

GRAYS TUITION CENTRE – Online Tutoring

WEEK: 3

Week Beginning: (04/01/2021)

Subject: ENGLISH

Year: 8

Lesson Objective:

- Being able to explore Christina Rossetti's poems.
- Be able to show our knowledge on critical language and structure analysis.

Keywords/ Concepts

- Poetry.
- Language
- Poets intentions.

Class Worksheets

- For class work- Two of Rossetti's poems with following questions

Homework Worksheets

- A life in the day worksheet.

Additional Notes

- Week 2 Homework will be marked in lesson
- All lesson worksheets and **homework for next week (due Week 4)** worksheets can be found below

An Apple Gathering

I plucked pink blossoms from mine apple tree
And wore them all that evening in my hair;
Then in due season when I went to see
I found no apples there.

With dangling basket all along the grass
As I had come I went the selfsame track:
My neighbours mocked me while they saw me pass
So empty-handed back.

Lilian and Lilius smiled in trudging by,
Their heaped-up basket teased me like a jeer;
Sweet-voiced they sang beneath the sunset sky,
Their mother's home was near.

Plump Gertrude passed me with her basket full,
A stronger hand than hers helped it along;
A voice talked with her through the shadows cool
More sweet to me than song.

Ah Willie, Willie, was my love less worth
Than apples with their green leaves piled above?
I counted rosiest apples on the earth
Of far less worth than love.

So once it was with me you stooped to talk,
Laughing and listening in this very lane;
To think that by this way we used to walk
We shall not walk again!

I let my neighbours pass me, ones and twos
And groups; the latest said the night grew chill
And hastened: but I loitered, while the dews
Fell fast I loitered still.

Christina Rossetti

After you have read the poem, answer the following questions:

“An Apple- Gathering”

1. Why does Rossetti choose a first person female narrative viewpoint?
2. The opening two lines describe female decorative beauty. What do they suggest about womankind?
3. What links can you make between the first stanza and the language and events of ‘Goblin Market’?
4. In lines 5-8, the narrator’s deviation from social norms seems to be ‘mocked’. Why is this?
5. Why does Rossetti choose ‘Lilian and Liliacs’ as, effectively, role models for the speaker?
6. Why do you think Rossetti adds the detail ‘Their mother’s home was near’? How does this link with the speaker’s behaviour, and assumed social role (as a female)?
7. Why is Rossetti’s first allusion to a man so elliptical (‘A stronger hand than hers’)?
8. In lines 17-24, the speaker seems to lament her lost beloved. Why does Rossetti place this stanza in this position?
9. What do you think the passing ‘neighbours’ represent?
10. Why does night fall at the end of the poem, and why does the speaker ‘loiter [...] still’? What is she waiting for?



Name: _____

Elements of Poetry

Directions: Choose a poem that you like to read. Describe the different elements of the poem.

Poem Title: _____

Author: _____

Explain the main idea of the poem. _____

Explain the tone, or emotion, of the poem. _____

Identify the theme of the poem. _____

What is the author's purpose? _____

Explain what you like about this poem. _____

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Out of the church she followed them
With a lofty step and mien:
His bride was like a village maid,
Maude Clare was like a queen.

"Son Thomas, " his lady mother said,
With smiles, almost with tears:
"May Nell and you but live as true
As we have done for years;

"Your father thirty years ago
Had just your tale to tell;
But he was not so pale as you,
Nor I so pale as Nell."

My lord was pale with inward strife,
And Nell was pale with pride;
My lord gazed long on pale Maude Clare
Or ever he kissed the bride.

"Lo, I have brought my gift, my lord,
Have brought my gift, " she said:
To bless the hearth, to bless the board,
To bless the marriage-bed.

"Here's my half of the golden chain
You wore about your neck,
That day we waded ankle-deep
For lilies in the beck:

"Here's my half of the faded leaves
We plucked from the budding bough,
With feet amongst the lily leaves, -
The lilies are budding now."

He strove to match her scorn with scorn,
He faltered in his place:
"Lady, " he said, - "Maude Clare, " he said, -
"Maude Clare, " - and hid his face.

She turn'd to Nell: "My Lady Nell,
I have a gift for you;
Though, were it fruit, the blooms were gone,
Or, were it flowers, the dew.

"Take my share of a fickle heart,
Mine of a paltry love:
Take it or leave it as you will,
I wash my hands thereof."

"And what you leave, " said Nell, "I'll take,
And what you spurn, I'll wear;
For he's my lord for better and worse,
And him I love Maude Clare.

"Yea, though you're taller by the head,
More wise and much more fair:
I'll love him till he loves me best,

Maude Clare

1. Why does Rossetti choose an apparent third person omniscient narrative viewpoint?
2. What effect does the alternating rhyme scheme have?
3. Why might Rossetti use pronouns first (such as 'she' in line 1) before introducing names?
4. Why does Rossetti describe a repeated cycle in lines 9-12, comparing Thomas and Nell with his parents?
5. In line 13, there is a shift to the actual viewpoint: first person. Why do you think Rossetti does this at this particular point?
6. Why is the speaker anonymous?
7. What is Thomas's source of 'inward strife'?
8. Why are the main characters described as 'pale'?
9. Maude Clare's 'gift' to Thomas appears to be a 'bless[ing]' – why is it said to be for 'the hearth ... the board ... [and] the marriage bed'?
10. However, Maude Clare's gift is a poisoned (golden) chalice: half a golden chain. In lines 21-28, consider the connotations of 'You wore about your neck', 'we waded ankle-deep / For lilies' and 'With feet amongst the lily leaves, - / The lilies are budding now'. How do these connotations link with the gift of the golden chain?
11. Thomas 'strove to match' Maude Clare 'scorn with scorn'. Read lines 29-32. Is he successful? Why?
12. Maude Clare's gift to Nell is tainted. Consider the quotations 'were it fruit, the blooms were gone', 'were it flowers, the dew', 'my share of a fickle heart', 'Mine of a paltry love'. What effects do they have?
13. Why does Rossetti make Nell begin her reply to Maude Clare's gift with the conjunction 'And'?
14. Why does Nell compliment Maude Clare in the final stanza?
15. Why do you think the nameless narrator remains speechless and makes no further comments on events at the end of the poem – especially as she described Thomas as '[her] lord'?

Once you have completed the questions, begin to analyse language and structure.

- Analyse language techniques presented in the two poems. What devices are used in the poems? Write what their effect is.
- Now look at the structure. Is it regular or irregular? Write down what the effect of structure has on the poem, along with the effect on the reader?
- Write down at least 3 comparisons between the two poems.

Extension if finished- Then answer this exam question:

How does the poet, Christina Rossetti, use language and structure to create an effect on the reader? Use relevant evidence from the poem.

Homework

A Life in the Day

- Resource:** *A life in the day of*
Outcome: Own 'life in the day of' article
Format: Magazine article
Audience: Magazine readers (Sunday Times)
Purpose: To inform, engage and entertain

Preparation

1. In this article we learn about typical day. Draw a table like the one below and fill in as much information as you can about what he / she does in an average day.

Time	Activity

2. The article uses this daily schedule to provide information about **life**.
What do we learn about:
- dreams and goals
 - likes and dislikes
 - family
 - friends
 - memories
 - social life
 - interests
 - personality
3. Based on your answer to the above think carefully about the **title** of the article. Why do you think it is *A Life in the Day of* instead of *A Day in the Life of*
4. Now draw another table like the one above, this time with the timetable for **your** typical school or weekend day.

Assignment

Write your own *A Life in the Day of* article, following the same format and style as the one you have studied. This can be a school day or a weekend day, or both!
