

Unit 3 – Lesson 1

Enter your responses between the (blue) parentheses below each item.

Section 1 Identifying Juxtaposition, Irony, and Symbol

1. Read the following poem for juxtaposition and symbol:

The Butterfly

Pavel Friedmann*

The last, the very last,
So richly, brightly, dazzlingly yellow.
Perhaps if the sun's tears would sing
against a white stone...

Such, such a yellow
Is carried lightly 'way up high.
It went away I'm sure because it wished to
kiss the world goodbye.

For seven weeks I've lived in here,
Penned up inside this ghetto
But I have found my people here.
The dandelions call to me
And the white chestnut candles in the court.
Only I never saw another butterfly.

That butterfly was the last one.
Butterflies don't live in here,
In the ghetto.

*Pavel Friedmann wrote this poem June 4, 1942. He lived in a Nazi concentration camp in Terezin, Poland, before he died at Auschwitz, September 29, 1944.

- a) How does the information about the poet affect your understanding of the poem? (/2 marks)
()

- b) Identify the juxtaposition in “The Butterfly”. Include **two** photos or drawings to depict the contrast in images. (/2 marks)

()

- c) Identify the symbol(s) in “The Butterfly”. Provide support for your explanation. (/2 marks)

()

- d) In previous lessons you have learned about theme. Poems have themes too. What do you think the theme (message) of this poem might be? Support your opinion with evidence from the text. (/3 marks)

()

- e) Do you think this poem is effective in communicating its message? Explain. (/2 marks)

()

2. Read “Introduction to Poetry” by Billy Collins for irony. If you like, **listen to an audio** version of the poem here: (link to <https://www.youtube.com/watch?v=lwuHIMbNGUU>)

Introduction to Poetry

Billy Collins

I ask them to take a poem
And hold it up to the light
Like a colour slide

Or press an ear against its hive

I say drop a mouse into a poem
And watch him probe his way out,

Or walk inside the poem’s room
And feel the walls for a light switch.

I want them to waterski
Across the surface of a poem
Waving at the author’s name on the shore

But all they want to do
Is tie the poem to a chair with rope
And torture a confession out of it.

They begin beating it with a hose

To find out what it really means.

In Collins' poem, how the poet wants people to read his poem and how people actually read it are two different things.

a) Identify the irony in "Introduction to poetry". Provide support for your explanation.

(/2 marks)

()

b) Why has the author chosen to use irony to communicate his message? (/2 marks)

()

c) State the main idea (theme) of this poem. Support your opinion with evidence from the text. (/3 marks)

()

d) Discuss your experience with reading and understanding poetry. Can you relate to the reactions mentioned in this poem? Explain. (/2 marks)

()

3. In a paragraph, write a **personal response** making connections to **one** of the poems in this assignment. Remember, a personal response allows you to make connections between the text and yourself, another text, or the world at large. Consider: What was your reaction to the poem? Were there any features of the poem that stood out for you? How did the use of irony, symbolism and other figures of speech affect your understanding of the poem? What other things did the poem make you think about?

(/25 marks)

()

Personal Response rubric					
	Excellent 5	Proficient 4	Satisfactory 3	Limited 2	Poor 1
Content /10	Exploration of the topic is insightful. Main idea and supporting details are precise and original.	Exploration of the topic is adept. Main idea and supporting details are specific.	Exploration of the topic is clear. Main idea and supporting details are relevant or generic.	Exploration of the topic is simplistic. Main idea and supporting details are imprecise or superficial.	Exploration of the topic is minimal. Main ideas and supporting details are irrelevant or scant.
Organization /10	Introduction is engaging and skillfully establishes a focus. Transitions	Introduction is purposeful and clearly establishes a focus. Transitions clearly connect	Introduction is functional and establishes a focus. Transitions tend to be mechanical.	Introduction lacks purpose; little or no focus is established. Transitions are lacking. Closure is	Introduction is ineffective. Transitions are absent or inappropriately used. Closure is

	fluently connect details. Closure is effective and related to the focus.	details. Closure is appropriate and related to the focus.	Closure is related to the focus and is mechanical or artificial.	abrupt, contrived or unrelated to the focus.	ineffectual or missing.
Sentence Structure /5	Sentence structure is effectively controlled. Sentence type and sentence length are consistently effective and varied.	Sentence structure is consistently controlled. Sentence type and sentence length are usually effective and varied.	Sentence structure is generally controlled. Sentence type and sentence length are sometimes effective or varied.	Sentence structure often lacks control. Sentence type and sentence length are seldom effective or varied.	Sentence structure generally lacks control. There is essentially no variation in sentence type or sentence length.
INS Insufficient – No evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess the Content.					
Total:			/25		

Total marks: /45 Marks

Student Comments:

()

- **Be sure to save your file** to your folder before submitting it to the LA9 Assignment 3-1 Submission Box: (YOURNAME)la9-3-1
- **Check the Submission Box** again in a few days to retrieve your marked assignment and review the feedback from your teacher.

Assignment Total: (/45) = Percent: (%)

Teacher Comments:

()