

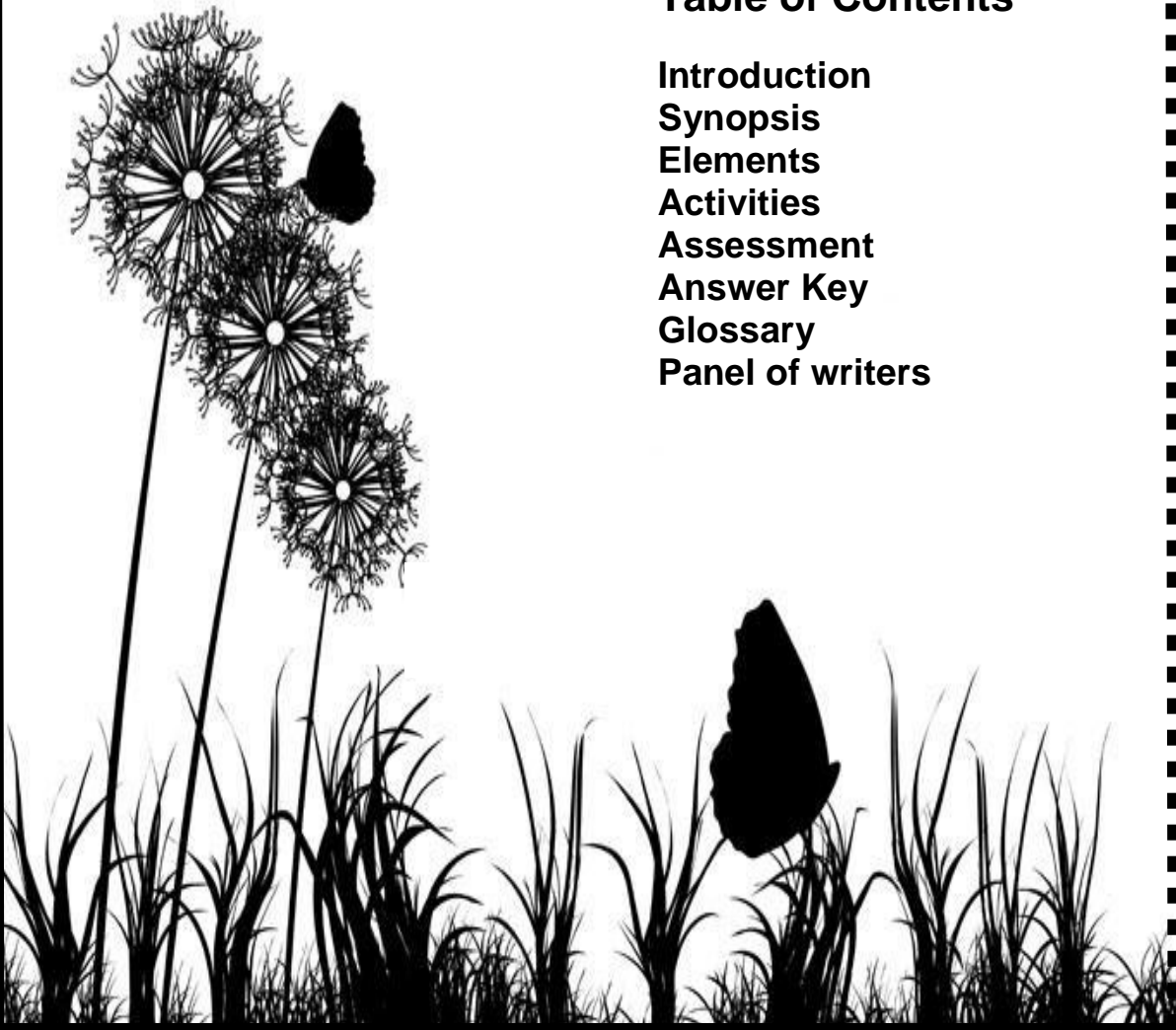
**DRAFT**



**Form 5**  
**Nature**



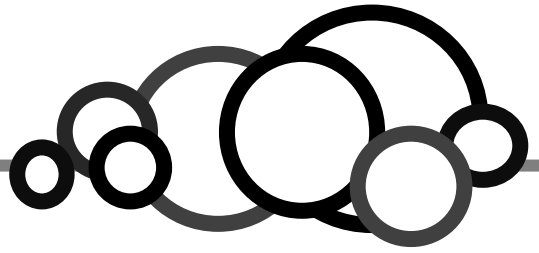
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# Introduction



## The Poet



Flag of Jamaica



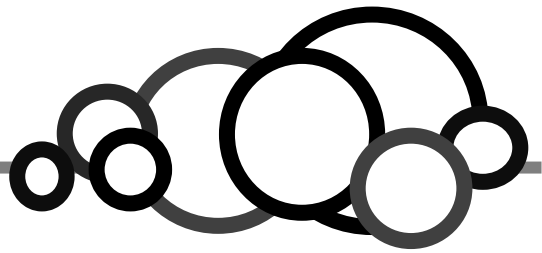
Map of Jamaica

Hugh Doston Carberry, 1921-1989, was educated at Jamaica College before going to Oxford University. He worked as a Barrister of Law and was later appointed a Judge of the Court of Appeal, where he remained until his retirement at the age of 67.

## Synopsis

This poem is about celebration. It is a descriptive poem about the changing scenes. It celebrates the richness of the land's produce and how alive and plentiful Nature is. However, amidst the harsh rain and lashing wind, things are always bright and glorious when the sun shines again.

# *Elements*



## SETTING

The poem is set in Jamaica. The poet uses nature and describes the weather being hot and wet. The poet also uses trees, bushes, flowers, and fruits to portray nature as alive and abundant. The weather is seen as bright and sunny with flowers in full bloom. If it turns wet with its torrential rain and gushing wind, or when water swirls on the ground and nature is in mayhem, it will all eventually pass. He shares his enthusiasm and gratitude and appreciation for nature as the poem ends.

