



Lesson 1

Topic: Features of poetry

Understanding rhythm, rhyme and poetic devices

Lesson concepts:

- Refined use of vocabulary — Shades of meaning, effects on audiences
- Expressing preferences and evaluating texts
- Experimentation and adaptation — Sustained voice
- Texts and context — Representations in texts: structural choices
- Purpose and context of spoken texts — Text structures that persuade, engage
- Text purpose and audience — Implicit or explicit values, beliefs and assumptions

Lesson notes

In this lesson, students will examine how patterns of rhythm and rhyme shape poetry and affect the audience. They will review poetic devices and create poems that demonstrate their understanding of these devices.

Lesson answers

- View the **Video 1** — [Rhythm](#).
No answer required.
- Look at each of the following lines from nursery rhymes. Add the scansion marks to show the stressed / and unstressed x syllables. The first one has been done for you.

/ x / x / x /
Jack and Jill went up the hill

/ x / x / x /
Ee- ny me- ny mi- ny, moe

/ x / x / x /
Catch a ti- ger by the toe

/ x x / x x /
Hi- ck- ory di- ck- ory dock

- View the **Video 2** — [Limericks: The effects of rhyme](#).
No answer required.



4. Open **Sheet 1** — Limericks. Read the limericks aloud to get a sense of the rhythm and rhyme schemes. Clap along as you read to see if you can identify the stressed and unstressed syllables.

Students read aloud the limericks and clap along. No answer required.

5. Read the limerick below and answer the questions that follow.

- a) How many syllables are there in each line?

9 syllables in lines 1, 2 and 5 (shown on table)

6 syllables in lines 3 and 4 (shown on table)

Syllable number	1	2	3	4	5	6	7	8	9
Line 1	I	once	munched	a	plate	of	spa	ghett	i
Line 2	That	came	with	a	serve	of	conf	fett	i
Line 3	And	a	bride's	sweet	bou	quet			
Line 4	That	she'd	just	thrown	a	way			
Line 5	That	day	I	will	not	be	for	gett	ing

- b) What is the rhyming pattern?

aabba

- c) Identify an example of true rhyme.

spaghetti, confetti, bouquet, away

- d) What type of rhyme is spaghetti/forgetting?



slant rhyme

6. Read the following limerick and respond to the questions that follow.

- a. Write down two internal rhyming words from this limerick.

Bill / skill / Will

- b) Re-read the definition of a limerick. Tick the boxes below that give the reasons that the previous poem does not quite fit this definition.

It does not have five lines.



It does not follow an aabba rhyming scheme.



Not all of the lines have the correct number of syllables.



c) Re-write the limerick so it fits the definition.

Personal response required. For example:

Two boys from St Kilda loved football.

Bill had some skill and was very tall.

His mate Will, though tiny

Remarkably stlyly

Made a break through the legs of them all.

Or ...

Two boys from St Kilda loved football.

Bill had some skill and was very tall.

His mate Will, though little

Ejected some spittle

And darted through the legs of them all.

7. Read the poem 'I wandered lonely as a cloud' and consider if the author, William Wordsworth, would agree or disagree with the statements that follow. Provide an example from the poem that supports your viewpoint.

For example:

Statement	I was taking a walk near the sea.
<input type="checkbox"/> Agree	Example
<input checked="" type="checkbox"/> Disagree	Example 'beside a lake'
Statement	I see natural qualities in myself and human attributes and abilities in daffodils.
<input checked="" type="checkbox"/> Agree	Example 'I wandered lonely as a cloud', 'dancing in the breeze'
<input type="checkbox"/> Disagree	Example
Statement	I enjoy my own company.
<input checked="" type="checkbox"/> Agree	Example 'bliss of solitude'
<input type="checkbox"/> Disagree	Example
Statement	I use the memory of nature to cheer myself up, when I am sad.
<input checked="" type="checkbox"/> Agree	Example 'flash upon that inward eye ... then my heart with pleasure fills.'
<input type="checkbox"/> Disagree	Example



Statement	My poem uses an ababcc rhyming scheme.
<input checked="" type="checkbox"/> Agree	Example cloud / hills / crowd / daffodils / trees / breeze
<input type="checkbox"/> Disagree	Example

8. Open **Sheet 2** — Figurative language.

No answer required.

9. Look back at the poem 'I wandered lonely as a cloud'.

a) What is the rhyming pattern of the poem?

ababcc

b) Find examples of each of the following types of figurative language in the poem.

Figurative language	Example
metaphor	'What wealth the show to me had brought'
simile	'I wandered lonely as a cloud / Continuous as the stars that shine'
alliteration	'stars that shine, dances with the daffodils'
personification	'dancing in the breeze, Tossing their heads in sprightly dance, a jocund company'

c) Which of the following poetic devices is used most frequently and is the most successful in conveying the poet's voice?

