

POETRY MAGIC Part 7 has many poems that are included in
many other school textbooks

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POINTS THAT ARE COMMON TO ALL THE POEMS

1. In every poem **pay special attention to punctuations**. This is because poets **use punctuations** for building in the extra **emotion and intensity** of thought within the limited number of lines of a stanza. Normally, the following use is made:-
 - a) Full stop (.) means the completion of one thought.
 - b) Colon (:) means one part of the thought is complete and what follows is for defending the novelty of the thought or is the second part of the thought
 - c) Semi-colon (;) means part of the thought is complete and illustrations follow.
 - d) Comma (,) separates more than one example given to illustrate the thought being conveyed.
 - e) Other punctuations have the same meaning as in prose.

2. A **stanza** is another name for a **verse** in a poem. Normally a stanza consists of a pre-determined number of lines, three or four, usually rhyming in a pattern regularly repeated throughout the poem. However, John Keats and P.B. Shelley have used complex stanza patterns as you can see in the example given in the first poem in Book 7.
3. Different forms of stanza are used to convey different kinds of thoughts. In Book 7 itself you can observe stanza / verses ranging from 2 lines to 16 lines. The longest stanza is a form called the 'Blank Verse'. A blank verse has no limit of the number of lines and was used for writing Plays from 1490s to 1890. In the literature of many languages drama / plays were written by using the poetic form. Best examples of the 'blank verse' form are available in the plays of William Shakespeare whose 'Blow, Blow, Thou Winter Wind' (Nos.17) is included in Book 7.
4. When attempting to understand English poems written by English writers (In contrast to English poems by Indian writers) remember that they lived in Temperate Climate countries that have very severe and cold winters. From October to March every year, land is covered in frozen snow. There is very little greenery during this period and most of the birds have migrated southwards.
5. Therefore, in the northern parts of England that includes the mountainous Scotland, the Winter season conveys **isolation**, because of difficulty in visiting and communicating even with houses that are nearby. **Isolation and Desolation is also** because even the chirping of birds is missing. As such, the feeling of **loneliness** predominates.
6. After the long winter months, the coming of Spring in mid-March and April has a very special significance. This is difficult to grasp by those who live in tropical zones of India. The white snow frozen ground melts into the lush greenery of the grass and the multiple colours of the flowers begin to blossom in Spring. This comes as a great relief for the poet. It is for this reason that the English poetry has some of the best poems on Spring and Autumn seasons.

7. This is partly because the colours of Nature that we in India take for granted are limited to the six months from April to September in all the Temperate Climate Zone countries.
8. In Indian it is the summer months that restrict human activity due to the intense heat. The literature of Indian languages therefore, has the best poems on the advent of the Monsoon Season and the rain bearing clouds that come as a relief after the scorching heat of the tropical summer months.
9. The Geography of a place is linked to the kind of literature written in that country. The impact of climate not only determines the kind of food the people eat, the kind of clothes they wear, but also what and how they perceive Nature and Nature related phenomena.

HOW THE POEMS ARE GROUPED AND DISCUSSED IN THIS SECTION

10. Poetry Magic, Book 7 has 36 poems in all. Their length and structure ranges from 2 lines to three printed pages. Also the **subject matter** of these poems **varies** and includes
 - a) **Dreams**, Things, Activity,
 - b) **Aspects of Nature** such as birds, wind, seasons;
 - c) **Emotions of loss**, sadness, nostalgia meaning a lingering sadness and longing for times or things that are in the Past and are not likely to return again in the Present or the Future,
 - d) **Imagery** developed through the **senses of sight** (light and colour), **sound** (cries of various birds), **touch** (coldness of winter, warmness of west wind)
11. For ease of understanding , the poems have been grouped as per their length into
 - a) Group A of short poems, for which exercises are first completed and then a brief discussion is attempted.

- b) Group B of medium size poems that are of one page only, Group C of poems of 2 to 3 pages.
- c) For poems of Group B and Group C, discussion is in three sections.
- d) **Section 1** some **information about the Poet** with poems on similar topics or emotions
- e) In **Section 3** a comparative analysis of the poems is given where the emotional content is discussed.
- f) Thereafter, exercises as given at the end of Book are covered.

Poems of Group A include all the 9 short poems of one or two stanzas:

1. Nos. 4 The Eagle - Lord Alfred Tennyson
2. Nos. 8 Flint - Christina Rossetti
3. Nos. 10 Spelling Bee – David McCord
4. Nos. 11 Is the Moon Tired? - Christina Rossetti
5. Nos.14 On the Tomb of a Dentist – Anonymous (means name of poet is not known or indicated)
6. Nos. 15 The Proper Way to Leave a Room – Gelt Burgess
7. Nos.16 A Silly Poem – Spike Milligan
8. Nos.21 Good Luck - Richard Edwards
9. Nos.35 I Keep Six Honest Men - Rudyard Kipling

Exercises on these nine poems

THE EAGLE

1. **Nos. 4 ‘The Eagle’** by Lord Alfred Tennyson
 - (a) Use your own words for ‘crooked hands’ ‘lonely lands’ and azure world’ to describe the eagle.

Answer 1. The eagle has the most powerful set of claws among birds. Any prey caught by the eagle cannot escape its grip. The eagle is also lonely because it is the largest bird of prey and also a scavenger bird.

Therefore, it not only kills smaller birds, fishes and animals but it also feeds on carcass of bigger animals.

Most other birds and smaller animals dread its presence and do not come near places where an eagle is seen. The eagle nests in very high rocky places where other birds are not able to reach. The eagle normally resides at a height, isolated and in 'lonely' places.

Moreover, in the clear blue sky, the eagle is able to fly to heights far above other birds such as pigeons and parrots, cranes and swans. As such no other bird is able to reach the eagle even when it is flying in the 'azure' sky.

For all the aforesaid reasons, the Eagle is a lonely creature living an isolated life in its lonely world. The senses of sight and of touch are predominant in this poem while sound is hidden in the reference of 'thunderbolt'.

(b) Pick a simile from the poem. Write two more such similes.

In the poem 'The Eagle' the Simile is in the last line – "And like a thunderbolt he falls".

Other Similes in the Group are in 'Flint' in the first stanza – "An emerald is as green as grass" (1) 'A ruby red as blood' (2) 'A sapphire shines as blue as heaven' (3)

ABOUT FIGURES OF SPEECH:

What is a Simile? How is it different from a Metaphor?