## TONE AND MOOD

H.D. Carberry uses a joyful and casual tone. He celebrates nature using words like 'gold', 'magnificent', 'stars' and 'beauty'. His light-hearted mood invites the readers to celebrate Jamaica's opulent nature.

## THEME

### 1) Celebrating nature yet be humbled by it

The wonder of nature should be admired and revered as its power is limitless and unpredictable. Weather changes in a wink of an eye, latent one moment and the other, unleashing its destructive force. The same weather can be stagnant one moment and the next revitalizing the earth with growth and beauty the next.

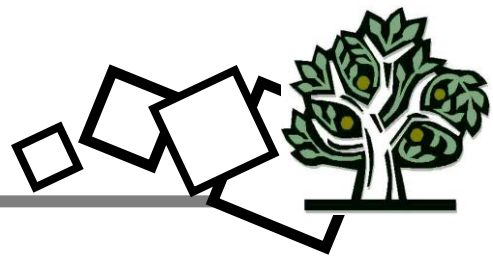
### 2) Cycle of life

Though, we are saddened at the passing of beauty and life, we must learn that it is the natural cycle of life. Nature has its moments of life and death; moments of construction and destruction. When the struggle is over, we will see the rejuvenated nature blossoming itself.

### 3) Appreciating one's country

Life in one's country has its share of ups and downs but one must always look at the brighter side of life. In this poem, the poet stresses on his country's weather being sunny, rainy and windy. He mentions its produce of mango and honey, and the beauty of its canefields and the openness of the countryside. The poet states that we must appreciate what we have.

# Listen and Match



Time : 40 minutes



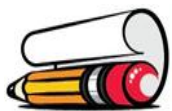
## Aims

- 1 To recognise seasons and scenes mentioned in the poem
- 2 To match pictures of seasons and scenes to lines from the poem



## Materials

- 1 Handout 1a and 1b
- 2 Scissors
- 3 Adhesive
- 4 Worksheet 1



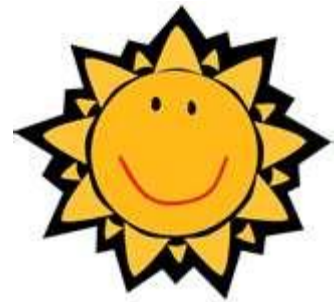
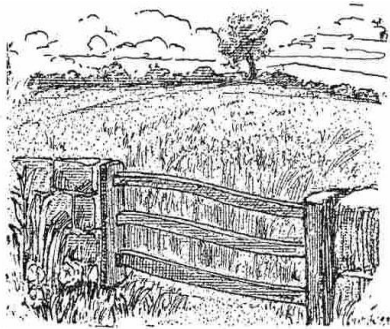
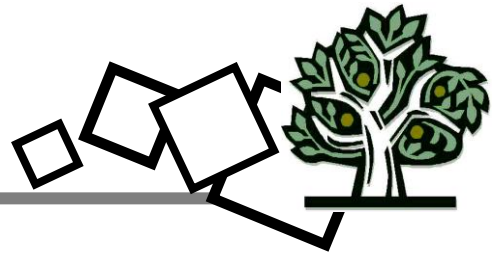
## Steps

- 1 Show pictures of seasons and scenes depicting lines from the poem.
- 2 Elicit answers from students. Accept any possible answers.
- 3 Give answers to students.
- 4 Divide students into groups of 3-4 students.
- 5 Distribute Handout 1a and 1b to groups.
- 6 Hand out scissors.
- 7 Students cut strips of sentences off Handout 1b.
- 8 Read the poem aloud and students rearrange the strips.
- 9 Students are to listen and place the strips in the empty spaces on the Handout 1a
- 10 Fill all empty squares so that the seasons and scenes, and strips are matched correctly.
- 11 Read the poem again.
- 12 Students rearrange the strips if there are any corrections to be made.
- 13 Pin students' work on the notice board.



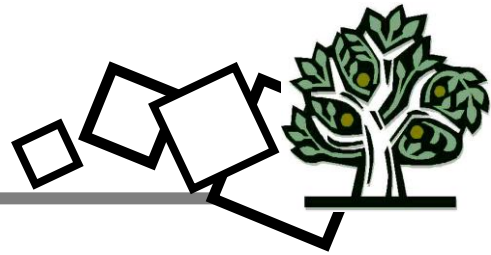
## Notes

# Listen and Match





# *Listen and Match*



Cut the strips and paste them to the SEASON and SCENES on Handout 1a  
(these sentences are not in the correct order)

When the tall grass sways and shivers to the slightest breath of air.

When the bushes are full of the sound of bees and the scent of honey

And there is no sound but the swish of water in the gullies

The days when the rain beats like bullets on the roof

When the buttercups have paved the earth with yellow stars

Neither Autumn nor Spring  
We have instead the days

Also there are the days when leaves fade from off guango trees

And beauty comes suddenly and the rain have gone.

But best of all there are the days when the mango and the logwood blossom

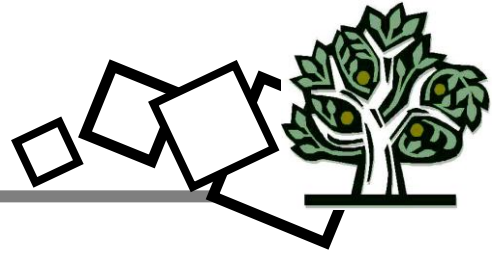
We have neither Summer nor Winter





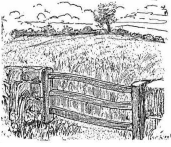







When the gold sun shines on the lush green canefields-  
Magnificiently.

