

## Unit 3 – Lesson 6

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

### Section 1

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1. Sometimes it is our attitudes that can be a handicap and can limit our opportunities. All of the poems in this first section deal with attitudes that are barriers or handicaps.

In your opinion, which format provides a more effective way to explore the topic of bullying? Why? (Mark: /5)

- A. Poems (“To This Day” “Who Is Disabled”, “It’s Different Now”)
- B. Short Story
- C. Magazine Article (“The Cool Crowd”)
- D. Movie
- E. Interview <http://storycorps.org/listen/hasiyna-price-and-danette-banks/>

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**Total Marks for Section 1: /5**

### Section 2


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We have studied

- sports poetry (“Casey at the Bat”, “The Good Ole Hockey Game”, “Ragged Sonnet 64”)
- sound patterns (“Windy Night”, “The Highway Man”, “Man From Snowy River”)
- imagery (“While I was Looking at the Background You Walked Out of the Picture” “Poet (for Irina Ratushinskaya”, “I Know Why the Caged Bird Sings”)
- figures of speech/songs (“Song of the Dream People”, “The Circle Game”)
- emotion (“Who is Disabled”, “It’s Different Now”)

1. Choose **one** poem from the list above (or you may choose your own poem if you provide the poem/song for your teacher). Complete the *Poetry Chart* below for your chosen poem.

<b>Sense</b>	<p>Imagine the sight, sound, smell, taste, and sense of touch in the poem.</p> <p>What action is happening in the poem? (Mark: /1)</p> <p>( )</p> <p>How did the poet create these images? (Mark: /1)</p> <p>( )</p>
<b>Question</b>	<p>Examine all elements in a poem to determine its meaning.</p> <p>Write questions you would ask the poet if you could. (Mark: /1)</p> <p>( )</p> <p>What do specific or unfamiliar words or phrases mean? (Mark: /1)</p> <p>( )</p> <p>Of what do comparisons in the poem remind you? Why? (Mark: /1)</p> <p>( )</p> <p>Does the comparison make sense in your experience? Explain. (Mark: /1)</p> <p>( )</p> <p>How does the message apply to your life or to events in society? (Mark: /1)</p> <p>( )</p>
<b>Clarify</b>	<p>Summarize or paraphrase. Find the meaning of symbolic language. For example, black may represent death, and a dove may represent peace.</p> <p>How does the poet build mood? Consider what words or phrases impress you, appeal to you, are puzzling to you, or are unique or powerful. Examine figures of speech. (Mark: /2)</p> <p>( )</p>

<b>Interpret</b>	<p>What is the main idea (theme) the poet wants me to think about? (Mark: /1)</p> <p>( )</p>
<b>React</b>	<p>Talk back to the poem. How do you see the poem? Of what does this poem remind you? Of what does the poem remind you in your own life? (Mark: /2)</p> <p>( )</p>
<b>Listen</b>	<p>Read the poem aloud slowly and clearly. Pause where there is punctuation not at the ends of lines. Consider tone (emotion expressed by reading). (Mark: /5)</p> <p>Now, record yourself reading the poem aloud and submit your oral reading with this assignment as either an MP4 file or use the PoodLL tool, which is an MP3 online recorder built directly in your Moodle course. You can find PoodLL on the 3.6 assignment submission page. It looks like this:</p> 

**Total Marks for Section 2: /17**

## Section 3

1. Some people do not think the selection “To This Day” (on page one of Lesson 6 online) fits the category of poetry. Choose either “To This Day” or **ONE** of the selections in the chart below. Defend why your choice fits the poetry genre or explain why the selection definitely is not poetic. You may review the chart in Lesson 1, page 2. (Mark: /5)

