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**Checklist for Evaluation Of a Unit – O Captain! My Captain**

**Student's Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Taught by: \_\_\_\_\_\_\_\_\_\_\_\_\_**

Name of Literary Text**: O Captain! My Captain!**

|  |  |  |  |
| --- | --- | --- | --- |
| **KEY COMPONENTS** | **SHORT DESCRIPTION OF ACTIVITY** | **INCLUDED IN LOG**  **YES NO** | **GRADES FOR AT LEAST ONE COMPONENT**  **And**  **FOR SUMMATIVE ASSESSMENT** |
| **Pre Reading Activity** | Class discussion of the following topics: President Lincoln,  The Civil War, Lincoln's assassination  And/or a short quiz | x / x |  |
| **Basic Understanding** | Vocabulary and LOTS questions  (worksheet) | x | 5% |
| **Analysis and Interpretation** | Literary terms: Extended Metaphor, Apostrophe, Rhythm and tone.  HOTS: Identifying Patterns  Application Of HOTS to poem (worksheet) | x | 5% |
| **Bridging Text and Context** | Explicit teaching of HOTS: Compare And Contrast-Composition: The Assassination Of A leader | x | 30% |
| **Post Reading Activity** | Class discussion of Leonard Cohen's "The Captain" in comparison with text | x |  |
| **Reflection** | Handout for reflection | x |  |
| **Summative Assessment** | Test summarizing work done on the text | x | 50% |
| **Key Components** | All required pages included in the log | x | 10% |
| **Total** |  |  |  |

**Pre Reading - A Short Quiz- What Do You Know About…**

**…Abraham Lincoln**

1. Who was he? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. How was he different from other men who held the same position? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. What important events was he connected to? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**…The Civil War**

1. Who fought whom in this war? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Why did they fight? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. When did this war take place? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**…Lincoln's assassination**

1. When was Lincoln assassinated and where did it happen? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Who was his assassin? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Why did he kill him? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



[](http://www.google.co.il/imgres?q=lincoln&hl=iw&biw=1366&bih=521&gbv=2&tbm=isch&tbnid=EWijS2R9EIrH1M:&imgrefurl=http://eslfive.blogspot.com/2011/02/abraham-lincoln-portrait-from-voa.html&docid=wx1y5HoQnCBWyM&w=367&h=400&ei=pMVbToH0FMXLtAaW4ZTMCg&zoom=1)

[](http://www.google.co.il/imgres?q=the+civil+war&hl=iw&sa=G&biw=1366&bih=521&gbv=2&tbm=isch&tbnid=OCZN92QN_8HvHM:&imgrefurl=http://outofthejungle.blogspot.com/2011/05/for-civil-war-buffs-out-there.html&docid=7MUWf5UgFYh7EM&w=449&h=435&ei=OsZbTveKJoXPsgbFwJyFCw&zoom=1)

**O Captain! My Captain! / Walt Whitman**

O Captain! My Captain! our fearful trip is done;

The ship has weather'd every rack, the prize we sought is won;

The port is near, the bells I hear, the people all exulting,

While follow eyes the steady keel, the vessel grim and daring:

But O heart! heart! heart!

O the bleeding drops of red,

Where on the deck my Captain lies,

Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;

Rise up—for you the flag is flung—for you the bugle trills;

For you bouquets and ribbon'd wreaths—for you the shores a-crowding;

For you they call, the swaying mass, their eager faces turning;

O captain! dear father!

This arm beneath your head;

It is some dream that on the deck,

You've fallen cold and dead.

My Captain does not answer, his lips are pale and still;

My father does not feel my arm, he has no pulse nor will;

The ship is anchor'd safe and sound, its voyage closed and done;

From fearful trip, the victor ship, comes in with object won;

Exult, O shores, and ring, O bells!

But I, with mournful tread,

Walk the deck my captain lies,

Fallen cold and dead.

<http://www.youtube.com/watch?v=HSAymj4hp7Y&list=TLuDD0XX5veqA>

**Basic Understanding "O Captain! My Captain!" By Walt Whitman**

1. **Define the following words:**
2. weather'd\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 6. wreaths\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. rack\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 7. swaying mass\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. exulting\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 8. anchor'd\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. keel\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 9. vessel\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. grim\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 10. tread\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. **Answer the following questions**:
8. Where is the ship? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. Who is on the shore? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. Who is on the ship? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Copy all the expressions that describe the crowd that awaits the** **ship**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **How is the victory being celebrated? Copy the expressions that describe the ways of celebration**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. **How are the first two stanzas different from the third** **one**? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Analysis and Interpretation- O Captain! My Captain**

LITERARY TERMS:

**Apostrophe** -A figure of speech in which someone absent or dead or inhuman is addressed as if it were alive and present and was able to reply.

**Extended metaphor** - A [metaphor](http://en.wikipedia.org/wiki/Metaphor) that continues into the sentences that follow. It is often developed at great length, occurring frequently in or throughout a work, and is especially effective in poems and fiction.

