Notes for this unit

In this package, students will listen to, read and view a range of poetry, including, anthems, odes and other lyric poems from different contexts. They will interpret and evaluate poems, analysing how text structures and language features have been constructed by the poet, for specific purposes and effects.

Aboriginal and Torres Strait Islander histories and cultures

Aboriginal peoples and Torres Strait Islander peoples are warned that resources in this package may contain images, voices and names of persons who may now be deceased.

Lesson 1

Topic: Forms of poetry

Sharing opinions about poetry 1

Lesson concepts:

- Text and purpose — Formality of texts
- Complex sentences — Main clauses, subordinate clauses
- Use of vocabulary — Precise vocabulary
- Point of view — Presenting viewpoints using appropriate metalanguage of literary analysis
- Language devices — Imagery, simile, metaphor, personification
- Text purpose — Text structures and language features that meet purpose

Lesson notes

In this lesson, students will be given an overview of the unit and meet their guides for the unit. They will revise their prior knowledge about poetry, including poetic devices. They will also explore different forms of poetry by studying the poems 'Hist!' by CJ Dennis and 'The Wild Colonial Boy' by AB Paterson.

Lesson answers

1. Tick 'True' or 'False' in the right-hand columns below to demonstrate what you already know of features of poetry.

Poetry features	True	False
Alliteration, puns and spoonerisms are all examples of poetic language features.	✔	☐
Verses (stanzas), repetition and rhyme are all examples of structural features of poetry.	✔	☐
The audience and the purpose determine the degree of formality of a poem; for example, if the audience is a group of children and the purpose is to make them laugh, the poem will be informal.	✔	☐
Poets write textbooks or instruction manuals.	☐	✔
Poems have many different purposes ranging from conveying a message to describing feelings, people, places and events.	✔	☐
Poems can have many different effects on the audience. They can make people feel emotions such as happiness and they can even encourage people to take action.	✔	☐
All poems have a topic and a message.	☐	✔

2. View the **Video 1 — What is poetry?**

   In this video you will learn about some of the terms related to poetry. When you have finished watching, complete the questions that follow.

   No answer required.

3. Complete the short quiz below by ticking the answers you think are correct. You can tick more than one box.
   a) The purpose of poetry is:

✔	to tell a story	✔	to deliver a message
✔	to describe feelings	✔	to describe a person, place or event
☐	to give facts and figures		

   b) List four examples of different types of poems.

   For example: acrostic, ballad, haiku, limerick, sonnet

   c) What topics are poems written about?

☐	love	☐	sorrow (sadness)
☐	friendship	✔	any topic

4. View the **Video 2 — Poetic devices.**

   No answer required.

5. Match the poetry term in the left-hand column with its definition in the right-hand column. Write your answers in the table below. The first answer has been provided for you.

Answers

1	E	2	H	3	J	4	A	5	I
6	C	7	D	8	B	9	F	10	G

6. View the **Video 3 — A selection of poems.**

In this video you will see and hear two poems being read aloud. Before you watch the video, read the questions below so you know what to listen out for.

a) Which poem has onomatopoeia in its title?

'Hist!' by CJ Dennis.

b) The line, *A-listening to the little birds, their pleasant laughing song*, from 'The Wild Colonial Boy,' is an example of:

[✓] personification ☐ alliteration ☐ simile

c) What is the most noticeable technique used in the poem 'The Wild Colonial Boy'?

☐ assonance ☐ metaphor [✓] rhyme

d) Which poem did you like the most?

Personal response required.

7. Write three to four sentences in your English exercise book to explain what you liked about the poem.

For example: 'Hist!' was the best poem in my opinion. It was enjoyable to listen to because the short simple sentences made it fast paced and exciting. The use of onomatopoeia added humour and helped me to build an image in my mind of what was happening.

Topic: Forms of poetry

Sharing opinions about poetry 2

Lesson concepts:
- Text and purpose — Formality of texts
- Complex sentences — Main clauses, subordinate clauses
- Use of vocabulary — Precise vocabulary
- Point of view — Presenting viewpoints using appropriate metalanguage of literary analysis
- Language devices — Imagery, simile, metaphor, personification
- Text purpose — Text structures and language features that meet purpose

Lesson notes

In this lesson, students will examine the language features used in the poem 'Hist!' by CJ Dennis. They will consider the context of the poem and how words and phrases in the poem give readers clues about when, where and why the poem was written. Students will read also revise complex sentences, and how subordinating conjunctions are used to construct them.

