



Pakistan School
Kingdom of Bahrain

PAKISTAN SCHOOL, KINGDOM OF BAHRAIN

English Grade 11

VIRTUAL CLASSROOM RULES:

1- Select a comfortable learning station .

2- Be on Time.

3- Keep your Textbook, Notebook, Pencil/Pen with you.

4- Be attentive.

5- Respect each others comments.

Our
class
rules!





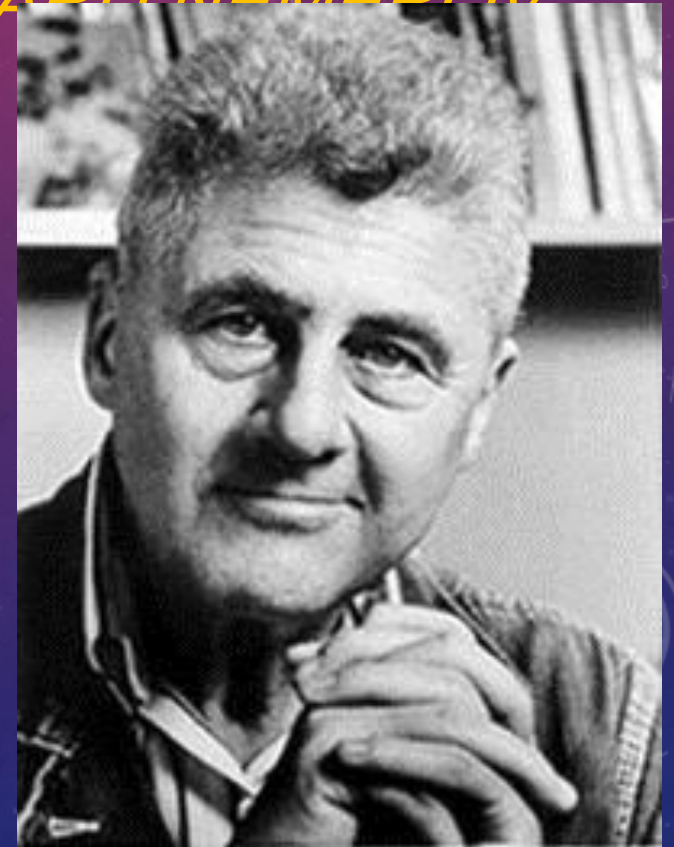
11th JUNE , 2020

THURSDAY

PAGE: 33-34

UNIT 1.3: SEPTEMBER, THE FIRST DAY OF SCHOOL

HOWARD NEMEDOV



ABOUT THE AUTHOR

- ❑ **Howard Nemerov** was born in New York City in 1920.
- ❑ **He** was educated at Howard
- ❑ **He** taught in several universities such as Bennington College, 1948-1966
- ❑ **He** won the Pulitzer Prize in 1977

LEARNING OBJECTIVES:

AT THE END OF THE LESSON, THE STUDENTS WILL BE ABLE TO:


- ❖ Explain the meaning of words as used in the POEM.
- ❖ Paraphrase the stanzas (1,2)