**Rhythm** -The arrangement of stressed and unstressed syllables into a pattern. It is most apparent in poetry.

**Tone-** Prevailing mood or atmosphere in a literary work. One may compare the tone of a poem, a novel, a play, or an essay to the tone of the human voice as it projects the emotions of the speaker or to the appearance of the sky as it dispenses rain or sunlight. Thus, the tone of a literary work may be joyful, sad, brooding, angry, playful, and so on.

In The Poem*:*

1. *Extended Metaphor*- Complete the following sentences:

The captain is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The fearful trip is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The ship is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and the prize won is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. Give two examples of *Apostrophe* in this poem:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

WORD CHOICE:

1. Why does the poet refer to the fallen captain as "father"?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Whitman chooses words and phrases that cast a shadow over the celebration, much in the same way the dead cast a shadow over any victory in war celebration. Give examples of such words and phrases:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

HOTS -

**HOTS -** IDENTIFYING **PATTERNS:**

Explain what you did in order to complete the number sequences on the math page:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**In The Poem:**

1. Which patterns can you identify in the poem?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How do these patterns affect our understanding and appreciation of the poem.?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How do they contribute to the tone?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What pattern contributes to the metaphor of a ship?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Explicitly teaching the HOTS: Compare and contrast**

**Bridging Text and Context O Captain! My Captain**

**Writing Task: "The Assassination of A Leader- Lincoln And Rabin"**

Several years ago Naomi Shemer wrote and composed a song which is a Hebrew version Whitman's poem. After the assassination of Prime Minister Yitzchak Rabin in 1995 this song, called הו רב חובל , was sung (and is still being sung) at memorial ceremonies commemorating Rabin's murder (<http://www.youtube.com/watch?v=3q3BL7H6a_g>). Many believe that the song became popular because of its origins in a poem lamenting the death of a beloved leader, Lincoln.

Write a composition (4 pts. 80-100, 5 pts. 100-120 words) comparing the two events.

|  |  |  |
| --- | --- | --- |
| 5 pts. | | |
| content | language | grade |
| /24 | /6 |  |
| 4 pts. | | |
| content | language | grade |
| /27 | /3 |  |

You may relate to the following points:

\*the social and political climate at the times

\*feelings of the public

\*outcomes of the assassinations

\*your own conclusions / thoughts

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**Post Reading On "O Captain! My Captain!" By Walt Whitman**

**The Captain/Leonard Cohen**

Now the Captain called me to his bed   
He fumbled for my hand   
"Take these silver bars," he said   
"I'm giving you command."   
"Command of what, there's no one here   
There's only you and me --   
All the rest are dead or in retreat   
Or with the enemy."   
"Complain, complain, that's all you've done   
Ever since we lost   
If it's not the Crucifixion   
Then it's the Holocaust."   
"May Christ have mercy on your soul   
For making such a joke   
Amid these hearts that burn like coal   
And the flesh that rose like smoke."   
  
"I know that you have suffered, lad,   
But suffer this awhile:   
Whatever makes a soldier sad   
Will make a killer smile."   
"I'm leaving, Captain, I must go   
There's blood upon your hand   
But tell me, Captain, if you know   
Of a decent place to stand."   
  
"There is no decent place to stand   
In a massacre;   
But if a woman take your hand   
Go and stand with her."   
"I left a wife in Tennessee   
And a baby in Saigon --   
I risked my life, but not to hear   
Some country-western song."   
  
"Ah but if you cannot raise your love   
To a very high degree,   
Then you're just the man I've been thinking of --   
So come and stand with me."   
"Your standing days are done," I cried,   
"You'll rally me no more.   
I don't even know what side   
We fought on, or what for."   
  
"I'm on the side that's always lost   
Against the side of Heaven   
I'm on the side of Snake-eyes tossed   
Against the side of Seven.   
And I've read the Bill of Human Rights   
And some of it was true   
But there wasn't any burden left   
So I'm laying it on you."   
  
Now the Captain he was dying   
But the Captain wasn't hurt   
The silver bars were in my hand   
I pinned them to my shirt.

<http://www.youtube.com/watch?v=l3yvOn-E-Kw>

**Reflections on "O Captain! My Captain!" By Walt Whitman**

The process of reflecting on a past experience or action gives us an opportunity to 'step back' and take a closer (and sometimes different) look at what we've done, gone through, etc. in the F Literature Module, it is also an integral part of the whole learning process.

I would like you to reflect on what we've done in this unit.

In "O Captain! My Captain!" we learned about some historical events and facts that had a great impact on Whitman and led him to writing this poem.

REFLECTION QUESTION: How did you feel learning about things that are quite removed from your life in terms of time, place and circumstances? Reflect on the importance of learning about the background of a literary piece or its author. (50 words)

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We also learned the HOTS- Identifying and Explaining Patterns. By identifying patterns in our life we are able to plot a course of action or find a solution based on what we have recognized in the pattern.

REFLECTION QUESTION: Reflect on the thinking skill you have learnt and its application to other areas in your life. Try to rate it in terms of importance as compared to the other thinking skills you've learned. (50 words)

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