Lesson answers

1. Read **Sheet 1 — 'Hist!' by CJ Dennis**. This is one of the poems that you heard read aloud in the **Video 3 — A selection of poems** in the last lesson.
   No answer required.

2. Read the definitions of formal and informal language below, then complete the activities.

   a) Look at the examples of texts on the line below and decide where the poem 'Hist!' would belong. Tick the box you think is most suitable for the poem.

   ☐   ☑   ☐
   ↓   ↓   ↓

   Informal ↑   ↑ Formal
       Personal letter   Job application letter
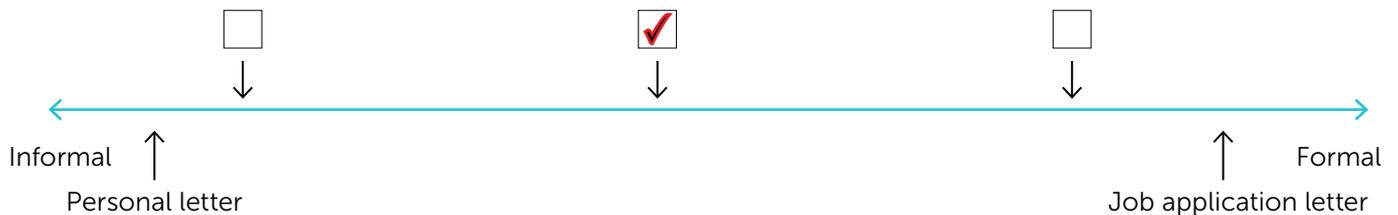
   b) Who do you think is the intended audience of the poem? (1–2 sentences)
   For example: The audience of this poem was most likely children because the topic of the poem is capturing a childhood adventure.

   c) What do you think is the purpose of the poem? Tick as many boxes as you need.

☐ to educate the audience	☑ to entertain the audience
☑ to make the audience laugh	☐ to make the audience feel an emotion like fear or sadness

3. Read the lines from the poem 'Hist!' below that use precise vocabulary to create imagery.

Line from 'Hist!'	Precise word	Replacement word	How precise vocabulary creates imagery
It's just begun to mist!	mist	rain	The word 'mist' gives us more detail about the rain. It tells us that it is only a very light rain, so we can imagine that feeling as we read.
But come along; creep along;	creep	walk	The word 'creep' tells us how the children are moving — the children are trying to sneak home quietly, without attracting the attention of adults, rather than just walking.
Just to roam so far from home	roam	go	The word 'roam' expresses a feeling of exploring for fun, rather than just being far from home.

4. Read through the lines from the poem below. Each one has an example of a poetic device. Write the name of the poetic device next to the line. Some have been done for you.

Line from 'Hist!'	Poetic device used
'Across the Possum Park'	alliteration
'See some more'	alliteration
'Now, run! Run! Run!'	repetition
'Upon my word, it's quite absurd'	rhyme
'Ssh! . . . . . . Soft!'	onomatopoeia
'A frog behind a rock'	assonance

5. Re-read **Sheet 1** and look for clues to the social, cultural and historical contexts, then complete the table below. Find evidence in the poem that answers each question.

For example:

Context	Question	Evidence
Social	What do you think are the ages of the characters? How can you tell?	They are children. We get the idea they have sneaked away from home — *soon we shall be missed.*
	Which words tell you the children have been exploring, or are on an adventure, rather than being lost?	'or we'll be late' 'scaring folk just for a joke' 'Isn't it a lark/ just to roam so far from home' 'we've had such splendid fun' 'laughed we did' 'whistled all the way'
Cultural	What vocabulary in the poem shows that the poem is Australian?	*possum, mopoke*
Historical	What vocabulary in the poem shows that it was written back in 1921?	'Hist', 'mile', 'overcoat', 'oft', 'hark', 'upon my word', 'folk', 'lark', 'chaffed'

6. Read the complex sentences about the poem 'Hist!' below. For each sentence:
   - Highlight the subordinating conjunction/s.
   - Underline the main clause in red.
   - Use another colour to show the dependent clause (or clauses).

