

MCB

STD-VI

SUBJECT : ENGLISH
CHAPTER NUMBER: 2
PERIOD: 2
CHAPTER NAME : THE SCHOOLBOY
BY WILLIAM BLAKES

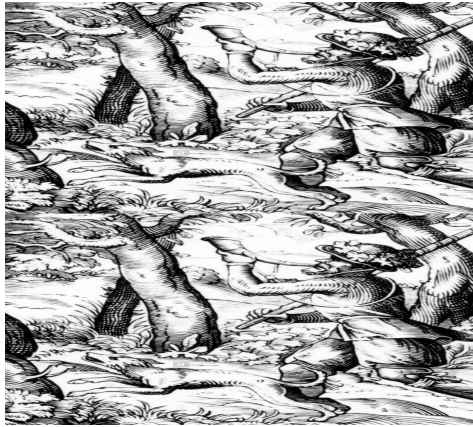
CHANGING YOUR TOMORROW

EXPECTED LEARNING OUTCOMES

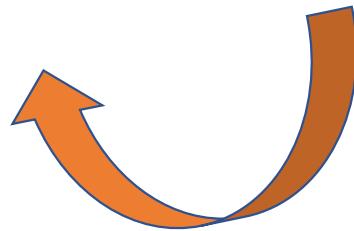
OBJECTIVES

- Recitation of the poem
- Being acquainted with poem and poet's biography
- Understanding the idea
- Appreciate the language of the poem
- Developing LSRW Skills

RECAPITULATION



- Testing Previous Knowledge
- QUESTIONS
- 1. What does the speaker like to do in the morning?
- 2. Who gives him the 'sweet company'?
- 3. What disappoints the speaker?



EXPLANATION OF 3RD STANZA

- The boy continues to be in the state of depression as he has to sit in the classroom unwillingly.
- He sits drooping and spends anxious hours in the class without finding any delight in the books.
- He is tired, and dull showering of words fail to teach him.
- Here Learning's bower refers to the classroom
- And showering of words refers to volley of words that comes from the teacher in quick succession.



EXPLANATION OF 4th STANZA



- The poet compares a child with a bird.
- A bird which is born just to chirp beautifully and fly freely in the sky.
- The bird cannot sing sweet songs if it is caged.
- The boy feels like a caged bird who is not free to do anything at his own will.
- A caged bird droops its tender wings and forgets to fly.
- In the same way the school boy forgets to be happy.

EXPLANATION OF 4th STANZA



- Now the child appeals to his parents to save his childhood.
- According to him children are like tender plants who should be dealt with care.
- If the buds are nipped, how can these bloom.
- If the plants are stripped, how there will be joy in springtime.
- It implies that if childhood pleasures are suppressed, he might grow into a pessimistic adult
- In these concluding lines the poet emphasizes that if this happens i.e. plants are deprived of buds and flowers, there will be no joy let in the summer.
- This will result in flowerless and fruitless summer that will be utterly unattractive.
- In the same way a child who is deprived of natural joy and delight in the childhood stage can never grow as a cheerful and optimistic person.

VOCABULARY

- Drooping – depressed with head down
- Anxious – worried
- Learning's bower – classroom
- Dreary – cheerless
- Nip'd – crushed
- Strip'd – deprived

Rhyme Scheme and Figure of speech

Figures Of Speech

(a) Repetition of "summer morn", "sit", "how can", "joy", "sing", "droop", "spring", "day", "dismay".

(b) Imagery can be of sight, smell, touch, etc. "distant huntsman winds", "cruel eye outworn", "times I drooping sit".

(c) Personification and Metaphor in line 2, 17, 19, 20, 28, 30.

Rhyme scheme

"The School-Boy" is a six-stanza poem of five lines each. Each stanza follows an ABABB rhyme scheme, with the first two stanzas using the same word "morn" to rhyme in the first lines. The repetition of the word "morn" as well as similarly low-sounding words such as "outworn," "bower," "dismay," and "destroy" lend the poem a bleak tone in keeping with the school-boy's attitude at being trapped inside at school rather than being allowed to move freely about the countryside on this fine summer day.

HOME ASSIGNMENT

- Why does the child compare himself to a caged bird?
- What does the child appeal to the parents?

ACTIVITY

Recitation



THANK YOU
ODM EDUCATIONAL GROUP