



Provincial Department of Education- Sabaragamuwa- Week School

**Subject: Appreciation of English
Literary texts**

Week : 2nd Week- September

Grade -10

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ADE- Dehiovita Education Zone

A Bird Came Down the Walk

Emily Dickinson

Pre Learning Activities

- Write a short paragraph on the poetess, Emily Dickinson.



- Write a short essay on the topic “ *Nature is beautiful- Admire it from distance*”

Activity 1

Read the poem and mark whether the following statements are **True** or **False**.

1. The bird ate the beetle and drank a dew. ()
2. The bird came down the walk in searching his prey. ()

3. The angle-worm was frightened and stirred his velvet head. ()
4. The bird ate the crumb offered by the narrator. ()
5. The bird's flight was softer than the action created by the oars when rowing. ()
6. The bird's wings are compared to oars. ()
7. The butterflies' leap has made a lot of splashes. ()
8. The natural, beautiful and easy movement of the bird's flight is well conveyed by the poet. ()

Activity 2

Read the poem again and answer the following questions.

1. Where was the bird?
2. What did he do as mentioned in the first two stanzas?
3. Why did he let the beetle pass?
4. How did the bird feel according to the lines from 9 to 13?
5. What are compared to frightened beads?
6. When did the bird notice that the narrator was watching him?
7. What was the bird's reaction?



Activity 3

Have a discussion with your group members and find answers.

1. Why did the bird drink a dew ‘from a convenient grass’? What does the poet try to highlight through this?
2. What does the poet try to convey through the line, “He bit an angle-worm in halves”?
2. Why was the bird so careful about his security? What sort of threats were upon him? Discuss.
3. How would you describe the action of the narrator?
4. What did the bird’s flight suggest us?
5. What does the poet try to convey from the lines 15 to 20?

Activity 4

Give examples from the poem for the following poetic techniques.

1. Visual Imagery
2. Simile
3. Metaphor
4. Personification
5. Rhyming words
6. Alliteration and Assonance

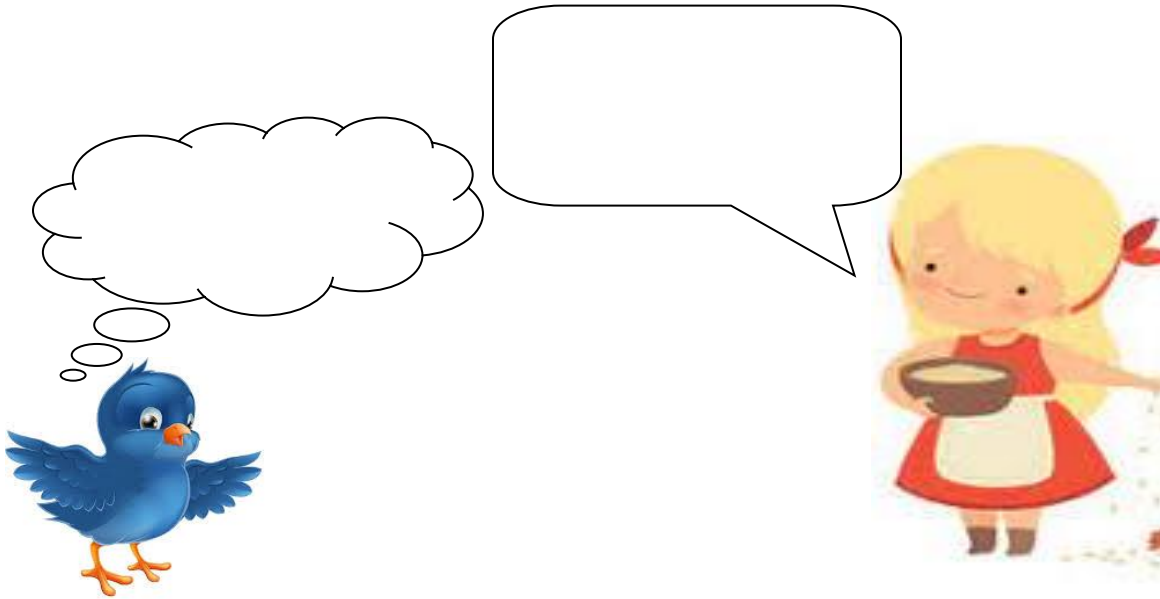
Activity 5

Critically analyze the poem and answer the following question.

- What are the messages that the poet tries to convey through out the poem?

Post Learning Activities

- Paraphrase the lines from 15 - 20.
- Imagine that the bird could speak and build up a dialogue between the narrator and the bird at their encounter.



Use following links to learn more about this poem.



<https://www.youtube.com/watch?v=MG17rOOin-4>

<https://www.youtube.com/watch?v=j9Q2VzAdk7Y>

<https://www.youtube.com/watch?v=9uZUfZ2zQxY> - Channel NIE

Assessment

Answer the questions.

1. “He stirred his velvet head

Like one in danger; Cautious,”

- a) From where have these lines been taken? Name the writer?
- b) Who is referred to as ‘He’? What are the literary techniques used by the poet here?
- c) Why does ‘he’ act like he is in danger? Give your views.

(5 marks)

2. “Nature is self-sufficient, leave it alone.” Discuss with reference to the poem, *A Bird Came Down the Walk*. Following guidelines may help you to build up your answer.

- Predator-prey relationship
- How the bird enjoys his freedom
- Food is abundant in nature
- What happens when humans interfere

(15 marks)