   The first one has been done for you as an example; it has two dependent clauses.

   a) Because the children have stayed out too late, they have to sneak home.

   b) I found the poem to be interesting, even though some of the words are old-fashioned.

   c) After I understood what the words meant, the meaning of the poem was clear.

   d) The poem has eleven stanzas, although they are not all the same length.

7. Review the sentences you wrote in your exercise book in Lesson 1 about your preferred poem, 'Hist!' or 'The Wild Colonial Boy'.

   a) Did you write a complex sentence? If so, highlight the subordinating conjunction/s.

      For example: Hist!' was the best poem in my opinion. It was enjoyable to listen to because the short simple sentences made it fast paced and exciting. The use of onomatopoeia added humour and helped me to build an image in my mind of what was happening.

   b) If you didn't include a complex sentence, add a complex sentence giving your opinion of your chosen poem in your English exercise book. Highlight the subordinating conjunction.

      For example: In my opinion the poem was enjoyable even though it was written a long time ago.

Topic: Forms of poetry

Examining text structures in poetry

> **Lesson concepts:**
> - Text and purpose — Formality of texts
> - Complex sentences — Main clauses, subordinate clauses
> - Use of vocabulary — Precise vocabulary
> - Text and context — Details about social, cultural and historical contexts conveyed in literary texts
> - Evaluating texts — Effects of texts on particular audiences
> - Text purpose — Text structures and language features that meet purpose

Lesson notes

In this lesson, students will learn the metalanguage used to describe and discuss the text structure of poems, including stanza, rhyming pattern, punctuation, rhyme and rhythm. They will apply this metalanguage to the poems 'Hist!' by CJ Dennis and 'The Wild Colonial Boy' by AB Paterson.

Lesson answers

1. Re-read the poem on **Sheet 1 — 'Hist!' by CJ Dennis**. Complete the questions below to review the language features of the poem.

   No answer required.

   a) How does the language chosen show the historical context (the time the poem was written) of the poem? (1–2 sentences)

   For example: Some words show the historical context of the poem, that it was written many years ago, such as 'mile', 'oft', 'hark', 'lark', 'chaffed'.

   b) Give three examples of precise vocabulary used in the poem.

   For example: mist, creep, roam, overcoats, jarred, aloft.

   c) Match each of the following terms to an example from the poem 'Hist!'. The first answer has been provided for you.

   Answers

1	E	2	C	3	B	4	A	5	D

   d) Which of the following best describe the mood created in the poem 'Hist!'? Think about how the poet wanted the reader to feel. Tick as many boxes as applicable.

✔ fear	✔ happiness	✔ excitement
☐ boredom	☐ comfort	☐ anger

2. View the **Video 4 — Examining the text structure of poems** to learn what to look for when you need to analyse a poem.

No answer required.

3. Use **Sheet 1** to answer the questions below.

   a) What type of poem is 'Hist!'?

   ☐ lyric   ☐ limerick

   ☐ sonnet   ✔ narrative

   b) How many lines are in each stanza?

   The odd-numbered stanzas all have four lines and the even-numbered stanzas have eight lines.

   c) What do you think is the purpose of alternating the number of lines in each stanza?

   ☐ for variety   ✔ to vary the pace and rhythm   ☐ it is just a coincidence

   d) Are the lines in each stanza short or long? What effect does this create?

   Short. It creates an effect of a fast-paced and action-filled childhood adventure. It helps us to imagine the children rushing to reach home and their feelings of excitement and nerves.

   e) Tick the rhyming pattern of most of the odd-numbered stanzas (the four-line ones).

   ☐ AABB   ☐ ABAB   ✔ AABA   ☐ AABBCC

   f) Write a sentence to describe the rhyming pattern in the longer, even-numbered stanzas.

   There is an AABACDED rhyming pattern and there is also an internal rhyming scheme on the third and seventh lines.

   g) Tick the rhyming pattern of most of the odd-numbered stanzas (the four-line ones).

