



Lesson 1

Topic: Poetic form

Understanding ballads and sonnets

Lesson concepts:

- Text and purpose — Traditional texts vary
- _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 Language devices — Literary voice
- _A Experimentation and adaptation — Sustained voice
- Texts and context — Representations in texts: structural choices
- _A Purpose and context of spoken texts — Text structures that persuade, engage
- _A 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 ballads and sonnets. They will also use their understanding to create a ballad or a sonnet for a particular purpose.

Lesson answers

Open Sheet 1 — The man from Snowy River.

No answer required.

2. Consider the story and structure of the ballad by AB 'Banjo' Paterson. Provide a summary of how the poem fits each of these typical sections of a narrative.

Structure	Summary
orientation	The colt from old Regret had got away.
complication	The man from Snowy River was not going to be allowed to go on the chase for the horse. The horses bolted into the mountains, making them inaccessible
climax	The man from Snowy River rode down the mountain.
conclusion	The man from Snowy River brought the horses home by himself and became a legend.

a) What is the purpose of this poem? (1–2 sentences)

The purpose of the poem is to tell a memorable, inspirational story.

b) Describe the tone and voice of the poem. Is this ballad narrated from a third-person perspective? (1–2 sentences)

The tone of the poem is dramatic. It is written in third-person perspective providing some distance for the narrator, which emphasises the fact that the story is shared by a community.

c) Give three examples of evaluative language used in this ballad and say whether they are positive or negative evaluations.

Evaluative language shows the man from Snowy River and his horse in a positive manner. Initial expressions of Judgment are negative, emphasising the small stature and appearance of the rider and horse: 'small and weedy beast'. However, positive evaluations of the man from Snowy River build as the ballad continues, 'And he bore the badge of gameness in his bright and fiery eye', 'But his pluck was still undaunted, and his courage fiery hot'.

d) Describe the rhythm of this poem. Explain why this rhythm suits the subject matter. (1–2 sentences)

This ballad has iambic rhythm comprised of varying lengths. On the whole, the rhythm is uniform and fast-paced. Certain sections of the ballad have a rhythm that seems to gallop, which is very suitable for the subject.

e) What rhyming scheme does this poem have in the first eight lines? Is this rhyming scheme repeated for the remaining sets of eight lines? (1–2 sentences)

The first eight lines have a rhyming scheme of ababcdcd. This rhyming scheme is constant throughout the poem.

f) Does this ballad use enjambment? Provide an example.

Paterson makes use of enjambment: developing a sentence, phrase or clause across more than one line of poetry, for example: 'There was movement at the station, for the word had passed around / That the colt from old Regret had got away'.

g) Does this ballad have a refrain?

No

3. Find your own example of a ballad (remember, this could be song lyrics) and take note of whether it complies with most features of a ballad by ticking the appropriate boxes.

Personal response required. For example:

Name of your ballad:	
Waltzing Matilda	
<input checked="" type="checkbox"/>	It is a narrative.
<input checked="" type="checkbox"/>	It has four lines per stanza.
<input type="checkbox"/>	It has eight lines per stanza.
<input checked="" type="checkbox"/>	It has a regular rhyming scheme.
<input type="checkbox"/>	It has a rhyming scheme of abab cdcd .
<input checked="" type="checkbox"/>	It is narrated from a third-person perspective.
<input checked="" type="checkbox"/>	It uses enjambment.
<input checked="" type="checkbox"/>	It has a refrain.

4. Open **Sheet 3** and **Sheet 4** and complete the activity on the sheet to explain how Shakespeare's poem fits the definition of a sonnet.

Sheet 17 answers:

- a) Highlight or underline the final couplet.

**So long as men can breathe or eyes can see,
So long live this, and this gives life to thee.**

- b) Explain the message in these final lines.

The final rhyming couplet suggests that no matter what happens, this person will always exist because of this poem.

- c) Highlight or underline the first line of the three quatrains.

First quatrain: **Shall I compare thee to a summer's day?**

Second quatrain: **Sometime too hot the eye of heaven shines,**

Third quatrain: **But thy eternal summer shall not fade,**

- d) Identify the rhyming scheme and provide an example of the pattern. abab, cdcd, efef, gg

- **Day: a**
- **temperate: b**
- **May: a**
- **date: b**

e) Identify the number of syllables per line. Show the break-up of a line.

There are 10 syllables per line

Shall / I / com / pare / thee / to / a / sum / mer's / day

f) Identify the rhythmic pattern. Show the stressed and unstressed syllables. Iambic pentameter, da-DUM

X / X / X / X / X /

Shall I com pare thee to a sum mer's day

5. Open [Sheet 4 – Compare ballad and sonnet](#).

Sheet 4 – Compare ballad and sonnet (attached).

