

Unit 3 – Lesson 3 – S2

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

Section 2 Annotating a Poem

Read the following poem to be studied according to the directions below.

Search for My Tongue

Sujata Bhatt

You ask me what I mean
by saying I have lost my tongue.
I ask you, what would you do
if you had two tongues in your mouth,
and lost the first one,
the mother tongue,
and could not really know the other,
the foreign tongue.
You could not use them both together
even if you thought that way.
And if you lived in a place you had to
speak a foreign tongue,
your mother tongue would rot,
rot and die in your mouth
until you had to spit it out.
I thought I spit it out
but overnight while I dream,

(munay hutoo kay aakhee jeebh aakhee bhasha)
(may thoonky nakhi chay)
(parantoo rattray svupnama mari bhasha pachi aavay chay)
(foolnee jaim mari bhasha nmari jeebh)
(modhama kheelay chay)
(fullnee jaim mari bhasha mari jeebh)
(modhama pakay chay)

it grows back, a stump of a shoot
grows longer, grows moist, grows strong veins,
it ties the other tongue in knots,
the bud opens, the bud opens in my mouth,
it pushes the other tongue aside.
Every time I think I've forgotten,

I think I've lost the mother tongue,
it blossoms out of my mouth.

*The Gujarati words from India are translated into English.

Identify and explore the significance of the following elements.

Title <ul style="list-style-type: none"> • What significance might the title have? • Provide a reason for your explanation. 	Search for My Tongue ()
Tone <ul style="list-style-type: none"> • What is the tone of the speaker? • Provide support for your explanation. 	()
Sound Devices <ul style="list-style-type: none"> • Identify two sound devices: repetition, consonance, assonance, alliteration, rhyme, rhythm, onomatopoeia, cacophony, euphony. • Provide the line(s) from the poem, identify the technique(s) used, and explain the meaning of the line(s). 	()
Diction <ul style="list-style-type: none"> • Choose two significant words the poet has chosen. • What makes these words especially meaningful? 	()
Sensory Language and Mood <ul style="list-style-type: none"> • Identify two sensory images in the poem and explain their significance. • What is the mood of the poem? 	()

<ul style="list-style-type: none"> • Provide evidence. 	
Figurative Language <ul style="list-style-type: none"> • Identify two figurative elements in the poem. Choose metaphor, simile, personification, symbolism, hyperbole, juxtaposition, oxymoron, irony, or pun. • What significance or meaning do the lines have in the poem? 	()
Message/Theme <ul style="list-style-type: none"> • What main idea does the poet communicate? • Provide support for your opinion. 	()

Total for Section 2: /15 Marks

Section 3 Writing a Poem

- Now it is YOUR turn. In this lesson you have learned a lot about sensory language, and poetry. Write your own poem of **ten lines or more**, appealing to as many senses as are appropriate for your topic, but **at least three**.
 - Using sensory language and imagery (sight, taste, touch, smell, hearing), develop a specific mood (such as wonder, outrage, loneliness, panic, joy, madness, loss, or peace) by describing the details of the place, time, or objects, animals, or items present.
 - Before you write, think of a title: Garden of Panic, Closet of Boredom, Mountain of Rage, ... something that reflects your purpose. (Be sure to have a **theme** (message) in mind.)
 - Select significant details from which the reader can interpret the mood. **Do not** identify the mood on your poem.

- Choose **one** of the following topics for your poem (you will refine your selection to create a poem with a specific message/theme – eg. “Life at the lake is best”):
 - Write about a memorable day or event you experienced. Use sensory language to describe details of that moment or experience.
 - Write about a landscape (desert, forest, mountain) or location in or near your house (garden, bedroom, closet, kitchen) significant to you. Use sensory language to describe details of the place.
 - Write about a moment or experience in the daily life of a pet or a wild animal of your choice. Use sensory language to describe details of the animal’s perception of the event.

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Poetry Writing 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 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.
Vocabulary /5	Words and expressions are used precisely and deliberately to create vivid images or to enrich details. The voice/tone created is convincing.	Specific words and expressions show evidence of careful selection. The voice/tone created is distinct.	Words and expressions are generally used adequately to clarify meaning. The voice/tone created may be inconsistent.	Imprecise words and expressions predominate; specific words, if present, may be improperly used. The voice/tone created is not clearly established.	Words and expressions are generally used inaccurately; specific words, if present, are frequently misused. The voice/tone created is not evident.

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 of Section 3: /40 marks)

Student Comments:

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- **Be sure to save your file** to your folder before submitting it to the LA9 Assignment 3-3-S2 Submission Box: (YOURNAME)la9-3-3-S2
- **Check the Submission Box again** in a few days to retrieve your marked assignment and review the feedback from your teacher.

Assignment Total: (/40) = Percent: (%)

Teacher Comments:

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