The word 'Simile' is a Proper Noun, adapted from the Qualitative Adjective 'similar' meaning 'one thing same as the other'.

A Simile is a 'Figure of Speech' that makes a direct and open comparison between two unlike things to convey that the quality of one is also the characteristics of the other. For example 'He is as brave as a lion'. In this simile the bravery of a man is directly compared to the bravery of a lion. Such a direct comparison makes the description of the man's bravery more vivid. It also adds to the clarity of the thought that the sentence is trying to convey.

But if the comparison between the qualities of two things is hidden and implied, it is called a metaphor.

A Metaphor is a compressed or implied comparison made through a word or an expression that applies to something else. The comparison in a metaphor is never direct. Example 'He is a lion among men'

In 'The Eagle' the metaphor is 'The wrinkled sea beneath him crawls'. In this the small waves on the surface of the sea are compared to the wrinkles of a crushed sheet of paper or the wrinkled body of earthworm that crawls in the mud.

The word 'crawls' suggests comparison to tiny creatures such as earthworms and ants that crawl below when compared to the great height at which the eagle can fly.

Through the comparison to tiny insects that crawl, the poet is attempting to convey that the vast ocean is tiny compared to the height and power of the Eagle. By comparing the mighty sea to crawling insects the poet belittles the sea to convey that even its vast expanse pose no difficulty for the eagle because the 'azure' blue world of the sky is the world of the eagle. The world is wider when compared to the waters of the sea. Therefore, the sea itself is no more than a tiny part of the world into which the eagle falls 'like a thunderbolt' from the sky.

Analysis : The movement in the poem is from stillness of being 'close to the sun' 'watching from his mountain wall' to the suddenness of the

falling like a thunderbolt (as the eagle dives in to the sea to catch a fish it has sighted).

Another poem by Lord Tennyson is included in Section 2 to this Group at [‘Original 1’](#)

Nos. 8 Flint

Question: What is special about the flint? List four precious stones mentioned in the poem and name two more.

Answer. The special characteristic of flint is that it can create fire through its sparks. When two pieces of flint stone are struck against each other sparks are created. This shows that the flint stone has fire within it.

Emerald, Ruby, Sapphire, Diamond and Opal are precious stones mentioned in the poem. Two more are Topaz and Garnet.

2. Nos. 10 Spelling Bee

Question : The poet has listed difficult words in an interesting pattern. Find the pattern.

Answer. The poet starts with the simple spelling of cell that rhymes with spell. In the first stanza, he adds two more words in each group to reach the group of four words.

In the second stanza he begins with two words and follows with sets of 2,3,2,3,2,3,3. The poem also has 14 lines same as in [the Sonnet](#) form. In this the pattern is 6 lines + 6lines + 2lines.

No. 11 Is the Moon Tired?

Question: After the bright sunlight, moonlight is pale in comparison. What reason is given for this in the poem?

Answer. The poetess personifies the Moon as a person and puts forward her point of view that it could be tired just like an individual would if he or she had to move across the sky from east to west without any rest. Therefore the poetess reasons that 'before the coming of the night' the Moon could be tired as she looks pale.

Nos.14 On the Tomb of a Dentist

Anonymous (means name of poet is not known)

This is a couplet form of verse as it has only two lines. The poem has a 'Figure of Speech' called the 'Pun'.

A Pun is a humorous use of word to suggest another word that has the same sound. Here the humour is on the word 'cavity'. All his life dentist fills cavities or holes in the teeth of others, as a part of his profession. After death he is viewed as filling the cavity of his grave.

The Pun is also on the word 'gravity' because near a grave a person needs to be serious. The word 'grave' has two meanings. The first meaning relates to the 'seriousness in an emotion, where no laughter is included'. The second meaning refers to gravity of the burial grave.

The Pun is normally meant to evoke laughter, but in this poem the humour is grave and 'black'. The students will come across black humour in the form of satire, in higher classes.

3. Nos. 15 The Proper Way to Leave a Room by Galt Burgess

This is a good example of Pun through implying two meaning in words and situations. Here the poetess is personifying the Room as a royal person. Just as there is a proper procedure of taking leave of an elderly relative or a person who is superior in social status, similarly proper procedure is being given for leaving a room. Two lines each rhyme to provide the movement of leaving. No sarcasm is involved in the meaning. The poem is a continuous metaphor. Use of a capital letter for 'Room' implies a Proper Noun as if it is the name of a person. Similarly, the following words are given in a capital letter thereby changing the nature of their implied meaning – 'Proper Way', 'Leave', 'Plunge', 'Gloom', 'Make a Joke', 'Go', 'Escape' 'They Know'.

Nos.16 A Silly Poem by Spike Milligan

This is a rather childish example of use of 'Pun'. Therefore the poem can be called a puerile (meaning child like) attempt. It is attempting to mock at one of the most famous soliloquies from the plays of William Shakespeare.

The four line poem included in your book is a Pun on this soliloquy. 'To be' is converted into '2B' which in Internet scenario means 'to business' or 'concerning with business' The full terms are 'G2B' = Government to Business flow of information on the internet. 'G2G' = Government of Government flow of information. 'G2C' = Government to Citizen or 'B2C' = Business to Customer' flow of information on the internet.

The Pun is also on the quality of pencil as the classification of this quality of 'Hard Bond Lead Pencil' is indicated as HB pencil and 2HB or 3HB indicates the degree of hardness or softness in the quality of carbon in the pencil. As the first couplet is referring to drawing a

sketch of Ophelia the second couplet is trying to determine the quality of pencil to be used for such a drawing. ⁱ

Nos.21 Good Luck - Richard Edwards

The Pun in this poem is in the implied meaning and linking of clover plant to good luck. The poet thanks the clover after breaking three ribs because normally clover plant has three leaves. Even in situation of damage to himself due to the fall the poet tries to see the brighter side of the situation. In this, humour is also attempts to hide or laugh away at his own folly at attempting to acquire a useless plant that was supposed to be lucky, but in fact proved to be unlucky for him.

Nos.35 I Keep Six Honest Men - Rudyard Kipling

This is one of the best known poems of Rudyard Kipling though his most famous quotation is “East is East and West is West and never the twain (meaning these two) shall meet” in which he refers to the vast differences between the British culture and the Indian culture. The quotation implies a sense of snobbery and arrogance of the British.

