Summary: A brief statement or account of the main points of something.

Theme: the subject of a talk, piece of writing, exhibition, etc

6 Tips for writing theme and summary:

1. Underline the key words
2. Start by your own words.
3. Do not quote original sentences
4. Ensure plain and direct statements
5. Avoid details, examples and instances, interrogatives , exclamations and quotations
6. Must have one single paragraph
* For summery ----Actually rewrite the story / poem in short in your own words.
* For theme right the hidden opinion or message of the poem/ or story

For summery we can start like this:

. This is the poem/ passage which has been discussed about --------/

The speaker says that ----

For theme we can start like this

In this poem / story we find / notice that

**As nouns the difference between theme and summary** is that **theme** is a subject of a talk or an artistic piece; a topic while **summary** is an abstract or a condensed presentation of the substance of a body of material.

**As a verb theme** is (computing|transitive) to apply a theme to; to change the visual appearance and/or layout of (software).

**As an adjective summary is** concise, brief or presented in a condensed form.

|  |  |
| --- | --- |
| Theme * Could be a sentence or even a word
* Underlying meaning ( Authors message)
* Could be an interpretation or opinion on a particular topic
* Could be out of text
* Can vary from person to person
 | Summary * A passage of main points ( Usually one third)
* Explicit story
* Factual recollection of what actually happen ( No personal opinion)
* Strict to text
* Fixed to everyone
 |

**11. Write down the theme of the following poem. (Not more than 50 words) 8**

 **[Unit–10; Lesson–2(2–B)]**

Hold fast to dreams

For if dreams die

Life is a broken-winged bird

That cannot fly.

Hold fast to dreams

For when dreams go

Life is a barren field

Frozen with snow.

 By- Lagston Hughes

**James Mercer Langston Hughes** (February 1, 1901[[1]](https://en.wikipedia.org/wiki/Langston_Hughes#cite_note-1) – May 22, 1967) was an American poet, social activist, novelist, playwright, and columnist from [Joplin, Missouri](https://en.wikipedia.org/wiki/Joplin%2C_Missouri).

**Theme of the poem 'Dreams by Langston Hughes'**

In the poem, the poet has highlighted the importance of dreams in our life. Dreams are very essential to approach in our life. Without dreams life is meaningless. No success can be expected from a life having no dream. Dreamless life is like an unfertile land from where nothing is hoped.

**(ii) Summary of the poem 'Dreams' by Langston Hughes :**

**Summary :** The word dreams in the poem is personified. The life of dreams stands in contrast to the death images that follow. It is the figurative language that gives the poem power. The personification and imagery has been alluded to. Each stanza of the poem contains a metaphor. In the first stanza, life without dream is compared to a broken-winged bird. A broken-winged bird's life is meaningless and has no purpose. In the same way, a life without dreams has no purpose. The second stanza compares a life without dreams to a barren field frozen with snow. A field is created for the purpose of providing life. A barren field does not fulfill its purpose. Similarly a life is created to give and provide life to others A life without dreams is nothing

**11. Write down the theme of the following poem. (Not more than 50 words) 8**

 **[Unit–10; Lesson–2(A)]**

All people dream, but not equally.

Those who dream by night in the dusty recesses of their mind,

Wake in the morning to find that it was vanity.

But the dreamers of the day are dangerous people,

For they dream their dreams with open eyes,

And make them come true.

 By- D. H. Lawrence

**David Herbert Lawrence** (11 September 1885 – 2 March 1930) was an English writer and [poet](https://en.wikipedia.org/wiki/Poet). His collected works represent, among other things, an extended reflection upon the dehumanising effects of modernity and industrialisation.

Poems : 7

**Theme of the poem 'Dreams by D. H. Lawrence'**

In the poem the poet has highlighted the importance of dream. Actually, it is very necessary for the development of human civilization. There are two kinds of dreamers. One kind of people dreams in their sleep. The dream of these people is valueless. Such dreams are the representation of unconscious desires and thought. But another types of dreamers dream at daylight. They dream for something very valuable and necessary for the civilization. They have firm determination to materialize their dream and finally become successful.

**i) Summary of the poem 'Dreams' by D. H. Lawrence :**

**Summary :** In this poem, the poet shows the evil purpose of the dreams. The poem has two stanzas. In the first stanza, the poet says that all people dream. Some people dream by night in an unconscious mind. That is why, in the morning he cannot not remember anything. Everything seems to him nothing but vanity. In the second stanza, the poet describes the daydreamers as dangerous people. The day dreamers dream or think about something consciously. They can do anything to materialize their dreams. That can be very dangerous for other people of the society. Through his poem the poet tries to make people aware about dreams. All should dream for the betterment of their own selves and for the others.