   ✔ hist   ✔ hark   ✔ hush   ☐ scat   ☐ ssh

   h) What effect does the repetition of these words have on the audience?

   They give a sense of urgency that adds to the sense of fear and excitement. They make us feel that the characters in the poem need to be quiet and on the lookout.

   i) Match the punctuation used in the poem in the left-hand column with its purpose in the right-hand column.

   Answers

1	B	2	C	3	A

4. Read **Sheet 2 — 'The Wild Colonial Boy' by AB Paterson.**
   No answer required.

   a) Complete the table below to give examples that show the social, cultural and historical context of the poem. Find an example from the poem that answers each question.

Context	Question	Example
Social	What information is given about 'The Wild Colonial Boy' that refers to, or tells you about, society during colonial times?	'poor but honest parents' 'wealthy squatters' 'riding' 'mounted troopers rode along' 'drew a pistol from his belt'
Cultural	What vocabulary in the poem is unique to Australia and shows that the poem is Australian?	'Australia', 'Castlemaine', 'bushranger', 'squatter', 'troopers'
Historical	What words in the poem show that it is a historical poem?	'Tis 'clime' 'A-listening'

5. Answer the following questions about the structure of 'The Wild Colonial Boy'.

   a) How many stanzas does the poem have?
      5 stanzas

   b) How many lines are in each stanza?
      4 lines in each stanza

   c) What is the rhyming pattern used in the poem?
      The rhyming pattern is AABB

   d) What effect does the rhyming pattern have on the rhythm of the poem? (write 1 sentence)
      The rhyming pattern gives the poem a continuous rhythm.

6. Write complex sentences using subordinating conjunctions to answer any five of the following questions.

For example:

What did you like or dislike about the poem?	How did the poem make you feel?
I enjoyed the story the poem tells about the stand-off between the wild colonial boy and the troopers because he seems like a brave character.	Although the wild Colonial boy was a bushranger, I still felt sad when he was killed by the troopers.
What is the purpose of the poem? Is there a message?	Who is the intended audience?
The purpose of the poem is to entertain by telling a story, though there is also the message that if you break the law you will get caught.	I think the main audience would be Australians as most Australians are familiar with the history of bushrangers in Australia's Colonial past.
Is the form and structure of the poem well used?	Has the poet used language to create images in your mind?
The poem has five stanzas of four long lines and a regular rhyming pattern of AABB although the fourth stanza, tries to use 'one' to rhyme with 'man'.	The poet has used precise vocabulary for effect like 'mortal' and 'shattered' so that we can imagine the injuries during the gun-fight.
What effect do the poetic devices have on the audience?	How is the context of the poem important to your understanding of its meaning?
While the poet has not used a lot of imagery, personification is used to describe the sound of the birds' song, through the words, 'laughing song', as a song cannot laugh.	The context of the poem is important because you would need to know about Australian Colonial times, in order to understand its full meaning.

Topic: Forms of poetry

Examining an ode

Lesson concepts:
- ⊙ Punctuation — Apostrophes of possession
- ⊙ Use of vocabulary — Precise vocabulary
- ⊙ Comprehension strategies — Details about social, cultural and historical contexts conveyed in literary texts
- ⊙ Evaluating texts — Effects of texts on particular audiences
- ⊙ Text purpose — Text structures and language features that meet purpose
- ⊙ Comprehension strategies — Details about social, cultural and historical contexts conveyed in literary texts

Lesson notes

In this lesson, students will examine the poetic form of the ode by reading two different odes, 'Ode to a Fish' by Sebie Brookes and 'For the Fallen' by Laurence Binyon. They will consider the purpose of an ode and how text structures and language features are used to meet purpose and create effects. Students will also consider how the historical, social and cultural contexts of 'For the Fallen' influenced the writing of the ode.

In this lesson students will also revise possessive apostrophes. Ensure they understand how to use possessive apostrophes using the examples given before Task 7.

Lesson answers

1. Read the poem 'Ode to a Fish' by Sebie Brookes and then complete the activities below.

a) Complete the table below. Answer the questions in the left-hand column by filling in the blank spaces in the right-hand column.