However, returning to the poem under discussion, there is a universal acceptance of the belief that asking these six questions can cover all aspects of information on any topic or area of learning. As such even when you are learning or attempting any question in any examination just reply to what the question is about, how is to be covered and why did this question arise or why did the given event happen? Out of these six questions the first four are ‘What, When Who and Where?’ and these aspects are easier than the remaining two namely ‘How and Why? Up to middle school level classes,

examination questions relate to the first four questions of What, Who, When and Where? In higher classes questions of ‘How?’ and ‘Why?’ variety predominate. So if you can understand how a situation or a process has occurred and why it has arisen you would know the in-depth information on that topic or area of learning. In fact most scientific theories respond to ‘How?’ while most of the religious philosophies attempt to reply to the ‘Why’ of existence of this Universe, this world, and this life.

Question: When does the poet not ask questions?

Answer: The poet does not ask questions from nine o’clock to five o’clock during the day when he is working in office “For I am busy then”. He also ‘let them rest’ whenever he has breakfast, or lunch or tea. The ‘For they are hungry men’ carries forward the personification of the six questions as individuals who work, rest, eat and sleep. The entire poem is an example of the ‘Figure of Speech’ called ‘Personification’ through which non-living matter is viewed as a living matter and described in those terms.

Regarding the reference to ‘a person small’ the meaning on page 49 is given as the queen bee and the serving men are the worker (honey) bees. But there is some error here because a bee hive does not have ‘ten million’ serving men in it. It is limited to a few hundred per hive. It is the ants that are known to have such vast colonies in one ant hill, particularly in uninhabited places.

Section 2 Illustrations of Original poems of a few poet in Group A
Original 1 Lord Tennyson

‘**Break, Break, Break**’ is a nostalgic poem written after the poet had lost a friend. He is sitting at the sea shore addressing the Sea as if it is a person. He is also lamenting the other activities that are continuing around him even though his friend had passed away on that day. In contrast, in the second poem the poet is visualizing his own departure

from this life. He visualizes it as setting out on a voyage on sea and as such he does not want others to mourn for him.

BREAK, BREAK, BREAK¹

Break, break, break,
On thy cold grey stones, O Sea !
And I would that my tongue could utter
The thoughts that arise in me.

O well for the fisherman's boy,
That he shouts with his sister at play !
O well for the sailor's lad,
That he sings in his boat on the bay !

And the stately ships go on
To their haven under the hill;
But O for the touch of the vanish'd hand,
And the sound of the voice that is still !

Break, break, break,
At the foot of thy crags, O Sea !
But the tender grace of a day that is dead
Will never come back to me.

CROSSING THE BAR²

SUNSET and evening star,
And one clear call for me !
And may there be no moaning of the bar,
When I put out to sea,

¹ Break – This word has many meanings. Here it refers to ‘the breaking of the waves against the rocks on the sea shore’

² ‘Crossing the Bar’ is an idiom meaning leaving this world and going on toward the other unknown world after death from where no one is said to return. Another expression for this is ‘crossing the stream’ meaning the stream of life is left behind to move on to the unknown sea of life after death

But such a tide as moving seems asleep,
 Too full for sound and foam,
When that which drew from out the boundless deep
 Turns again home.

Twilight and evening bell,
 And after that the dark !
And may there be no sadness of farewell,
 When I embark;

For tho' from out our bourne of Time and Place
 The flood may bear me far,
I hope to see my Pilot face to face
 When I have crost the bar.

II Original Extract 2 from the play 'Hamlet' Act 3 scene (i) by
William Shakespeare (Reference poem Nos. 16)

“Hamlet. To be or not to be: that is the question:
Whether 'tis nobler in the mind to suffer
The slings and arrows of outrageous fortune,
Or to take arms against a sea of troubles,
And by opposing end them? To die: to sleep;
No more; and, by the sleep, to say we end
The heart-ache and the thousand natural shocks
That flesh is heir to, 'tis a consummation
Devoutly to be wish'd. To die, to sleep;
To sleep: perchance to dream: ay, there's the rub;
For in that sleep of death what dreams may come
When we have shuffled off this mortal coil,
Must give us pause. There's the respect
That makes calamity of so long life;
For who would bear the whips and scorns of time,
The oppressor's wrong, the proud man's contumely,

The pangs of dispriz'd love, the law's delay,
The insolence of office, and the spurns
That patient merit of the unworthy takes,
When he himself might his quietus make
With a bare bodkin? Who would fardels bear,
To grunt and sweat under a weary life,
But that the dread of something after death,
The undiscover'd country from whose bourn
No traveller returns, puzzles the will,
And makes us rather bear those ill we have
Than fly to others that we know not of ?
Thus conscience does make cowards of us all;
And thus the native hue of resolution
Is sicklied o'er with pale cast of thought,
And enterprises of great pith and moment
With this regard their currents turn awry,
And lose the name of action.

1. An Extract from Endymion John Keats (1795 -1821)

About the Poet:

John Keats is one of the best known 'Romantic Poets' in English Literature. The 'Romantic Poetry' was a literary movement in 19th Century in which a group of writers rebelled against the strictness of the 'Classical' Rules for writing of poetry. They adopted a free flow of imagination and emotion in their expression through the 'blank verse' form that had been used by William Shakespeare (1564-1616). They also insisted on taking topics for their poems directly from 'Nature'. They also believed in achieving emotional depth in poetry through use of simple words to describe their feelings with simplicity. This was in contrast to the highly ornamental writings and topics of royal courts and nobility that were used in 'Classical' poetry of the 17th and 18th centuries. William Blake, William Wordsworth, Samuel Taylor Coleridge, John Keats and P.B. Shelley are the leading Romantic poets in English Literature.