And the trees struggling in high Jamaica winds


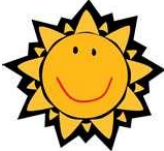






And the reaped canefields lie bare and fallow to the sun.

# Listen and Match



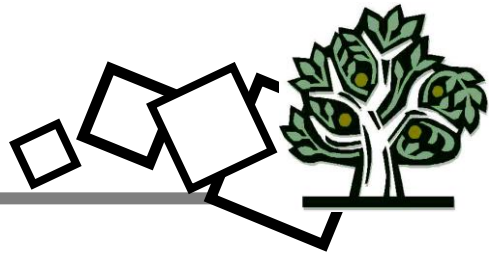
Picture CUE 1	Picture CUE 2	LISTEN and MATCH lines from the poem here. PASTE the sentence strips here.
		
		
		
		
		
		
		





# Sequence Key Chain



Time : 40 minutes



## Aims

- 1 To understand the poem
- 2 To train students to remember the poem in sequence
- 3 To sequence the lines of the poem



## Materials

- 1 Worksheet 2
- 2 Punch hole, string, scissors



## Steps

- 1 Organise students into groups of 3-4 members.
- 2 Distribute Worksheet 2 to each group.
- 3 Students cut out the keys and punch a hole at the key-hole.
- 4 It's a game of 'Master and Scribes'. One student will become the 'Master' and the others as scribes.
- 5 Scatter the envelope clues along the corridor/open-space/hall
- 5 Scribes will be responsible to go out and read the clues and come back to report to the 'Master' which lines come first, second, third, and so on.
- 6 Scribes must put the clues back into the envelope and they are not allowed to move the clue envelopes from their spots or take the envelopes back to the 'Master'.
- 7 Only one Scribe per group is allowed out of the group at any one time.
- 8 Use the string given to tie the 'KEYS' together.
- 9 Students present their key chain to the teacher. Accept all possible answers.
- 10 Group with the most correct order wins.

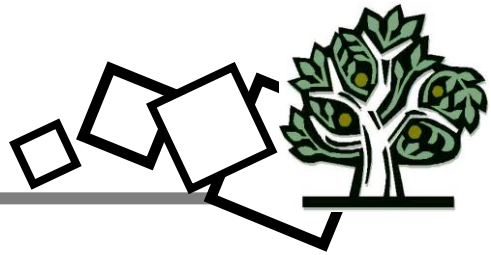


## Notes

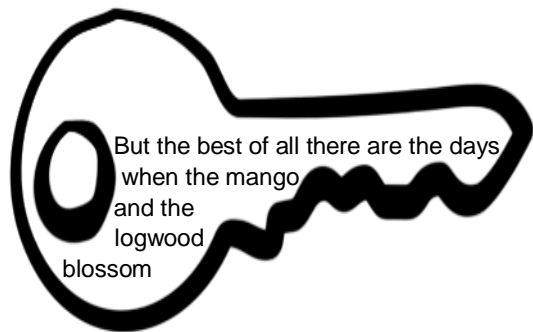
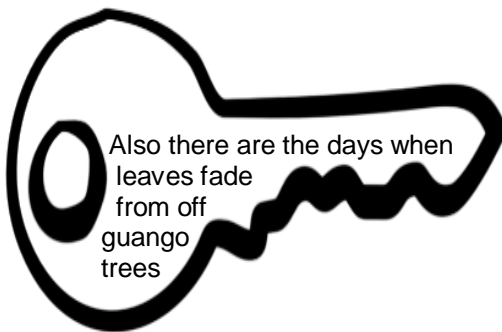
1. Poem necklace can be used to highlight other skills and elements of the poem.
2. Students can create environmental necklaces that features seasons experienced by students.
3. Use TAGS or HAND-BANDS to identify working Scribe. So, there will only be ONE 'Working Scribe' working for the team at any one time.

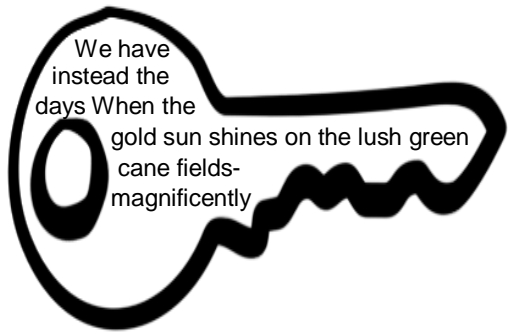
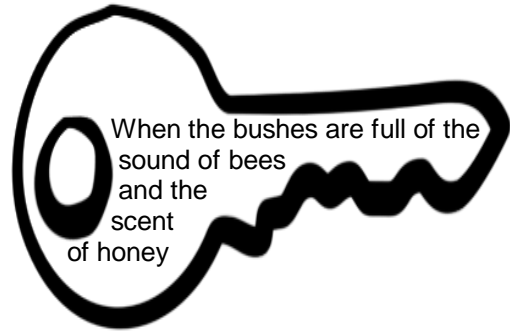
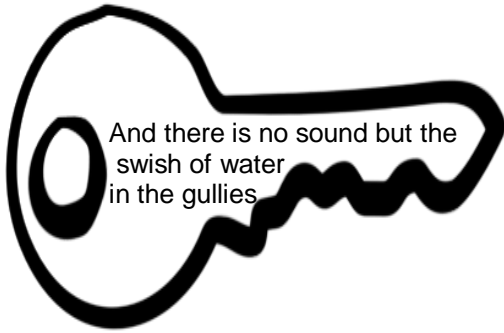
Activity adapted from The Big Book of reading Response Activities @ 2007 by Michael Gravois, Scholastic Teaching Resources

# Sequence Key Chain

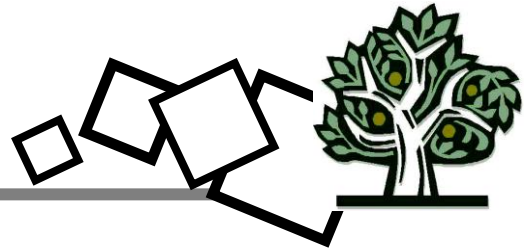


1. Cut out the shape of these 11 keys and punch a hole at where the 'key holes' are.
2. Give each group a string so that they can tie the keys together once they have finished sequencing the poem in the correct order.





