



Theme Literature & Poetry

Subtheme War and Peace

Students' Learning Outcomes



Reading and Critical thinking

- Provide an objective summary of fiction and poetry texts.
- Read, view and analyse a variety of reading grade-appropriate and high-interest books and texts from print and non-print sources: a. Poetry (free verse, narrative and rhythmic).
- Discuss how authors use language, including figurative language, considering the impact on the reader.
- Make recommendations and develop an interest in fiction and poetry.



Grammar and Vocabulary

- Examine and interpret the use of conjunctions and transitional devices in speech and writing to create the effect.
- Distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate.
- Use all types of tenses correctly in speech and writing.



Oral Communication

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.

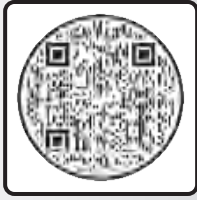


Writing

- Write multiple paragraphs essays/stories; multi-stanza poems or play script using mechanics of correct writing.

Pre-reading

🔗 How are war and peace related to each other?



Glossary

sufferings- feelings of pain and unhappiness (تکالیف)

wrath- extreme anger (غضب)

murmureth- whispers or speaks softly (زیر آواز)

divine- connected with god (خدائی)

romping- playing energetically (کودنا)

naught- nothing (کچھ نہیں)

despair- complete loss of hope (مایوسی)

nightmare- a dream that is very frightening or unpleasant (ڈراؤنا خواب)

ecstasy- a feeling or state of very great happiness (از حد خوشی)

Teacher's Guideline

Ask students to reflect on the central message or messages conveyed by the poet. What is the poet's perspective on life, war, and human resilience?

In Spite of War

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.

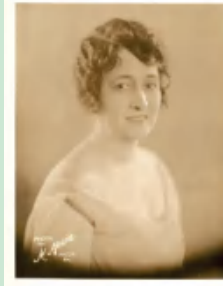
The clouds are **romping** with the sea,
And flashing waves call back to me
That **naught** is real but what is fair,
That everywhere and everywhere
A glory liveth through **despair**.
Though guns may roar and cannon boom,
Roses are born and gardens bloom;
My spirit still may light its flame
At that 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!"

Angela Morgan

About the Poet

Angela Morgan (1875-1957) was a renowned American poet whose words have inspired and uplifted people for generations. Her poetry celebrates the resilience of the human spirit and the enduring beauty of the world, even in challenging times. Angela Morgan's work, became popular during World War I, offering hope and comfort to those facing difficulty.



Poetic devices

Repetition is a literary device where words, phrases, sounds, or structural elements are intentionally repeated to create emphasis, reinforce a theme, or contribute to the overall meaning of a work.

Alliteration is a literary device where a series of words in a sentence or phrase have the same initial consonant sound. It involves the repetition of consonant sounds at the beginning of nearby or closely connected words. Alliteration is often used for poetic effect, to create rhythm, to emphasize certain words, or simply to make language more engaging.

Personification is a literary device in which non-human objects, animals, or abstract concepts are given human-like qualities or characteristics. This figurative language technique involves attributing human attributes, emotions, or actions to things that are not human.

Imagery refers to the use of vivid and descriptive language that appeals to the senses, creating a mental picture or sensory experience for the reader. Writers use imagery to make their writing more engaging and to evoke a specific emotional response from the reader.

Simile is a figure of speech that involves comparing two different things using the words "like" or "as." It is a form of metaphorical expression that draws a similarity between the qualities of the two entities being compared. The purpose of a simile is to create a vivid image, emphasize a point, or make a description more engaging for the reader or listener.

Metaphor is a figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable. Metaphors are used to make a direct comparison between two unrelated things, suggesting that they share common characteristics. Unlike similes, which use "like" or "as" to make comparisons, metaphors assert the similarity outright.

Symbolism is a literary device where symbols, objects, characters, figures, or colours are used to represent abstract ideas or concepts in a work of literature. These symbols can carry multiple meanings and often add depth and layers of meaning to a story.

Euphony is a literary and linguistic term that refers to the harmonious and pleasant arrangement of sounds, particularly in language. It involves the use of smooth, melodious, and pleasing combinations of sounds in words and phrases.

Activity

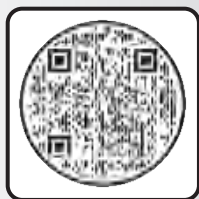
Read the poem "In Spite of War" by Angela Morgan.

In small groups, identify instances of poetic devices (repetition, alliteration, personification, imagery, metaphor, symbolism, and euphony) within the poem.

Discuss and present your findings to the class. Explain how each device contributes to the poem's meaning.

