

8

UNIT

To Peace (Poem)

William Wordsworth (1770-1850)

Learning Outcomes:

By the end of this unit, the students will be able to:

- evaluate how authors use language, including figurative language, considering the impact on the reader. Discuss others' reading critically, taking account of their views.
- Identify rhyme schemes and figurative language in poems.
- Read, view and analyse a variety of readings grade-appropriate and high-interest books and texts from print and non-print sources: Poetry (free verse, narrative and rhythmic)
- Identify and use compound prepositions and prepositional phrases in writing.
- Use summary skills to write an objective summary of the given text and poems.

Pre-reading:

What do you think the title "To Peace" suggests about the theme of the poem?

While-reading

How does the poet describe the natural surroundings, and what effect do these descriptions have on the mood of the poem?

Calm is all nature as a resting wheel,
The **kine** are **couched** upon the **dewy** grass;
The horse alone, seen **dimly** as I pass,
Is **cropping audibly** his later meal:
Dark is the ground; a **slumber** seems to steal
O'er **vale**, and mountain, and the starless sky.
Now, in this blank of things, a **harmony**
Home-felt, and home-created, seems to heal
That grief for which the senses still supply
Fresh food; for only then, when memory
Is **hushed**, am I at rest. My Friends! restrain
Those busy cares that would allay my pain;
Oh! leave me to myself, nor let me feel
The officious touch that makes me droop again.



Glossary:

Words

Meanings

hushed	quieted; made silent
vale	a valley
slumber	sleep; a state of rest
audibly	in a way that can be heard
cropping	grazing or feeding on grass
dimly	not clearly; faintly
dewy	covered with dew, which is the moisture that forms on surfaces overnight
couched	lying down or resting
kine	old or poetic term for cows
harmony	a pleasing combination or arrangement of different things

Reading and Critical Thinking

A. Answer the following questions:

1. What does the poet mean by describing nature as a "resting wheel"?
2. How does the poet describe the behavior of the animals (the kine and the horse) in the poem?
3. What does the phrase "a slumber seems to steal / O'er vale, and mountain, and the starless sky" suggest about the setting of the poem?
4. How does the poet describe the relationship between memory and rest in the poem?
5. Why does the poet ask his friends to restrain from trying to alleviate his pain?

B. Multiple Choice Questions (Choose the Best Answer)

1. What is the primary mood conveyed by the poet in the poem?

- a. Joyful b. Melancholic c. Anxious d. Peaceful

2. The phrase "Calm is all nature as a resting wheel" suggests that nature is:

- a. In motion b. At rest c. Chaotic d. Broken

3. What does the poet imply by the statement "Dark is the ground; a slumber seems to steal"?

- a. It is daytime and busy.
b. It is night, and everything is peaceful.

- c. The poet is walking through a storm.
- d. The sun is setting, and the day is ending.

4. The poet finds solace in:

- a. The company of friends
- b. The noise of the city
- c. The harmony of nature
- d. Recalling past memories

5. Why does the poet ask his friends to "restrain those busy cares"?

- a. He wants them to help him more.
- b. He feels better when they talk to him.
- c. He prefers to be left alone to deal with his feelings.
- d. He needs their advice to find peace.

Rhyme Scheme

A rhyming scheme in poetry is the pattern of rhymes at the end of each line in a poem or song. It is usually described using letters of the alphabet to represent sounds, with each different sound being assigned a different letter.

For example: In a poem with the rhyme scheme AABB, the first and second lines rhyme with each other (A), and the third and fourth lines rhyme with each other (B).

Example:

The sun is shining bright (A)
It fills me with delight (A)
The sky is clear and blue (B)
A perfect day, it's true (B)

Here, "bright" and "delight" rhyme, so they are both marked as A. "Blue" and "true" rhyme, so they are both marked as B. Thus, the rhyme scheme is AABB.

Vocabulary and Grammar

Nuances in the meaning

Analyzing nuances in the meaning of words with similar denotations involves exploring the subtle differences in connotation, tone, and context that differentiate words that may appear to have similar definitions.