Personification

d) Explain why your choice of poetic device in the previous answer is the most successful in conveying the poet's voice. (1–2 sentences)

Personal response required. For example: The poet personifies nature as a living, breathing entity. Nature is like a friend that affects his moods and inspires his solitude when he is relaxing.

10. Open **Sheet 3** — Create a poem: Rhythm and rhyme.

Personal response required.

11. Present your stanza of poetry to a friend or family member. Consider using interactive skills such as voice effects to support the poem's rhythm and rhyme to persuade and engage your audience.

Personal response required.



Lesson 2

Topic: Features of poetry

Understanding symbolism and allusion

Lesson concepts:

- A Refined use of vocabulary — Shades of meaning, effects on audiences
- A Expressing preferences and evaluating texts
- A Evaluating texts — Representations in texts: social, moral and ethical positions
- A Experimentation and adaptation — Sustained voice
- O Texts and context — Representations in texts: structural choices
- N/A Presentations — Influencing a course of action
- O Text purpose and audience — Implicit or explicit values, beliefs and assumptions

Lesson notes

In this lesson, students will examine symbolism and allusion in poetic texts. They will interpret indirect meaning that has been expressed using these features. Students will also use symbolism and allusion to create meaning and affect the thoughts and/or actions of an audience.

Lesson answers

1. Consider how authors use colour as a symbol.

- a) What meaning may be implied by a poet, an author, playwright or scriptwriter who describes a character who wears the colour black? (2–3 sentences)

For example: The author, playwright or scriptwriter creates a threatening, serious, old or bad character by choosing to have them wear black attire. This is how classic children's stories show the difference between good and evil characters. Black clothing can also imply an evil character, a villain, a dark or depressed character, or a character who is carrying a burden of grief.

- b) What meaning may be implied by a poet, an author, playwright or scriptwriter who chooses to have dark settings for their stories? (1–2 sentences)

For example: A dark setting may suggest danger or a mysterious situation, impending problems, tragedy or horror. It may also provide a contrast to a heroic protagonist who is seen as bringing light to an environment.



c) Colour is often symbolic of certain concepts. See if you can identify what colours go with these concepts:

For example:

Concept	Colour
purity	white
emergency	red
peace	blue
happiness	yellow
death	black

2. Complete the table to show how objects, natural phenomena, colours or animals could symbolise abstract concepts.

For example:

Abstract concept	Symbol
love	heart
wisdom	owl
strength	ox
pride	lion
youth	a sprouting seed, a hatching egg
peace	still water, white doves

3. Complete the table to show how abstract concepts can be symbolised by objects, natural phenomena, colours or animals.

For example:

Symbol	Abstract concept
a diamond ring	love
candles	spirituality
sunset	maturity
green	growth, energy
red	anger, danger warning



4. Explain the meaning of the following everyday allusions and the point of reference (literary works, social and historical events or people) that gives the allusion meaning.

For example:

Allusion	Meaning	Point of reference
The game was a case of David versus Goliath.	Two opponents are mismatched, but the underdog wins.	It's an Old Testament story from the Bible.
Clint is a regular Romeo.	This usually describes a male who is charming and/or uses poetic language to romance someone, or is lovesick or has a tragic romance.	This refers to William Shakespeare's play entitled <i>Romeo and Juliet</i> .
They've been struck by Cupid's arrow.	When someone or a couple falls suddenly in love, as if by magic.	In mythology, Cupid is the Roman god of love.
Our family lives a Spartan existence.	This may describe a frugal family who has a very simple lifestyle.	Spartan refers to citizens of an ancient Greek city state called Sparta. Spartans were ancient Greek warriors, famed for their fortitude and hardiness.
'We're not in Kansas anymore.'	This is when you are in an unfamiliar situation or place that's not comfortable.	This reference is to the script of the 1939 film, <i>The wizard of Oz</i> , in which Dorothy, the main character, says these words when she realises that she is nowhere near home.

5. View the **Video 3** — [Symbolism and allusion](#).

No answer required.

6. Consider the social and cultural messages in the poem 'A poison tree'.

- a) What values or attitudes do you think William Blake reflected in his poem? (3–4 sentences)

For example: Blake sends a message in the poem about being open and honest about your negative feelings in a relationship. Hidden anger can grow until it knows no bounds. His attitude is that it is better to communicate than brood in silence. The poem conveys a type of madness where anger leads to murder.