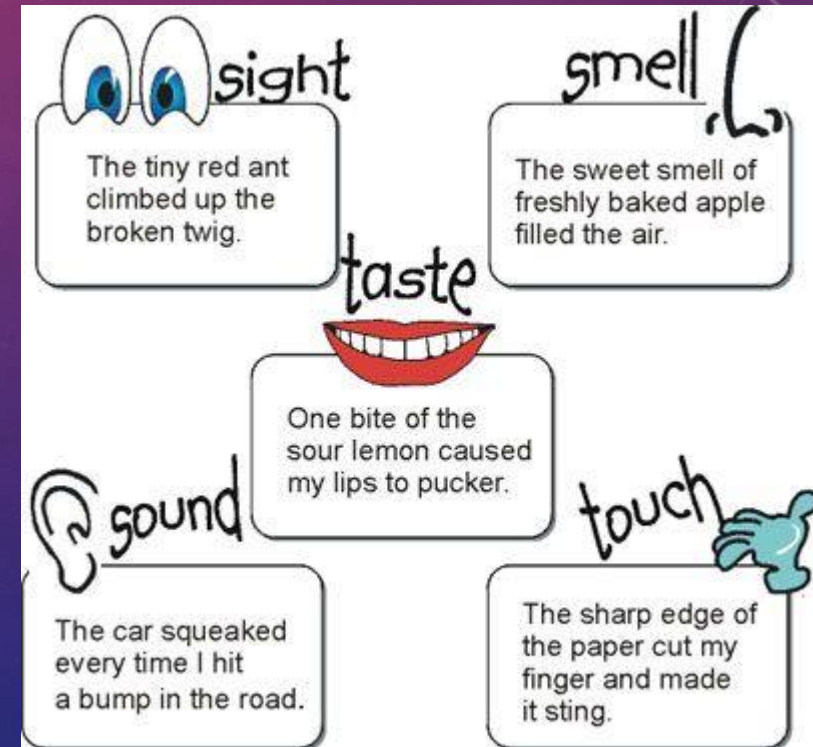
KINDS OF STANZAS

Couplet	=	a two line stanza
Triplet (Tercet)	=	a three line stanza
Quatrain	=	a four line stanza
Quintet	=	a five line stanza
Sestet (Sextet)	=	a six line stanza
Septet	=	a seven line stanza
Octave	=	an eight line stanza

IMAGERY-CREATING A PICTURE IN READER'S MIND BY MAKING THE READER SEE, HEAR, SMELL, TOUCH OR FEEL.

The FIVE Senses

- Sight—visual imagery 
- Sound—auditory imagery 
- Touch—tactile imagery 
- Smell—olfactory imagery 
- Taste—gustatory imagery 



FIGURATIVE LANGUAGE

Posters

SIMILE

Comparison of two things,
using the words "like" or "as"

**This room is as
hot as an oven.**

HYPERBOLE

An exaggeration

**I am so hungry, I
could eat a horse.**

PERSONIFICATION

Giving human characteristics
to an object or animal

**The tree danced
in the wind.**

ONOMATOPOEIA

The use of a word to
make a sound

Pop. Boom! Fizz.

ALLITERATION

The repetition of the same
beginning sound of words

**Seven snakes
slithered slyly.**

METAPHOR

Comparison of two things,
saying that one thing
IS or WAS another thing.

**This room is
an oven.**

LEARNING OBJECTIVES:

AT THE END OF THE LESSON, THE STUDENTS WILL BE ABLE TO:

- ❖ Explain the meaning of words as used in the POEM.
- ❖ Paraphrase the stanzas (1,2)

ABOUT THE POEM

- **This is a nice and sensational poem by Howard Nemerov. This is written in strophes. The poem is an expression of the feelings of a father about his son going to school for the first day. The poem depicts the love and affection the poet, as a father, feels when he leaves his son at school on the first day. The author has related this event with a historical event in the life of Prophet Joseph.**



14th JUNE , 2020

SUNDAY

LEARNING OBJECTIVES:

AT THE END OF THE LESSON, THE STUDENTS WILL BE ABLE TO:

- ❖ Explain the meaning of words as used in the POEM.
- ❖ Paraphrase the strophes

SEPTEMBER, FIRST DAY OF SCHOOL

My child and I hold hands on the way to school,
And when I leave him at the first-grade door
He cries a little but is brave; he does
Let go. My selfish tears remind me how
I cried before that door a life ago.
I may have had a hard time letting go.
Each fall the children must endure together
What every child also endures alone:
Learning the alphabet, the integers,
Three dozen bits and pieces of a stuff
So arbitrary, so peremptory
That worlds invisible and visible
Bow down before it.
As in Joseph's dream
The sheaves bowed down and then the stars bowed down
Before the dreaming of a little boy.
That dream got him such hatred of his brothers
As cost the greater part of life to mend,
And yet great kindness came of it in the end.
My child has disappeared
Behind the schoolroom door. And should I live
To see his coming forth, a life away,
I know my hope, but do not know its form
Nor hope to know it. May the fathers he finds
Among his teachers have a care of him
More than his father could. How that will look
I do not know, I do not need to know.
Even our tears belong to ritual.
But may great kindness come of it in the end.