Individually, read other poems inspired by the themes of the poem. Identify at least three different poetic devices.

Consider the reading suggestions given at the end of the lesson.



Skill: Summarization of Fiction and Poetry Texts

Develop the skill to identify and extract key elements from fiction and poetry texts.

Comprehension

A Answer the following questions.

- 1 ▶ How does the poet use contrasting elements such as war and life's beauty to evoke emotional responses in the reader?
- 2 ▶ Analyse the symbolic significance of flowers like lilacs, tulips, and pansies in the poem. What do they represent in the context of war and suffering?
- 3 ▶ What are the things that thrive despite the ravages of war?
- 4 ▶ What message does the poem convey about the resilience of the human spirit?
- 5 ▶ How does the poem make you feel, and what emotions or thoughts does it evoke?
- 6 ▶ What are some of the different words and images used in the poem that convey the emotion of loss?

Talk about the Text

How does the poem show that nature, like clouds playing with the sea and waves flashing, changes a lot, and how is this different from the upheaval caused by war?

B Choose the correct option.

- 1 ▶ According to Angela Morgan, despite death and destruction of war life springs in the form of:

<input type="radio"/> natural beauty	<input type="radio"/> social beauty
<input type="radio"/> cultural beauty	<input type="radio"/> artistic beauty
- 2 ▶ 'When pansies lift their eyes to mine': in this line the poet has used the poetic device of:

<input type="radio"/> simile	<input type="radio"/> metaphor
<input type="radio"/> personification	<input type="radio"/> alliteration
- 3 ▶ The words 'boom, roar, murmurth and whispering breath' are the examples of:

<input type="radio"/> simile	<input type="radio"/> metaphor
<input type="radio"/> rhymes	<input type="radio"/> onomatopoeia
- 4 ▶ According to the poet Angela Morgan, life is the name of:

<input type="radio"/> sufferings and despair	<input type="radio"/> hate and wrath
<input type="radio"/> nightmare and shame	<input type="radio"/> ecstasy and elation
- 5 ▶ The tone of the poem is:

<input type="radio"/> optimistic	<input type="radio"/> pessimistic
<input type="radio"/> ecstatic	<input type="radio"/> gloomy

C Compose a concise and objective summary that captures the essence of "In Spite of War", focusing on the key elements that make the poem impactful and thought-provoking.

Vocabulary

Every word has two meanings connotative and denotative.

Connotative Meaning: The connotative meaning of a word involves the emotional or cultural associations that it carries beyond its literal definition. It includes the subjective and personal feelings that a word can evoke.

Denotative Meaning: The denotative meaning is the precise, literal definition of a word as found in a dictionary. It is the objective and universally accepted meaning that a word has.

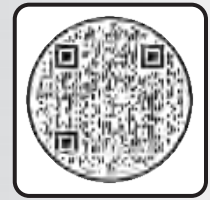
Example: Denotatively, "war" refers to a state of armed conflict between different nations or different groups within a nation. **Connotatively,** "war" may evoke various emotions, associations, and values depending on the context. It can be associated with negative connotations such as destruction, loss, suffering, and violence.

Words	Denotative Meanings	Connotation meanings
Childish	Characteristic of a child	Playful, innocent (positive connotation) or immature (negative connotation)
Teacher	A person who teaches	Mentor, guide, authority
Cheap	Low in cost	Inexpensive (neutral connotation) or low-quality (negative connotation)

A Examine the sentences and identify the connotative meanings of the bold words. How do these words contribute to the overall tone or mood of each sentence? Write whether the words have positive, negative, or neutral connotations in their respective contexts.

- ▶ She has a mansion **overlooking** the city.
- ▶ His eccentric **fashion** choices always attract attention.
- ▶ The old book had a **musty** smell.
- ▶ The detective had a **nosey** neighbour who noticed everything.

Words				
Positive Connotation				
Negative Connotation				
Neutral Connotation				



Do you remember?

An **objective summary** of a poem provides a concise and neutral overview of its main points and themes without incorporating personal opinions or interpretations. It focuses on presenting the essential information in a straightforward manner.

Do you remember?

Connotations can be of three types:

Positive Connotation

Good associations with any word make it a positive connotation.

For example, "Affordable" almost always refers to a minimal price point that is manageable for the buyer.

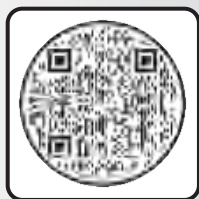
Negative Connotation

The words become automatically associated with something negative.

For example, affordable things can be called "Cheap," which has the negative additional meaning of being average in quality.

