samples <http://www.poetryoutloud.org/poems-and-performance/video-recitation-series>

Reading of Lyric 17 by Jose Garcia Villa, Video

<http://www.youtube.com/watch?v=LxPBpM-sJgg>

Robert Frost's Fire and Ice, read by Richard Burton

<https://www.youtube.com/watch?v=Pjp1zdOaNCo>

Shantel Honeyghan, "Speak", Video

<https://www.youtube.com/watch?v=b19h3NxXQPw>

Spoken word: poetry that speaks directly to teenagers by Frank Adarads

<http://www.theguardian.com/childrens-books-site/2014/aug/07/spoken-word-contemporary-poetry-teenagers>

T.I. "No Matter What", Video <https://www.youtube.com/watch?v=5OfiDZ0RzIM>

The Daffodils, Sample Choral Speech

<https://www.youtube.com/watch?v=uWYa9nvlunM>

Thirteen Characteristics of an Epic Hero, Quizlet <http://quizlet.com/12321584/13-characteristics-of-an-epic-hero-flash-cards/>

William Wordsworth, Intimations to Immortality

<http://www.bartleby.com/101/536.html>

Word Order Game <http://gamestolearnenglish.com/falling-clouds/>

