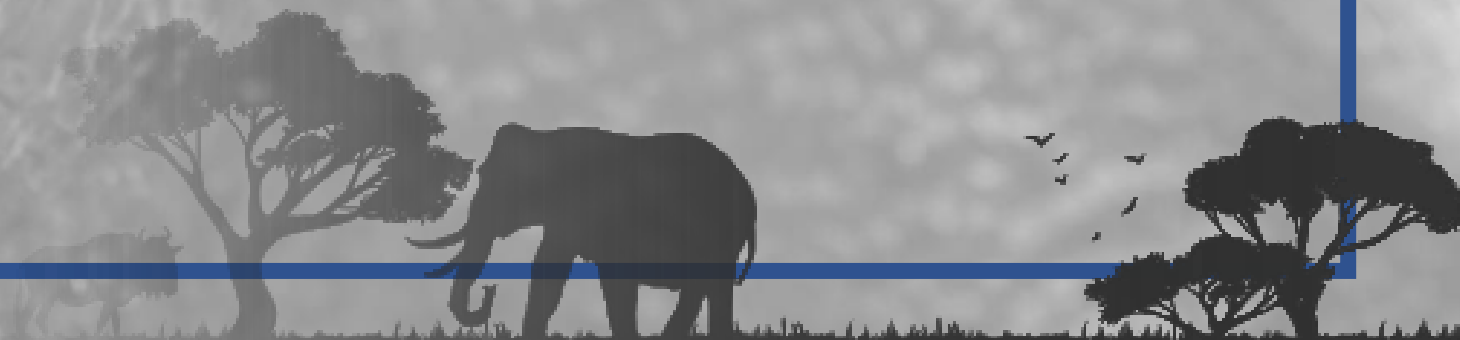


Nature Poetry

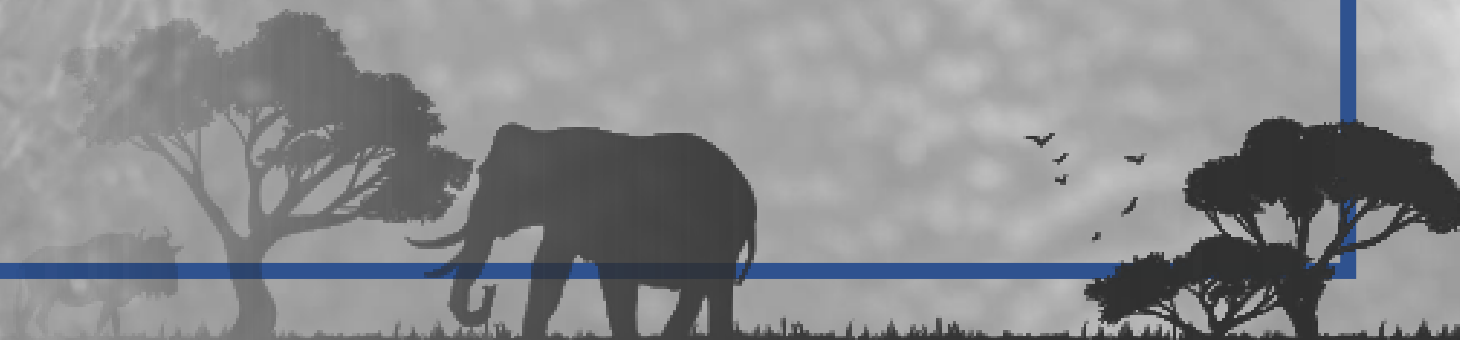
Grade 10 English (Watson)



