

Unit 3 – Lesson 2**Section 1**

1. Poetry can be read in alternate ways. Listen to two alternate readings of the poem, "Sympathy" by Paul Lawrence Dunbar once each. Then answer the following questions.
 - <http://www.youtube.com/watch?v=wVpRt1sxaM8> recited by Maya Angelou on "Finding My Voice"
 - <http://www.youtube.com/watch?v=divJ7bcTag4> recited by John Uzodinma, Poetry Outloud Winner
- a. Listen for Rhyme (see page 6 in Lesson 3 - 2 Mood and Rhyme): Do you hear rhyming in the middle of lines, or at the ends of lines? Identify the rhyme scheme. (Mark: /2)
- b. Listen for the Pacing: Where do the readers pause? Does the poet stop where there is punctuation? Is the poem read fast or slow? Why? (Mark: /2)
- c. Listen for Word Emphasis (see page 8 in Lesson 3 - 2 Poetry Chart): Which words did the speaker emphasize? How did the reader change the meaning of the poem by his or her emphasis? Which reading delivers the message most effectively? (Mark: /2)
- d. Listen for Clarity: Which poem is enunciated clearly? Which reader is more easily understood? (Mark: /2)

- e. Evaluate: Which speaker do you think conveys the message of the poem better and why? (Mark: /2)

Total Marks for Section 1: /10

Section 2

Read the poem, “Sympathy” by Paul Lawrence Dunbar below.

<p>Sympathy By Paul Lawrence Dunbar</p> <p>I KNOW what the caged bird feels, alas! When the sun is bright on the upland slopes; When the wind stirs soft through the springing grass, And the river flows like a stream of glass; When the first bird sings and the first bud opes, And the faint perfume from its chalice steals — I know what the caged bird feels!</p> <p>I know why the caged bird beats his wing Till its blood is red on the cruel bars; For he must fly back to his perch and cling When he fain would be on the bough a-swing; And a pain still throbs in the old, old scars And they pulse again with a keener sting — I know why he beats his wing!</p> <p>I know why the caged bird sings, ah me, When his wing is bruised and his bosom sore,— When he beats his bars and he would be free;</p>	<p>Alas – O no</p> <p>Opes – opens</p> <p>Chalice –drinking glass for holding wine</p> <p>Fain- wants to be</p> <p>Maya Angelou wrote her own poem based on “Sympathy” called “I Know Why The Caged Bird Sings”.</p>
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1. Identify the sound techniques in the above poem.
 - a. Identify one example of **alliteration** in the poem. (Mark: /1)

- b. Identify one example of **onomatopoeia** in the poem. (Mark: /1)

Total Marks for Section 2: /2

Section 3

Read the line below.

Have you ever, ever, ever, in your long legged life

Finish this rhyme by adding one line. An example has been provided for you.

Have you ever, ever, ever, in your long legged life
met a long legged sailor with a long legged wife?

1. Choose **ONE** of the following stanzas to complete. (Mark: /1)

- a) Drum, drum, tickle tum,
I like hugs from dad and mum,
Tra-la, tra – lee, tickle dee

OR

- b) Ball bouncy bouncy ball-y
I lost the shoe of my doll-y
My mother came out
And searched about...

2. **Write a limerick.** Note the following points before writing your limerick.

- i. A limerick has a rhyme scheme of AABBA.
- ii. A limerick also has a specific rhythm. An example is below.

There was an old man from Peru, (A)
da DUM da da DUM da da DUM (emphasize or stress the DUMS)
who dreamed he was eating his shoe. (A)
da DUM da da DUM da da DUM (3 DUMS)
He awoke in the night (B)
da DUM da da DUM (2 DUMS)
with a terrible fright, (B)
da da DUM da da DUM (2 DUMS)
and found out that it was quite true. (A)
da DUM da da DUM da da DUM (3 DUMS)

When you write your limerick, ensure that it has the same “da DUMs” (unstressed and stressed) rhythm pattern.

- iii. Write **five** lines which may or may not be humorous.
- iv. Choose a one syllable person’s name such as Bill or Pat for easy rhyming.

Example: There once was a....

Limerick Poem Assessment				
	Excellent 5	Proficient 4	Satisfactory 3	Limited 2
Content /5	I used rhythm and rhyme <i>effectively</i> in my <i>creative, original</i> five lines. I created a <i>unique</i> poem using <i>specific</i> precise details.	I used rhythm and rhyme <i>logically</i> in my <i>thoughtful</i> five lines I created a <i>clear</i> poem using well <i>chosen, considered</i> details.	I used rhythm and rhyme <i>clearly</i> in my <i>basic</i> five lines. I created a basic poem using <i>general, or straightforward</i> details.	I used rhythm or rhymes <i>imprecisely</i> in my <i>confusing</i> five lines. I created a <i>confusing</i> poem using <i>few or ambiguous</i> details; <i>meaning is sacrificed for rhyme</i> .
Presentation /5	I communicated <i>engagingly and accurately</i> with <i>no</i> errors.	I communicated <i>appropriately</i> with <i>few</i> errors.	I communicated a <i>basic</i> message with <i>some</i> errors.	I communicated an <i>unclear</i> message with <i>many</i> errors.
Insufficient	Your attempt to respond is <i>insufficient</i> . Contact your teacher to discuss suggestions for improvement.			
Total: /10				
Assessment	Areas of Strength...			
	Might I suggest...			

Total Marks for Section 3: /11

Student Comments:

- Be sure to save your file to your folder before submitting it to the LA8 Assignment 3-2 Submission page: (YOURNAME)la8-3-2

- Check the Submission page again in two or three days to retrieve your marked assignment and review the feedback from your teacher.
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Assignment Total: (/23) = Percent: (%)

Teacher Comments: