|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson Title:** Poetry | | **Theme:** Reading | |
| **Practice Activity:** PHL-09-106 | | **Class:** JSS 3 | |
|  |  | |  |
| **Learning Outcomes**  By the end of the lesson, you will be able to analyse styles and techniques used in poetry — diction, rhythm, rhyme and rhyme scheme. | | | |

**Overview**

Poets use different styles and techniques to make readers feel emotions. Some techniques can make readers happy. Others can make them sad. Poets also use them to help readers learn a lesson.

**Diction** is the choice of words. Poets can use harsh words to make readers angry or afraid. For example, in the poem ‘Drought’, the poet uses harsh words like ‘deadly’, ‘blazing’ and ‘droop’ to emphasise drought.

**Rhythm** gives the poem a beat and makes it sound like a song. It is expressed through a pattern of stressed and unstressed syllables. Rhythms can be fast or slow.

Some poems **rhyme**. Rhyming words occur at the end of lines. They repeat the same sounds. Rhymes can make poems sound musical. For example, ‘blast’ and ‘past’ or ‘old’ and ‘told’.

Every line of the poem does not have to rhyme. Instead, there are different sets of rhyming words. The pattern that rhyming words make is called **rhyme scheme**. For example, in the poem ‘Drought’, the last words in the first five lines are: soil, air, bare, spoil and toil. ‘Soil’, ‘spoil’ and ‘toil’ rhyme. We use the letter ‘a’ to identify these words. ‘Air’ and ‘bare’ rhyme. We use the letter ‘b’ to identify these words. This makes the rhyme scheme abbaa.

**Practice**

**Activity 1**

Practise reading the poem aloud. Pay attention to the rhythm, rhyme and diction.

Drought by Denys Lefebvre

Heat, all-pervading, crinkles up the soil;

A deathly silence numbs the molten air;

On beds of rivers, islands scorched and bare,

Warm scavengers of wind heap up the spoil;

And wide-eyed oxen, gaunt and spent with toil,

Huddled together near some shrunken pool,

Pant for the shade of trees and pastures cool,

Lashing their tails at flies they cannot foil.

Whilst overhead, the sun-god drives his way

Through halting hours of blinding, blazing light,

Until his shining steeds a moment stay

And disappear behind the gates of night.

And still, no rain. A cloudless, starlit sky

Watches the veld, and all things droop and die.

**Activity 2**

Answer the following comprehension questions about the poem.

1. What picture does the poet describe in lines 1-4?
2. What is the state of the oxen in this poem?
3. What are the rhyming words in lines 4-7?
4. What is the rhyme scheme in lines 9-12?
5. Which line in the poem describes the wind as an animal that eats dead meat?
6. Explain the line, ‘disappear behind the gates of night’. What disappears?
7. What is the main theme of the poem? Explain it in your own words.
8. What evidence is there in the poem to show that it is an African setting?

|  |
| --- |
| **Lesson Title:** Poetry |
| **Practice Activity:** PHL-09-106-MB |

**Activity 2**

1. According to the poet the persistent heat of the sun dries up rivers, the soil and vegetation cover throughout the entire land, causing extensive pains, sufferings and death of life.
2. The oxen have dried up and have no flesh left on them because of the drought.
3. The rhyming words are:

* Soil and toil
* Pool and cool

1. The rhyme scheme is **d e d e**:

Way **d**

Light **e**

Stay **d**

Night **e**

1. ‘warm scavengers of wind heap up the soil’
2. It is the sun that disappears behind the gates of night.
3. The theme of the poem is the cruelty of nature and that drought causes sufferings and pain to animals and plants.
4. Evidence of Africa:

* The hot and dry weather condition
* The blazing sunlight
* Drought is a natural climate problem.
* Belief in a sun-god is a common traditional religious practice in parts of Africa.