The Assignment

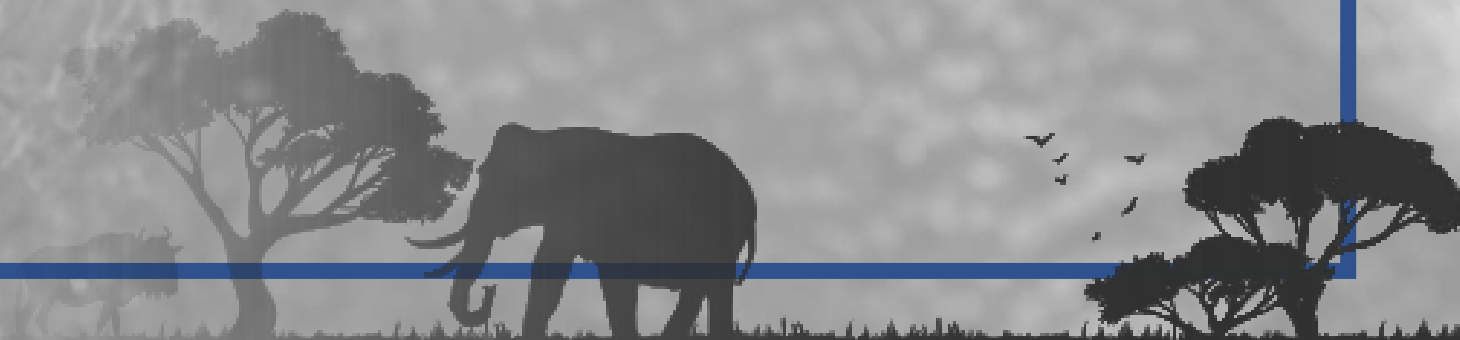


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Part 2 - Ballads

Grade 10 English (Watson)



Ballads

- A ballad is a form of verse, often a narrative set to music.
- Ballads were particularly characteristic of the popular poetry and song of Britain and Ireland from the later medieval period until the 19th century.
- A ballad narrates a story in short stanzas. Traditional ballads are typically of unknown authorship, having been passed on orally from one generation to the next.



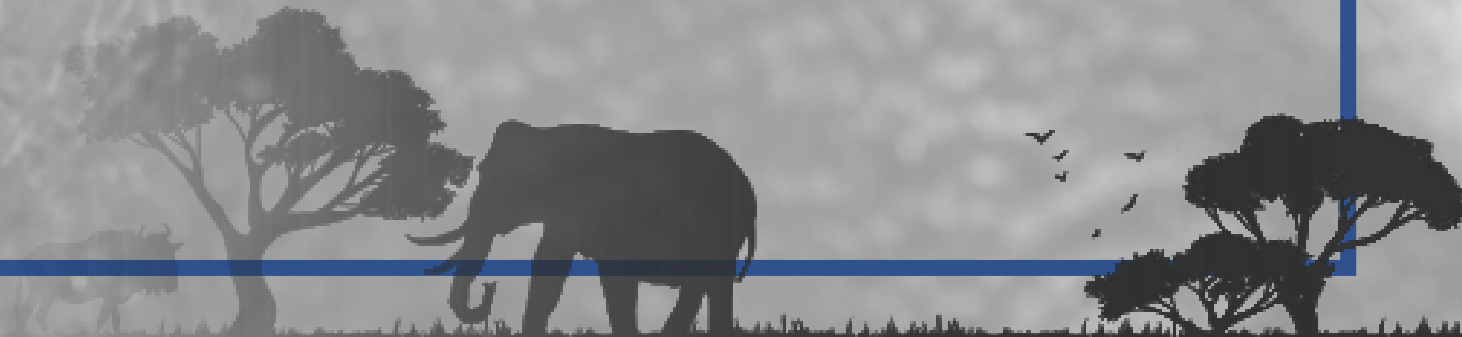
Ballads

- So we have understood the motivation for a poet to write an ode, but what value does poetry have in general. Have a look at the link below which explains fresh ways for poetry to have meaning.



Ballads

- Let's start with a more well-known ballad which is also an iconic Irish Folksong.
- Have a look at this context behind the words...



Ballads

- There are many parallels between Molly Malone and Kya Clark. It is worth exploring these similarities when we discuss the poems.



Ballads



Terry Arrangements

LYRIC



" MOLLY MALONE "

As sung by Danny Kaye

(we G7 gag -
and a horse)

IN DUBLIN'S FAIR CITY, THE GIRLS ARE SO PRETTY,
 'T WAS ⁱⁿ THERE THAT I FIRST MET SWEET MOLLY MALONE.
 SHE DROVE HER WHEEL BARROW THROUGH STREETS WIDE AND NARROW,
 CRYING, "COCKLES AND MUSSELS ALIVE, ^{sell} ALIVE OH!"
 SHE WAS A FISH MONGER, AND FAITH, 'TIS NO WONDER, ^{see}
 HER MOTHER AND FATHER WERE FISH MONGERS TOO;
 THEY DROVE THEIR WHEEL BARROW THROUGH STREETS WIDE AND NARROW,
 CRYING, "COCKLES AND MUSSELS ALIVE, ^{sell} ALIVE OH!" ← *lyric interlude*
 SHE DIED OF A FEVER AND NO ONE COULD SAVE HER
 AND THAT'S ALL I KNOW OF SWEET MOLLY MALONE,
^{up high} NOW HER GHOST DRIVES HER BARROW THROUGH STREETS WIDE AND NARROW,
 CRYING, "COCKLES AND MUSSELS ALIVE, ALIVE OH!"
 "ALIVE, ALIVE OH! ALIVE, ALIVE OH!" (*off* / / / / /)
 CRYING, "COCKLES AND MUSSELS! ALIVE, ALIVE OH!"