6. Choose a stanza from 'The man from Snowy River' and adapt it by replacing words with your own to create a different story, while maintaining the rhythm and rhyming scheme. **Personal response required.**

7. Present your adapted stanza to a friend or family member using communication skills such as voice effects, facial expressions and gesture to engage and influence your audience. **No answer required.**

Lesson 2

Topic: Poetic form

Understanding blank verse and free verse

Lesson concepts:

- Text and purpose — Traditional and contemporary texts vary
- _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 Language devices — Literary voice
- _A Experimentation and adaptation — Sustained voice
- Texts and context — Representations in texts: structural choices
- _A Listening and speaking skills — Presenting a point of view using: imagery, rhetorical devices
- _A Presentations — Influencing a course of action

Lesson notes

In this lesson, students will examine the text structures, language features and purposes of free verse and blank verse. They will use their understanding to create a poem in free verse and blank verse.

Lesson answers

1. Open [Sheet 5 – Henry V, Act 3 Scene 1](#).

No answer required.

2. View the [Video 1 – Henry V](#).

No answer required.

a) Interpret the meaning of the following lines from Henry V.

For example:

Lines	Your interpretation
<i>the blast of war blows in our ears</i>	The trumpet that is blown just before a battle,
<i>Hold hard the breath and bend up every spirit</i>	Take a deep breath and find your courage.
<i>And teach them how to war</i>	Show them how to fight.

b) Select and write any line from the monologue into the table below, breaking it into syllables. Each line has to have 10 syllables to fit the definition of blank verse.

Syllables									
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
Once	more	un	to	the	breach	dear	friends	once	more

3. Open [Sheet 6 – Create a Poem: Blank and free verse](#).

No answer required.

4. Create about six lines of blank verse about a social awareness topic of your choice.

- Use some emotive language and enjambment
- Use [Sheet 7 – Blank verse plan](#) to plan your verse poem. Break up your syllables to make sure there are 10 per line.
- Copy your finished verse onto **Sheet 6**.

Personal response required.

5. Use an online search engine and search for a video called 'Levitate' by the poet Rives.

No answer required.

6. Read the [free verse poem 'Glaucoma'](#) by Rives.

a) What is this poem about? (1–2 sentences)

For example: A man talking affectionately to his wife, who is blind, about the day outside.

b) What is the theme? (1 sentence)

For example: Relationships in old age.

c) Why does the free verse style suit this poem? (1–2 sentences)

For example: There is a conversational style and a humorous tone in this poem that the free style verse suits very well. The mood of spontaneity about the trivial details of everyday life and the couple's banter are suited to this informal style.

d) Identify an example of enjambment.

The whole third stanza is one long sentence that displays the use of enjambment.

e) Identify two examples of figurative language.

For example: Alliteration: 'practically piggyback', 'steal your sight'; simile: 'like a crow loved to hold an old telephone line'

f) Identify an allusion.

For example: 'A hound dog named Shakespeare' alludes to the speaker's role as a poet with dreams.

g) Complete the table by identifying the style features of 'Glaucoma'. How well does this poem fit the definition of free verse?

Features of form	Agree	Disagree
stream of consciousness	<input checked="" type="checkbox"/>	<input type="checkbox"/>
intricate details of everyday situations	<input checked="" type="checkbox"/>	<input type="checkbox"/>
no set rhyming scheme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
lines of irregular length	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10 syllables per line	<input type="checkbox"/>	<input checked="" type="checkbox"/>
fast-paced flow of ideas	<input checked="" type="checkbox"/>	<input type="checkbox"/>

7. Read the free verse poem 'The rottweiler whose head was a giant basketball' by Anonymous.

Students read the poem.

8. What emotion was the poet trying to evoke in the reader or listener?

First, a kind of joyful disgust with descriptions of the dog slobbering all over the girl, pity for the dog and his oversized head, then sadness when the reader realises that the loveable dog has died.

9. What is the subject matter of the poem?

A child's relationship with a beloved pet.

10. What is the purpose of the poem?

To demonstrate that looks are not the most important thing in life; it is what's on the inside that counts; it is your personality that will draw people to you.

and/or

To convey the ups and downs of owning an animal.

11. What is the tone of the poem?

The tone shifts from playful, whimsical and slightly humorous to nostalgic and mournful at the end.

12. Identify one example each of language of appreciation and language of judgment.

Positive language of Appreciation is used in the line 'pretty canary cotton dress'.

Negative language of Judgment is used to provide a reaction of disgust in the reader with the line 'biggest, drippiest, most saliva-infused canine'.

