

Students Learning Outcomes

After reading the lesson the students will be able to:

- use pre-reading strategies to predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- read a poem and give orally and in writing
 - theme and its development.
 - personal response with justification.
 - paraphrase/ summary.
- read and analyze how a writer/ poet uses language to
 - appeal to the senses through use of figurative language including similes and metaphors.
 - create imagery.
 - affect meaning through use of synonyms with different connotations and denotations.
- enhance and use appropriate vocabulary and correct spelling in speech and writing:
 - recognize words that vary in meaning according to their connotations.
- create and deliver group/ class presentations on various themes, problems and issues:
 - present and explain one's point of view clearly.
 - support or modify one's opinions with reasons.
 - acknowledge others' contributions.
 - present with clarity, the main point or subject of the presentation.
 - support the topic or subject with effective factual information.
 - structure ideas and arguments in a coherent logical fashion.
- use adjective phrases and clauses.

In Spite of War

Pre- reading

- Look at the pictures and predict the theme of the poem.



Reading

In spite of war, in spite of death,
In spite of all man's sufferings,
Something within me laughs and sings
And I must praise with all my breath.

In spite of war, in spite of hate
Lilacs are blooming at my gate,
Tulips are tripping down the path
In spite of war, in spite of wrath.

"Courage!" the morning-glory saith;
"Rejoice!" the daisy murmureth,
And just to live is so divine
When pansies lift their eyes to mine.

The clouds are romping with the sea,
And flashing waves call back to me
That naught is real but what is fair,
That everywhere and everywhere
A glory liveth through despair.

Though guns may roar and cannon boom,
Roses are born and gardens bloom;
My spirit still may light its flame
At that same torch whence poppies came.

Where morning's altar whitely burns
Lilies may lift their silver urns
In spite of war, in spite of shame.

And in my ear a whispering breath,
"Wake from the nightmare! Look and see
That life is naught but ecstasy
In spite of war, in spite of death!"

By Angela Morgan

About the poet

Angela Morgan was born in 1875 in Washington, D.C. Her given name at birth was Nina Lillian, which she later changed to Angela. Her career as a writer started as a journalist for the Chicago and New York newspapers before World War I. Her most productive years were from 1914-1940. Morgan's pieces were published in major magazines. She also wrote fourteen books of poems, one novel, and a book of short stories. She passed away on January 24, 1957 in New York.

Glossary

Words	Meaning
lilacs	a Eurasian shrub or small tree of the olive family, which has fragrant violet, pink, or white blossom and is a popular garden ornamental
urn	a tall, rounded vase with a stem and base
tripping	catch one's foot on something and stumble or fall
murmureth	a softly spoken or almost inaudible utterance
pansies	a plant possessing a distinctive purple tint
altar	a table or flat-topped block used as the focus for a religious ritual, especially for making sacrifices or offerings

wrath	extreme anger
ecstasy	an overwhelming feeling of great happiness or joyful excitement
romping	(especially of a child or animal) play roughly and energetically

Exercise**Comprehension****A. Answer the following questions.**

- What are the things that thrive despite the ravages of war?
- What are some of the different words and images used in the poem that convey the emotion of loss?
- In the poem "In Spite of War", there are several examples of personification. Identify two examples of personification: explain what is being personified and how in each example.
- Make a list of the words that tell you about the tone of the poem 'In spite of War' and explain how those words tell us what the tone is. Use examples from the poem to back up your reasoning.
- What is the theme of the poem 'In spite of War'?

B. Choose the correct option.

- According to Angela Morgan, despite death and destruction of war life springs in the form of _____.
a) natural beauty b) social beauty c) cultural beauty d) artistic beauty
- "When pansies lift their eyes to mine": in this line the poet has used the poetic device of _____.
a) simile. b) metaphor c) personification d) alliteration
- The words boom, roar, murmurth and whispering breath is the example of _____.
a) simile b) metaphor c) rhymes d) onomatopoeia

4. According to the poet Angela Morgan, life is the name of _____
 a) sufferings and despair b) hate and wrath
 c) nightmare and shame d) ecstasy and elation
5. The tone of the poem is _____
 a) optimistic b) pessimistic c) ecstatic d) gloomy

Vocabulary

Read the poem "In Spite of War" and make a list of words that evoke positive emotions and the others that evoke negative emotions.

Writing

- A. Write the summary of the poem, "In Spite of War" in your own words.
 B. Paraphrase the following stanza.

"Courage!" the morning-glory saith;
 "Rejoice!" the daisy murmureth,
 And just to live is so divine
 When pansies lift their eyes to mine.

Listening and speaking

Create a class presentation on the topic 'Importance of Peace', and deliver in front of class.

