# Lesson 5: ‘A Refusal to Mourn the Death, by Fire, of a Child in London

### Task 1 – Form / structure of poem

**In pairs**, examine the form of the poem:

1. How many **lines** are there in each stanza?
2. Can you **split each stanza up** into a smaller unit? How many lines are there in each unit?
3. What is the **rhyme scheme**?
4. How many **syllables** are there in each line?

### Task 2 – Think – Pair – Share

What is the effect of the poem’s structure on the **mood** of the poem? Write down your ideas below, discuss with your partner and then share your ideas with the class:

### Task 3

**In pairs,** link the poetic device with the correct definition

Device Definition

1. Alliteration a. The repetition of vowel sounds within a phrase
2. Metaphor b. Mixing the senses; one sense described as

 if it were another.

1. Personification c. Where one thing is described as if it were another
2. Assonance d. The repetition of same sound or letter at the

 beginning of words in a phrase

1. Synaesthesia e. Making an object/idea do something only a

human can do

### Task 4

**In pairs**, complete the table with examples of each poetic device. A few starter examples are given. Then consider the effect of each device, that is, how they help convey poem’s message.

|  |  |  |
| --- | --- | --- |
| **Poetic device** | **Example** | **Effect** |
| **Alliteration** | the **l**ast **l**ight breaking |  |
| **Metaphor** | sow my salt seed |  |
| **Personification** | the unmourning water of the riding Thames |  |
| **Assonance** | the m**a**nk**i**nd m**a**k**i**ng…  |  |
| **Synaesthesia** | tells … the last light breakingthe shadow of a sound |  |