

Love and Learn: Two Poems

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Introduction

The lesson plan, which is inspired by what I have learned in the 2011 Expert Teacher Training Program, is designed to teach “Love and Learn: Two Poems.” Since we have learned so much in the previous trainings, in this lesson plan, I try my best to involve students in many activities which are set to activate their ability to think critically, write with creativity and enjoy reading love poems.

Thus, in the warm-up, students are provided a chance to think what love is. Through song listening and idea exchanging on the international online forum, they are expected to have some rough ideas about love.

Then, in the teaching of the reading, students are guided to comprehend the text with a graphic organizer, a Knowledge Rating Scale (a form for formative assessment), and some comprehension questions. To raise the interest of students in reading and enjoying poems, some clips from the Internet are used in the class as well.

The follow-up activities after reading will focus on how to bridge reading to writing. Students are encouraged to write a short poem of their own or develop a short story based on a love song they like. It would be highly praised if they could read what they have written and share with their classmates.

Level of difficulty:

Elementary Intermediate Upper-Intermediate Advance

Focus of the lesson: critical thinking and basic training of the four skills

Text type: poetry

Grammar focus: transitional words

Love and Learn: Two Poems

The young and the old often have very different ideas about life. The young, we might say, are full of energy and ready to grasp the moment. The old, who have been made wiser by experience, are generally more cautious.

Perhaps this is most true when it comes to love. Oftentimes, a young boy or girl will easily fall in love—and just as easily fall out of love! A more mature person, on the other hand, will know that true love takes time to grow, and that it rarely happens quickly. He or she also knows that love can bring not only happiness, but also sorrow and regret, and therefore, it should be approached with wariness and patience.

But how do older people know these things? Ah, it is only because they were once young also! They made their own mistakes in life and in love. As an old English proverb goes, “Live and learn”—or, we might say, “Love and learn.” However, does that mean everyone must make mistakes in order to become wiser and more mature? Or does it mean we should listen more closely to what advice our elders have to give us? The following two poems offer some words of wisdom about falling in love too young.

When I Was One-and-Twenty

When I was one-and-twenty

I heard a wise man say,

“Give crowns and pounds and guineas

But not your heart away;

Give pearls away and rubies

But keep your fancy free.”

But I was one-and-twenty

No use to talk to me.

When I was one-and-twenty

I heard him say again,

“The heart out of the bosom

Was never given in vain;

’Tis paid with sighs a plenty

And sold for endless rue.”

And I am two-and-twenty,

And oh, ’tis true, ’tis true.

—by A. E. Housman (1859-1936)

Down by the Salley Gardens

Down by the salley gardens my love and I did meet;

She passed the salley gardens with little snow-white feet.
She bid me take love easy, as the leaves grow on the tree;
But I being young and foolish, with her would not agree.

In a field by the river my love and I did stand,
And on my leaning shoulder she laid her snow-white hand.
She bid me take life easy, as the grass grows on the weirs;
But I was young and foolish, and now am full of tears.

—by William Butler Yeats (1865-1939)

Lesson Plan

I. Background Knowledge Creation

Directions:

1. Since this is a lesson about two love poems, the teacher starts the lesson with a question: "Love is a simple word composed of four letters but loved by all kinds of people. Teenagers like you guys must be very curious about what it is like to be in love with someone. Some of you may have fallen in love already while some haven't got the chance. But anyway, you must have heard about someone's love story or learned some ideas about being in love from novels, TV or movies. So, in your opinion, what is love?" Then, the teacher can ask students to have a brainstorming and write down their one-sentence definition onto the first part of Handout 1.
2. Next, students listen to the song "Love" written by John Lennon and fill in the blanks (the second part of Handout 1) to find Lennon's definition of love, which is unfolded in the lyrics. They may have a comparison with their own or just share how they feel about it orally.
3. In a classroom with an access to the Internet, the teacher may even lead students, who have been introduced what iEARN projects are last semester, to participate in an ongoing iEARN project, "Heart to Heart." It is a thematic forum on iEARN and includes many monthly themes. Students from all over the world will write poetry, draw pictures and collaborate with their global partners. Students are encouraged to post their definition of love on one of the discussion boards entitled "what is love?" They may also read through the definitions given by other students and copy their favorite one onto the third part of Handout 1.

II. New Information Teaching

Directions:

1. The reading basically could be divided into two parts: (1) an introductory description placed before the two poems and (2) the two poems ("When I Was One-and-Twenty" by A. E. Housman and "Down by the Salley Gardens" by W. B. Yeats). First, students are asked to read through the reading silently. While reading, they may come across the new words (printed in **boldface** in the textbook). However, they are not allowed to jump to the vocabulary part to get the exact meaning of each new word. Instead, it is preferred for them to guess what a word means during the reading process.
2. The teacher distributes Handout 2 (Knowledge Rating Scale) to students after they complete the reading for the first time. Then, the teacher asks students to read the first part of reading (line 1-19) again and try to complete the graphic organizer designed based on this part. Before students move on to the graphic organizer, the teacher may highlight some parts he/she wants students to pay attention to by asking some guided questions (such as "how do the young and the old differ in their attitude toward love?") so that students can get the whole picture of this part more easily.