# Let's Shake It Up



Time : 80 minutes



## Aims

- 1 To give the meaning of the verbs in the poem
- 2 To recite the lines where the verbs are used with feeling and movement



## Materials

- 1 Worksheet 3
- 2 Handout 3



## Steps

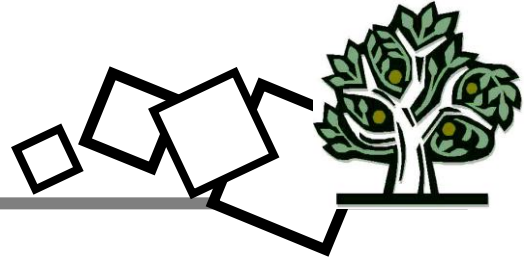
- 1 Get students to match the verbs found in the poem with the meaning (Worksheet 3)
- 2 Cut the line strips in Handout 3.
- 3 Assign students in groups of four.
- 4 Give each group a line strip take form Handout 3.
- 5 Instruct the students to recite the lines where with feeling and movement.



## Notes

The teacher may extend this activity to the complete recital of the poem. Get students to recite the poem with feeling and movement.

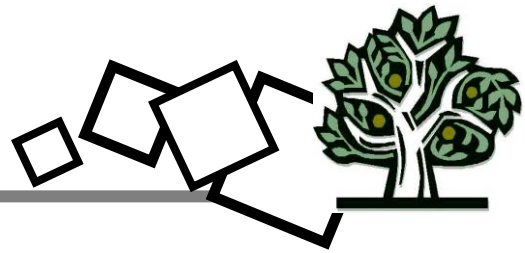
*Let's Shake It Up*



Match the verbs found in the poem with the meanings.

Verbs	Meanings
shines (line 4)	swings
beats (line 6)	covered
struggling (line 9)	glows
fade (line 10)	appears
lie (line 12)	wilt
blossom (line 14)	battling
sways (line 17)	hits
shivers (line 17)	remain
paved (line 19)	shakes
comes (line 21)	disappeared
gone (line 21)	bloom

# Let's Shake It Up



Cut the line strips below. Give each strip to the groups.

When the gold sun shines on the lush green canefields

The days when the rain beats like bullets on the roofs

And trees struggling in the high Jamaica winds

Also there are the days when leaves fade from off guango trees

And the reaped canefields lie bare and fallow to the sun

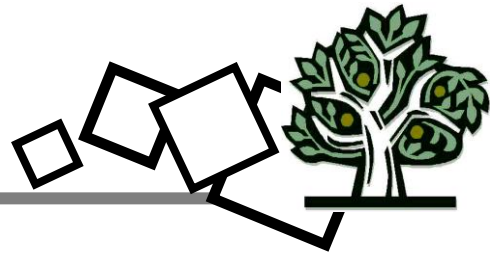
But best of all there are the days when the mango and the logwood blossom

When the tall grass sways and shivers to the slightest breath of air

When the buttercups have paved the earth with yellow stars

And beauty comes suddenly and the rains have gone

O.W.L.S.



Time : 80 minutes



### Aims

- 1 To make connections between characters or simple events in a literary work and people or events in their lives.
- 2 To observe, wonder, link, and sense (O.W.L.S.) the characteristics of nature in the poem



### Materials

- 1 Worksheet 4
- 2 Blank A4 paper



### Steps

- 1 Organise students into groups of 3-4 members
- 2 Distribute blank A4 paper to the groups.
- 3 Students are given 5 minutes to read the poem 'Nature'.
- 4 After reading the poem, ask group members to sit in a circle facing each other in an open space of the classroom where every group member can see each other.
- 5 Introduce the concept of O.W.L.S. Students discuss the
  - elements of nature in the poem,
  - things they wondered about as they read the poem,
  - ways they could link the poem to their lives, and
  - ways in which their senses (sight, hearing, taste, smell, touch) were aroused.
- 6 After group discussion, complete the graphic organisers.
- 7 Distribute copies of the O.W.L.S. graphic organisers to students and have them fill them out based on their reaction to the poem they have read.



### Notes

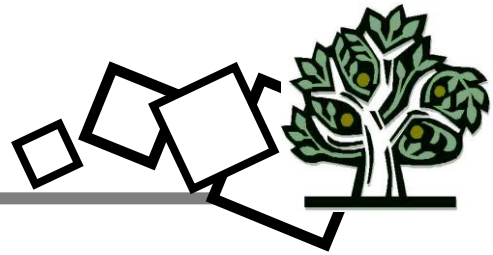
You can introduce this reading strategy while teaching Novels, Short Stories, Graphic Novels, or even Drama

As students become more accustomed to this style of discussion, they will be more likely to make connections to their own life experiences while they are reading.

Activity adapted from The Big Book of reading Response Activities @ 2007 by Michael Gravois, Scholastic Teaching Resources



O.W.L.S.

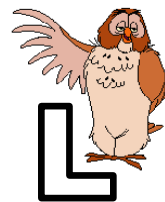


In groups, complete the graphic organisers (O.W.L.S.) below. Base your reaction to the poem read.

What do you **OBSERVE** as you read the poem 'Nature'?



How can you **LINK** things that happens in the poem 'Nature' to your own life?