John Keats was the son of a cloth merchant in London and a self taught man. All his poems were written within four years between 1816 to 1820. His first poetic work was severely criticized when published during his lifetime in 1816, partly because he did not belong to the rich or the royal class. England was, and continues to be, a class conscious society. 'Class' here means the level of wealth one has on basis of which the social status of an individual is determined. The 'Class' in England was very much like the 'Caste' in India. It totally identified and determined the social status. In the early 19th century England the poets associated with the Royal Court wrote as per 'Classical' rules on topics related to the royalty. They alone were acclaimed. The Romantic poets did not belong to the royal class. Therefore, in the first forty years of this poetic movement they had to face severe opposition from established royal poets of their times. Fame was bestowed on John Keats years after his death in 1821 due to T.B. He is best known for

his six ‘Odes’ all of which he wrote in year 1819. None were published during his lifetime. After his death his sister got them published with great difficulty. Today they are regarded as the best ‘Odes’ in English Literature. These are ‘On a Grecian Urn’ ‘To a Nightingale’ ‘To Autumn’ ‘On Melancholy’, ‘On Indolence’ and ‘To Psyche’ You are likely to study them all in higher classes. “A THING of beauty is a joy for ever’ is the most quoted and most famous line from the poems of John Keats.

‘Endymion’ is an epic poem written in 1818. The extract given in your book covers the first 13 lines from Section II in which the first 35 lines make one complete stanza. In this first stanza the poet gives the reason why he has chosen to narrate the story of ‘Endymion’ through this epic poem. The lines that follow the extract are given below because reading the complete stanza helps in understanding the first 13 lines. This is an example of ‘blank verse’

“ A THING of beauty is a joy forever,
(as given in your book till ‘dark spirits’)

.....
From our dark spirits. Such the sun, the moon,
Trees old and young, sprouting a shady boon
For simple sheep; and such are daffodils
With the green world they live in; and clear rills
That for themselves a cooling covert make
‘Gainst the hot season; the mid forest brake,
Rich with a sprinkling of fair musk-rose blooms:
And such too is the grandeur of the dooms
We have imagined for the mighty dead;
All lovely tales that we have heard or read:
An endless fountain of immortal drink,
Pouring unto us from the heaven’s brink,
Nor do we merely feel these essences
For one short hour: no, even as the trees
That whisper round a temple become soon

Dear as the temple's self, so does the moon,
The passion poesy, glories infinite
Haunt us till they become a cheering light
Unto our souls, and bound to us so fast,
That, whether there be shine, or gloom o'ercast,
They always must be with us, or we die.

Therefore, 'tis with full happiness that I
Will trace the story of Endymion.

After the example of this complex verse from John Keats let me also give an example of his use of a simple verse form in this famous poem that he wrote to his sister Fanny from Scotland. It is called 'There was a naughty boy'

"There was a naughty boy,
And a naughty boy was he
He ran away to Scotland
The people for to see –
There he found
That the ground
Was as hard,
That a yard
Was as long,
That a song
Was as merry,
That a cherry
Was as red –
That lead
Was as weighty,
That fourscore
Was as eighty,
That a door
Was as wooden
As in England –
So he stood in his shoes

And he wonder'd
 He wonder'd,
He stood in his shoes
 And he wonder'd.

There is a very good moral to learn from this simple poem. It conveys that in our youth we all want to go away to or to visit other countries because we have this illusion that life abroad would be more comfortable and more wonderful than in our own country.

This illusion is due to 'attraction of the distance' From far everything appears to be better than it actually is. There is a proverb that 'Grass is always greener on the other side of the fence' which is based on the fable of a donkey who moved across one fence to the other to find the 'greener grass'. The grass was 'greener' only because he was seeing it at an angle from his position across the fence. As soon as he saw it straight down, the mud in between appeared. So the angle of the sight also creates such illusions.

So, in life we should avoid being impressed by those who are at a distance and not yet known well enough. In everyday experience this is called 'drawing room' relationship or information. This is because before others, when we sit in our drawing room or the Indian 'baithak', we put up our best behaviour and manners. This good behaviour is for a short period only.

Life cannot be lived from 'drawing room' alone. There are other rooms as well in the house of life, where the short-term best behaviour is not possible. Within a family also, we can be nice and polite to relatives, who sometimes continue to cause loss or damage to us. This leads to situations that are 'past good manners', when the truth based on facts has to be spoken. Truth as you may have read or heard is often 'bitter', because it does not have the sweet coating or illusions or good manners. This paragraph was included to show that poems are a source of learning about life in more than one dimension.

GROUP B - The Longer Poems in the Book

The longer poems can be grouped topic wise or as per the predominant emotion they convey as is discussed in this Section. Numbers indicated in brackets are as per Content in Book 7. At first the questions given in the Book are answered as those are more relevant from the examination point of view. The additional information is for deeper understanding that will continue to be relevant in next classes.

1. (1) 'A THING of beauty', (30) She Walks in Beauty, (22) Song of a Dream, (5) My Mother, (2) Queen Mab, (6) Abou Ben Adhem

This group has Beauty, Dreams, Memories and Moonlight as a common thread.

- Poem Nos.1 Question: Explain why 'A thing of beauty is a joy for ever'?

Answer: The thought conveyed by the John Keats in the first line says that beauty has the capacity to bestow immortality on anything. In these lines the beauty of flowers is referred to as the lines that follow talks about a 'bower' and 'wreathing A flowery band to bind us to the earth,'³ Beauty as in flowers 'will never Pass into nothingness;'. The 'THING' is in capital letters to indicate that only flowers and beauty of art is under reference. The poet is limiting it to non-living things as other forms of beauty fade away or come to an end. A beautiful sight in Nature or

³ When we quote from a poem or any other writing we need to place the words with in inverted commas either 'and' or "and". Particular attention is to be paid to the punctuation in the quoted extract. Here it is a comma at the end of the quoted line so the comma will come before the closing of the inverted commas and full stop will come after it to show that the quotation has been completed. This is a fixed rule and will need to be followed for all quotation. Quotation means a thought or words spoken or written by some one else that are being utilized in the given writing of an answer or whatever. So if you are quoting be certain of the exact words and sequence including punctuations. Otherwise do not quote by use the thought in your own words after referring to the name of the author, poet or speaker. This is part of what is called 'Intellectual Honesty'. We should not try to pass off the thoughts of others as if they are our own. In higher classes it become a serious matter if you try to cheat in this regard. Legally, it is for this protection to the author for the originality of his / her thought that 'Copy-write' laws exit. You can see these in any book published. In your book it is given on the last page. Today we also have 'Intellectual Property Right' Laws though these are still in the developing stage.

THING is always remembered by the viewer. Its impact is deep into the heart and mind of the viewer such that it comes in the dreams and its memory itself is sufficient to cheer up ‘the gloomy days’. As such a thing of beauty “moves away the pall” of gloomy thoughts from our hearts. For this reason it brings joy whenever it is recalled or remembered. Therefore its joy is ‘forever’ meaning it is life-long and lasts as long as the viewer lives.