Grammar

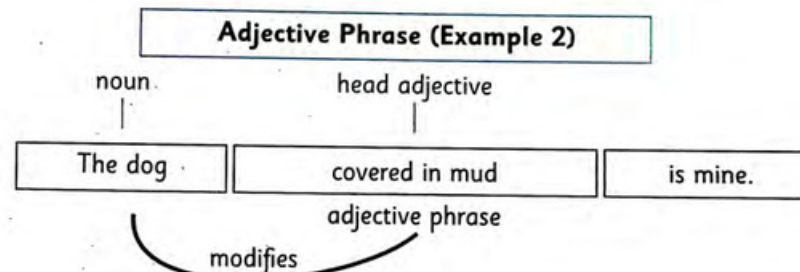
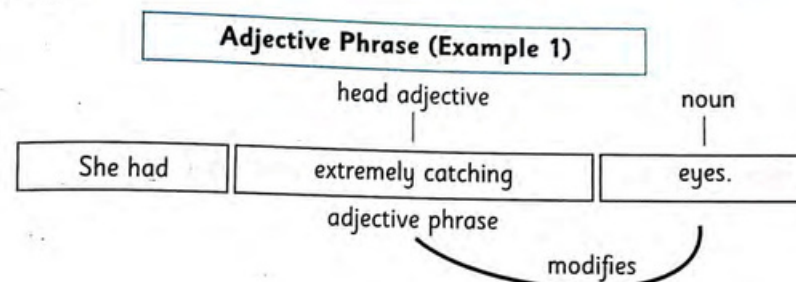
Adjective Phrase

An adjective phrase (or adjectival phrase) is a phrase that tells us something about the noun it is modifying. The head (principal) word in an adjective phrase will be an adjective. Like a normal adjective, an adjective phrase can be used before the noun it is modifying or after the noun it is modifying.

Teacher's guideline:

Explain to the students how the poet has used language to affect meaning by using two sets of words i.e. words with positive connotation and negative connotation.

Example:



More Examples of Adjective Phrases

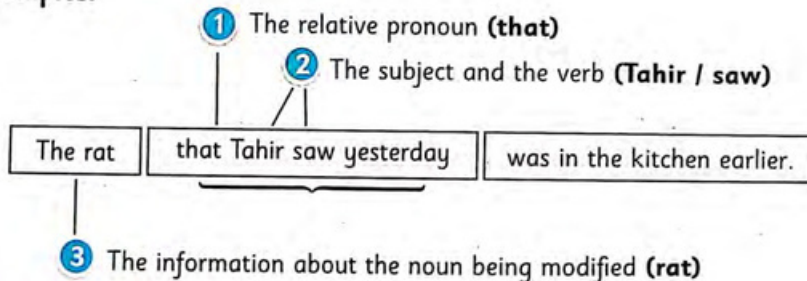
- ▷ The extremely **tired** lioness is losing patience with her overly **enthusiastic** cub.
 (The extremely tired and her overly enthusiastic are adjective phrases. The adjective phrase the extremely tired modifies the noun lioness and the adjective phrase her overly enthusiastic modifies the noun cub.)
- ▷ My father was fairly **unhappy** with the service.
 (Fairly unhappy with the service is an adjective phrases that modifies the noun father.)
- ▷ The consequences of agreeing were far too **serious**.
 (Far too serious is an adjective phrases that modifies the noun consequences.)

- › The dog **covered** in mud looked **pleased** with himself.
(Covered in mud and pleased with himself are adjective phrases. The adjective phrase covered in mud modifies the noun dog and the adjective phrase pleased with himself also modifies the noun dog.)

Adjective Clause

- › First, it will contain a subject and verb.
› Next, it will begin with a relative pronoun [who, whom, whose, that, or which] or a relative adverb [when, where, or why].
› Finally, it will function as an adjective, answering the questions What kind? How many? or Which one?

Examples:



More Examples of Adjective Clauses

- › We are reading the book **that I like the best**.
(That I like the best is an adjective clause. It contains the subject I and the verb like. The clause modifies the noun book.)
- › Mr. Javed is the teacher **who helped me with my math problems**.
(Who helped me with my math problems is an adjective clause. It contains the subject who and the verb helped. The clause modifies the noun teacher.)
- › The bad weather is the reason **why I decided to drive instead of walk**.
(Why I decided to drive instead of walk is an adjective clause. It contains the subject I and the verb decided. The clause modifies the noun reason.)
- › Maria is the person **whose family owns a cattle farm**.
(Whose family owns a cattle farm is an adjective clause. It contains the subject family and the verb owns. The clause modifies the noun person.)

A. Underline the adjective phrases in the following sentences.

1. Have you ever seen an elephant with a white skin?
2. He was wearing a crown made of gold.
3. There I met a girl with blue eyes.
4. Wild beasts in small cages are a sorry sight.
5. A man with a long beard came to see me.

B. In each of the following sentences replace the adjective in bold letters by an adjective phrase of the same meaning. The first one has been done.

1. The King wore a **golden** crown.
The King wore a crown **made of gold**.
2. It is a **white** elephant.
3. He lived in a **stone** house.
4. There was an **earthen** pot on the table.
5. She wore a **diamond** necklace.
6. That was a **brave** act.

C. Underline the adjective clause in the following sentences and circle the word it modifies.

1. I like a leader who listens to his people.
2. The dog which I loved dearly was hit by a truck last night.
3. Rasheed is a person who takes responsibility well.
4. Ghazala is the one for whom you are looking.
5. The shirt that you bought me doesn't fit well.

D. Combine each of the following pairs of simple sentences into one complex sentence containing an adjective clause. The first one has been done.

1. The theft was committed last night. The police has caught the man.
The police has caught the man who committed the theft last night.
2. You are looking upset. Can you tell me the reason?
3. He had several plans for making money quickly. All of them have failed.
4. This is the village. I was born here.
5. You put the keys somewhere. Show me the place.