Neutral Connotation

Words with additional meanings that do not have positive or negative associations are neutral connotations. Carrying on with the example, "Inexpensive" is an adjective used to refer to something that is not expensive.



Skill: Differentiate Word Meanings

Understand the connotative meaning as the emotional or cultural association of a word beyond its literal definition.

Examples of Present Simple

- She goes to school.
- She does not go to school.
- Does she go to school?

Examples of Present Continuous

- She is going to school.
- She is not going to school.
- Is she going to school?

Teacher's Guideline

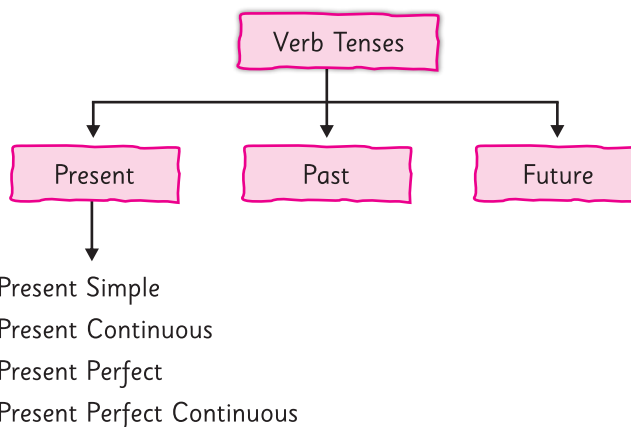
Tell students to identify keywords and phrases in the poem. Focus on those with strong connotative meanings or those that contribute significantly to the poem's mood and theme.

B Write the connotative and denotative meanings of the bold words from the extract of the soldier's diary (in grammar section) and write them in your notebook.

Grammar

Tenses

In grammar, tense refers to the time of an action or the state of being described in a sentence. It is a way of expressing when an activity occurs about the present, past, or future.



Present Simple

Type	Structure
Affirmative	Subject + Base Form of the Verb + (Object/Complement)
Negative	Subject + Do/Does + Not + Base Form of the Verb + (Object/Complement)
Interrogative	Do/Does + Subject + Base Form of the Verb + (Object/Complement)?

Present Continuous

Type	Structure
Affirmative	Subject + Am/Is/Are + Present Participle + (Object/Complement)
Negative	Subject + Am/Is/Are + Not + Present Participle + (Object/Complement)
Interrogative	Am/Is/Are + Subject + Present Participle + (Object/Complement)?

Present Perfect

Type	Structure
Affirmative	Subject + Has/Have + Past Participle + (Object/ Complement)
Negative	Subject + Has/Have + Not + Past Participle + (Object/ Complement)
Interrogative	Has/Have + Subject + Past Participle + (Object/ Complement)?

Present Perfect Continuous

Type	Structure
Affirmative	Subject + Has/Have + Been + Present Participle (+ Object/Complement) + since/for+ time/period.
Negative	Subject + Has/Have + Not + Been + Present Participle (+ Object/Complement) +since/for+ time/period.
Interrogative	Has/Have + Subject + Been + Present Participle (+ Object/Complement) +since/for+ time/period?

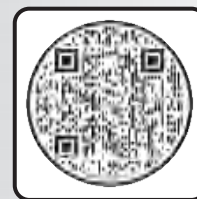
A Fill in the blanks by using the correct form of the verb.

In the bustling city of Karachi, where the sun _____ (shine) brightly in the sky, a young boy named Faisal _____ (wake) up every morning to the sounds of birds chirping. Today is a special day, and Faisal is _____ (wake) up with a sense of excitement. First, he _____ (offer) Fajr, _____ (recite) Quran and then he _____ (go) to the kitchen. He _____ (prepare) a nutritious breakfast to start the day right. After that, while he is _____ (get) dressed, there is a feeling of anticipation as Faisal has _____ (plan) a busy schedule for school. Faisal has been _____ (work) hard since his childhood. He has been _____ (stand) first for the last five years. Now, he _____ (be) the head boy of the school.

B Read the following text and organize the sentences based on their respective tenses: simple present, present continuous, present perfect, and present perfect continuous. After this, convert each sentence into both negative and interrogative forms in your notebook.

A Day in the Life of Amina

Amina, a ninth-grade Muslim student, wakes up early in the morning before the Fajr prayer. She starts her day with a prayer, seeking guidance and blessings for



Examples of Present Perfect

- She has gone to school.
- She has not gone to school.
- Has she gone to school?

Examples of Present Perfect Continuous

- The students have been studying for three hours.
- The students have not been studying for three hours.
- Have the students been studying for three hours?