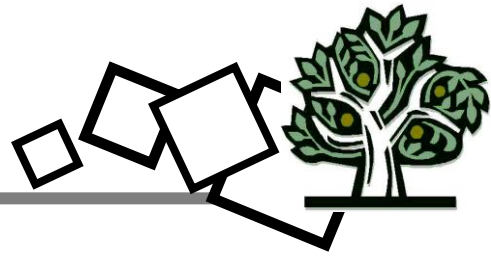
What do you **WONDER** as you read the poem 'Nature'?



What **SENSORY** descriptions are included in the poem 'Nature' (sight, taste, smell, hearing, touch)?



# Swings in Nature



Time : 80 minutes



## Aims

- 1 To identify effects of different seasons in poem
- 2 To describe changes in nature as experienced in Malaysia
- 3 To write a stanza on nature in Malaysia



## Materials

- 1 Worksheet 5
- 2 Drawing paper, markers, blue tack.



## Steps

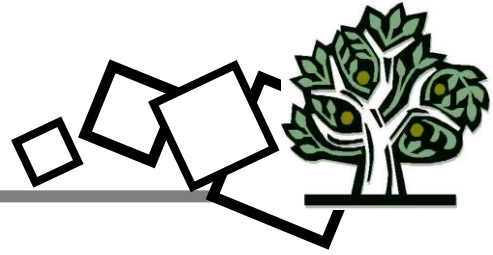
- 1 Instruct students to read the poem.
- 2 Distribute worksheet 5
- 3 Get students to complete the table (activity a) on worksheet 5 in groups of three or four. Discuss answers.
- 4 Tell students to complete the table (activity b) in pairs. Discuss answers.
- 5 Ask students to write a stanza on nature in Malaysia. This can be done on drawing paper with markers. Display them in the classroom.



## Notes

High proficiency students can be encouraged to write a complete poem on nature in Malaysia.

# Swings in Nature



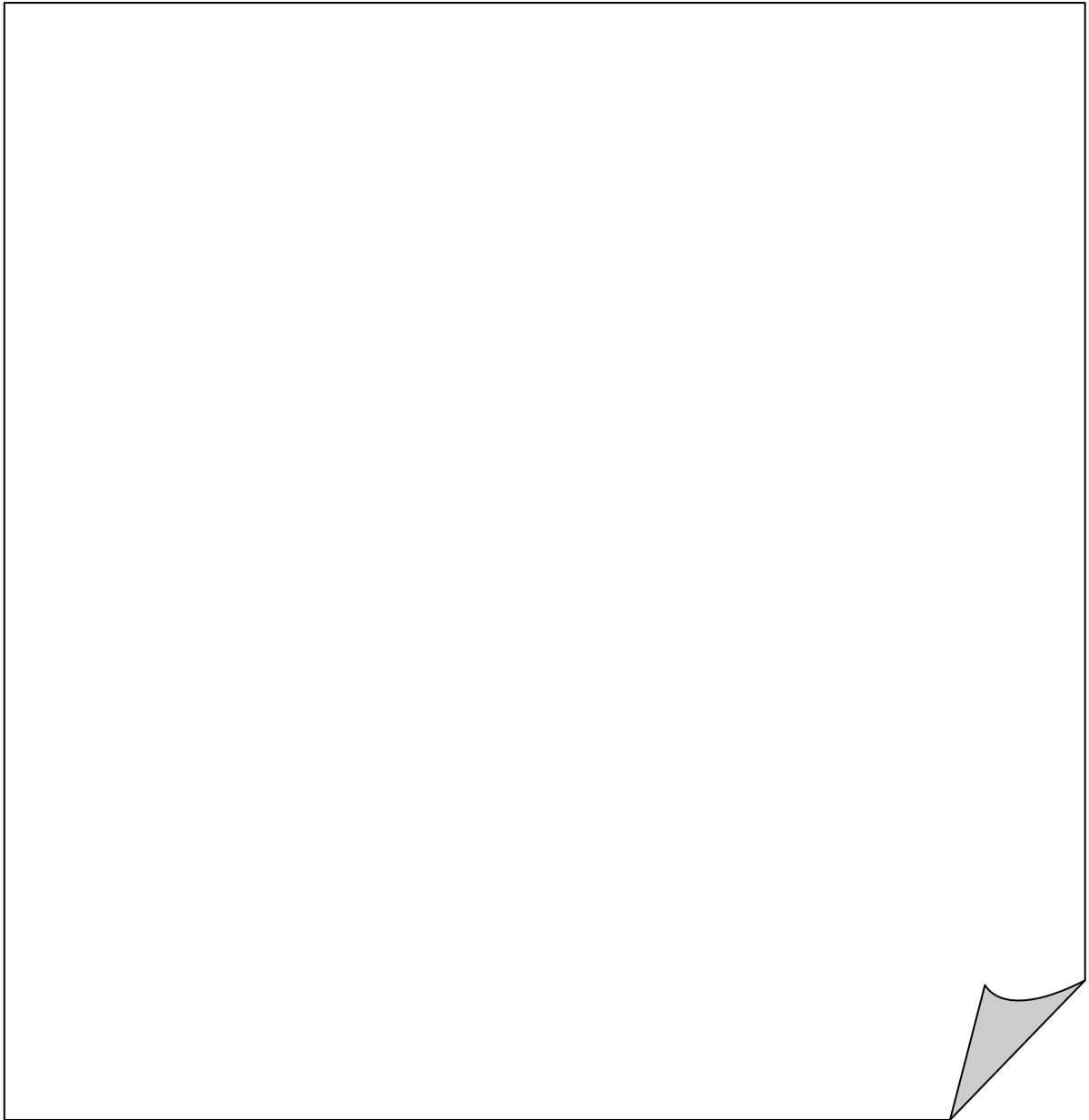
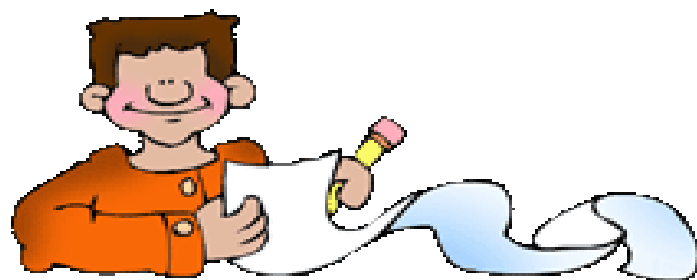
From the poem, identify the lines that reflect sunny days and rainy or windy days. Write them in the appropriate column.