Memo

↑
choir

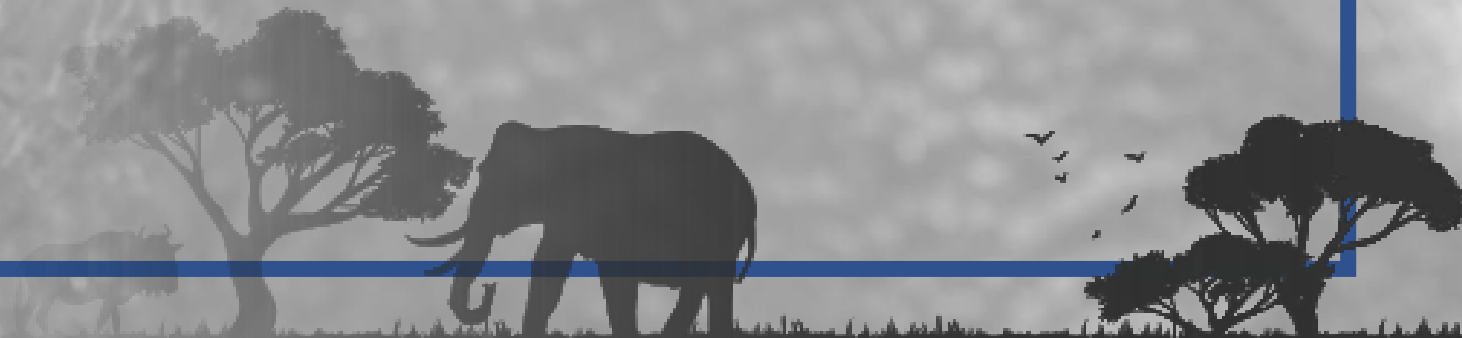
↑
choir

* * * * *



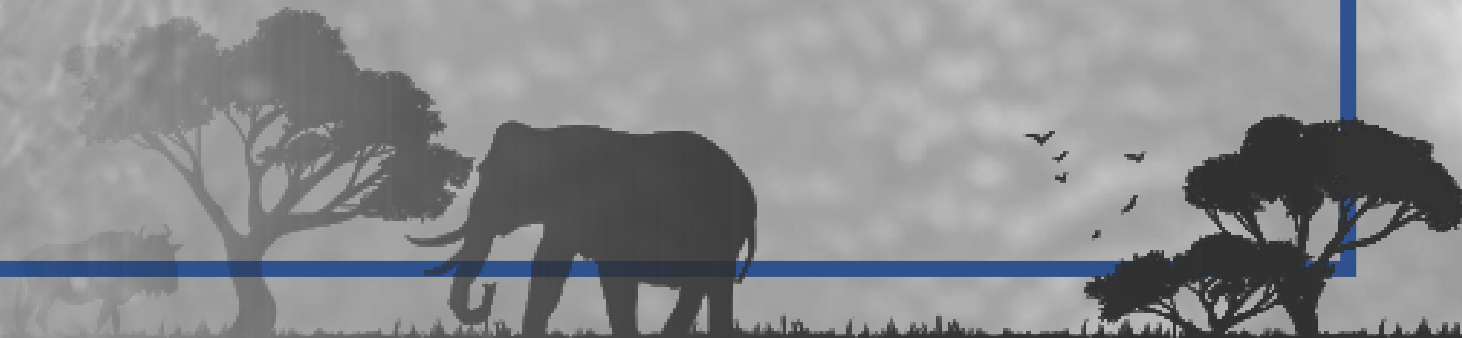
Ballads

- One of my favorite poets (whom you all know) is Lewis Carroll. If the name doesn't ring a bell, his works will – Alice in Wonderland.
- Have a look at two of Carroll's most iconic poems – the Jabberwocky and The Walrus and the Carpenter.
- I am not going to tell you what these poems are about – I would like you to do some research about that yourself...we will discuss them in our next lesson.