Skill: Enhances communication and interpersonal skills

To equip learners with the linguistic skills needed to express themselves accurately in real-time, laying the groundwork for effective communication and future language development.



the day ahead. Afterwards, she takes a quick shower and gets ready for school. Currently, Amina is studying algebra, one of her challenging subjects. She spends a good amount of time reviewing her notes and practicing problems. Amina's dedication to her studies has earned her good grades in mathematics. During the school day, Amina practices kindness and empathy. She helps her classmates with their assignments and participates actively in group discussions. This not only benefits her peers but also contributes to a positive and inclusive learning environment.

In the afternoon, after school, Amina attends Islamic studies classes at her local Masjid. She has been learning about the life of Hazrat Muhammad (ﷺ) and how to apply the teachings of Islam in her daily life.

As evening approaches, Amina shares a meal with her family, expressing gratitude for the blessings of the day. After dinner, she spends some time reading the Quran and reflecting on its verses.

Tonight, Amina plans to work on a group project with her classmates. They will be presenting their findings on a historical event in the following week. Amina is confident that their hardwork will pay off during the presentation.

Amina's day is a blend of academic pursuits, spiritual practices, and meaningful interactions with others. She navigates her daily responsibilities with a sense of purpose and gratitude.

C Use the correct form of present perfect tense in the following sentences.

- 1▶ He _____ already _____ (eat) lunch.
- 2▶ I always _____ (dream) of using one, let alone having one of my own!
- 3▶ When I went into my mother's bedroom to take Charles' passport, I _____ (come) across this photograph hidden away amongst the other documents and letters.
- 4▶ She _____ (live) in that city for five years.
- 5▶ We _____ not (see) that movie before.
- 6▶ They _____ just (finish) their homework.
- 7▶ The team _____ (win) all their matches this season.

Transitional Devices

Transitional devices, also known as transition words or phrases, help create coherence and flow in writing. They signal relationships between ideas and guide readers through the text. Examples include: 'however', 'therefore', 'meanwhile', and 'in addition.'

Example: I wanted to go to the museum, **but** I had to finish my homework.

Explanation: The conjunction 'but' introduces a contrast between the desire to



Skill: Analyse Language Coherence

Examine how conjunctions and transitional devices contribute to the overall flow and organization of written and spoken discourse.



Activity

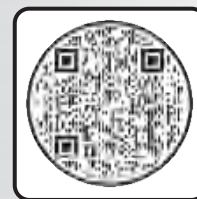
Make sentences using transitional devices in pairs and explain the use of each device to each other. Read an article of newspaper or any other reading material to understand the use of these devices.

go to the museum and the obligation to complete homework.

The sun was setting, **therefore**, it cast a warm, orange glow across the sky.

Explanation: The use of “therefore” helps connect the two clauses, emphasizing that one event logically leads to or results in the other.

D Read the given text and identify the use of present tenses and discuss their use in pairs, explain to each other and use them in your own sentences in your notebook.



LIFE ON THE WESTERN FRONT (Extract from the Diary of Private Charles Blackmore, January 1917)

16th January 1917

We are on our way to the Western front. After attending an **exhausting** training and a demanding preparation course, I am quite excited at what lays ahead of me. For once, I can finally do something **courageous**, instead of ploughing the fields all day! It will be good to experience a change in life, and finally take on a role in this war that is different to the Home Front. That was always what mother thought as well. I think I am all prepared – I have my haversack at hand with all my personal equipment, including my mug, knife and shaving kit. Attached to my belt are my tools and pockets for ammunition and my water bottle (which I hope does not leak; the lid is a little wobbly!). At times, I find them a **nightmare** to carry and always wonder how I am meant to fight with all this kit weighing me down! The best thing is, I actually have my own rifle now! I have always dreamed of using one, let alone having one of my own! Ever since I was a small boy I remember seeing my father’s rifle in his study, hanging on the wall. He forbade me from ever going anywhere near it.

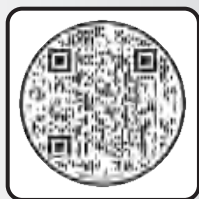
I must be careful not to reveal that I am an underage soldier, or I will risk being sent home and having to face my father. I met a very jolly lad today on the train and a very kind fellow he was too! His name is George Milton, and he is around two years older than me. We exchanged conversations between ourselves to keep us occupied, as the time seemed to move very slowly. He showed me an old photograph which had become slightly tainted yellow over the passage of time. It was obvious his family was from a **wealthy** background as his mother was dressed in fine taffeta with a silk scarf. I began to feel a sense of **sorrow** as I pulled out the only existing photograph of my parents, who looked no more than in their thirties. When I went into my mother’s bedroom to take Charles’ passport, I came across this photograph hidden away amongst the other documents and letters. It is so expensive to take photographs nowadays it would be most difficult to replace it. This will be a very **precious** object to my heart as it will be my only link to my parents; I must take extra care and look after it. I wonder whether I might see my friend at the Western Front because it would be **comforting** to see a familiar face!