## Dream Poem Theme for Hsc

Dreams: The poem ‘Dreams’ has been written by Langston Hughes who is an American poet. In this poem the poet tells us to hold fast to dream. He tells that without dream our life will be like a broken winged bird and a barren field. Dream is the important thing of human life. Without dreams life is impossible to have its existence. So we should hold fast to dream.

 **OZYMANDIAS**

I met a traveller from an antique land

Who said: Two vast and trunkless legs of stone

Stand in the desert. Near them on the sand,

half sunk, a shatter’d visage lies, whose frown

And wrinkled lip and sneer of cold command

Tell that its sculptor well those passions read

Which yet survive, stamp’d on these lifeless things,

The hand that mock’d them and the heart that fed.

And on the pedestal these words appear:

“My name is Ozymandas, king of kings:

Look on my works, Ye Mighty, and despair!’

 Theme

The famous sonnet, based on Greek history, ‘Ozymandias’, a symbol of futile power that fails the test of time has been named after the main figure in the poem. The poem having a melancholic tone bears an autocratic rule that turned into a huge heap of ruins lying pitifully in a lonely vast desert. The presentation of hard truth implying dislikes for the despotic rulers, and exceptional rhyme and a matching diction suggest the irony power of earth.

 **I wandered lonely as a cloud**

I wandered lonely as a cloud

That floats on high o’er vales and hills,

When all at once I saw a crowd,

A host, of golden daffodils;

Beside the lake, beneath the trees,

Fluttering and dancing in the breeze.

Continuous as the stars that shine

And twinkle on the milky way,

They stretched in never ending line

Along the margin of a bay:

Ten thousand saw I at a glance,

Tossing their heads in sprightly dance.

The waves beside them danced; but they

Out did the sparkling waves in glee:

A poet could not but be gay,

In such a jocund company:

I gazed and gazed but little thought

What wealth the show to me had brought:

For oft, when on my couch I lie

In vacant or in pensive mood,

They flash upon that inward eye

Which is the bliss of solitude;

And then my heart with pleasure fills,

And dances with the daffodils.

 Theme

The very poem is a good example of Wordsworth’s in the communion between nature and man, and nature’s healing power. It also reflects his concept of romantic imagination and his belief in the spontaneous overflow of powerful feelings. The poem shows that human mind is provided with solace, comfort and revived genial spirit keeping all kinds of lonely and nostalgic moments away like daffodils.

 **Life**

What is our life? A play of passion,

Our mirth the music of division,

Our mother’s wombs the tiring houses be,

Where we are dressed for this short comedy.

Heaven the judicious sharp spectator is,

That sits and marks still who doth act amiss.

Our graves that hide us from the setting sun

Are like drawn curtains when the play is done.

Thus march we, playing, to our latest rest,

Only we die in earnest, that’s no jest.

 Theme

The short lifespan is nicely compared to a comedy. Like a comedy, our life passes through some stages and the ultimate destination is death which is inevitable. How our life goes from the beginning to the end, is the central idea of the poem. In fact, power to bear the sufferings and pain of life determines the outcome of the next life.

 **To Daffodils**

Fair Daffodils, we weep to see

You haste away so soon;

As yet the early-rising sun

Has not attain'd his noon.

Stay, stay,

Until the hasting day

Has run

But to the even-song;

And, having pray'd together, we

Will go with you along.

We have short time to stay, as you,

We have as short a spring;

As quick a growth to meet decay,

As you, or anything.

We die

As your hours do, and dry

Away,

Like to the summer's rain;

Or as the pearls of morning's dew,

Ne'er to be found again.

 Theme

Human life is short lived. The poet indicates to the short-lived nature of life, the fleeting passage of time. Like the flowers we, humans have a very short life in this mundane world. Here beauty is not going to stay forever. Just the short duration of flowers, men too die away soon

 **Under The Greenwood Tree**

Under the greenwood

who loves to lie with me

and tune his merry note

unto the sweet bird's throat

come hither come hither come hither

here shall he see no enemy

but winter and rough weather

Who doth ambition shun

and love to live in the sun

seeking the food he eats

and pleased with what he gets

come hither come hither come hither

here shall he see no enemy

but winter and rough weather

and if it do come to pass

that any man turn ass

leaving his wealth and ease

a stubborn will to please

ducdame ducdame ducdame

there shall he see gross fools as he

an if he will come to me.

 Theme

The theme of the poem "Under the Green Wood Tree" by William Shakespeare is of friendship. The speaker asks his friends to come sing with him underneath the tree, where they will find friendship and happiness.The poem indicates that if one desires a peaceful life , a life without tensions and problems, he should spend his life in the asylum of tree where he will find peace, friendship and happiness. The voice of birds will make him feel relaxed. He should forget all his desires which he wanted to fulfill in this fake world.