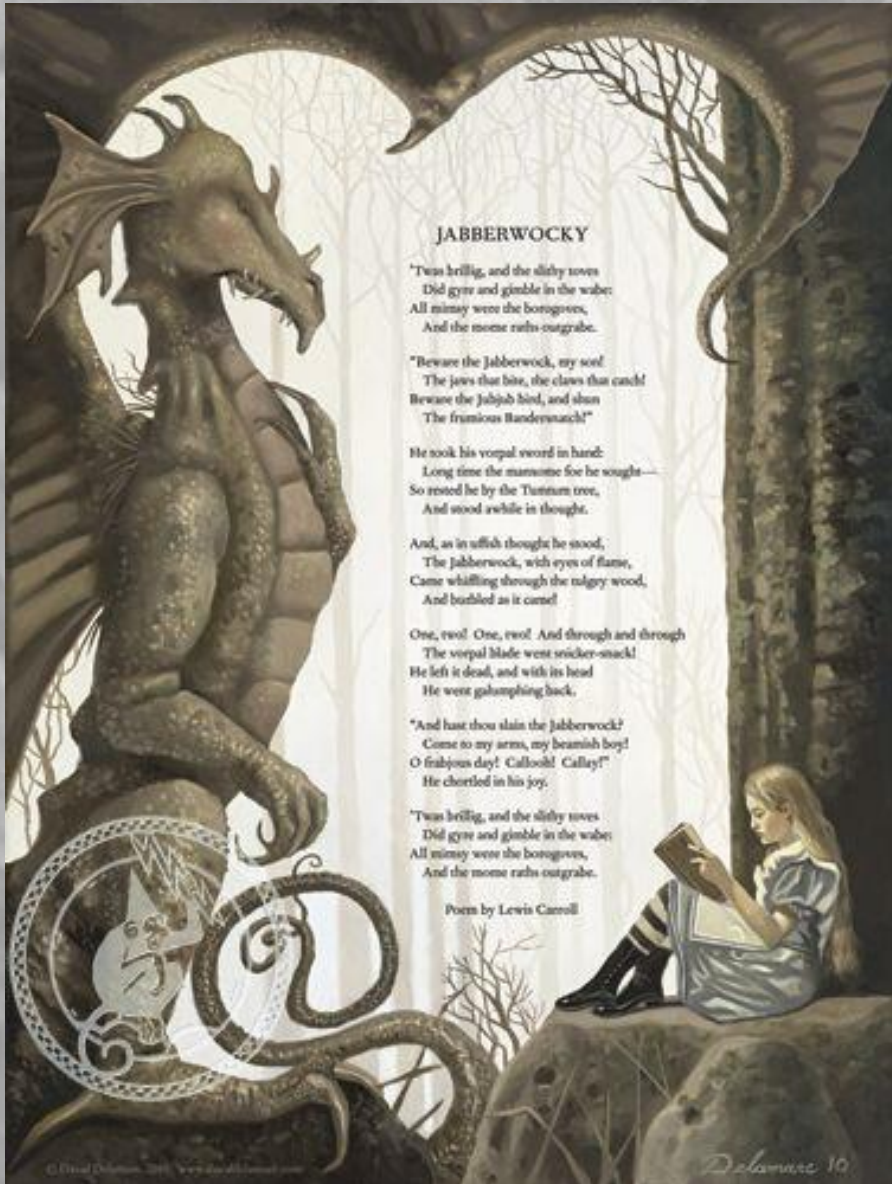
Ballads

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Ballads





JABBERWOCKY

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

"Beware the Jabberwock, my soul!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!"

He took his vorpal sword in hand:
Long time the manxome foe he sought—
So rested he by the Tumtum tree,
And stood awhile in thought.

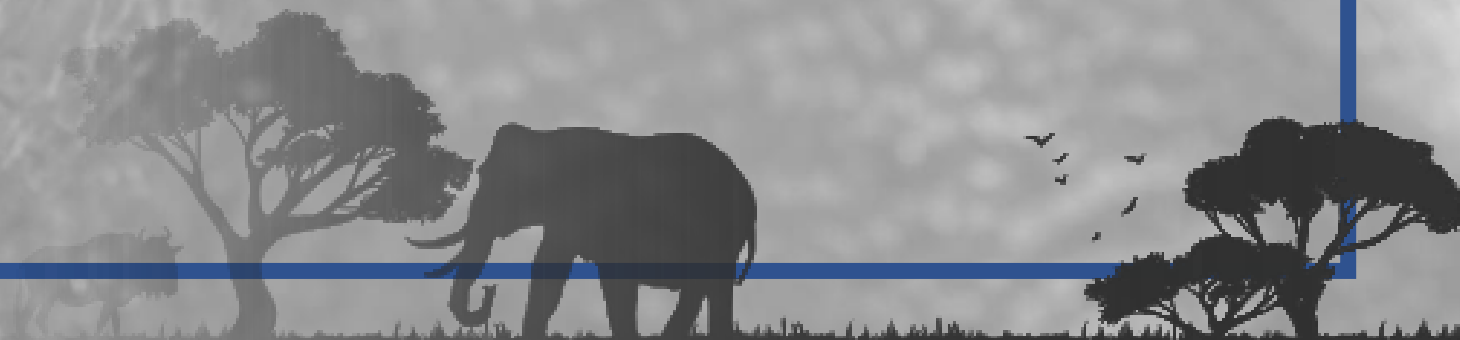
And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffling through the tulgy wood,
And burbled as it came!