		'Ode to a Fish'
Structural	**Lines and stanzas** How many lines are in each stanza? How many stanzas are in the poem? How long are the lines and are they all the same length?	There are four lines in each stanza. There are five stanzas in the poem. The lines are all approximately the same length.
	Punctuation How is punctuation used? What effect does it have?	In the second stanza, the word 'hooked' is written as 'hook-ed' to give an extra beat/syllable to the rhythm. Apostrophes are used to make the language more informal; for example, the word you'd can be used instead of 'you would'.
	Rhyming pattern Describe the rhyming pattern used.	The rhyming pattern used is AABB with some of the lines not being direct rhymes. For example: 'swim' and 'green'.
	Rhythm Does the rhythm speed up or slow down at any point or is it continuous?	The rhythm is continuous
Language features	**Poetic devices** Find examples of the listed poetic devices.	Alliteration is used, for example: *shiny silver* Repetition is used, for example: *I think I'd*
	Vocabulary Find one example of a noun group.	Noun groups are used such as: *the pool of peaceful green.*

b) Why has the poet written this ode? (1–2 sentences)

The poet has written this ode to express his feelings about killing a fish to eat. He enjoys the challenge of fishing and catching fish but he feels sorry for the fish and always lets them go, pretending to his mother that he has not caught any.

c) How well has the poet expressed his feelings about the subject of the poem — the fish? Do you think that these are positive or negative feelings? Write complex sentences giving your opinion (2–3 sentences).

For example: The poet has cleverly expressed his guilty pleasure in fishing through lines like 'grant my wish and take this lure' and 'set the fisherman's heart a'quiver'. Although he likes the challenge of fishing, he shows his doubts and regrets about killing the fish once he has caught it.

2. Read **Sheet 3 — 'For the Fallen' by Laurence Binyon** then answer the questions that follow. You can also read the poem by looking at the **Slideshow 1 — 'For the Fallen': an**

ode. No answer required.

3. Some of the vocabulary in the poem may be unfamiliar to you. Match the following words from the ode to their definition. The first answer has been provided for you.

Vocabulary	Answer	Definition
a. mourn	4.	1. Serious or of great gravity or importance.
b. solemn	1.	2. Respected and impressive.
c. desolation	6.	3. To be loyal, firm and committed in action or support.
d. staunch	3.	4. To feel or show sadness or grief for someone's death.
e. mingle	7.	5. To cause someone to feel tired or worn out.
f. profound	8.	6. A feeling of anguish and emptiness.
g. weary	5.	7. To move around casually, socialising with other people.
h. august	2.	8. Deep, intense, heartfelt.

4. a)   What do you think the poem is about?

For example: The poem is about the sacrifice made by soldiers and the tragedy of loss of life in war. It expresses sorrow for the fallen, but also great pride and takes comfort from the fact that we can remember the soldiers as young, strong and brave.

b)   An ode is a poem written to a particular person or thing. To what or to whom is 'For the Fallen' written? **Hint:** think about the title.

For example: the soldiers and the people of the British Empire.

c)   Why might this poem be relevant to Anzac Day ceremonies?

For example: because the poem is about remembering those who have died for their country.

5. View the **Video 5 Part 1 — 'For the Fallen': context** to learn about the social, cultural and historical contexts of the ode, then answer the questions below.
No answer required.

a)   List words that tell us the poem was written many years ago.

'august', 'limb', 'aglow', 'foe', 'staunch'

b)   How does the poem show that English people were extremely patriotic (proud of their country) in 1914? (1–2 sentences)
For example: The poem describes the men as being young, strong ('straight of limb, true of eye') and full of courage (staunch to the end'), the pride and joy of England. It describes how they died for the 'mother country'. They saw it as being their duty to fight for England.

c)   How can we tell that the poem is about a past event — World War I? (1–2 sentences)
The poem is about World War I and all of the soldiers who fought and died in Europe, Asia Minor and North Africa. It talks of a battle and the death of soldiers across the sea. The language used in the poem is old-fashioned.