Teacher’s Guideline

Teach students that the key is to use transitional devices appropriately based on the relationship between ideas. Overusing them can disrupt the flow, while under using them may result in a lack of coherence. Recall the use of other transitional devices learnt in previous grades.

Recall the use of subordinating conjunctions too.



Do you remember?

Conjunctions are words used to connect words, phrases, or clauses in a sentence. They are used to show how the different parts of a sentence are related to each other. Common conjunctions include “and”, “but”, “or”, “so”, “yet”, and “for”. These words help to create compound sentences and complex sentences, allowing for more varied and expressive communication.

Conjunctions

E Read the part of sentences and join them using conjunctions.

- 1 ▶ She wanted to go to the park. Her Friends preferred hiking.
- 2 ▶ The teacher explained the lesson. Some students were confused.
- 3 ▶ You can study now. You can relax and do it later.
- 4 ▶ The car broke down. They had to call for assistance.
- 5 ▶ The movie was entertaining. The plot was a bit predictable.
- 6 ▶ I tried to finish my homework early. I still felt stressed.

F Use conjunctions and transitional devices in your sentences.

Oral Communication

Form small groups and discuss:

- 1 ▶ Themes in the poem.
- 2 ▶ The role of children in the poem’s vision.
- 3 ▶ Ways to realize a “Brotherhood of Man”.
 - Each group creates a vision board using provided materials.
 - Include images, words, and colours that represent your group’s interpretation of the poem’s themes.
- **Group Presentation:**
Present your vision in the class. Explain the elements chosen and how they connect to the themes of peace, hope and unity.
- **Class Discussion:**
Share diverse perspectives presented by each group. Discuss commonalities and differences in interpretations. Reflect on the impact of collaborative visioning.

A Wish

Maybe it is pointless
To wish for lasting peace
For all mankind to lay down arms
For all fighting to cease

Hope lies in a child’s heart
Not yet turned to stone
A mind free of prejudice
A child not alone

If all children of the world
Held each others hand
They could do what we could not
Make a Brotherhood of Man.

Maxine Kendall



Writing

A Write a multiple stanza poem on the theme 'War and peace' by following the given guidelines.

- 1. Choose a Theme:** Decide on the central theme or message you want your poem to convey. This will provide a guiding focus as you create multiple stanzas.
- 2. Consider the Structure:** Determine the structure of your poem. Common structures include rhymed or free verse, and the number of lines in each stanza. Traditional forms include couplets, quatrains, or more complex structures like sonnets.
- 3. Establish a Tone:** Set the tone of your poem. Determine whether you want it to be reflective, celebratory, melancholic, or another emotional tone. This will influence your choice of language and imagery.
- 4. Use Descriptive Language:** Utilize descriptive language and vivid imagery to evoke emotions and create a strong impact.
- 5. Pay Attention to Rhythm and Meter:** Be mindful of the rhythm and meter within each stanza. Whether you choose a formal structure or free verse, the rhythmic flow contributes to the overall musicality of your poem.
- 6. Use of Poetic Devices:** Incorporate poetic devices such as metaphors, similes, personification, alliteration, or assonance to add layers of meaning and enhance the beauty of your language.
- 7. Transition Between Stanzas:** Ensure smooth transitions between stanzas. Consider how the end of one stanza connects with the beginning of the next, maintaining a cohesive flow throughout your poem.
- 8. Develop a Conclusion:** Conclude your poem with a stanza that provides a sense of resolution, leaves a lasting impression, or reinforces the main theme. Consider whether you want to end with a powerful statement, a question, or a reflective thought.
- 9. Revise and Edit:** Review your poem critically. Edit for clarity, coherence, and impact. Pay attention to word choice, rhythm, and the overall structure. Consider seeking feedback from others to gain a different perspective.



Project

- Host a 'Peace' Day celebration where you showcase your projects, presentations, and artistic creations.
- Encourage reflection on the importance of fostering peace in our global community.

Further Reading Recommendations

Yoko's Diary by *Yoko Moriwaki*
 A tale of two cities by *John Peter*
 The Waste Land by *T.S. Eliot*



Skill: Creating poem

Writing Multiple Paragraph
 Essays/Stories; Multi-Stanza Poems
 or Play scripts using Mechanics of
 Correct Writing

Study Tip

Experiment with different poetic devices to enhance the beauty and depth of your poem.