- A very good poem on the power of the beauty of flowers to cheer up any reader is ‘Daffodils’ by William Wordsworth quoted here for you.

“I WANDERED lonely as a cloud
That floats on high o’er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of the bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.
The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed – and gazed – but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye

Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.”

Poem Nos.22 Song of a Dream

Question: How is truth, love and peace depicted in the poetess’ dream?

Answer: In the dream of the poetess Truth is depicted as birds that sang in the visions of the deep soul. Love is depicted as the stars that glow. Peace is depicted as the stream of river that flows in the ‘magical woods in the land of sleep’. These depictions mean that Truth needs to emerge from the depths of one’s soul and the emotion of Love should be as steady as the stars that are there for ever. Peace is needed at all times and so it should be always clean and fresh like the flowing waters of a stream.

Poem Nos. 5 My Mother

Question: What faint memories does the poet have of his mother? Why repetition is used in the line ‘I cannot remember my mother’? What purpose does it serve?

Answer. The poet has memories of his mother singing to him while rocking his cradle or putting him to sleep. He cannot remember his mother but remembers the scent of flowers every morning in the temple. He also remembers his mother whenever he looks at the clear blue sky from the window of his room. Then the sky appears as still as the gaze of the poet’s mother that is spread across the sky. The senses of touch, smell and hearing come into play in this poem.

Rabindranath Tagore was honoured with the Nobel Prize for Literature in for ‘Gitanjali’ meaning ‘Song offerings’ originally written in Bengali and translated to English by the poet himself. It is a compilation of 103 poems in which the flowers, rivers, the first monsoon shower, the mud stained traveller, the beggar, and so on are used as symbols to convey the yearning of the poet for the Creator. These are very simple poems to read and are published by ‘Macmillan India Ltd’. You may like to buy a copy for yourself. It is best to read the English version as this was by the poet himself and is nearest to the original in Bengali. [The true flavour of a poem lies in reading its original language.](#)

Three poems from ‘Gitanjali’. Number 82, 102 and 103 may be read for reference:

“ Time is endless in thy hands, my lord. There is none to count thy minutes.

Days and nights pass and ages bloom and fade like flowers. Thou knowest how to wait.

Thy centuries follow each other perfecting a small wild flower.

We have no time to lose, and having no time we must scramble for our chances.

We are too poor to be late.

And thus it is that time goes by while I give it to every querulous man who claims it, and thine altar is empty of all offerings to the last.

At the end of the day I hasten in fear lest thy gate be shut; but I find that yet there is time.’

Number 102

“I boasted among men that I had known you. They see your pictures in all works of mine. They come and ask me, ‘Who is he?’ I know not how

to answer them, I say ‘Indeed, I cannot tell.’ They blame me and they go away in scorn. And you sit there smiling.

I put my tales to you into lasting songs. The secret gushes out from my heart. They come and ask me ‘Tell me all your meanings.’ I know not how to answer them. I say, ‘Ah, who knows what they mean!’ They smile and go away in utter scorn. And you sit there smiling.”

Number 103

“ In one salutation to thee, my God, let all my senses spread out and touch this world at thy feet.

Like a rain-cloud of July hung low with its burden of unshed showers let all my mind bend down at thy door in one salutation to thee.

Let all my songs gather together their diverse strains into a current and flow to a sea of silence in one salutation to thee.

Like a flock of homesick cranes flying night and day back to their mountain nests let all my life take its voyage to its eternal home in one salutation to thee.”

Note: Please observe that in these poems the natural rhyme is missing. This is partly because the natural music of words and rhyme comes out best only in the original. These are translations. As such more attention needs to be paid to the thought rather than rhyme patterns.

Poem Nos. 2 Queen Mab

Question: Describe the fairy who visits the good child at night. Name three things the child dreams about?

Answer: The fairy who visits a good child at night has blue eyes and brown hair. She has white spots upon her wings and carries a silver wand. The three things a child dreams about are fountains, trees with delicious fruits, and lovely flowers that never fade. The child also dreams

of bright flies and glowworms, talking birds and pretty dwarfs that show the way through fairy land.

Note: [Queen Mab](#) is a longer poem included in the play ‘Romeo and Juliet’ by William Shakespeare Act 1 scene 4

2. (3) Night and Day (9) The Day is Done (12) The Light of Other Days

(13) A Blue Day (19) House with the Grey Gate

In all these poems Passing of Time as a common thought. How changes impact various activities in life and circumstances as time passes from days to months in to years is conveyed in these poems.

Nos. 3 Night and Day

Question: What do most living things do when the sun sets? List three things that happen at night other than those described in the poem?

Answer: When the sun sets all living things ‘vanish’ from the outside and go to their homes. There they sleep or slumber.⁴ Three things other than those mentioned in the poem that happen at night are (1) that for about 22 days in a month the Moon rises and the darkness of the night is lit up with moonlight. (2) One can also dream while asleep. (3) The hooting of an owl can also be heard. (4) Dogs can be also be heard barking at night

⁴ ‘Slumber’ means sleeping very lightly either in an arm chair or in the sitting position. as sometimes we do in the afternoon on a holiday. In the afternoon it is called ‘taking a nap’ or ‘napping’. So the saying ‘he was caught napping in class’ meaning not paying attention. But at night we ‘slumber’. One who is in slumber can be easily woken by a slight sound. But if one is sleeping, a louder sound is needed to wake up a person sleeping soundly. That is why it is called ‘sound’ sleep because it is broken only by a sound that is sufficiently loud.

(9) The Day is Done

Question1: Find two figures of speech used by the poet. What are they called?

Question 2: What feelings does the poet express about the night?

Answer1: The two figures of speech used by the poet are called ‘Simili’ and ‘Metaphor’. When a direct comparison is made it is a ‘Simili’. If the comparison between two things is hidden and implied it is a ‘metaphor’ Both these figures of speech are used together in the first stanza and the last stanza of this poem. In the first stanza the direct comparison in “ the darkness Falls from the wings, As a feather” is a Simili. “wings of Night, From an eagle in his flight” In this line Night is thought to be similar to an eagle in flight. This is a metaphor as the night and the eagle are spoken as the same through a hidden comparison.