(**The teacher has to collect Handouts 2 done by students as a reference for the follow-up vocabulary instruction.)

3. The teacher have a quick review of some basic elements of poetry, which have been taught last semester, such as rhyme, stanza, and imagery to help students understand and enjoy the poems. (Handout 3)
4. Then, the teacher will move to the teaching of the first poem “When I Was One-and-Twenty”. After a quick overview of the whole poem (such as an examination of the rhyme scheme) students are encouraged to read and act it aloud. The teacher may offer some of the clips from YouTube (<http://www.youtube.com/watch?v=9gIVA8u7pYE>) as an example for students to follow. After reading, the teacher may lead students to answer some questions to clarify what lesson the narrator “I” learned from falling in love. (Handout 3)
5. The second poem “Down by the Salley Gardens” will be introduce by listening to the clips of the singing versions(<http://www.youtube.com/watch?v=C2UZReQGNVI> or Emi Fujita’s version <http://www.youtube.com/watch?v=AeVJ2wvPxDU&feature=related>). The same procedure applied to understand the first poem will be repeated again. (Handout 3)
6. Practice **one-sentence summary** to retell what the two poems are about.
7. If students are interested in reading more poems, the teacher may introduce some of the online resources or subscribe a newsletter on <http://poem-a-day.knopfdoubleday.com/> to get a poem to read a day.

III. Practice and Personalization

Directions:

1. Based on the Knowledge Rating Scale, which have been collected at the end of the previous session, the teacher has found out what are the words students especially are not familiar with. Therefore, the teaching of vocabulary could be focused on some specific words only.
2. The teacher teaches students how to use transitional words to make a meaningful connection between sentences by using the Grammar Focus on the textbook. An in-class quizz will be added to the teaching process to see how well students have learned from the class.
(transitional words test)

IV. Application

Directions:

1. Activity 1 The teacher divides students into groups and asks each group to present a love song they love the best. The lyrics of the song must have a theme related to love (all kinds of love, such as maternal love or love to the Earth, could be included). They have to make up a story in advance by themselves and incorporate the lyrics into the story. They don’t have to act it out but they have to read the story in front of the class and play the song at the right moment when the story goes on. (Handout 4)

2. **Activity 2** The teacher plays the song “L-O-V-E” sung by Joss Stone, and introduce what an acrostic is. Then, he/she asks students to create an acrostic with a word they pick. After they finish their poem, the teacher may share with other students. (Handout 5)

Class: _____ NO.: _____ Name: _____

What is love?

Part I.

Love is a simple word composed of four letters but loved by all kinds of people. Teenagers like you guys must be very curious about what it is like to be in love with someone. Some of you may have fallen in love already while some haven't got the chance yet. But anyway, you must have heard about someone's love story or learned some feelings about being in love from novels, TV or movies. So, in your opinion, what is love?

Write down your own definition in just one sentence. Make it creative and easy to understand.

Here are two examples:

Love is a kind of fuel which keeps people going on.
Love is a kind of drug which all lovers are addicted to.

Now, it's your turn....

Part II.

Listen to the song "Love" written by John Lennon and fill in the blanks to find how Lennon defines love in his words.

Love is _____, _____ is love

Love is _____, _____ love

Love is wanting to be loved

Love is _____, _____ is love

Love is reaching, reaching love

Love is asking to be loved

Love is you

You and me

Love is _____

we can be

Love is _____,

_____ is love

Love is living, living love

Love is needed to be loved



How do you like the song?
Compared with your definition of love,
is Lennon's a better one? Why?

Part III.

There are more people discussing what love is on the forum of “Heart to Heart,” an ongoing iEARN project (<http://foro.iearn.org/webx?230@@.1ebb1f2e>). Now, log in the forum with your iEARN account and read through the messages post on the forum. Pick your favorite one and copy it down below. You may also post your own definition of love on the forum and see what response you will get from your friends all over the world.

Example

I like the message shared by Tamara from Russia.

Here is what he/she shared:

"Love is a fruit in season at all times, and within reach of every hand." - Mother Teresa

My turn:

I like the message shared by _____ from _____.

Here is what he/she shared:

For your reference (from <http://www.poemofquotes.com/love-quotes.php>)

:

Love, like a river, will cut a new path whenever it meets an obstacle.

Crystal Middlemas

If you judge people, you have no time to love them.

Mother Theresa

Love is the flower of life, and blossoms unexpectedly and without law, and must be plucked where it is found, and enjoyed for the brief hour of its duration.

D.H.Lawrence

Love is a game that two can play and both win.