6. View the **Video 1 Part 2**— **'For the Fallen': poetic features** to learn about the text structure and language features in the poem, then answer the questions below.
   No answer required.

   a) Give one example of how the poet has used the poetic device of personification for effect.
      The poet has used personification to present England as a mother (*a mother for her children, / England mourns for her dead')* to explain the connection between the soldiers and their country.

   b) Give one example of the use of alliteration in the poem.
      For example: *'They fell with their faces to the foe.'*, *'Moving in marches'*

   c) What is the rhyming pattern used in the poem?
      ABCB

7. Write a short paragraph in your English exercise book explaining your opinion about the ode 'For the Fallen'.
   Answers will vary and be based on student opinion, for example:
   In my opinion, the poem 'For the Fallen' expresses the poet's praise and appreciation of the soldiers who fought and died so that others could be free. So, Binyon has used the ode specifically for this purpose. The ode makes me feel sad that these soldiers lost their lives while making me think about and remember them for their sacrifice to protect our way of life. The author uses many language features that impact on the audience. For example: he uses personification to present England as a mother in order to explain the connection between the soldiers and their country. He also uses repetition in the line *'they shall not grow old, as we that are left grow old'*. This stresses to the audience that these soldiers have died so that we can live on in freedom. The poem creates a feeling of sadness but also pride. I liked the message *'we shall remember them'*.
   Reference: Binyon, L 1914, 'For the Fallen' in The Times, 21 September 1914.

Topic: Forms of poetry

Comparing odes

> **Lesson concepts:**
> **O** Standard Australian English — History and evolution: pronunciation, spelling, meanings of words
> **M** Text and purpose — Formality of texts
> **O** Use of vocabulary — Meaning related to context
> **M** Evaluating texts — Effects on particular audiences
> **M** Language devices — Imagery, simile, metaphor, personification
> **O** Text and context — Texts and features that change according to context: idiomatic expressions, objective and subjective language
> **M** Text purpose — Text structures and language features that meet purpose

Lesson notes

In this lesson, students will compare odes with different tone and mood, such as: 'Ode to a Fish' by Sebie Brookes, 'Ode to My Computer' by Pixie Pixel and 'For the Fallen' by Laurence Binyon.

Lesson answers

1. View the **Video 6 — Ode to a Fish** then complete the activities below. No answer required.

    a) Tick the emotion below that you think best describes the tone of the poem (how the author feels).

☑ happiness	☐ love	☐ fear	☑ concern
☐ anger	☐ frustration	☑ respect	☑ sorrow
☐ dismay	☑ other (please specify)	(Personal response required).	

    b) Tick the emotion below that you think best describes the mood of the poem (how it makes the audience feel).

☑ happiness	☐ love	☐ fear	☐ concern
☐ anger	☑ frustration	☑ respect	☑ sorrow
☐ dismay	☑ other (please specify)	(Personal response required).	

    c) Write two to three sentences in your English exercise book to explain how you think the poet wants to make the audience feel and why.

    For example: I think the poet wants the audience to feel love and respect for the fish so that we understand that the life of a fish is to be valued and not taken for granted.

2. Read the ode on **Sheet 4 — 'Ode to My Computer' by Pixie Pixel** and then answer the following questions.

   a) What is the subject of this ode? (1–2 sentences)

   This ode is about a computer.

   b) What or who is the poet expressing their feelings about? (1–2 sentences)

   This ode was written by Pixie Pixel's to express her appreciation, and also her frustration, for her computer.

3. Re-read the poems 'For the Fallen' (**Sheet 3**) and 'Ode to My Computer' (**Sheet 4**) and then complete the table below to compare the two odes. You may tick more than one box in each section.

