

I Wandered Lonely as a Cloud

LEARNING OBJECTIVES

- Learning about lyrical poetry and what was called the Romantic Age in English Literature.
- Understanding the beauty of nature and the comfort and joy it brings.
- Reading and reciting the poem with the correct rhythm and emphasis.
- Answering questions on the poem.
- Learning words and their meanings, spellings, pronunciation, rhymes.
- **Outcome:** Learning to enjoy lyrical poetry and the joy of nature.
- Understanding the poem well.
- Learning to pronounce perfectly by reciting the poem.

- This is a beautiful and well-known poem by William Wordsworth. This poem refers to a scene that Wordsworth and his sister saw in 1802, when they came to a 'long belt' of daffodils that bloomed in a meadow near Glencoyne Bay, at Ullswater in England's Lake District. The field of daffodils swayed in the breeze. Some years later, Wordsworth remembered the beauty and tranquillity of that scene and wrote this poem. It was first published in 1807 in 'Poems, in Two Volumes'.
- Wordsworth, along with another poet, Samuel Taylor Coleridge, wrote a book of poems called 'Lyrical Ballads' which marked a change in the way poetry was written, sometimes with rhymed verse and sometimes like spoken words. It was also marked a change in the use of imagination, as the poets allowed their minds to wander beyond what they actually saw and wrote about many things that were imagined by them. This wide use of imagination or 'romance' gave this period of writing the name of the 'Romantic Age'.
- This poem focuses on one of the central ideas of Wordsworth's poetry – that something we see or experience is later remembered when we are sitting quietly and thinking or relaxing. That memory brings with it peace or joy or sorrow, reviving the actual feelings we felt when we first saw or experienced it.
- In the first stanza, the poet explains how he was walking around by the side of a lake, as lonely as a cloud that blows over hills and valleys, when he saw a field of golden daffodils on the banks – so many that they looked like 'a host', an army! The breeze blew over them, setting them 'fluttering and dancing'. In the second stanza, he uses an expanded simile to compare them to the stars 'that shine and twinkle on the milky way' because they are spread over a large area. Then as he watches them waving in the breeze, he personalises them,

Read and Understand

	<p>saying that they seem to be dancing, 'tossing their heads'. In the third stanza, he compares them to the waves on the lake, as the breeze ripples over both and the sun shines on them. Both ripple and sway, and the colours flash in the sunlight, but the daffodils 'out-did the sparkling waves in glee'. The daffodils and the waves are joyous, but to the poet, the daffodils appear more full of glee. It is impossible for the poet to feel 'lonely' in 'such a jocund company'. He kept looking at the beautiful scene before him, without realising its real value. He did not know that the pleasure of seeing that beautiful sight, of the large swathe of daffodils swaying in the meadow near the lake, had given him a 'wealth' of thoughts and memories. In the last stanza, the poet describes the wealth. Later, when he has gone far away and much time has passed, when he is lying down on his couch, in a thoughtful mood or with his mind free of any thought, 'in vacant or in pensive mood', he remembers this scene. The daffodils 'flash upon that inward eye', as he visualises them, imagines them. That 'inward eye', his imagination, is 'the bliss of solitude' because when he is alone, the joys of the past return to him in memory. 'And then my heart with pleasure fills, And dances with the daffodils', says the poet. The daffodils are not there anymore, nor the lake or the breeze; but for the poet they are real and present because his 'inward eye' sees them and, therefore, he is not lonely. Now his 'solitude' is rich because of the 'wealth' of memories.</p> <ul style="list-style-type: none"> ➤ Read aloud and enjoy the rhythm, rhyme and meaning of the poem. ➤ Explain the rhyme scheme, which is ababcc. Explain what the following are: 'o'er vales and hills'; 'stretched in never-ending line along the margin of a bay'; 'out-did the sparkling waves in glee'; 'such a jocund company'; 'little thought what wealth the show to me had brought'; 'in vacant or in pensive mood'; 'that inward eye'; 'the bliss of solitude'. ➤ Exercises A-D: Discuss the exercises and ask the students to answer them orally, before writing the answers down. Explain the context of the questions from the poem and ensure that the students understand it before they answer. ➤ Explain the difference between simile, metaphor and personification. ➤ Ask them to learn the poem and recite it correctly in turns in class. Correct them where necessary.
Word Power	<ul style="list-style-type: none"> ➤ Exercise A: Explain the exercise and let the students do it on their own. ➤ Announce the answers and they can check their work.
Appreciating the Poem	<ul style="list-style-type: none"> ➤ Explain what the term 'simile' means and how and why it is used, especially in poetry. ➤ Give examples to explain, and encourage the students to give examples of their own too. ➤ Then let them do the exercise on their own. ➤ Check the work of each student individually.
Project Work/ AIL Activity	<ul style="list-style-type: none"> ➤ Ask the students to do this on their own. ➤ Encourage them to use their imagination and creativity in drawing the picture.