SUNNY DAYS	RAINY AND WINDY DAYS

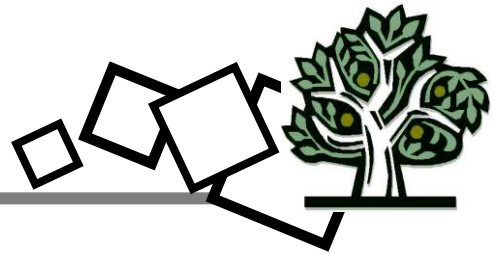
Based on your experience and observation, write the changes or effects in Malaysia during sunny and rainy days.

SUNNY DAYS	RAINY AND WINDY DAYS

**In pairs or individually write a stanza on nature in Malaysia.**

A large, empty rectangular box with a thin black border, intended for students to write a stanza. The bottom right corner of the box is folded over, showing a grey underside.

# The Weather



Time : 40 minutes



## Aims

- 1 Scan a poem for relevant information.
- 2 Analyse and extract information from a poem and answer questions at literal, inferential and applied levels.



## Materials

- 1 Picture cards
- 2 Worksheet 6



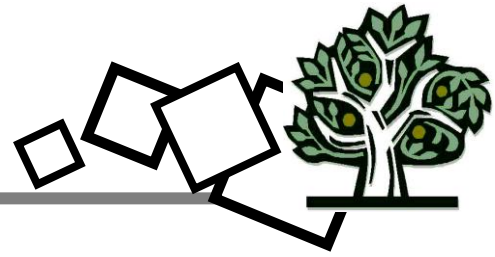
## Steps

- 1 Teacher shows pictures of nature.
- 2 Students try to describe what they see in the picture shown.
- 3 Instruct students to refer to the poem.
- 4 Hand out Worksheet 6 and explain the required tasks.
- 5 Students respond to the assigned tasks.

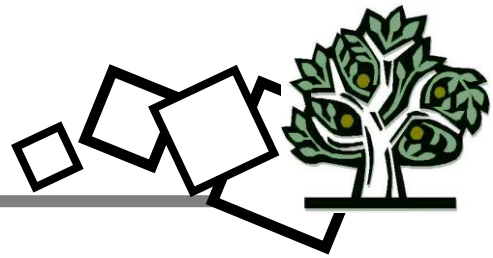


## Notes

# *The Weather*



# The Weather



## Literal

With reference to the poem, answer the questions.

1. "What seasons did the poet say that they did not have?"

\_\_\_\_\_

2. Complete these sentences

- a) The days have both \_\_\_\_\_ that \_\_\_\_\_ magnificently on the green canefields and \_\_\_\_\_ that \_\_\_\_\_ on the roofs.

- b) The mango and logwood \_\_\_\_\_.

3. List out the verbs found in the poem 'Nature'.

\_\_\_\_\_  
\_\_\_\_\_

## Inferential

1. Why do you think the poet chose to use the words he had chosen?

\_\_\_\_\_

2. List words that describe the following in the poem.

- a) sunny days

\_\_\_\_\_

- b) rainy days

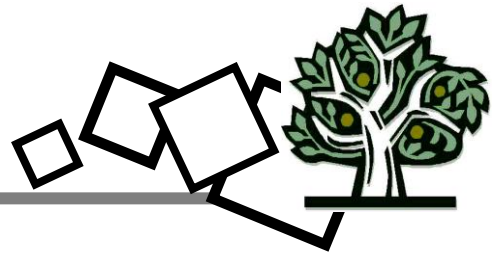
\_\_\_\_\_

## Applied

1. Do you agree that the sunny days are "the best days" as compared to rainy days? Explain why or why not?

\_\_\_\_\_  
\_\_\_\_\_

# The Elements



Time : 40 minutes



## Aims

- 1 Identify and name elements of nature.
- 2 Identify and fill in the correct literary element and supporting details into a description of the poem.



## Materials

- 1 Handout 7
- 2 Worksheet 7



## Steps

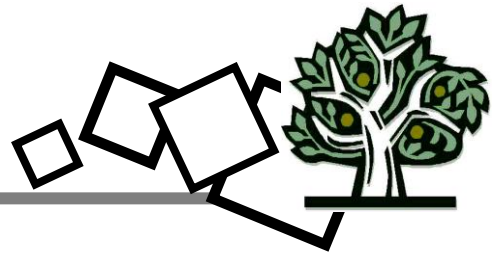
- 1 Teacher displays the pictures in Handout 7 and prompts students to identify the elements of nature
- 2 Teacher then distributes worksheet 7.  
Students are asked to work in pairs to complete the description of the poem with literary elements and supporting details provided.
- 3 Teacher discusses the answers with the students.
- 4 Students with the most correct answers are given a token of appreciation.



## Notes



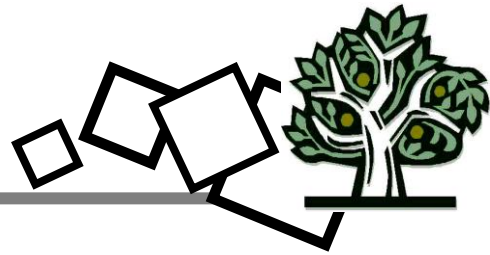
# *The Elements*



Look at the pictures below and identify the elements of nature.



