

**PENANG SANGAM HIGH SCHOOL
P.O.BOX 44, RAKIRAKI
LESSON NOTES**

School: PENANG SANGAM HIGH SCHOOL
Subject: ENGLISH

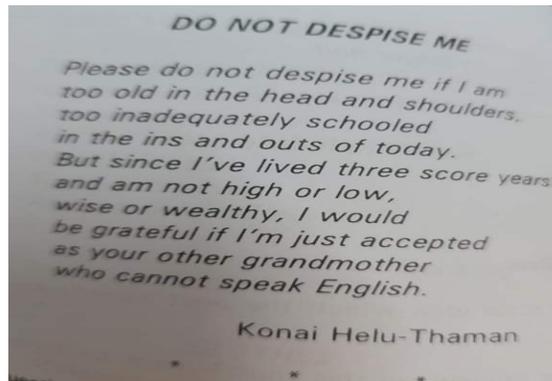
Year/Level: 9
WEEK 16

Strand	LISTENING AND SPEAKING
Sub Strand	1.2. POETRY
Content Learning Outcome	Explain the poem in terms of the important message, setting, styles and its relevance to real life situations.

Year 9

POETRY

Do Not Despise Me : Konai Helu Thaman.



FORM

“Do Not Despise Me” is a short poem made up of only one stanza (or verse). The stanza is made up of 10 lines, written in free verse. There is no rhyme scheme. However, there is a slow, thoughtful rhythm throughout the poem, to show that the thoughts expressed are those of an older, more thoughtful person.

CONTENT

In this poem the persona (“I” in the poem) is a grandmother who is addressing to speaking to her grandchild /grandchildren. She is asking not to be despised for who or what she is. She is maybe more forgetful now, and not as strong as she used to be. She may not understand how a lot of modern processes and equipment work. However, she is a normal sixty-year- old who knows she deserves to be respected by her grandchildren, or those younger than she is, been if she does not understand the language they speak, which in this case, is English.

POETIC DEVICES USED BY THE POET

Konai Helu Thaman has used several different poetic devices to help readers understand her poem better.

1. The use of simple but respectful language:

Thaman has chosen such words to help us understand the persona (“I” in the poem) better. She is a simple lady who knows how to speak politely and respectfully and does not ask for much, except to be accepted by her younger family members.

2. The use of enjambment:

There are no commas or full stops at the end of the first 3 lines. They run on until the end of the 4th line, where there is a full stop. Thaman does this to help emphasize the persona's strong feelings and emotions. It makes us believe she is somewhat helpless. However, there is an unexpected contrast beginning in the very next line. (This is enjambment)

3. The use of caesura:

Thaman uses a caesura to break up a line , like she does in line 7. She makes readers pause and take note of the words spoken before the caesura. A caesura also can have a dramatic effect, making the reader pause and wonder what will be said next.

4. The use of alliteration :

To help readers focus on the words used and what they mean , the poet has used alliteration in line 7 : “ wise or wealthy “

5. The use of contrast :

Thaman has used contrast in phrases like “ ins and outs” and “high or low “ to help readers understand there is a range between the two states that is also included in the description.

THEMES OR MESSAGES FROM THE POEM

1. The poet wants readers to know that a generation gap exists between the old and the young. It can be caused by many things :
 - Young people can laugh at, mock ,or become impatient with their older relatives because of what they think are their weaknesses.
 - Older people can become impatient with what they see as a lack of good manners and respect shown by youth. They believe that because of their many experiences, they deserve some respect.
 - A lack of communication between the two groups can also cause a gap.
2. A generation gap can cause feelings of hurt, anger and even shame.
3. Communication is the key. If there is no way to communicate feelings clearly and well, the gap can widen as more and more misunderstandings arise.
4. There are two sides in every relationship.