13. Identify the following poetic devices used by the poet.

Poetic devices	Examples
metaphor	head dangling by a thread
simile	looking like one of those bobble-head toys
alliteration	canary cotton
enjambment	The biggest, drippiest, most saliva-infused canine I ever saw, with sideways eyes, the silliest grin, and a lopsided head that rested against one or the other shoulder depending on the direction of an interesting smell.

14. Write a 400–500 word analysis comparing 'Glaucoma' by Rives and 'The rottweiler whose head was a giant basketball' by Anonymous.

In your analysis, compare which is the more effective free verse poem. When comparing, consider how effectively the following features have been used:

- stream of consciousness
- intricate details of everyday situations
- no set rhyming scheme
- lines of irregular length
- 10 syllables per line
- fast-paced flow of ideas.

Personal response required.

15. Open **Sheet 6**. Rewrite your *blank verse* making adjustments so that it becomes *free verse*.

Have another person provide feedback on the student's ability to create a free verse from a blank verse.

16. Read the following model response of a blank verse poem.

No response required.

17. Read the following model response of a free verse poem.

No response required.

18. Record a performance of either your blank verse or free verse.

Have another person provide feedback on the student's interactive skills.

Compare a ballad and a sonnet

Complete this table by:

- a) copying the appropriate answer (found at the end of this sheet) into the correct position and
- b) providing the remainder of the answers yourself.

	Ballad — ‘The man from Snowy River’ by AB Paterson	Sonnet — ‘Sonnet 18’ by William Shakespeare	Similarities and differences
Purpose Why has the poem been written?	To tell a memorable, inspirational story.	To praise the beauty of an individual, perhaps to woo a romantic interest.	The ballad tells a story. The sonnet reflects upon concepts.
Audience To whom is the poem directed?	The ballad is addressed to everyone, and makes use of plain language that involves the audience in the narrative of the poem.	The sonnet is directed at a loved one.	Both poems can be enjoyed by general audiences.
Theme What social, moral and/or ethical message is presented by the poet?	Bravery and stoicism are admirable traits. The appearance of people and things is not an indicator of their true worth or value.	The subject of the poem is so beautiful to the poet that he or she will not be affected by age or even death.	Both poems communicate deep meanings and expound upon abstract concepts.

	Language features		
	Ballad — 'The man from Snowy River' by AB Paterson	Sonnet — 'Sonnet 18' by William Shakespeare	Similarities and differences
Tone and voice What is the attitude of the poet? What poetic voice is developed?	A dramatic tone that glorifies the events. The voice seems to be that of a bushman or a stockman. It is narrated in the third person.	A formal yet adoring tone, the voice is that of an admirer. It is narrated in the first person.	Both use tones that construct the subject matter in a positive manner.
Mood What emotions are evoked by the poem?	As the ballad makes use of narrative, varying emotions are evoked. Excitement and tension are generated in the climax. As the poem develops, a mood of respect and admiration is evoked for the man from Snowy River and his horse.	A fanciful, romantic mood is established.	The ballad develops stages of action, which generate varying emotions. The mood of the sonnet is even and singular.
Poetic Devices Are they used? For what effects? Consider imagery, metaphor, alliteration, personification, simile, symbolism, allusion.	Poetic devices add colour to the descriptions and enhance the narrative element of the poem.	Rich use of poetic devices that emphasise the beauty of the subject.	Both poems enhance descriptions with poetic devices.
Evaluative language How is evaluative language used in the poem?	Evaluative language constructs the man from Snowy River and his horse in a positive manner. Initial expressions of Judgment are negative — emphasising the small stature and appearance of the rider and horse. However, positive evaluations of the man from Snowy River build as the ballad continues.v	Language of Appreciation is used heavily in the sonnet to explain the appearance of the subject.	Evaluative language suits mood, tone, purpose and theme in both poems.

	Text structures		
	Ballad — 'The man from Snowy River' by AB Paterson	Sonnet — 'Sonnet 18' by William Shakespeare	Similarities and differences
Rhyming scheme	Constant rhyming scheme — <u>ababcdcd</u> .	Constant rhyming scheme — <u>abab cd cdefefgg</u> .	Each poem uses a separate, distinct, consistent rhyme scheme.
Rhythm/meter	Iambic rhythm comprised of varying lengths. As a whole, the rhythm is uniform and fast-paced. Certain sections of the ballad have a rhythm that seems to gallop.	Iambic pentameter	The sonnet follows a tighter, more rigid rhythm than the ballad.
Stanzas	Eight-line stanzas. Note that each stanza is generally two complete sentences. Paterson makes use of enjambment: developing a sentence, phrase or clause across more than one line of poetry.	14 lines	The ballad is much longer than the sonnet. Sonnets always have 14 lines.