

Sympathy

LEARNING OBJECTIVES
<ul style="list-style-type: none"> ➤ Learning about the pain of being imprisoned and the value of freedom. ➤ What other people consider beautiful may not be beautiful for the person who is providing the beauty: example - acrobats, clowns and animals in a circus; animals in zoos; children forced into studying subjects for which they have no aptitude; adults having to do some work that they do not like at all, may not be happy. ➤ Outcome: Reading and reciting the poem correctly with the rhythm and correct emphasis. ➤ Answering questions on the poem. ➤ Learning words, meanings, spellings, pronunciation, rhymes.

<ul style="list-style-type: none"> ➤ This is a beautiful poem by Paul Laurence Dunbar that describes the anguish of a caged bird. While everyone who sees the bird admires its beauty and its song, only the bird knows the misery of being imprisoned. The poet reflects his own loss of freedom through the grief of the bird. ➤ Read aloud and enjoy the rhythm, rhyme and meaning of the poem. ➤ Explain the poem clearly to the students so that they understand how the poet is expressing the value of freedom. ➤ Explain this poem, comparing it to the story of Chalmers and Edme in the Worksheet of an earlier chapter. Those birds chose to live in a cage while this one longs for the open sky. ➤ This poem can be understood in three parts, each part consisting of two stanzas. The first part describes the world of freedom outside the cage for which the bird longs [what the caged bird feels]. The second part describes the futile struggle of the bird to escape, and its pain and agony at being caged [why the bird beats its wings]. The third part tells us that what we imagine as the song of joy when the bird sings, is actually a prayer by the bird to God for its freedom [why the caged bird sings]. ➤ The rhyme scheme is abaabcc. Explain what the following are: a simile – ‘the river flows like a stream of glass’; a metaphor – the ‘chalice’ of the first bud; alliteration – ‘the wind stirs soft through the springing grass’; words like ‘fair’, ‘chalice’, ‘carol’, etc. ➤ Discuss the exercises and ask the students to answer them orally, before writing the answers down. 	<div>Read and Understand</div>
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	<ul style="list-style-type: none"> ➤ Explain the difference between alliteration and assonance: alliteration is generally used for the first sound of a word and assonance for sounds in other parts of a word. Both refer to a repetition of phonetic sounds. Examples: 'Peter Piper picked a peck of pickled pepper' is alliteration; 'So all day long the noise of battle rolled' is assonance. ➤ Ask them to learn the poem and recite it correctly in turns in class. Correct them where necessary.
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