# The Elements



Fill in the blanks with words or phrases provided

Nature	swish of water in the gullies	God's gift
colours and light	natural cycle of life	phases in life
sound of bees	personification	buttercups
H.D. Carberry	hot sunny days	metaphor
appreciate	beauty of nature	cold wet windy
experience	yellow stars	rainy days
similes	visualize	contrast
magnificent beauty	sound of bees	scent of honey
mango and logwood blossom		

In the poem entitled “\_\_\_\_\_” by \_\_\_\_\_ the themes of the \_\_\_\_\_ and the many \_\_\_\_\_ are explored. The poet’s central message is the \_\_\_\_\_. Through the use of poetic devices such as \_\_\_\_\_, onomatopoeia and \_\_\_\_\_, the poet allows the reader to \_\_\_\_\_ the beauty of his homeland.

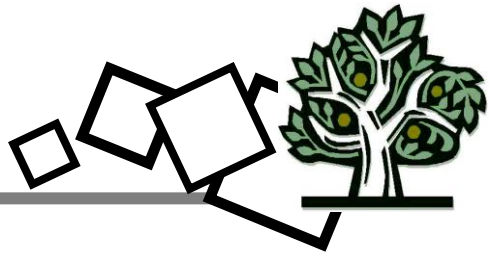
Among the dominant elements, is \_\_\_\_\_. In the poem, imagery of sight such as “\_\_\_\_\_ have paved the earth with \_\_\_\_\_” allows us to visualise the colourful side of nature. The poet has used words related to \_\_\_\_\_ to help the reader \_\_\_\_\_ the beauty of nature. Imagery of sound is shown through “the \_\_\_\_\_, the rain fall on the roof tops and the \_\_\_\_\_”. The “\_\_\_\_\_” is an example of the imagery of taste. “\_\_\_\_\_” exemplify the imagery of smell.

\_\_\_\_\_ is also used effectively and this is shown through “the tall grass sways and shivers to the slightest breath of air”. There is also \_\_\_\_\_ in the poem, for example “the gold sun shines” and the magnificent “lush green cane fields”.

The poem highlights the beauty of nature during \_\_\_\_\_, \_\_\_\_\_ days and \_\_\_\_\_ and the harvest season. Each season has its \_\_\_\_\_. The poet has shown why we should \_\_\_\_\_ and preserve \_\_\_\_\_ to us.



*Have I Understood?*



**ANSWER THE FOLLOWING QUESTIONS BASED ON THE POEM 'NATURE'**

1. Read the poem 'Nature' and state what the poem reveals about the poet's homeland.

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2. Which line in the poem 'Nature' suggests the sense of smell?

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3. Which line in the poem 'Nature' suggests the sense of hearing?

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4. Based on your knowledge of the poem 'Nature', describe a theme in the poem.

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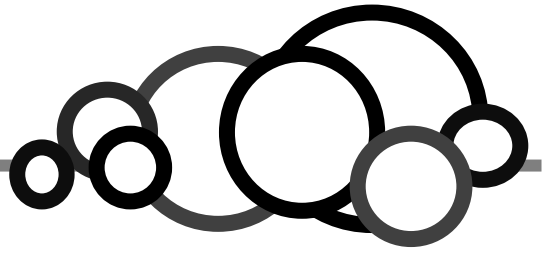
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## *Suggested answer*



### **Activity 1 : Listen and match**

We have neither Summer nor Winter

Neither Autumn nor Spring

When the gold sun shines on the lush green canefields - Magnificiently.

The days when the rain beats like bullets on the roof

And there is no sound but the swish of water in the gullies

And the trees struggling in high Jamaica winds

Also there are the days when leaves fade from off guango trees

And the reaped canefields lie bare and fallow to the sun.

But best of all there are the days when the mango and the logwood blossom

When the bushes are full of the sound of bees and the scent of honey

When the tall grass sways and shivers to the slightest breath of air.

When the buttercups have paved the earth with yellow stars

And beauty comes suddenly and the rain have gone.

### **Activity 3 : Let's shake it up**

shines – glows

sways – swings

beats – hits

shivers – shakes

struggling – battling

paved – covered

fade – wilt

comes – appears

lie – remain

gone – disappeared

blossom – bloom

## Activity 4 : O.W.L.S.

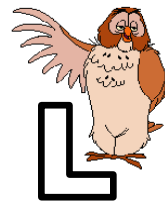
What do you **OBSERVE** as you read the poem 'Nature'?

- \* sun
- \* canefield
- \* rain
- \* roofs
- \* water
- \* gullies
- \* trees
- \* leaves
- \* guango trees
- \* logwood
- \* bushes
- \* bees
- \* honey comb
- \* tall grass
- \* buttercups



How can you **LINK** things that happens in the poem 'Nature' to your own life?

- \* Instead of canefields, we have paddy fields in Malaysia.
- \* Leaves fall from rambutan or ciku trees.
- \* Days when rambutan or papaya or rambutan tree blossom.
- \* Sound of bees or flies or mosquitoes.
- \* Tall grass sway in our garden or open spaces.



What do you **WONDER** as you read the poem 'Nature'?

- \* How hot the Sun is?
- \* How vast the canefield is?
- \* How heavy the rain is?
- \* How water moves in the gullies?
- \* How the canefield will look bare?
- \* How loud the sound of bees is?
- \* How low do the tall grass sway?
- \* How beautiful the earth look paved with buttercups?



What **SENSORY** descriptions are included in the poem 'Nature' (sight, taste, smell, hearing, touch)?