 **Tree at My Window**

Tree at my window, window tree,

My sash is lowered when night comes on;

But let there never be curtain drawn

Between you and me.

Vague dream-head lifted out of the ground,

And thing next most diffuse to cloud,

Not all your light tongues talking aloud

Could be profound.

But tree, I have seen you taken and tossed,

And if you have seen me when I slept,

You have seen me when I was taken and swept

And all but lost.

That day she put our heads together,

Fate had her imagination about her,

Your head so much concerned with outer,

Mine with inner, weather.

 Theme

“Tree at My Window” differs from most of Frost’s nature poems in its locale. Instead of being out in the fields or woods, the speaker is looking out his bedroom window at a nearby tree. He closes his window at night, but out of love for the tree he does not draw the curtain. This is an unmistakably modern nature poem. Whereas the transcendentalists of the nineteenth century had regarded nature as profound, the speaker here specifically denies the possibility of the tree speaking wisdom. Instead, he compares the conditions of human and tree.

 **The Sick Rose**

O Rose thou art sick.

The invisible worm,

That flies in the night

In the howling storm:

Has found out thy bed

Of crimson joy:

And his dark secret love

Does thy life destroy.

 Theme

Although the poem is called "The Sick Rose" a better title might be "the terminally ill rose" because it is really about the rose's death. But the poem isn't just about any old death; it's about a very strange kind of death associated with "love." This odd pairing—love with death—suggests that death is a more complicated matter than we might think, or that something we often assume is unquestionably "good" can have deadly consequences.

Nothing beside remains: round the decay Of that colossal wreck, boundless and bare,

 **Little Fly**

Thy summer's play,

My thoughtless hand

Has brush'd away.

Am not I

A fly like thee?

Or art not thou

A man like me?

For I dance

And drink & sing;

Till some blind hand

Shall brush my wing.

If thought is life

And strength & breath;

And the want

Of thought is death;

Then am I

A happy fly,

If I live,

Or if I die.

 Theme

Blake printed the poem with the text set in the branches of trees, an image of a nurse and a toddler in the foreground, and a girl with a racket about to hit a shuttlecock in the background. [3] G. S. Morris notes that "the lines 'Till some blind hand / Shall brush my wing' seem to follow the feathered shuttlecock directly into the little girl's racquet". [4]

The poem catches the narrator in an act of thoughtlessness that leads to the contemplation of the act and its implications. The fly suffers from uncontrollable circumstances, just as the narrator does. This humbling simile has caused the narrator to move from thoughtlessnes.

 **The Shepherd**

How sweet is the Shepherd's sweet lot

From the morn to the evening he strays;

He shall follow his sheep all the day,

And his tongue shall be filled with praise.

For he hears the lamb's innocent call,

And he hears the ewe's tender reply;

He is watchful while they are in peace,

For they know when their Shepherd is nigh.

 Theme

This poem is one of the three pastoral poems in Songs of Innocence , the other two being The Lamb and Spring. This poem is written from the Piper's perspective. This can be seen in the repetition of the word 'sweet' in the first line which the Piper uses in the other poems of his narration.This repetition may also be read as a subtle irony about the Shepherd's lack of

agency as he follows his herd rather than leading them through the fields. The Little Boy Full of Joy that is depicted in Spring, grows into the shepherd of The Lamb, and then completes his journey through life as The Shepherd in this poem.

 **Time, You Old Gipsy Man**

TIME, you old gipsy man,

Will you not stay,

Put up your caravan

Just for one day?

All things I'll give you 5

Will you be my guest,

Bells for your jennet

Of silver the best,

Goldsmiths shall beat you

A great golden ring, 10

Peacocks shall bow to you,

Little boys sing,

Oh, and sweet girls will

Festoon you with may.

Time, you old gipsy, 15

Why hasten away?

Last week in Babylon,

Last night in Rome,

Morning, and in the crush

Under Paul's dome; 20

Under Paul's dial

You tighten your rein—

Only a moment,

And off once again;

Off to some city 25

Now blind in the womb,

Off to another

Ere that's in the tomb.

Time, you old gipsy man,

Will you not stay, 30

Put up your caravan

Just for one day?

 Theme

In this poem, ‘Time, You Old Gipsy Man’, the poet Ralph Hodgson told about time. He said that time never stays. It always runs and runs. For this, he names the time “Old gipsy man”. To stop the time, he offered the time things such as belts for its jennet of the best silver, a big golden ring etc. He told time that peacocks will bow, little boys will sing songs, sweet girls will festoon the time with may. He requested the time to put up its caravan just for one day, but the time never stays. It passes and passes. Nobody can stop its ever-busy frigate even for a second. We know how precious thing is time for us. If we don’t use it properly, it will run away and never come back. So, we need to use the time properly.