- b) What poetic devices does Blake use to create imagery and elaborate on his message? (2–3 sentences)

For example: Blake uses an extended metaphor to create the image of how unspoken feelings can get blown out of proportion. The emotion of wrath is watered with tears and sunned with false smiles to grow into a monstrous act.



c) This poem was written in 1794. How do you think today's audience would react to this poem? (1–2 sentences)

For example: While this poem was written a long time ago, its message is still relevant to today's audiences. An audience may dislike the narrator of the poem and be horrified by his actions.

d) How did you react to this poem? (1–2 sentences)

Personal response required.

7. Interpret the meaning of the poem 'The garden of love' by analysing the use of symbolism and allusion.

For example:

Example of symbol or allusion	Symbolic meaning	Reference for allusion (literary, religious, cultural works, significant social, cultural or historical events)
the garden of love	free from man's rules and regulations, fresh beauty, quiet, peace, youth, playfulness	It's a biblical allusion to the Garden of Eden — an idyllic earthly paradise; a place of innocence and freedom from sin.
love	protection, security, fun, joy, youth	This is an allusion to the expression 'God I love'
chapel	prayer, modern religion, society	
green	growth and unbounded energy	
thou shalt not	rules and structure of religion, restriction, punishment	It's a biblical allusion to the Ten Commandments.
sweet flowers	romance, youth, innocence, beauty	
graves	old age, death, desolation, loss	
tombstones	death, repression, ugliness	
black gowns	evil, doom, foreboding	
briars	torture, punishment	
joys and desires	a symbol of passion and freedom	



e) What is the subject matter (literal meaning) of the poem? (1–2 sentences)

For example: A person returns to a garden where he used to play as a child but there is a church there now. Ugly graves and tombstones have replaced the beauty of the greenery and flowers.

f) How do you interpret the meaning of the poem after analysing the use of symbols and allusions (symbolic meaning)? (4–5 sentences)

For example: The symbolic meaning of the poem is that modern religion has repressed man's natural instincts and enjoyment of love and beauty. Religion has overtaken and ruined places that once belonged to the community. The natural beauty of the world and expressions of people's enjoyment have been restrained by evil men with false power. Another possible interpretation is that the speaker is facing death and his fear of dying is symbolised by the visions of the church and the priests. He is feeling distanced from the joys of his youth and can only see tombstones and graves where once he saw flowers.

8. Open **Sheet 4** — [Create a poem: Symbolism and allusion.](#)

No answer required.

9. View the **Slideshow** — [Create a poem that includes symbolism and allusion.](#)

No answer required.

10. Read the following model response, which uses symbolism and allusion.

No answer required.

11. Complete Sheet 4.

Personal response required.



Lesson 3

Topic: Poetic form

Understanding odes and elegies

Lesson concepts:

-  Refined use of vocabulary — Shades of meaning, effects on audiences
-  Expressing preferences and evaluating texts
-  Evaluating texts — Representations in texts: social, moral and ethical positions
-  Language devices — Literary voice
-  Experimentation and adaptation — Sustained voice
-  Texts and context — Representations in texts: structural choices
-  Purpose and context of spoken texts — Text structures that persuade, engage
-  Listening and speaking skills — Presenting a point of view using: imagery, rhetorical devices

Lesson notes

In this lesson, students will examine the text structures, language features and purposes of odes and elegies. They will use their understanding to create and present an ode or an elegy for a specific purpose.

Lesson answers

1. Go to **Website** — [Dorothea Mackellar: 'Colour'](#) and read this very beautiful ode by Dorothea Mackellar.
No answer required.
2. Rewrite these statements in the right-hand column and using your knowledge of poetry, make appropriate corrections.
For example:

Subject matter, purpose, audience, message	Corrected statements
The subject matter of this ode is the countryside.	
The purpose of this poem is to express a love of the countryside.	<div style="border: 1px solid red; padding: 5px; color: red;">Due to copyright restrictions, answers cannot be provided.</div>
The intended audience for this ode is probably blind people.	
The social, moral and/or ethical message presented in this ode is that people should be aware that we could go blind.	



Language features	Corrected statements
The poet speaks directly to the countryside in the poem.	
The tone of this poem is mournful and unappreciative.	
Some examples of the language of Appreciation and the language of Judgment are words such as ...	Due to copyright restrictions, answers cannot be provided.
An example of a simile is 'saffron sunset clouds'.	
An example of a metaphor is 'yellow as sunburnt wheat'.	
An example of alliteration in the poem is 'Lemon and pink, or faintest, coolest lilac, Float on my soothed eyes'.	

Text structure	Corrected statements
The rhyming scheme of this poem is abbac.	
This ode has constant rhythm. In each stanza, the first and third lines each have 12 syllables.	Due to copyright restrictions, answers cannot be provided.
This ode has seven stanzas, which each have five lines.	