Eva Gabor

Love doesn't make the world go round. Love is what makes the ride worthwhile.

Franklin P. Jones

Class: _____ **NO.:** _____ **Name:** _____

Part I.

Word guessing is an essential part of reading comprehension. The following is a chart with all of the target words and phrases listed for us to learn in the vocabulary part on it. Now, just read through the reading (page 102-104) and see how many words you have known or how much you can guess just by reading.

Knowledge Rating Scale				
(Mark an "O" in the box you believe your knowledge level on each new word is. Feel free to make a guess even though you are not completely sure. You will not be scored with the result put in the chart!!)				
New Words	KNOW IT	CAN DESCRIBE HOW TO USE IT	NOT SURE BUT I WOULD LIKE TO MAKE A GUESS	DON'T KNOW IT
grasp				
generally				
cautious				
oftentimes				
mature				
rarely				
wariness				
proverb				
elder				
pearl				
fancy				
bosom				
endless				
bid				
foolish				
leaning				
when it comes to...				
fall in love				
fall out of love				
as a (the) proverb goes				
give away				
take...easy				

Part II.

Read through line 1-19 on page 102 again and complete the following graphic organizer by yourself.

A Comparison between the Young and the Old in Life and in Love

The young



In Life^①:

full of _____ and ready to _____
the moment

In Love^②:

easily fall _____ and _____ love

How do the old become more mature and wiser^③?

They learn from the _____ they made in life
and in love when they were once young..

The old



In Life^①:

become more _____ since they have
been made wiser by _____

In Love^②:

1. Know that true love takes _____ to
grow
2. Know that love should be approached
with _____ and _____
because it can bring not only
_____ but also _____ and

Class: _____ NO.: _____ Name: _____

Get to Understand Poems

Part I.

Look at the following poem, and answer the following questions to see how much you remember about some elements of poetry.

The Whole Duty of a Poem

By Arthur Guiterman

A poem should be, as our best ever are,
Golden of heart like a rose or a star.

A poem should be, like the brook that you hear
Sing down the mountainside, lovely and clear.

Yet in its music a poem should hold
That which is felt but never be told.

1. What is the title of the poem? _____
2. How many stanzas are there in the poem? _____
3. Write down the rhyme scheme of the poem. _____
4. Point out the line imagery is used. _____
Is it a simile or a metaphor? _____

Part II.

Read aloud the first poem "When I Was One-and-Twenty" on page 103 and try to answer the following questions.

1. How old is the narrator when he is writing the poem? _____
2. In the first stanza, what did the wise man remind the narrator to do?
(1) not to give away his _____
(2) to keep his _____ (=love commitment) free
3. In the second stanza, what would, according to the wise man, the narrator pay for if he fell in love too easily?
(1) plenty of _____ (2) endless _____ (=regret)
4. Who do you think the wise man is? His elder brother? His father? His friend?
Why?

5. Summarize the poem in one sentence.
(Hint: Who does what to whom, when, where, how and why?)

Part III.

Sing aloud the second poem "Down by the Salley Gardens" on page 104 and try to answer the following questions.

1. In the first stanza, what advice on love (or developing a relationship) did the narrator's lover give him?

2. In the second stanza, what advice on life did the narrator's lover give him?

3. Do you think it is easy to keep calm and be wise when you are madly in love? Why or why not?

4. Summarize the poem in one sentence.
(Hint: Who does what to whom, when, where, how and why?)

For your reference

Get one poem a day: <http://poem-a-day.knopfdoubleday.com/>

Share Love Song in a Story

With the help of a good composer, a beautifully written (and rhymed) love poem may turn into a popular love song. Likewise, a good story writer can make a love song more impressive if he can incorporate the song into a great story.

I believe you must have one favorite song about love that keeps playing in your head. It's time to share with your classmates!! Paste or copy the lyrics down below and try to tell us what the song is about in your own words. Then, discuss with your partners and write a story to make the song a part of the story. Try it now!

Class: _____ **Group:** _____

Members: _____

Title of the Song	
Singer	
Lyricist	
Contents of the Lyrics	

What the song is about	
Our Story Inspired by the Song	

Name: _____ NO.: _____

Brainstorming: You can also be a poet!!



LOVE sculpture in LOVE Park (JFK Plaza), a plaza located in [Center City, Philadelphia, Pennsylvania](#)

Part I. Listen to the Song "L-O-V-E" by Joss Stone and fill in the blank.

L is for the way you _____ at me
O is for the _____ I see
V is _____ extraordinary
E is _____ more than anyone that you adore and love

Love
It's all that I can give to you
Love is more than just a game for _____
_____ in love can make it
Take my _____ but please don't break it
Love was made for me and you

Part II. Now it's your turn! Write your own poem or story by embedding the letters of a word you like. You can either use your name or pick any word such as "love" or "happy." Don't forget to make your work interesting! Have fun and be creative!



The Kiss, a painting by [Klimt, Gustav](#)