 **The Blossom**

Under leaves so green

A happy Blossom

Sees you swift as arrow

Seek your cradle narrow

Near my Bosom.Pretty Pretty Robin

Under leaves so green

A happy Blossom

Hears you sobbing sobbing

Pretty Pretty Robin

Near my Bosom.

 Theme

This poem is full of cheerful images of life, such as the "leaves so green", and "happy blossom". The poem tells the tale of two different birds - a sparrow and a robin. The former is clearly content with its existence; whereas the latter is distraught with it, meaning the second stanza becomes full of negative, depressing images. This could be an attempt by Blake to portray the opinions of different groups of society - with one class (assumedly the ruling classes) content with maintaining the Status Quo, and the other class unfair with the changes required - as Robins traditionally appear during the Winter, one could assume that it is upset at having the miss the exciting, lively critiques that occur with summer - such as Blossoms.

 **The Little Boy Lost**

Father, father, where are you going

O do not walk so fast.

Speak father, speak to your little boy

Or else I shall be lost,

The night was dark no father was there

The child was wet with dew.

The mire was deep, & the child did weep

And away the vapour flew

 Theme

A little boy cannot keep up with his father, so he cries out for the older man to slow down or speak to him so he can find his way. No one answers and the darkness rolls in, so the boy begins to weep.

In the companion poem, God hears the little boy’s weeping and appears to him in the image of his father dressed in white. He leads the boy home to his mother, whom the boy greets with weeping.

 **Out, Out**

The buzz saw snarled and rattled in the yard

And made dust and dropped stove-length sticks of wood,

Sweet-scented stuff when the breeze drew across it.

And from there those that lifted eyes could count

Five mountain ranges one behing the other

Under the sunset far into Vermont.

And the saw snarled and rattled, snarled and rattled,

As it ran light, or had to bear a load.

And nothing happened: day was all but done.

Call it a day, I wish they might have said

To please the boy by giving him the half hour

That a boy counts so much when saved from work.

His sister stood beside him in her apron

To tell them "Supper." At the word, the saw,

As if it meant to prove saws know what supper meant,

Leaped out at the boy's hand, or seemed to leap -

He must have given the hand. However it was,

Neither refused the meeting. But the hand!

Half in appeal, but half as if to keep

The life from spilling. Then the boy saw all........

 Theme

"Out, Out--" by Robert Frost is a poem about a young boy who dies as a result of cutting his hand using a saw. In order to give the reader a clear picture of this bizarre scenario, Frost utilizes imagery, personification, blank verse, and variation in sentence length to display various feelings and perceptions throughout the poem. Frost also makes a reference to Macbeth's speech in the play by Shakespear called Macbeth which is somewhat parallel to the occurrences in "Out, Out-."

 **She Walks In A Beauty**

she walks in a beauty like the night

Of cloudless climes and starry skies;

And all that’s best of dark and bright

Meet in her aspect and her eyes;

Thus mellowed to that tender light

Which heaven to gaudy day denies.

One shade the more, one ray the less,

Had half impaired the nameless grace

Which waves in every raven tress,

Or softly lightens o’er her face;

Where thoughts serenely sweet express,

How pure, how dear their dwelling-place.

And on that cheek, and o’er that brow,

So soft, so calm, yet eloquent,

The smiles that win, the tints that glow,

But tell of days in goodness spent,

A mind at peace with all below,

A heart whose love is innocent!

 Theme

The poem “She Walks in Beauty” by Lord Byron explores several themes, out of which amazement, beauty and femininity and duality are the most notable.

As you have seen, the entire poem is an ode dedicated to a woman. She is depicted as being extremely beautiful, and the author focuses on every aspect of her being.

The theme of awe and amazement is closely related to the theme of beauty and femininity. Although he does not seem to have a romantic interest in the woman, the poet is still amazed by her appearance.

 **The Chimney Sweeper**

When my mother died I was very young,

And my father sold me while yet my tongue

Could scarcely cry 'weep! 'weep! 'weep! 'weep! [a]

So your chimneys I sweep, and in soot I sleep.

There's little Tom Dacre, who cried when his head,

That curled like a lamb's back, was shaved: so I said,

"Hush, Tom! never mind it, for when your head's bare,

You know that the soot cannot spoil your white hair."

And so he was quiet; and that very night,

As Tom was a-sleeping, he had such a sight, -

That thousands of sweepers, Dick, Joe, Ned, and Jack,

Were all of them locked up in coffins of black.

And by came an angel who had a bright key,

And he opened the coffins and set them all free;

Then down a green plain leaping, laughing, they run,

And wash in a river, and shine in the sun.