'For the Fallen' by Laurence Binyon	'Ode to My Computer' by Pixie Pixel
The poet uses … ☑ positive language ☐ negative language ☑ serious language ☐ light language ☐ simple language ☑ complex language ☑ emotional language	The poet uses … ☑ positive language ☐ negative language ☐ serious language ☑ light language ☑ simple language ☐ complex language ☐ emotional language
The poet uses … ☑ formal language to show a serious or solemn tone ☐ informal language to show a light-hearted or humorous tone.	The poet uses … ☐ formal language to show a serious or solemn tone ☑ informal language to show a light-hearted or humorous tone.
How do the elements above help us understand the mood and tone of 'For the Fallen'? The use of serious, complex, emotive and formal language demonstrates the solemn mood and tone of the ode.	How do the elements above help us understand the mood and tone of 'Ode to My Computer'? The use of positive, light, simple and informal language demonstrates the humorous mood and tone of the ode.
How does the poet feel about the topic of the ode? He feels anguish for the tragic loss of life, but also pride and patriotism for their bravery.	How does the poet feel about the topic of the ode? She feels appreciation for her computer and amazement at all of the things it can do. She is also a little wary of its ability to crash.
How does the poet want the audience to feel? He wants the audience to feel sadness, pride and a desire to always remember those who lost their lives.	How does the poet want the audience to feel? The poet wants the audience to feel amused and entertained, and probably equally as in awe of their computer as she is.

4. Re-read 'Ode to My Computer' on **Sheet 4**. As you read, try and spot the words that have more than one meaning.

   a) Complete the table below with five words from the poem that have more than one meaning. Write the meaning of the word in the poem and the other possible meanings the word can have. The first one has been done for you.

Words from 'Ode to My Computer'	Meaning in the poem	Other possible meaning(s)
keys	the buttons on a keyboard	used to unlock (door key); the answer or code to something (the key to life); the main part of (key characteristics)
tablet	small computer notebook	medicine
mouse	hand-operated cursor controller	animal; rodent
web	world wide web; the internet	spun by spiders for a home and a trap; webbed feet
memory	storage of data on a computer	mental capacity to retrieve facts, events, impressions of the past.

   b) Highlight as many other words with more than one meaning that you can find in the poem.

   For example: buttons, monitor, scroll, arrows, bytes, spam, memory, save, shift, control, escape, drives, search, freeze, command.

   c) What do you think a person reading the poem 100 years ago would think the poem was about?

   For example: They would not really understand what the poem was about as they wouldn't understand the different meanings of the words.

5. Tick the elements below that are true about the mood and tone of poems.

   All answers are true.

   ☑ The mood of a poem describes how it makes the audience feel.

   ☑ The tone of a poem is how the author feels about the topic.

   ☑ Mood and tone can be shown through language choices, for example: using positive or negative language.

   ☑ Mood and tone can be shown through pace and rhythm, for example: a slow pace may show a solemn mood and tone.

   ☑ Mood and tone can be shown through the formality of the language used, for example: formal language can show a serious mood and tone.

Topic: Forms of poetry

Writing an ode

> **Lesson concepts:**
> - Text and purpose — Formality of texts
> - Use of vocabulary — Precise vocabulary
> - Text and context — Details about social, cultural and historical contexts conveyed in literary texts
> - Language devices — Imagery, simile, metaphor, personification
> - Text and context — Texts and features that change according to context: idiomatic expressions, objective and subjective language
> - Text purpose — Text structures and language features that meet purpose

Lesson notes

In this lesson, students will apply what they have learned about text structures and language features to plan and write their own ode.

Search online to help students find rhyming words for their ode. Check websites to ensure suitability for your student.

Lesson answers

1. Read the following statements and tick 'True' or 'False'.

   a) An ode is written to praise or appreciate a subject. ✓ True ☐ False

   b) Odes are always serious in tone. ☐ True ✓ False

   c) Homophones can have two or more meanings. ✓ True ☐ False

   d) Odes were once presented as songs. ✓ True ☐ False

2. List topics about your life or personal experiences that you could write an ode about.
   Personal response required.

3. Choose one subject from your list (someone or something) you want to dedicate an ode to.
   Personal response required.

4. Decide the purpose and tone of your ode. Will your ode will be serious or funny? Do you want to really praise the subject or create humour?
   Personal response required.

5. List words and phrases that come to mind when you think or talk about the person or thing you have chosen as the subject of your ode.
   Personal response required.

6. Experiment with language features to expand and refine the bank of words and phrases associated with the topic of the poem. The first one has been done for you as an example.
   Personal response required.

7. Write your ode in your English exercise book.

8. Once you are happy with the structure and ideas in your ode, write your final version in the space below.
   Personal response required.

9. Share your published ode with another person. Present the ode orally to fully express the meaning in your poem.