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<b>"The Tyger"</b>	<b>"Firework"</b>	<b>"Get Rhythm"</b>
<b>William Blake</b>	<b>Katy Perry</b>	<b>Johnny Cash</b>
<p>Tyger! Tyger! burning bright In the forests of the night, What immortal hand or eye Could frame thy fearful symmetry?</p> <p>In what distant deeps or skies Burnt the fire of thine eyes? On what wings dare he aspire? What the hand dare sieze the fire?</p> <p>And what shoulder, &amp; what art. Could twist the sinews of thy heart? And when thy heart began to beat, What dread hand? &amp; what dread feet?</p> <p>What the hammer? what the chain? In what furnace was thy brain? What the anvil? what dread grasp Dare its deadly terrors clasp?</p> <p>When the stars threw down their spears, And watered heaven with their tears, Did he smile his work to see? Did he who made the Lamb make thee?</p> <p>Tyger! Tyger! burning bright In the forests of the night, What immortal hand or eye</p>	<p>Do you ever feel like a plastic bag Drifting through the wind, wanting to start again? Do you ever feel, feel so paper thin Like a house of cards, one blow from caving in?</p> <p>Do you ever feel already buried deep six feet under? Screams but no one seems to hear a thing Do you know that there's still a chance for you 'Cause there's a spark in you?</p> <p>You just gotta ignite the light and let it shine Just own the night like the 4th of July</p> <p>'Cause, baby, you're a firework Come on, show 'em what you're worth Make 'em go, "Aah, aah, aah" As you shoot across the sky- y-y</p> <p>Baby, you're a firework Come on, let your colours burst Make 'em go, "Aah, aah, aah" You're gonna leave 'em all in awe, awe, awe</p> <p>You don't have to feel like a wasted space You're original, cannot be replaced If you only knew what the future holds</p>	<p>A little shoeshine boy never gets low down But he's got the dirtiest job in town Bendin' low at the peoples' feet On the windy corner of the dirty street Well, I asked him while he shined my shoes How'd he keep from gettin' the blues He grinned as he raised his little head Popped a shoeshine rag and then he said</p> <p>Get rhythm when you get the blues Come on, get rhythm when you get the blues A jumpy rhythm makes you feel so fine It'll shake all the trouble from your worried mind Get rhythm when you get the blues</p> <p>Well, I sat down to listen to the shoeshine boy And I thought I was gonna jump for joy Slapped on the shoe polish left and right He took a shoeshine rag and he held it tight He stopped once to wipe the sweat away I said you're a mighty little boy to be-a workin' that way He said I like it with a big wide grin Kept on a poppin' and he said again</p> <p>Get rhythm when you get the blues Come on, get rhythm when you</p>

<p>Dare frame thy fearful symmetry?</p>	<p>After a hurricane comes a rainbow</p> <p>Maybe a reason why all the doors are closed So you could open one that leads you to the perfect road Like a lightning bolt, your heart will glow And when it's time you'll know</p> <p>You just gotta ignite the light and let it shine Just own the night like the 4th of July</p> <p>'Cause, baby, you're a firework Come on, show 'em what you're worth Make 'em go, "Aah, aah, aah" As you shoot across the sky- y-y</p> <p>Baby, you're a firework Come on, let your colours burst Make 'em go, "Aah, aah, aah" You're gonna leave 'em all in awe, awe, awe</p> <p>Boom, boom, boom Even brighter than the moon, moon, moon It's always been inside of you, you, you And now it's time to let it through-ough-ough</p> <p>'Cause, baby, you're a firework Come on, show 'em what you're worth Make 'em go, "Aah, aah, aah" As you shoot across the sky- y-y</p> <p>Baby, you're a firework Come on, let your colours burst Make 'em go, "Aah, aah, aah"</p>	<p>get the blues It only costs a dime, just a nickel a shoe Does a million dollars worth of good for you Get rhythm when you get the blues</p>
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	<p>You're gonna leave 'em all in awe, awe, awe</p> <p>Boom, boom, boom Even brighter than the moon, moon, moon</p> <p>Boom, boom, boom Even brighter than the moon, moon, moon</p>	
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## Reflection

2. Now that you have completed Unit 3, has your understanding of poetry changed? Explain. What have you discovered about thinking creatively and critically (looking more closely)? (Mark: /5)

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**Total Marks for Section 3: /10**

**Student Comments:**

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- Be sure to save your file to your folder before submitting it to the LA8 Assignment 3.6 Submission page: (YOURNAME)la8-3.6
- 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: ( /33) = Percent: ( %)**

**Teacher Comments:**

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