Then naked and white, all their bags left behind,

They rise upon clouds and sport in the wind;

And the angel told Tom, if he'd be a good boy,

He'd have God for his father, and never want joy.......

 Theme

The speaker of this poem is a small boy who was sold into the chimney-sweeping business when his mother died. He recounts the story of a fellow chimney sweeper, Tom Dacre , who cried when his hair was shaved to prevent vermin and soot from infesting it. The speaker comforts Tom, who falls asleep and has a dream or vision of several chimney sweepers all locked in black coffins. An angel arrives with a special key that opens the locks on the coffins and sets the children free. The newly freed children run through a green field and wash themselves in a river, coming out clean and white in the bright sun. The angel tells Tom that if he is a good boy, he will have this paradise for his own. When Tom awakens, he and the speaker gather their tools and head out to work, somewhat comforted that their lives will one day improve.

 **Ode On Solitude**

Happy die man, whose wish

and care

A few paternal acres bound,

Content to breathe his native air,

In his own ground.

Whose herds with milk, whose fields with bread,

Whose flocks supply him with attire,

Whose trees in summer yield him shade,

In winter fire.

Blest, who can unconcernedly find

Hours, days, and years slide soft away,

In health of body, peace of mind,

Quiet by day,

Sound sleep by night; study and ease,

Together mixed; sweet recreation;

And innocence, which most does please,

With meditation.

Thus let me live, unseen, unknown;

Thus unlamented let me die;

Steal from the world, and not a stone

Tell where I lie.

 Theme

“Ode on Solitude” by Alexander Pope

To be in a state of solitude means that one has withdrawn from the world and has taken up a life of seclusion. This could be for various reasons, as one may have been born this way, one may have lost care for the world’s troubles, or one may just want to have a quieter life. This is exemplified in Alexander Pope’s poem, “Ode on Solitude.” This poem talks about how a life of isolation is still a happy and quiet life, and to maintain this peace, one must not only remain out of the world, but also remain so secluded that others cannot pester with the world’s problems.

This poem has an overall happy, content, and peaceful, yet a bit hopeful, mood. The happy mood is seen mostly in the first stanza. The content mood is seen in the first three stanzas. In the first, third, and fourth stanzas, one can see the peaceful mood, and the hopeful mood can be seen in the fifth stanza. This poem also has an air of self-sufficency or accomplishment about it.

 **Evening Stars**

'Twas noontide of summer,

And mid-time of night;

And stars, in their orbits,

Shone pale, thro' the light

Of the brighter, cold moon,

'Mid planets her slaves,

Herself in the Heavens,

Her beam on the waves.

I gazed awhile

On her cold smile;

Too cold- too cold for me-

There pass'd, as a shroud,

A fleecy cloud,

And I turned away to thee,

Proud Evening Star,

In thy glory afar,

And dearer thy beam shall be;

For joy to my heart

Is the proud part

Thou bearest in Heaven at night,

And more I admire

Thy distant fire,

Than that colder, lowly light.

 Theme

In “To the Evening Star”, Blake maintains his Sketches theme of the daily cycle as metaphor to innocence and experience. Specifically here, the speaker calls upon the “fair-hair’d angel of the evening” to protect him (all of us) against the evils of the night, and more importantly, inspire “whilst the sun rests” all that is oppressed during daytime.

The star represents the transcendent moments of struggle between oppositions. It is a “bright torch” while all else is dark, presenting a juxtaposition thus transcendent symbol. In reality, the star is most likely the planet Venus, the Goddess of love and beauty, and helps build Blake’s motif of eroticism and desires that must remain hidden under the light of the omniscient day (notice the bed is “our” and not “mine” indicating it is a shared domain). The speaker is beckoning Venus to bless the bed (some argue a bridal bed, although there is very little evidence elsewhere to support such notion) and to “smile on [their] love.”

 **I had no time to hate**

I had no time to Hate—

Because The Grave would hinder Me—

And life was not so

Ample I

Could finish—Enmity

Nor had I time to Love—

But since

Some Industry must be—

The little Toil of Love—

I thought

Be large enough for Me

 Theme

“I had no time to Hate –“ is William Blake-like in its compact treatment of diametrically opposed abstractions. Here, in two short stanzas, Dickinson quite impressively deals with love, hate, the brevity of life, what comes after death, and personal agency. Although “Love” and “Hate” are ostensibly the primary themes of the poem, they are actually given the least attention of those just mentioned.

What comes after death comes into play in the poem very quickly. The fact that life is short would not matter, if there was some kind of afterlife where the speaker’s motivations, intentions, and emotions could continue, ever after death, but she right away makes it clear that this is not the case, in the second and third lines. She doesn’t have time for hate “Because / The Grave would hinder” her—that is, she could not maintain this hate after death.