In the last stanza of the poem the cares of the day are compared to the Arabs who leave a place after folding their tent. So the poet says that at night when one reads or hears poems that one likes the worries of the day leave silently like the Arabs in a desert.

(Other simili in the poem are ‘as mist resembles the rain’; ‘like the strains of martial music,’; ‘As showers from the clouds of summer,’; ‘Or tears from the eyelids start,’; ‘come like a benediction That follows after prayer.’ Other metaphors are ‘the corridors of Time’

Answer 2 At first the poet is overcome with a feeling of sadness at night. But when he thinks about the poems of humbler poets who expressed their feelings like ‘showers from the clouds of summer,’ he is happier. Such poems help the poet ‘to quiet The restless pulse of care,’ and to fill his night with music such that the cares leave silently like the Arabs leave after folding their tents.

(12) The Light of Other Days

Question: What does the poet remember before falling asleep?

Answer: Before the chain of slumber binds the poet he remembers the fond memories of his childhood and the sad memories of the days gone by and all his loved ones who are no more.

(13) A Blue Day

Question: Describe the day of the picnic. List three things the picnickers would remember for a long time.

Answer: The day of the picnic was bright, sunny, clear and 'perfect'. The three things the picnickers would remember for a long time include the perfect day for a picnic 'abuzz with life', the sumptuous feast they had in the meadow, and the sudden darting flash of "a kingfisher's electric" dive in to the stream.

(19) House with the Grey Gate

Question: Describe the occupants of the 'House with the Grey Gate'.

Answer: The colour 'grey' represents 'old' and 'old age'. The occupants of the house with the grey gate are also an old woman and an old man. They live according to an older pattern of life. The old woman knits in the porch while the old man weeds out their small garden. Both keep expecting someone to visit them but nobody does. Yet they wait and peer through the curtains of the window whenever the gate creaks due to the wind. The poem conveys the loneliness and isolation of the old people for whom the young persons have no time to talk or visit.

3. (7) Autumn in the Hills (25) Trees (28) Winter (17) Blow, Blow, Thou Winter Wind (27) The West Wind.

All these poems are related to various aspects of Nature

(7) Autumn in the Hills

Questions: What happens to the trees in Autumn?

Answer: Autumn is the season that comes before the winter season. In the hills winter is very cold and often ice-frozen. Therefore the trees also shed their leaves in Autumn to prepare for the frozen cold winter months. The trees are not only without leaves but also without any colourful flowers or fruits. The birds also migrate to the south in the Autumn months. As such there are no birds left to nest or sing among the trees towards the end of Autumn in the Hills.

(25) Trees

Questions: Pick out **three examples of Personification** from the poem.

Personification is a figure of speech used in poetry. In this a non-living thing is treated and described as a person or a human being. In the poem 'Trees' the poet views a tree as 'praying with lifted arms', having 'hair' where robin makes its nest, having a bosom like a man or woman, and suckling mother earth with its roots like a baby. All these are examples of personification.

(28) Winter

Question: Write three sentences **about the winter** described by the poet.

Answer: In Winter the poet describes the land as covered with the bright yellow mustard flowers like ‘acre on acre of light’. Mustard is spread to as far as the poet can see and it appears as if ‘December here is on fire.’ Yet the winter is cold for the farmers and the watchman who have to be out in the open during December. After the yellow mustard ripens it turns white in colour. This is like the white colour of snow and ice. Then the ‘dew’ drops also freeze to become as hard and as sharp as pieces of broken glass. Yet this does not last forever as winter also passes and ends with the coming of Spring season.

(17) Blow, Blow, Thou Winter Wind

There are no questions in your book on this poem by William Shakespeare, but you need to read it together with ‘The West Wind’ for observing the contrast in the two situations. In this poem Shakespeare says that the bitter cold in the Winter Wind is not as unkind as the ingratitude of a friend. He personifies the Winter Wind as someone with sharp ‘tooth’, which is not rude because the wind is invisible. The sharpness of the cut by the tooth of a friend’s ingratitude, is more rude than the chill and cut by the cold wind. Even after the winter wind freezes the sky and the land its ‘bite’ or its ‘sting’ is not as sharp as the pain of a friend who does not remember one’s friendship.

Through these comparisons and personifications the poet tries to convey that though life during the winter season is difficult and hard, it is not as unbearable and painful as a broken friendship. Ingratitude of a friend is the theme of this poem.

(27) The West Wind.

Question: **Why is the poet nostalgic?** Give at least four reasons for going back to ‘the west land’.

Answer: ‘Nostalgia’ in poetry is the sad feeling of yearning and longing for relatives and friends who are no more or for places that one cannot visit again. It conveys a sense of a permanent loss of some possession or some comfort.

In this poem the poet has left behind his native land that lies in the west direction from the place where he is presently. The poet longs to return to his native land in the west. He has lost his brother there. So he personifies the West Wind as brother and asks him to come back home. The four reasons for going back to ‘the west land’ is that it is a land where tired hearts like the poet’s heart can lie in the ‘cool green grass’ and rest. The west land has apple orchards where the thrush birds sing songs from their nests. The west land is warm as if its always the month of April there. The bright yellow daffodils also blossom in the native land of the poet in the west land.

4. (31) Night Mail (26) How they Brought the Good News from Ghent to Axis, (23) Taking Leave of a Friend

All these poem have ‘Communicating with others’ as their theme and show this need for communication in different situations.

(31) Night Mail

Please recall the note about the cold winter months in England that are particularly isolated and lonely in the mountainous regions of Scotland that lies to the north of England. This poem is about the train that links England to Scotland.

Question: Choose from the poem three kinds of letters, types of papers and places you would like to visit.

Answer: The three kinds of letters mentioned in the poem are letters from the bank, letters of invitations, and letters of application for situations (here meaning ‘jobs’)

The three kinds of papers referred to in the poem are pink, white and blue coloured paper

The three places mentioned in the poem that I would like to visit are Scotland, France and Hebrides.

(26) How they Brought the Good News from Ghent to Aix

Question 1 **How was** the important **news sent** in the poem?

Answer: In the poem the important news was sent through three messengers riding on one horse each. Because they rode non-stop overnight and all day two of the horses collapsed and died and only one could reach Aix to convey the news.

Question 2 What kind of relationship can be seen between man and beast?