INTRODUCTION

- This poem represents the point of view of parents. The poem is the expression of mixed emotions of a father and his son when they go to school on the first day of his son's schooling.
- The poet has divided the poem into two concept based segments. The first part of the poem describes the emotions of father and son and the second part discusses the purpose of school and education.
- The poet has beautifully portrayed the feelings, expectations and hopes of the father. The father remembers his own past and recalls his own first day of school when his father went to leave him to school.

STROPHE:1

My child and I hold hands on the way to school,
And when I leave him at the first-grade door
He cries a little but is brave; he does
Let go. My selfish tears remind me how
I cried before that door a life ago.
I may have had a hard time letting go.

STROPHE:1

- My son and I proceed to school holding each other's hands on the way. And when I leave him at door of first grade classroom, he cries for a while. BUT he is brave and bold. He let me go. My selfish tears remind me how bitterly I had wept before the same door long time ago. I may have tough time to leave my son in school.
- In these lines, the narrator, as a father, taking his son to school for the first time. The first image that the reader encounters is that of the narrator and his son walking to the school holding hands. The second image is the separation .

- The poet, as a father, is impressed by the bravery and boldness of his son. The son is brave and he cries a little but let him go with great courage. The father, the poet, remembers his own first day of school when he had really a hard time letting his father go. That is why the father also has tears in his eyes.
- The poet discusses his own experience as a student starting out in the first grade. He notes, "Selfish tears remind me how I cried before that door a life ago" (4-5.) It is clear that he is crying just like his son is, but these tears are not in sympathy with his son.

- The father and the son are at once united by their mutual experience of going through schooling but at the same time realizing the distance between them. There is, indeed a lifetime separating them from one another, but the experience they go through is essentially the same. Even though what his son feels is nearly identical to what he felt at his son's age, the poet cannot help his son, and he has to be alone in his schooling.

SUMMARY STROPHE

1

tells about how the child cries a little but
then let go of his father's hand
father also has tears in his eyes
recalls the day when his father took him to school

STROPHE 2

1. Endure: **experience**
2. Arbitrary: **done without concern**
3. Peremptory: **bossy**

Each fall the children must endure together
What every child also endures alone:
Learning the alphabet, the integers,
Three dozen bits and pieces of a stuff
So arbitrary, so peremptory
That worlds invisible and visible
Bow down before it.

STROPHE 2

- The children have to get through and face whatever goes on in the school together, either good or bad. Every child has to tolerate his or her difficulties alone. Learning is very valuable but not easy. It is unconditional to learn the alphabets (a, b, c) and the figures (1, 2, 3). There are twenty six alphabets and ten digits.

Beside these a number of other things, either visible or cannot be seen. The process of learning is random and so commanding that seen and unseen worlds bow before it.

- He knows what his son and his classmates will be-learning, even if they might not know it yet themselves. He knows more about their educational future than the kids know. Yet he has to allow every single one of these students to experience life on their own and stand idly by, waiting for his son to stop crying. At the same time, the words "peremptory" and "arbitrary" become an expressive metaphor for life, both the poet's as well as his son's and his son's friends and people in general.

- Life is indeed peremptory, but we are all in need to make our own Mistakes to figure it out. The individual experience of going through school, leading one's own way through life and making one's own mistakes is invaluable and cannot be substituted.
- Mistakes have to be made , tears are to be cried and hands must be pried away.

SUMMARY STROPHE 2


in the poem father sees his son entering school
on the brink of mastering the data and knowledge
that is important in our culture today
knowledge of the world, science and numbers
everything bows down to them these days

PLENARY:

Q1. What were the feelings of the father taking his son to school?

Q2. What did Joseph see in his dream and what was his brothers' reaction to his dream?

Q3. Why the first day of school is special for both the child and the parents?

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- **16th June , 2020**
 - **Tuesday**