 **I died for Beauty**

I died for Beauty - but was scarce

Adjusted in the Tomb

When One who died for Truth, was lain

In an adjoining Room -

He questioned softly "Why I failed"?

"For Beauty", I replied -

"And I - for Truth - Themself are One -

We Bretheren, are", He said -

And so, as Kinsmen, met a Night -

We talked between the Rooms -

Until the Moss had reached our lips -

And covered up - Our names -

 Theme

The speaker says that she died for Beauty, but she was hardly adjusted to her tomb before a man who died for Truth was laid in a tomb next to her. When the two softly told each other why they died, the man declared that Truth and Beauty are the same, so that he and the speaker were “Brethren.” The speaker says that they met at night, “as Kinsmen,” and talked between their tombs until the moss reached their lips and covered up the names on their tombstones.

This poem follows many of Dickinson’s typical formal patterns—the ABCB rhyme scheme, the rhythmic use of the dash to interrupt the flow—but has a more regular meter, so that the first and third lines in each stanza are iambic tetrameter, while the second and fourth lines are iambic trimeter, creating a four-three-four-three stress pattern in each stanza.

 **I Have Seen Bengal's Face**

I have seen Bengal’s face, that is why I do not seek

Beauty of the earth any more: I wake up in the dark...

 Theme

The central theme of the poem is to admire the beauty of nature of Bengal. Bengal is full of cultural and natural elements. Yet we the commons fail to get the note. The poet is one of the best citizens of the country. Jibanananda thus enumerates the presence and the importance of nature to us through this poem. He connects the inanimate with the living as well.

 **The Traffic Policeman**

Amidst killer speed I stand

Facing the traffic, stretching my hand

I am seen on kids’ books and as cartoons everywhere

Educating people and asking them to beware

Of the erratic traffic and the signboards

Seen on almost all the roads.

So that you’re safe I see each one of you

But my sweat, my plight on the road sees who?

Be it sunny or rainy,

For your safety I must be

Vigil and agile, on the middle

Standing erect, as fit as a fiddle.

Oh! My ear hurts! Oh! My head aches!

Oh! Look at the weather…such unpredictable days!

But I cannot swerve; I must be on duty.

I care for your safety.

Be it noisy or dusty; Be it sunny or rainy;

I must be on duty. I care for your safety.

 Theme

This is a beautiful poem about a traffic policeman. The speaker of the poem is the policeman himself. He speaks of the conditions under which he works. He works in all weather -good or bad. He works amidst killer speeds. He works amidst the vehicle horns and noise. He keeps standing all the time and takes care of the vehicles and the pedestrians. sometimes his head aches and his ear hurts. But the speaker knows that any negligence in his duty might snatch a life or cause a fatal accident. So he carries on his duty very carefully. The poem beautifully depicts the joys and sorrows of a traffic police man.

 **Blow, Blow Thou Winter Wind**

Blow, blow, thou winter wind

Thou art not so unkind

As man’s ingratitude;

Thy tooth is not so keen,

Because thou art not seen,

Although thy breath be rude.

Heigh-ho! sing, heigh-ho! unto the green holly:

Most friendship if feigning, most loving mere folly:

Then heigh-ho, the holly!

This life is most jolly.

Freeze, freeze thou bitter sky,

That does not bite so nigh

As benefits forgot:

Though thou the waters warp,

Thy sting is not so sharp

As a friend remembered not.

Heigh-ho! sing, heigh-ho! unto the green holly:

Most friendship is feigning, most loving mere folly:

Then heigh-ho, the holly!

This life is most jolly.

 Theme

This poem is actually a song sung by Amiens, in the Shakespeare play "As You Like It". Amiens' character contributes very little to the play's "action", but he sings two songs which help clarify the plot and key themes.

Amiens is a lord who chose to follow Duke senior, who was banished by his brother. In this song Amiens comments on how human insolence and lack of appreciation is more bitter than the winter wind. This poem reflects the harm and misery those closest to us can inflict.

At the beginning of the poem/song Amiens speaks of the bitter cold winter wind. The wind can be unkind and blow strong but it isn't as cruel as human society.

In the second half of the song Amiens speaks of his friends, and how they seem to have forgotten everything he had done for them in the past, and although the wind is bitter and could cause him to freeze, it's not as cutting as the behaviour of his friends.

 **The School Boy**

love to rise in a summer morn,

When the birds sing on every tree;

The distant huntsman winds his horn,

And the skylark sings with me:

O what sweet company!

But to go to school in a summer morn,-

O it drives all joy away!

Under a cruel eye outworn,

The little ones spend the day

In sighing and dismay.

