# Poetry: Between the Lines

# When We Two Parted by Lord Byron

**ABC ME screening details: Friday** 29 May, 2020 at 1:30pm

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/poetry-between-the-lines) after the scheduled screening time.

**Key learning areas:** English

**Level:** secondary, Stage 5

**About:** Hip-Hop star Akala discusses with poet, Mark Grist, the ideas and emotions in Byron's poem, When We Two Parted. Byron's feelings of bitterness and sorrow towards his former partner are explored.

## Before the episode

1. Read the poem ‘When we Two Parted’ by Lord Byron, read this a few times. A copy of the poem is provided below.
2. The thinking routine [Layers](https://pz.harvard.edu/) provides learners with a structure for looking analytically at creative works (more information and a thorough explanation of this thinking routine is found at [Project Zero Visible Thinking: Layers](https://pz.harvard.edu/sites/default/files/Layers.pdf)). Using the framework in the table provided, write your thoughts in relation to the poem for each layer. As you are engaging with each layer, also annotate the details you uncover through this process on the poem. Try to write in as much detail as possible.

If you want to stretch your thinking research Lord Byron’s social and personal context and include this in your responses.

Table: layer, explanation and personal engagement

|  |  |  |
| --- | --- | --- |
| Layer | Explanation | Engage personally and add examples from the poem |
| Narrative | The story, the back or pre story, the other or hidden story, the message |  |
| Aesthetic | The appeal (what pulls you in?), the reward or take away, the skill/mastery of the artist on display, the new/different/unusual |  |
| Mechanical | Technique, form or structure, methods, symbolism |  |
| Dynamic | Surprise, Tension, Emotion and Movement |  |
| Connections | To other works (in and out of the genre/medium), to history, to oneself, to the artist’s other works or personal life |  |

## During the episode

1. While reflecting on the layers of the thinking routine, jot down a few aspects that jump out at you from Akala, Mark Grist and the visual representation of the poem.

## After the episode

1. Revisit your thinking routine table. Reflect on each ‘layer’ of your analysis. You may wish to refine your initial ideas and annotations.
2. Using coloured highlighters, highlight the aspects on your table that were supported by the episode. You may like to use one colour for Akala, Mark Grist and the visual representation respectively.
3. By engaging personally with the poem, and then listening to Akala, Mark Grist and the film maker do the same it broadens your understanding of the poem. Now try to engage critically by writing an analysis of the poem addressing the following question:
4. How has this episode engaged you in thinking about Lord Byron’s feelings of love and loss in his poem?

**Follow-up activity:** Research the life of Lord Byron and reflect on whether you agree or disagree with Mark Grist’s theory about the subject of the poem. Write a persuasive paragraph using evidence from both your research and the short film to support your point of view.

### When We Two Parted, George Gordon Byron, Lord Byron - 1788-1824

[poets.org/poem/when-we-two-parted](https://poets.org/poem/when-we-two-parted)

When we two parted
  In silence and tears,
Half broken-hearted
  To sever for years,
Pale grew thy cheek and cold,
  Colder thy kiss;
Truly that hour foretold
 Sorrow to this.

The dew of the morning
 Sunk chill on my brow—
It felt like the warning
  Of what I feel now.
Thy vows are all broken,
  And light is thy fame;
I hear thy name spoken,
  And share in its shame.

They name thee before me,
 A knell to mine ear;
A shudder comes o'er me—
  Why wert thou so dear?
They know not I knew thee,
 Who knew thee too well—
Long, long shall I rue thee,
  Too deeply to tell.

In secret we met—
  In silence I grieve,
That thy heart could forget,
  Thy spirit deceive.
If I should meet thee
  After long years,
How should I greet thee?—
  With silence and tears.

# NSW teacher notes

This is an optional standalone resource that could supplement student learning. The activities align with syllabus outcomes across stages and can be modified to meet the needs of your students. Students can complete the activities while learning at home and in the classroom. All activities can be completed without access to the internet or a device. Teachers could collect student work to offer feedback and as evidence of learning.

## Learning intentions

* Create a personal response to a poem using a thinking routine.
* Compare and contrast your response to the way it is represented in the episode.

## Resources

* When We Two Parted, George Gordon Byron, Lord Byron - 1788-1824 ([poets.org/poem/when-we-two-parted](https://poets.org/poem/when-we-two-parted)).
* Thinking routine: Layers [pz.harvard.edu/node/773276](https://bit.ly/2Wiyn9Q) can be found via the [Project Zero Visible Thinking Routines](http://pz.harvard.edu/thinking-routines#DiggingDeeperIntoIdeas) website.

## NSW English K-10 Syllabus outcomes

|  |  |
| --- | --- |
| Objective  | Stage 5 |
| Express themselves and their relationship with others and their world  | EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds |

[NSW English K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales 2012.