

Five lesson ideas for a poem.

A Farewell

Alfred Tennyson

Flow down, cold rivulet, to the sea,
Thy tribute wave deliver:
No more by thee my steps shall be,
For ever and for ever.

Flow, softly flow, by lawn and lea,
A rivulet then a river:
Nowhere by thee my steps shall be
For ever and for ever.

But here will sigh thine alder tree
And here thine aspen shiver;
And here by thee will hum the bee,
For ever and for ever.

A thousand suns will stream on thee,
A thousand moons will quiver;
But not by thee my steps shall be,
For ever and for ever.

1. Take the verbs out of the poem. (Differentiation or extension – only take out the future tenses, or only the modal verbs). Have pupils put their own verbs in the poem and compare against the original.

_____ down, cold rivulet, to the sea,
Thy tribute wave _____:

No more by thee my steps _____ be,
For ever and for ever.

_____, softly _____, by lawn and lea,
A rivulet then a river:
Nowhere by thee my steps _____ be
For ever and for ever.

But here _____ thine alder tree
And here thine aspen _____;
And here by thee _____ the bee,
For ever and for ever.

A thousand suns _____ on thee,
A thousand moons _____;
But not by thee my steps _____,
For ever and for ever.

2. Take the nouns out of the poem. (Differentiation or extension – only take out the concrete nouns, or only the abstract nouns). Have pupils put their own nouns in the poem and compare against the original.

Flow down, cold _____, to the _____,
Thy tribute _____ deliver:
No more by thee my _____ shall be,
For ever and for ever.

Flow, softly flow, by _____ and _____,
A _____ then a _____:
Nowhere by thee my _____ shall be
For ever and for ever.

But here will sigh thine alder _____
And here thine _____ shiver;
And here by thee will hum the _____,
For ever and for ever.

A thousand _____ will stream on thee,
A thousand _____ will quiver;
But not by thee my _____ shall be,
For ever and for ever.

3. Take the adjectives out of the poem. Have pupils put their own adjectives in the poem and compare against the original . (Differentiation or extension – pupils to build extended noun phrases using two or more adjectives.)

Flow down, _____ rivulet, to the sea,
Thy _____ wave deliver:
No more by thee my steps shall be,
For ever and for ever.

Flow, softly flow, by lawn and lea,
A rivulet then a river:
Nowhere by thee my steps shall be
For ever and for ever.

But here will sigh thine _____ tree
And here thine aspen shiver;
And here by thee will hum the bee,
For ever and for ever.

A _____ suns will stream on thee,
A _____ moons will quiver;
But not by thee my steps shall be,
For ever and for ever.

4. In groups, dependent on the achievement of the groups, give them each task and/or extension task. Then compare the final results. Which one is most effective? Why?
5. Using antonyms, write the poem's opposite. Can the pupils use a dictionary/thesaurus to come up with a completely different feel to the poem?