Ah then at times I drooping sit,

And spend many an anxious hour;

Nor in my book can I take delight,

Nor sit in learning's bower,

Worn through with dreary shower.

How can the bird that is born for joy

Sit in a cage and sing?

How can a child, when fears annoy,

But droop his tender wing,

And forget his youthful spring!

O father and mother if buds are nipped,

And blossoms blown away;

And if the tender plants are stripped

Of their joy in the springing day,

By sorrow and care's dismay,-

How shall the summer arise in joy,

Or the summer fruits appear?

Or how shall we gather what griefs destroy,

Or bless the mellowing year,

When the blasts of winter appear

 Theme

This poem highlights Blake's affinity for alternative methods of education. Consistently repeated is the draining element of schoolroom education and how it causes students to contribute poor learning and retention for students. Blake instead promotes learning outside the classroom, specifically learning in nature where he believes spontaneous and natural creativity flourishes.

The analogy of the bird and the boy is also evidence of the recurring theme of nature within this poem. As a poet of

Romanticism , Blake puts an emphasis on nature, the subjective self and on emotions. Within this poem, the allusions to nature are everywhere referencing things such as summer, wind, blossoms, rain showers, birds and spring. [3] Blake equates the seasons of the Earth to the seasons of the boy's life. Blake also analogizes the boy with a caged bird unable to sing, to attain its free place in nature, just like the boy.

**3. Summarize the poem in your own words. [Unit–5; Lesson–3(2)] 10**

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 When the birds sing on every tree;

 The distant huntsman winds his horn,

 And the skylark sings with me:

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Summary of the poem: In this poem, the poet enjoys getting up on a beautiful summer morning hearing the charming voice of sweet birds along with the sounds of a huntsman horn. The sweet little boy doesn’t want to go to school to face the angry look of his teachers. In school, the boy can not enjoy the lessons taught by the teachers. The so-called rules and regulations of the school and unfriendly behavior of the teachers makes the staying of the student in the school very unpleasant.

 **Dreams**

Theme

The poem opens with the speaker peacing out on his ladylove. He kisses her and tells her she is not wrong in saying that all his days have been a dream. In fact, before he splits, he outright says that all he sees and seems is but a dream within a dream.

In the next stanza, the speaker's standing on a loud beach, watching golden grains of sand slip through his fingers. In a classic emo moment, he cries out to God, wishing he could hold on to the sand with a tighter grip (why? Who knows). The poem concludes with the speaker unsure about whether or not everything he sees and seems is just a dream within a dream. We know buddy, beach trips are stressful.

 **The lake.......**

The Poem

I will arise and go now, and go to Innisfree,

And a small cabin build there, of clay and wattles made:

Nine bean-rows will I have there, a hive for the honey-bee,

And live alone in the bee-loud glade.

And I shall have some peace there, for peace comes dropping slow,

Dropping from the veils of the morning to where the cricket sings;

There midnight's all a glimmer, and noon a purple glow,

And evening full of the linnet's wings.

I will arise and go now, for always night and day

I hear lake water lapping with low sounds by the shore;

While I stand on the roadway, or on the pavements grey,

I hear it in the deep heart's core.

 Theme

Home is where the heart is, right? So while the speaker of "The Lake Isle of Innisfree" appears to live in a city, it seems that in "his heart's core," home is somewhere entirely different, and he's obsessed with getting there. If we can pull anything from Yeats's biography, we might imagine that this is idyllic spot on Innisfree is a place from the speaker's childhood. And hey, maybe that's how the speaker defines home—as an idealized spot in his memory of a childhood he longs to return.

Isolation can be a pretty lonely affair, but not in "The Lake Isle of Innisfree." The speaker seems to really crave some solitude, and can you blame him? He's sick of the congested city, and the only company he's after is that of the bees, the beans, and the birds.

 **September 1, 1939**

I sit in one of the dives

On Fifty-second Street

Uncertain and afraid

As the clever hopes expire

Of a low dishonest decade:

Waves of anger and fear

Circulate over the bright And darkened lands of the earth,

Obsessing our private lives;

The unmentionable odour of death

Offends the September night.

Accurate scholarship can Unearth the whole offence

From Luther until now

That has driven a culture mad,

Find what occurred at Linz,

What huge imago made

A psychopathic god:

I and the public know

What all schoolchildren learn,

Those to whom evil is done

Do evil in return.

Exiled Thucydides knew

All that a speech can say

About Democracy,

And what dictators do,

The elderly rubbish they talk

To an apathetic grave;

Analysed all in his book,

The enlightenment driven away,

The habit-forming pain,

Mismanagement and grief:

We must suffer them all again....

