

## Unit 3 – Lesson 2

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

# Section 1

1. Choose a song or poem, either one you find or one provided below. Please remember that the poem or song you choose must be appropriate for school. Read the lyrics aloud.
  - Identify **three** sound devices in your chosen poem.
  - Complete the chart by identifying the sound device, quoting the line, and describing the effect the line has on you.

<b>Auto Wreck</b> -Karl Shapiro  Its quick soft silver bell beating, beating And down the dark one ruby flare Pulsing out red light like an artery, The ambulance at top speed floating down Past beacons and illuminated clocks Wings in a heavy curve, dips down, And brakes speed, entering the crowd. The doors leap open, emptying light; Stretchers are laid out, the mangled lifted And stowed into the little hospital. Then the bell, breaking the hush, tolls once, And the ambulance with its terrible cargo Rocking, slightly rocking, moves away, As the doors, an afterthought, are closed.	<b>The Bells</b> -Edgar Allen Poe  Hear the sledges with the bells-- Silver bells! What a world of merriment their melody foretells! How they tinkle, tinkle, tinkle, In the icy air of night! While the stars that oversprinkle All the heavens, seem to twinkle With a crystalline delight; Keeping time, time, time, In a sort of Runic rhyme, To the tintinnabulation that so musically wells From the bells, bells, bells, bells, Bells, bells, bells-- From the jingling and the tinkling of the bells.
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Check the boxes of the three sound devices you have chosen:

<input type="checkbox"/> repetition	<input type="checkbox"/> rhythm	<input type="checkbox"/> euphony	<input type="checkbox"/> onomatopoeia
<input type="checkbox"/> rhyme	<input type="checkbox"/> alliteration	<input type="checkbox"/> cacophony	<input type="checkbox"/> consonance

Name of poem ( ) by ( )

If you are using a poem of your own choice, copy and paste the poem here:

( )

Sound Device	Line from Poem	Effect the Device Creates
( )	( )	( )
( )	( )	( )
( )	( )	( )

**Total of Section 1: /6**

## Section 2 Beowulf OR The Last Saskatchewan Pirate

1. Choose **one** of the following.

- a) Describe the speaker of the poem “Beowulf”. Identify his or her tone. Provide evidence for your description. How does this fit with the message of the poem?

( )

- b) Describe the speaker of the poem “The Last Saskatchewan Pirate”. Identify his or her tone. Provide evidence for your description. How does this fit with the message of the poem?

( )

**(Mark: /2)**

2. Choose **one** of the following.

- a) Which words are particularly interesting? Provide **one** example from the poem “Beowulf” of a word or phrase that creates a sound, a feeling, or a picture for you.

( )

- b) Which words are particularly interesting? Provide **one** example from the poem “The Last Saskatchewan Pirate” of a word or phrase that creates a sound, a feeling, or a picture for you.

( )

**(Mark: /2)**

3. Choose **one** of the following.
- a) Identify an example of alliteration from the epic poem "Beowulf". (One that is not already identified for you.) Explain the meaning of the lines you chose.  
( )
  - b) Identify a rhyming couplet from the ballad "The Last Saskatchewan Pirate". Explain the meaning of the lines you chose.  
( )

(Mark: /2)

4. Choose **one** of the following.
- a) Identify a sound technique in the poem "Beowulf" (other than alliteration). Provide the line(s) that use this sound technique.  
( )
  - b) Identify a sound technique in the poem "The Last Saskatchewan Pirate" (other than rhythm and rhyme). Provide the lines that use this sound technique.  
( )

(Mark: /2)

5. Choose **one** of the following.
- a) How does the speaker depict the role of loyalty in the poem? What other heroic values does the speaker celebrate?  
( )
  - b) Why has the speaker chosen to be a pirate? What does the title, "The Last Saskatchewan Pirate", tell you about the poem and its subject?  
( )

(Mark: /2)

6. Choose **one** of the following.
- a) Describe the story of the epic poem "Beowulf". How does the story differ from a slow, sentimental love song?  
( )
  - b) Describe the story of the ballad "The Last Saskatchewan Pirate". How does the story differ from a slow, sentimental love song?  
( )

(Mark: /2)

7. In a paragraph, write a **personal response** making connections to **either** Beowulf OR The Last Saskatchewan Pirate. Remember, a personal response allows you to make connections between the text and yourself, another text, or the world at large. Consider: What background knowledge was required for you to fully understand the poem? How were cultural traditions and community perspectives presented? 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
<b>Content /10</b>	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.
<b>Organization /10</b>	Introduction is engaging and skillfully establishes a focus. Transitions fluently connect details. Closure is effective and related to the focus.	Introduction is purposeful and clearly establishes a focus. Transitions clearly connect details. Closure is appropriate and related to the focus.	Introduction is functional and establishes a focus. Transitions tend to be mechanical. Closure is related to the focus and is mechanical or artificial.	Introduction lacks purpose; little or no focus is established. Transitions are lacking. Closure is abrupt, contrived or unrelated to the focus.	Introduction is ineffective. Transitions are absent or inappropriately used. Closure is ineffectual or missing.
<b>Sentence Structure /5</b>	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.
<b>INS Insufficient</b> – 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.					

**Student Comments:**

( )

- **Be sure to save your file** to your folder before submitting it to the LA9 Assignment 3-2 Submission Box: **(YOURNAME)la9-3-2**
- **Check the Submission Box again** in a few days to retrieve your marked assignment and review the feedback from your teacher.

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**Assignment Total: ( /43) = Percent: ( %)**

**Teacher Comments:**

( )