For example, the words "happy" and "content" both describe a positive emotional state, but "happy" often implies a more active, joyful feeling, while "content" suggests a calmer, more peaceful satisfaction. The difference in their emotional intensity is a nuance in meaning.

Task: Read the poem **"To Peace"** examine a few words with similar denotations, analyze their nuances and write. One has been done for you.

1. Calm vs. Peaceful

Denotation: Both "calm" and "peaceful" refer to a state of tranquility and absence of disturbance.

Nuance

Calm: Often implies a stillness or quietness that is the result of the absence of agitation. It suggests a state that is achieved after something has been subdued or quieted. In the poem, "Calm is all nature" suggests that nature has settled into a state of rest, possibly after a period of activity.

Peaceful: While similar to "calm," "peaceful" carries a slightly more positive connotation, often implying not just a lack of disturbance but a sense of contentment or harmony. If Wordsworth had written "Peaceful is all nature," the emphasis might shift slightly from the stillness to the harmonious state of nature, suggesting not just quiet but also a deep sense of well-being.

Role in the Text: The choice of "calm" over "peaceful" underscores the sense of stillness in nature, emphasizing the stopping of movement or sound, rather than a broader sense of harmony.

2. Resting vs. Sleeping

Denotation:

Nuance:

Role in the Text:

3. Steal vs. Creep

Denotation:

Nuance Steal:

Creep:

Role in the Text:

4. Hushed vs. Silenced

Denotation:

Nuance:

Hushed:

Silenced:

Role in the Text:

Patterns of Word Changes

A. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.



ACTIVITY

For each set of words below, identify the base word and its different forms. Identify the part of speech for each word (e.g., noun, verb, adjective). Write a sentence using each form of the base word to demonstrate its meaning and correct usage.

1. Analyse (verb)

Forms: analysis (noun), analytical (adjective)

Task: Write a sentence for each form.

2. Advocate (noun/verb)

Forms: advocacy (noun), advocated (verb, past), advocating (verb, present participle)

Task: Write a sentence for each form.

3. Create (verb)

Forms: creation (noun), creative (adjective), creatively (adverb)

Task: Write a sentence for each form.

Oral Communication



ACTIVITY

Group Discussion

Divide the class into small groups of 4-5 students. Give discussion prompt to the students, *"Discuss how the poem reflects the poet's state of mind and emotions. How do the natural elements in the poem contribute to this reflection?"* Each group should appoint a **moderator**, a **timekeeper**, and a **note-taker**. Students should demonstrate **attentive listening** by responding directly to each other's points. Each student should take turns to speak, ensuring **clear pronunciation** and appropriate **intonation**. After the discussion, each group will select one member to ask a question related to the poem to another group. The other group will respond to the question, continuing the exchange to develop a deeper understanding of the poem's themes.

Writing Skills

Objective Summary

An objective summary is a concise, neutral overview of the main points or themes of a text, presented without personal opinions, interpretations, or unnecessary details. The purpose of an objective summary is to capture the essence of the text in a clear and

factual manner.

Objective Summary of Different Types of Texts

1. **Fiction:** An objective summary of a fiction text provides a brief overview of the plot, main characters, setting, and central conflict, without delving into personal interpretations or emotions.
2. **Non-Fiction:** An objective summary of a non-fiction text presents the key arguments, facts, or findings in a straightforward and unbiased way, summarizing the author's main points or thesis.
3. **Poetry:** An objective summary of a poem provides a brief explanation of the poem's overall theme, tone, and message without analyzing the figurative language or exploring deeper interpretations.

Task: Read the poem "To Peace" thoroughly and write an objective summary of it. Remember to use transitional devices in your summary to make it interesting.

Transitional devices

Transitional devices (also known as transition words or phrases) are words or phrases that help connect ideas, sentences, and paragraphs smoothly in writing. They guide readers through the text by showing the relationships between different parts of the content, such as adding information, contrasting ideas, showing cause and effect, or indicating time. Using transitional devices effectively makes writing more coherent and easier to follow.

Examples: and, furthermore, moreover, in addition, however, although, similarly, therefore, first, finally.

Task: Recall the paraphrasing skills and paraphrase the stanzas of the poem "To Peace" by William Wordsworth. Remember to use transitional devices to make your writing more effective.