The relationship between the rider and the horse in this poem is of perfect understanding of the urgency and of commitment of the horse to his master. It is a relationship of the bond of friendship and gratitude of the master towards his horse because of whom the rider was able to complete his mission of reaching Aix to deliver the news.

(23) Taking Leave of a Friend

Question: Write down three images the poet conjures from nature to describe the parting of friends.

Answer: The first image drawn up by the poet is of the blue mountains to the north that become ‘the walls’ between the two friends. The second

image is of the river winding about the mountain. These two together appear like the outer high walls of a fort that is surrounded by a deep and broad moat filled with water. The third image given by the poet is of ‘a thousand miles of dead grass’ that conveys the widening distance between the two friends as well as their feeling of loneliness after parting. The reference to ‘sunset’ also indicates the setting in of darkness that represents separation and sorrow.

5. (20) The Owl (32) The Sparrow’s Nest (33) The Pelican Chorus (34) Skimbleshanks: the Railway Cat (36) Scratching the Tiger’s Back
These poem have Birds and Animals as their focus and common thread.

(20) The Owl

Question: What does the Owl do at night?

Answer: At night the Owl works like a guard or a night watchman. The poet calls it the ‘sentinel’ meaning the final line of defence. It glides silently across the hill and perches on a tree. It makes a mellowed hooting sound as if to say that all is well and the night is good

(32) The Sparrow’s Nest

Question: What did the brother and sister find in their father’s house?
How does the poet describe his sister?

Answer: In their father’s house the brother and sister by chance found a sparrow’s nest ‘with bright blue eggs’. The poet describes his sister as ‘A little Prattler among men’ who was also a blessing when the poet was a boy because she taught him to look and see, to listen and hear, to care for others including the sparrows. In the view of the poet his sister with her

‘delicate fears;’ had a heart that was a fountain of love, joy and ‘sweet tears’⁵.

(33) The Pelican Chorus

Question: Describe the home and life of the pelicans.

Answer. The home of the pelicans is in the River Nile in Egypt. They sleep on the cliffs above the Nile at night. During the day they fish in the waters of the Nile. In the evening they stand on the long and bare islands of silt (mud) in the middle of the Nile. At sunset the pelicans dance around on the island ‘Wing to wing’ and stamping their feet. During their dance they also sing a song in which they describe themselves as the happiest of birds.

(34) Skimbleshanks: the Railway Cat

Question: List the things Skimbleshanks the Railway Cat does not like.

Answer: The Railway Cat establishes control by a regular petrol. He does not like anything that is out of place or out of order. Skimbleshanks does not like hilarity and riot and therefore the passengers are very quiet. He does not like any pranks so nothing goes wrong when the Railway Cat is on the Northern Mail Train.

(36) Scratching the Tiger’s Back

Question. Why must we not be afraid of the tiger?

⁵ Please note the poetic use of ‘sweet’ for tears that are ‘salty’. By describing his sister’s tears as sweet the poet is conveying that the tenderness of her care and thought was so touching that it brought tears in the eyes of the poet. Due to the nature of these emotions the tears were ‘sweet’ So the reference here is not to the physical quality of taste of tears but to the tenderness for all that is sweet.

Answer: The tiger is a fierce animal yet we must not be afraid of the tiger because it does not kill or harm others at all times. After a tiger has had its meal it feels lazy and basks (relaxes) in the Sun during a winter afternoon. At such times it appears to say that there is both good and evil in the world and it too is a creature made by God just as men are. So we need not be afraid of the tiger.

6. (29)The Sailor's Consolation (24) The Vagabond (Outcastes of society)

7.

These two groups represent the poorest people in the British society. Sea faring was not a safe occupation as many ships would never return from their voyages. As such, only the poor men and boys, who could not get a job on land, would become sailors. Their life was difficult and short. The Vagabond as a social group appeared from 1600 onwards after the common lands in villages began to be converted in to farmlands for the royalty. This movement is called the 'Enclosing of the Commons'.

Earlier all land in the village that was not under cultivation jointly belonged to all villagers for grazing of cattle. After enclosure of common land, many villagers had no occupation and they became vagabonds, moving from place to place to earn their living through singing for bread. The poets who lived a more comfortable life saw a kind of 'romance' in the seeming freedom of the life of a vagabond. This was far from reality because the movement of the vagabond was a necessity, as no village would allow him to settle down.

(29) The Sailor's Consolation

Question: Does the poet feel that the life on sea is more dangerous? Give reasons for your answer.

Answer: Yes. The poet feels that the life on sea is more dangerous as the storm can cause shipwreck at any time or the ship can be wrecked against a rock in high seas. During a sea storm waves rise like ‘mountains rolling’ tossing the ship.

As such as a paradox the poet describes all the dangers on land except the danger the ship is facing during a sea storm. The poet is speaking through the sailors caught in a sea storm who are facing certain death and yet the poem describes overturned carriages, thieves and falling roofs of houses as the accidents that cause death on land.

As such, the sailors’ consolation is that though they are going to die due to the storm, they could have died on land also. Therefore, there is no safety of life anywhere, whether on sea or on land.

(24) The Vagabond

Question: What does the poet want from life? Name three things he can do without.

Answer: The poet want love, the heaven above his head, the road below, a bed in the bush with stars to see and some bread. He can do without wealth, or friends, or a long life.

18 Questions (Philosophical)

Question: The poet is curious about many thing. Mention any three.

Answer: The poet is curious to know how the world was created, how the ancestors of Man turned from an ape to Man, and why did the ‘colossal’ and powerful beast like the dinosaur become extinct?

Section 2

One example of additional poem each from William Wordsworth and John Keats has already been included earlier. Here only one

poem each from P. B. Shelly and Robert Browning is included. In addition the best poem on Tiger in English literature written by William Blake and is included.

1. Percy Bysshe Shelley - ‘ OZYMANDIAS’

“I met a traveler from an antique land
Who said: Two vast and trunkless legs of stone
Stand in the desert. Near them, on the sand,
Half sunk, a shattered visage lies, whose frown,
And wrinkled lip, and sneer of cold command,
Tell that its sculptor well those passions read
Which yet survive, stamped on these lifeless things,
The hand that mocked them, and the heart that fed:
And on the pedestal these words appear:
‘My name is Ozymandias, king of kings,;
Look on my works, ye Mighty, and despair !’
Nothing beside remains. Round the decay
Of that colossal wreck, boundless and bare,
The lone and level sands stretch far away.”