One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.

"And hast thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh! Callay!"
He chortled in his joy.

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

Poem by Lewis Carroll



Ballads



The Walrus and The Carpenter

Lewis Carroll

(from *Through the Looking-Glass and What Alice Found There*, 1871)

The sun was shining on the sea,
Shining with all his might:
He did his very best to make
The billows smooth and bright--
And this was odd, because it was
The middle of the night.

The moon was shining sulkily,
Because she thought the sun
Had got no business to be there
After the day was done--
"It's very rude of him," she said,
"To come and spoil the fun!"



The sea was wet as wet could be,
The sands were dry as dry.
You could not see a cloud, because
No cloud was in the sky:
No birds were flying overhead-- There
were no birds to fly.

The Walrus and the Carpenter
Were walking close at hand;
They wept like anything to see
Such quantities of sand:
"If this were only cleared away,"

They said, "it would be grand!"
"If seven maids with seven mops
Swept it for half a year.
Do you suppose," the Walrus said,
"That they could get it clear?"
"I doubt it," said the Carpenter,
And shed a bitter tear.
"O Oysters, come and walk with us!
" The Walrus did beseech.
"A pleasant walk, a pleasant talk,
Along the briny beach:
We cannot do with more than four,
To give a hand to each."

The eldest Oyster looked at him,
But never a word he said:
The eldest Oyster winked his eye,
And shook his heavy head--
Meaning to say he did not choose
To leave the oyster-bed.

But four young Oysters hurried up,
All eager for the treat:
Their coats were brushed, their faces washed,
Their shoes were clean and neat--
And this was odd, because, you know,
They hadn't any feet.

Four other Oysters followed them,
And yet another four;
And thick and fast they came at last,
And more, and more, and more--
All hopping through the frothy waves,
And scrambling to the shore.



The Walrus and the Carpenter
Walked on a mile or so,
And then they rested on a rock
Conveniently low:
And all the little Oysters stood
And waited in a row.

"The time has come," the Walrus said,
"To talk of many things:
Of shoes--and ships--and sealing-wax--
Of cabbages--and kings--
And why the sea is boiling hot--
And whether pigs have wings."

"But wait a bit," the Oysters cried,
"Before we have our chat;
For some of us are out of breath,
And all of us are fat!"
"No hurry!" said the Carpenter.
They thanked him much for that.



"A loaf of bread," the Walrus said,
"Is what we chiefly need:
Pepper and vinegar besides
Are very good indeed--
Now if you're ready, Oysters dear,
We can begin to feed."

"But not on us!" the Oysters cried,
Turning a little blue.
"After such kindness, that would be
A dismal thing to do!"
"The night is fine," the Walrus said.
"Do you admire the view?"

"It was so kind of you to come!
And you are very nice!
" The Carpenter said nothing but "
Cut us another slice:
I wish you were not quite so deaf--
I've had to ask you twice!"

"It seems a shame," the Walrus said,
"To play them such a trick,
After we've brought them out so far,
And made them trot so quick!
" The Carpenter said nothing but
"The butter's spread too thick!"