 Theme

The poem deliberately echoes the

stanza form of W. B. Yeats 's "Easter, 1916 ", another poem about an important historical event; like Yeats' poem, Auden's moves from a description of historical failures and frustrations to a possible transformation in the present or future.

Until the two final stanzas, the poem briefly describes the social and personal pathology that has brought about the outbreak of war: first the historical development of Germany "from Luther until now", next the internal conflicts in every individual person that correspond to the external conflicts of the war. Much of the language and content of the poem echoes that of C. G. Jung 's Psychology and Religion (1938).

The final two stanzas shift radically in tone and content, turning to the truth that the poet can tell, "We must love one another or die," and to the presence in the world of "the Just" who exchange messages of hope.

 **The Charge Of The Light...**

Theme

The plot of The Charge of the Light Brigade provides only a bare outline of the battle. Still, Tennyson gives us just enough details in the poem's 6 stanzas to make us realize that the British command has blundered, and that the soldiers fight valiantly, even as many are being torn apart by cannon balls.

As the poem opens, the Light Brigade's leader commands hundreds of his soldiers to keep riding towards the lowlands until they reach and can seize Russian firearms. The troops are, as is mentioned three times in the first stanza, half a league away from finding their enemy's firearms. Unaware that one of their commanders has made a mistake, the soldiers calmly ride forward but as they reach the lowlands, the Light Brigade soldiers are attacked. As cannons sound, the English hold their swords high and fight on.

To daffodils by robert herrick theme

Daffodils: The poem Daffodils is a famous poem of Robert Herrick who is a cavalier poet. In this poem, the poet praises the flower daffodils. He also tells that daffodils fade very quickly. He compares daffodils with human being. Man grows fast for death and decay. Similarly daffodils bloom and fade very fast. Both human being and daffodils are transient on the Earth.

Time You Old Gypsy Man Theme

Time You Old Gypsy Man: “Time you old Gypsy Man” is a poem of Ralph Hodgson. In this poem the poet compares time with old gypsy man. A gipsy man does not stay a long time in a particular place. He moves and moves for the purpose of life. Similarly time is moving. It never stops in a particular place. Time only knows how to move forward and forward. This is a universal truth.

Traffic Police Main Theme

Traffic Police: Traffic Police is a wonderful poem where we see the pathetic condition of traffic police. In this poem the traffic police himself is the speaker. He stands on the road and controls the traffic. He does not care what the weather is rather he stays on the middle of the road and controls the traffic. He performs his duty in the sun or rain. His days are unpredictable. For him we are safe on the road. So the traffic police is an important person in city.

Blow, Blow, thou Winter Wind Theme

Blow, Blow, thou Winter Wind: “Blow, Blow, thou Winter Wind” is actually a song taken from the drama “As you like it” written by William Shakespeare. Here the poet tells that love and friendship are the two important demands of human life. He also shows a contrast between nature and human beings. Here he tells than human ingratitude is more bitter than the cold winter in the Greenwood Tree. So he glorifies winter wind and invites it to blow.

The Schoolboy Theme HSC

The Schoolboy: “The Schoolboy” is a nice poem written by William Blake who is a pre-romantic poet and painter in English. In this poem we see a little school boy who does not want to go to school rather he wants enjoy the morning birds songs. He does not enjoy the school for the Bloody teacher. He feels frustration in the class. He wants to enjoy summer day. So he requests his parents to give him a free life.

Dream Poem Theme for Hsc

Dreams: The poem ‘Dreams’ has been written by Langston Hughes who is an American poet. In this poem the poet tells us to hold fast to dream. He tells that without dream our life will be like a broken winged bird and a barren field. Dream is the important thing of human life. Without dreams life is impossible to have its existence. So we should hold fast to dream.

September 1,1939 poem them for hsc

September 1,1939: “September 1,1939” is a poem of WH Auden. In this poem, we see the uncertainty and fear for the outbreak of the second World War. Sitting on a bar, he see the war of victims losing their hopes and aspirations. He also thinks that all the leader of the world has gone into mad and seeks blood in the war. September night smells of death

The Lake Isle of Innisfree poem theme for hsc

The Lake Isle of Innisfree: “The Lake Isle of Innisfree” has been written by the Irish poet named William Butler Yeats. In this poem we see that the poet is not happy for the urban life which is full of sound and fury. He wants to go back in Innisfree where he will build small cabin. He there will grow crops. He longs for serene and tranquil atmosphere for peace of mind.

Out Out poem theme for hsc

Out Out: The poem “Out Out” is an outstanding poem of Robert Frost. In this poem we see a boy who lost his hand forever in a saw machine and for heavy blood shedding, he dies. This poem deals with one of the evil aspects of modern mechanical world. The main theme of this poem is inhuman child labour and a little payment in exchange for it.

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