

Good Timber

By the end of the unit, the students will be able to:

- use critical thinking to respond orally and in writing to the text (post-reading) to:
 - give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
 - relate what is read to his or her own feelings and experiences.
 - scan to answer short questions.
- read a given poem and give orally and in writing:
 - theme and its development.
 - personal response with justification.
 - recognize literary techniques such as personification and alliteration.
- analyze how a writer/ poet uses language to:
 - appeal to the senses through use of figurative language including similes, metaphors and imagery
 - set tone.
- illustrate use of pronouns.
- use various reference sources to refine vocabulary for interpersonal academic workplace situation including figurative, idiomatic and technical vocabulary.

Good Timber

The tree that never had to fight
For sun and sky and air and light,
But stood out in the open plain
And always got its share of rain,
Never became a forest king
But lived and died a scrubby thing.

The man who never had to toil
To gain and farm his patch of soil,
Who never had to win his share
Of sun and sky and light and air,
Never became a manly man
But lived and died as he began.

Good timber does not grow with ease,
The stronger wind, the stronger trees,
The further sky, the greater length,
The more the storm, the more the strength.
By sun and cold, by rain and snow,
In trees and men good timbers grow.

Where thickest lies the forest growth
We find the patriarchs of both.
And they hold counsel with the stars
Whose broken branches show the scars
Of many winds and much of strife.
This is the common law of life.



About the poet:

Douglas Malloch (May 5, 1877 – July 2, 1938) was an American poet, short-story writer and Associate Editor of American Lumberman, a trade paper in Chicago. He was known as a 'Lumberman's poet' both locally and nationally. He is noted for writing 'Round River Drive' and 'Be the Best of Whatever You Are' in addition to many other creations.

Glossary

word	Meaning
scrubby thing	inferior in size or quality
patch of soil	area of land or soil with grass growing on it
manly man	A manly man is a man that is usually stoic, hard-working and self-disciplined. He will complete the tasks he is given and would only rarely give up, when the odds are against him. He recognizes his faults and admits that he is not a perfect being, just like everyone else.
patriarchs	a person regarded as the father or founder of an order, class, etc.

Reading Comprehension

Answer the following questions.

1. What is the significance of the title of the poem 'Good Timber'?
2. What is good timber? How does tree grow into good timber?
3. What, according to Douglas Malloch, is the fate of those people who do not work hard in life?
4. How can a person achieve his/her true potential in life? Illustrate it with examples from the poem 'Good Timber'.
5. What is the central idea of the poem 'Good Timber'?
6. What is the rhyme scheme of the poem 'Good Timber'?
7. An extended metaphor is a poetic device in which two unlike things are compared in a series of lines of a poem. Give the example of extended metaphor from poem 'Good Timber'.
8. What is alliteration? Give its examples from the poem 'Good Timber'.

Writing Suggestions

A. How to Paraphrase Poetry.

While paraphrasing the given ^{lines} lines of a poem, keep the following points in mind:

^{Points} use your own words to explain the major ideas line-by-line.

- paraphrasing isn't the same as explicating or analyzing a poem.
- the goal is to rephrase the ideas in your own words without evaluating or addressing the author's hidden messages or underlying themes.
- a paraphrased line of poetry is a literal translation in regular prose without rhyme or meter.

Now keeping in view the above guidelines of paraphrasing, write a paraphrase of the following lines.

Where thickest lies the forest growth
We find the patriarchs of both.
And they hold counsel with the stars
Whose broken branches show the scars
Of many winds and much of strife.
This is the common law of life.

B. Read the poem 'Good Timber' carefully and write a paragraph of retrospection about the feelings that the poem evoked in you

Oral Communication

Pick some students having good voice quality and range and ask them to read aloud the poem 'Good Timber' with proper intonation and stress pattern. Now invite the class to comment on the message of the poem, the poet's use of language, imagery and tone.

Teacher's Guideline:

Explain to the students different poetic techniques as studied in earlier grades.

Vocabulary and Grammar

VOCABULARY

Consult dictionary for the following words related to politics and then fill in the blanks with them.

electorate

referendum

propaganda

opinion polls

parliament

polling stations

to vote

campaign ad

majority

policies

ballot boxes

1. I would like _____ for your party but I disagree with your _____ on free trade.
2. The election was thrown into chaos when two of the _____ were destroyed in fires and several _____ went missing at the close of voting.
3. The opposition party won a large _____ in the new _____ and the government accepted defeat.
4. The government lost the election because it had lost the trust of the _____ after more than a decade in power.
5. Despite being more than 5% behind in the most of the latest _____, we are still optimistic of winning the election next month.
6. The Prime Minister was heavily criticized last month for giving the go ahead to broadcast a _____ which personally attacked the leader of the opposition.
7. In the UK, any constitutional changes made by the government need to be approved in a _____.
8. _____ is usually used most frequently during a time of war as enemies use radio, TV and newsprint to attack each other's actions and ideology.

GRAMMAR

A. Make possessive determiner or the possessive pronoun from the words in parenthesis and then fill in the blanks.

1. The bus stop is near _____ house. (we)
2. How is _____ new school? (you)
3. This is my bag and that is _____. (he)
4. Sophia's hair is longer than _____. (I)
5. It's _____ turn now. (I)
6. The bike on the right is _____. (you)
7. Which desk is _____? (we)
8. Here are _____ tickets. (she)
9. The children brushed _____ teeth. (they)
10. Our school is much nicer than _____. (they)

B. Fill in the blanks using the personal pronoun in brackets in its subject or object form or as a possessive determiner or a possessive pronoun.

1. We can phone our grandma and ask _____. (she)
2. Are _____ your friends? (they)
3. _____ is working on _____ presentation. (she)
4. Excuse _____ can _____ ask a question? (I)
5. _____ can ride _____ skateboards. (they)
6. _____ is _____ friend. (he)
7. This is not _____ jacket, _____ was blue. (I)
8. _____ bought it for _____. (she)
9. These two cats are _____. (we)
10. _____ don't eat potatoes because _____ don't like _____. (they)

Teacher's Guideline:

Revise with students the rules of using various pronouns and their types.