2. Robert Browning – this is a long poem of ten stanzas of eleven lines each. Please the movement in the rhythm as if galloping of two horses. Also compare the feeling with poem 23 in your book – Taking leave of a friend. It describes the feelings of a man whose proposal for marriage has been rejected by his lady.

THE LAST RIDE TOGETHER

I said - Then dearest, since 'tis so,
Since now at length my fate I know,
Since nothing all my love avails,

Since all, my life seemed meant for, fails,
 Since this was written and needs must be –
My whole heart rises up to bless
Your name in pride and thankfulness!
Take back the hope you gave, - I claim
Only a memory of the same,
 -And this beside, if you will not blame,
Your leave for one more last ride with me.

My mistress bent that brow of hers;
Those deep dark eyes where pride demurs
When pity would be softening through,
Fixed me a breathing –while or two
 With life or death in the balance: right !
The blood replenished me again;
My last thought was at least not vain:
I and my mistress, side by side
Shall be together, breathe and ride,
So, one day more am I deified,
 Who knows but the world may end to-night?

Hush! if you saw some western cloud
All billowy-bosomed, over-bowed
By many benedictions – sun's
And moon's and evening-star's at once –
 And so, you, looking and loving best,
Conscious grew, your passion drew
Cloud, sunset, moonrise, star-shine too,
Down on you, near and yet more near,
Till flesh must fade for heaven was here!-
Thus leant she and lingered – joy and fear!
 Thus lay she a moment on my chest.

Then we began to ride. My soul
Smoothened itself out – a long cramped scroll
Freshening and fluttering in the wind.
Past hopes already lay behind.

What need to strife with a life awry?
Had I said that, had I done this,
So might I gain, so might I miss.
Might she have loved me? Just as well
She might have hated, who can tell!
Where had I been now if the worst befell?
And here we are riding she and I.

Fail I alone in words and deeds?
Why, all men strive and who succeeds?
We rode; it seemed my spirit flew,
Saw other regions, cities new,
As the world rushed by on either side.
I thought, - All labour, yet no less
Bear up beneath their unsuccess.
Look at the end of work, contrast
The petty done, the undone vast,
This present of theirs with the hopeful past !
I hoped she would love me; her we ride.

What hand and brain went ever paired?
What hearts alike conceived and dared?
What act proved all its thought had been ?
What will but felt the fleshly screen?
We ride and I see her.
There's many a crown for who can reach.
Ten lines, a statesman's life in each !
The flag stuck on a heap of bones,
A soldier's doing ! what atones?

They scratch his name on the Abbey- stones.
My riding is better, by their leave.

What does it all mean, poet? Well,
Your brains beat into rhythm, you tell
What we felt only ; you expressed
You hold things beautiful the best,
And pace them in rhyme so, side by side.
'Tis something, nay 'tis much: but then,
Have you yourself what's best for men?
Are you – poor, sick old ere your time-
Nearer one whit your own sublime
Than we who never have turned a rhyme?
Sing, riding 's a joy! For me, I ride.

And you, great sculptor – so, you gave
A score of years to Art, her slave,
And that's your Venus, whence we turn
To yonder girl that fords the burn!
You acquiesce, and shall I repine?
What, man of music, you, grown grey
With notes and nothing else to say,
Is this your sole praise from a friend,
'Greatly his opera's strains intend,
But in music we know how fashions end!'
I gave my youth – but we ride, in fine.

Who knows what's fit for us? Had fate
Proposed bliss here should sublimate
My being – had I signed the bond-
Still one must lead some life beyond,
-Have a bliss to die with, dim-described,
This foot once planted on the goal,

This glory-garland round my soul'
Could I descry such? Try and test!
I sink back shuddering from the quest.
Earth being so good, would heaven seem best?
Now, heaven and she are beyond this ride.

And yet – she has not spoke so long!
What if heaven be that, fair and strong
At life's best, with our eyes upturned
Whither life's flower is first discerned,
We, fixed so, ever should so abide?
What if we still ride on, we two,
With life for ever old yet new,
Changed not in kind but in degree,
The instant made eternity,-
And heaven just prove that I and she
Ride, ride together, for ever ride?

3. William Blake - the yellow colour of the tiger is used as a metaphor for yellow flame of fire. The poet is visualizing the creation of a tiger and wondering at the awesome power of the Creator.

“ Tiger ! Tiger! burning bright
In the forest of the night,
What immortal hand or eye
Could frame thy fearful symmetry?

In what distant deeps or skies
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand dare seize the fire?

And what shoulder and what art
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand? And what dread feet?

What the hammer? What the chain?
In what furnace was thy brain?
What the anvil? What dread grasp?
Dare its deadly terrors clasp?

When the stars threw down their spears,
And water'd heaven with their tears,
Did he smile his work to see?
Did he who made the lamb make thee?

Tiger ! Tiger! burning bright
In the forests of the night,
What immortal hand or eye
Dare frame thy fearful symmetry?

ⁱ In one of his great tragedies entitled ‘Hamlet – the Prince of Denmark’ Shakespeare has dramatized the story of Prince Hamlet and his beloved Ophelia. After the sudden death of his father the King of Denmark, Prince Hamlet loses all faith in the goodness of others partly because soon after his father’s death his widowed mother re-marries the younger brother of his father who is then the new King.

The suddenness of this re-marriage makes Hamlet suspect foul-play and when he discovers that his Uncle, who is now the King, had poisoned his father, Hamlet wants to avenge this murder. In such circumstances he loses all faith especially in women and becomes unkind in his behaviour both towards his mother as well as to Ophelia who he was going to marry. The drama is about Hamlet’s inability to avenge his father’s death and he keeps missing opportunities to kill his Uncle and postponing his revenge. “To be or not to be, that is the question” is the first line of one of the best soliloquies written in English in which Hamlet tries to reason why he should or should not avenge his father’s ‘foul murder’. The complete soliloquy is included in Section 2 for this Group at ‘Original extracts 2’

This long analysis for a simple four line poem has been given to show how a few words can convey layers and layers of meaning to those who understand the significance of the words used.

The power of poetry is also in providing different shades of meaning to different kinds of readers. This poem has other deeper interpretation as well but for our present purpose in Class 7 this much is sufficient.