- \* hearing = swish of water, sound of bees, beats like bullets,
- \* sight = gold sun shine, lush green, trees struggling, tall grass sways, yellow stars
- \* smell = scent of honey,



## Activity 5 : Swings in nature

SUNNY DAYS	RAINY AND WINDY DAYS
When the gold sun shines on the lush green canefields - Magnificently	The days when the rain beats like bullets on the roofs
But best of all there are the days when the mango and the logwood blossom	And there is no sound but the swish of water in the gullies
When the bushes are full of the sound of bees and the scent of honey	And trees struggling in the high Jamaica winds
When the tall grass sways and shivers to the slightest breath of air	Also there are the days when leaves fade from off guango trees
When the buttercups have paved the earth with yellow stars	And the reaped canefields lie bare and fallow to the sun
And beauty comes suddenly and the rains have gone	

SUNNY DAYS	RAINY AND WINDY DAYS
Lush green paddy fields and trees	Flashing lightning and thunder
Seasonal fruits and local fruits	Rains cats and dogs
Constant sound of insects	Landslides
Tall grass	Flash floods
Flame the forests, bougainvillea, hibiscus etc	Roof tops get blown away/damaged
Rainbows sometimes seen after the rain	Crops get damaged

## Activity 6 : The weather

1. Summer / Autumn / Winter / Spring
2. Complete these sentences:
  - i) The days have both sun that shines magnificently on the green canefields and rain that beats on the roofs.
  - ii) The mango and logwood blossom.
3. e.g. rain – beats  
trees – struggle  
reaped canefields – lie  
tall grass – sways / shivers  
buttercups – pave



## Activity 7 : The elements

In the poem entitled “Nature” by H.D. Carberry the themes of the natural cycle of life and the many phases of life are explored. The poet’s central message is the beauty of nature. Through the use of poetic devices such as similes, onomatopoeia and metaphor, the poet allows the reader to experience the beauty of his homeland.

Among the dominant elements, is imagery. In the poem, imagery of sight such as “buttercups have paved the earth with yellow stars” allows us to visualise the colourful side of nature. The poet has used words related to colours and light to help the reader visualise the beauty of nature. Imagery of sound is shown through “the swish of the water in the gullies, the rain fall on the roof tops and the sound of the bees.” The “scent of honey” is an example of the imagery of taste. “The mango and logwood blossom” exemplify the imagery of smell.

Personification is also used effectively and this is shown through “the tall grass sways and shivers to the slightest breath of air”. There is also contrast in the poem, for example “the gold sun shines” and the magnificent “lush green cane fields”.

The poem highlights the beauty of nature during hot sunny days and cold wet windy days and the harvest season. Each season has its magnificent beauty. The poet has shown why we should appreciate and preserve God’s gift to us.

## Assessment 1 : Have I understood?

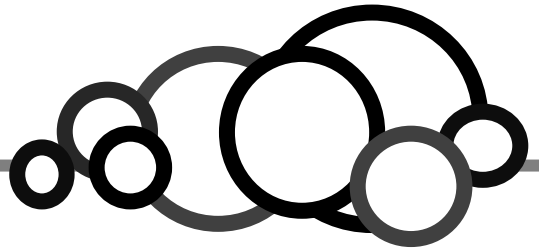
1. Bright and hot sunny weather, sometimes heavy downpour and strong gushing winds.
2. The line, “When the bushes are full of the sound of bees and the scent of honey”
3. The line, “The days when the rain beats like bullets on the roof”  
The line, “And there is no sound but the swish of water in the gullies”  
The line, “When the bushes are full of the sound of bees and the scent of honey”
4. Theme of celebrating nature in times of inactivity or otherwise.  
Theme of appreciating nature.
5. A T  
B F  
C T  
D F

E  
F  
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J

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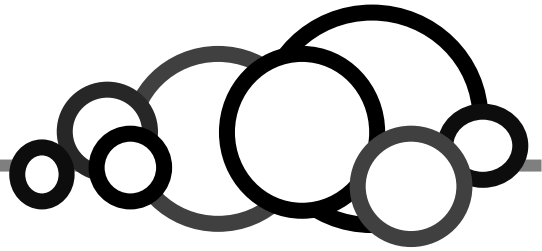
- 6. C
- 7. A
- 8. D

# Glossary



<b>Theme</b>	: A unifying idea that is a recurrent element in literary or artistic work.
<b>Tone</b>	: 1. The general atmosphere of a place or situation and the effect that it has on people; : 2. Manner in which written words might be said (for example, sarcastic, mild, witty, angry). In general the tone of a work can gradually shift (perhaps from sarcastic to ironic or from angry to remorseful)
<b>Mood</b>	: Feelings that you get while your reading a book or a feeling that a work of literature evokes. In general mood describes the feeling of the entire piece.
<b>Lush</b>	: 1. Produced or growing in extreme abundance; : 2. Being rich, fertile, opulent, plentiful or affluent.
<b>Beat</b>	: 1. A regular rate of repetition; : 2. The sound of stroke or blow.
<b>Swish:</b>	: Move with or cause to move with a whistling or hissing sound
<b>Gullies</b>	: Deep ditch cut by running water (especially after a prolonged downpour)
<b>Struggling</b>	: 1. Strenuous effort; : 2. An energetic attempt to achieve something
<b>Guango tree</b>	: <b>Guango</b> is a large, wide spreading <b>tree</b> , beautifully proportioned. The black pods are sticky and sweet, caramel coloured on the inside.
<b>Reaped</b>	: To have accumulated, amassed or garnered.
<b>Fallow</b>	: Left unplowed and unseeded during a growing season.
<b>Logwood</b>	: Spiny shrub or small tree of Central America and West Indies having bipinnate leaves and racemes of small bright yellow flowers and yielding a hard brown or brownish-red heartwood used in preparing a black dye.
<b>Shiver</b>	: 1. Tremble; : 2. A reflex motion caused by cold or fear or excitement.
<b>Buttercups</b>	: A plant of the genus <i>Ranunculus</i> , or crowfoot, particularly <i>R. bulbosus</i> , with bright yellow flowers; called also butterflower, golden cup, and kingcup. It

# *Panel of Writers*



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