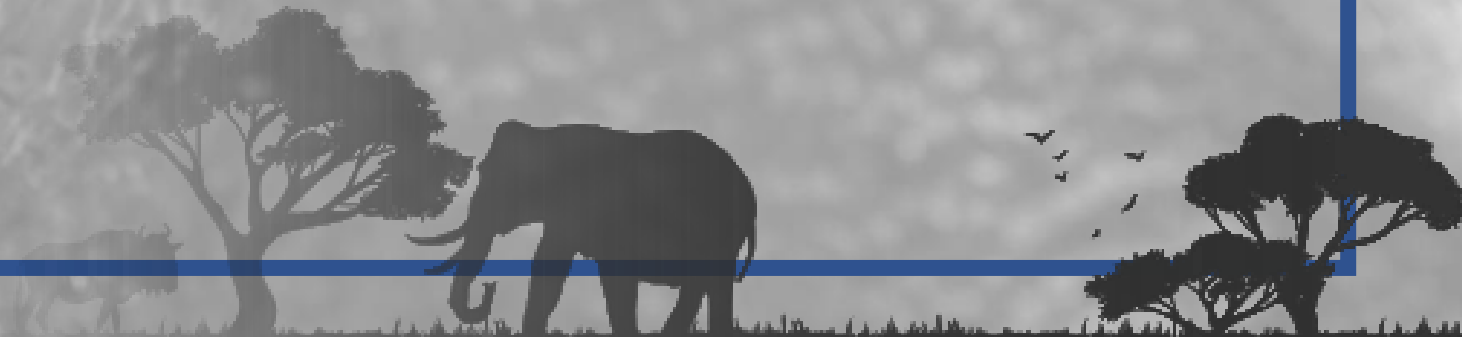
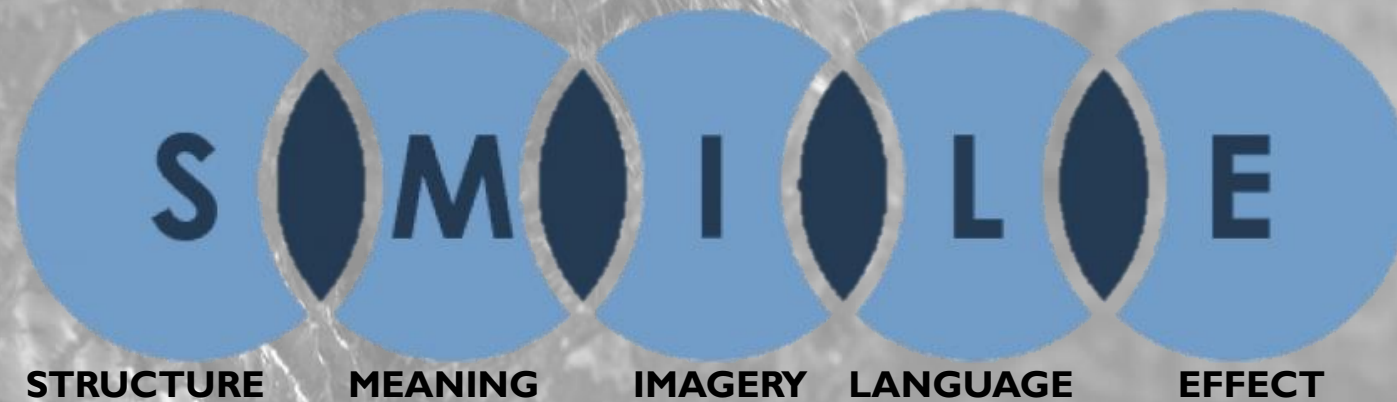
"I weep for you," the Walrus said:
"I deeply sympathize."
With sobs and tears he sorted out
Those of the largest size,
Holding his pocket-handkerchief
Before his streaming eyes.

"O Oysters," said the Carpenter,
"You've had a pleasant run!
Shall we be trotting home again?"
But answer came there none--
And this was scarcely odd, because
They'd eaten every one.

dshaw@jabberwocky.com

How to Analyse Poetry

- You will have encountered the SMILE method in Grade 8 and Grade 9. Here is a refresher:



S – STRUCTURE: How is this poem organized?

- How many stanzas?
- How is the idea developed?
- What words or phrases give the images or theme emphasis or clarity?
- What is the structure?
- Line length / rhyme scheme? Is there any rhythm / repetition?

M – MEANING: What is the poem about?

- Does it have a message?
- What is the poet discussing?
- Is there an overall theme and idea in the poem?
- Does it contain symbolism?



I – IMAGERY: What pictures do you get in your mind when you read the poem?

- Does the poem contain similes, metaphors, or personification?
- Why do you think the poet has included these images in the poem?



L – LANGUAGE: What words has the poet used to create an image?

- Are there any complicated words?
- Is the language simple to understand?
- Which words and phrases create the images?

E – EFFECT: What is the effect of the poem?

- What does the poem make you feel or think about?
- What opinion does it show about the subject?
- What is the poet trying to say about their subject?



Ballads

- Now that you have heard the poems (and I hope appreciated them), have a look at the GoogleDoc link on GoogleClassroom which provides a space for you to begin your annotations...