3. Open **Sheet 5** — [Ode to the Amoeba](#) and read the humorous ode by Arthur Guiterman.

No answer required.

4. Write a paragraph (5–8 sentences) that compares two odes, 'Colour' and 'Ode to the Amoeba'. Comment on what is similar and what is different about the odes.

Personal response required. For example: The odes 'Colour' and 'Ode to the Amoeba' are both poems of praise. 'Colour' is written in praise of the colours of the Australian bush and 'Ode to the Amoeba' is written in praise of the very first amoeba that is responsible for all creatures on Earth, including humans. The intended audience for 'Colour' is Australians in general and for 'Ode to the Amoeba' the audience could be scientifically minded people who would appreciate the humour and intelligence of this poem. The tone of both poems is one of awe; both see the marvels of creation. Both poems effectively use figurative language such as alliteration, 'saffron sunset clouds', in 'Colour' and 'piece of primal protoplasm' in 'Ode to the Amoeba'. The poem's rhyming schemes differ. 'Ode to the Amoeba' is written in rhyming couplets with an 'aabbcc' pattern, while in 'Colour' the first and third lines do not rhyme creating an 'abcb' pattern. 'Colour' is set out in quatrains (stanzas of four lines), whereas 'Ode to the Amoeba' is one long stanza.



5. Examine the common features of an elegy.

No answer required.

6. Read an example of an elegy 'Requiescat' by Oscar Wilde.

No answer required.

7. Complete each section of the table to analyse the elegy 'Requiescat'. Provide evidence from the text to support your response.

Purpose, audience, subject matter	Language features	Text structures
Purpose:	Tone, mood and voice:	Rhyming scheme:
<ul style="list-style-type: none">to mourn the loss of a young woman: 'She that was young and fair'.	<ul style="list-style-type: none">mournful and regretful tone: 'all my life's buried here'mood of emptiness, sadness and solemn contemplation: 'I vex my heart alone'the poet uses his own voice (it is notable that Wilde's younger sister died when he was 13)	<ul style="list-style-type: none">a quatrain with abab rhyming pattern, for example: near, snow, hear, grow
Audience:	Evaluative language:	Rhythm:
<ul style="list-style-type: none">the people who are still living, possibly the friends and family of the young woman who has died: 'Speak gently, she can hear'	<ul style="list-style-type: none">an idealised image: 'Lily-like, white as snow, She hardly knew She was a woman, so Sweetly she grew.'	<ul style="list-style-type: none">slow rhythm gives pause to the poem, and so the poet's words sink in
Subject matter and theme:	Figurative language/poetic devices:	Stanzas:
<ul style="list-style-type: none">death and losswhen a person dies in their youth, it is a lamentable tragedy that is particularly hard to face: 'All my life's buried here/ Heap earth upon it'	<ul style="list-style-type: none">simile emphasises the woman's lifelessness: 'Lily-like, white as snow'metaphor emphasises how deeply the poet loved the young woman: 'All my life's buried here'	<ul style="list-style-type: none">five quatrains (five stanzas of four lines)



8. Compare an ode to an elegy. In the second column, comment on whether the feature on the left is similar or different in the ode 'Colour' and the elegy 'Requiescat'. In the third and fourth columns of this table, explain your decision. The first row is done for you.

Text feature	Similar or different	Ode	Elegy
Purpose: Why has the poem been written?	different	The purpose is to admire and celebrate.	The purpose is to mourn.
Audience: To whom is the poem directed?	different	The audience is the general public.	The audience is friends and family of the deceased.
Tone: What is the attitude of the poet?	different	The tone is awe and admiration.	The tone is mournful.
Evaluative language: How is evaluative language used in the poem?	different	the language of Affect emphasises the poet's admiration: <ul style="list-style-type: none"> 'The lovely things that I have watched unthinking' positive expressions of Appreciation: 'Great saffron sunset clouds' 	the language of Affect emphasises poet's pain (more negative): <ul style="list-style-type: none"> 'I vex my heart alone'. positive expressions of Appreciation: 'bright golden hair' are contrasted with negative: 'Tarnished with rust.'
Rhyme: What is the rhyming scheme?	different	abcb, the first and third lines only rhyme once 'beaches — hisses'	quatrains with abab rhyming pattern
Rhythm: What pace is the rhythm?	different	fluid medium pace reflects enjoyment of absorbing nature and prayerful mood	slower pace reflects the stagnation of grief

9. Open **Sheet 6** — Create a poem: Ode or elegy and write your own ode or elegy that is at least three stanzas long.
Personal response required.
10. Read the following model response.
No answer required.
11. Present your ode or elegy to a friend or family member. Use communication skills such as voice effects, facial expressions and gesture to convey your viewpoint and persuade and engage your audience.
No answer required.