



Province of the  
**EASTERN CAPE**  
EDUCATION

**DIRECTORATE SENIOR CURRICULUM MANAGEMENT (SEN-FET)**

**HOME SCHOOLING SELF-STUDY WORKSHEET**

<b>SUBJECT</b>	English HL	<b>GRADE</b>	12	<b>DATE</b>	May 2020
<b>TOPIC</b>	Poetry: The Garden of love	<b>TERM 1 REVISION</b>	(Please tick)	<b>TERM 2 CONTENT</b>	(Please tick) √
<b>TIME ALLOCATION</b>	90 Minutes	<p style="text-align: center;"><b><u>TIPS TO KEEP HEALTHY</u></b></p> <ol style="list-style-type: none"><li>1. <b>WASH YOUR HANDS</b> thoroughly with soap and water for at least 20 seconds. Alternatively, use hand sanitizer with an alcohol content of at least 60%.</li><li>2. <b>PRACTICE SOCIAL DISTANCING</b> – keep a distance of 1m away from other people.</li><li>3. <b>PRACTISE GOOD RESPIRATORY HYGIENE:</b> cough or sneeze into your elbow or tissue and dispose of the tissue immediately after use.</li><li>4. <b>TRY NOT TO TOUCH YOUR FACE.</b> The virus can be transferred from your hands to your nose, mouth and eyes. It can then enter your body and make you sick.</li><li>5. <b>STAY AT HOME.</b></li></ol>			
<b>INSTRUCTIONS</b>	<ul style="list-style-type: none"><li>• Read the poem entitled 'The Garden of Love' from your anthology.</li><li>• Read the background and brief note on the poem.</li><li>• Answer the questions set on the poem.</li><li>• A memorandum has been attached for you to mark yourself.</li></ul>				

## NOTES ON CONTENT

### THE GARDEN OF LOVE – WILLIAM BLAKE

#### BACKGROUND

- Blake was a non-conformist – meaning that he did not want to conform to what the society of his time prescribed
- He was a radical who was concerned with many social injustices of his time.
- He constantly attacked conventional religion (which was a shocking thing during his day)
- He rejected religion and the people's piety because he thought that religion restricted people and chained them instead of allowing them to freely express themselves.
- He believed in Jesus but not religion. The laws set down by religion or by the religiosity of people bound them to act and not be free to express themselves – he said that religion suppressed people's natural desires and it also discouraged earthly joy.
- Notably, Blake was against the religious subscription to religious repression and sexual suppression.
- He saw the concept of 'sin' as a trap to bind people's desires (the briars in the GARDEN OF LOVE). What the flesh lacked had a direct detrimental effect on the soul.
- Moral codes imposed on people by religion took away their happiness (repression) in trying to be pious.
- He was critical of the marriage laws of his time and always questioned the notion of chastity as a virtue.
- Blake's poetry criticized external demands for marital fidelity reduce love to mere duty rather than authentic affection. For him, law and love are opposing, always.

(In the poem The Garden of Love by William Blake, imagery and symbolism are widely used. The core of the poem lies in its second line, which talks about the change that he sees in his surroundings, not in the garden itself. In this poem, a garden and a chapel are described. The chapel is where William used to play as a young child. Over the door was written "Thou Shalt Not," which is saying that he cannot enter. He turns back to the garden, only to find out that it is not

filled with bugs and beautiful flowers, but with graves and briars. I think this poem is describing the change from childhood to adulthood. This is because as a child, these places were fun and filled with life, but now, as an adult, can no longer be used as a place to go for comfort.)

### **The title**

Refers to an actual garden that the speaker visited but has allusions to the biblical garden of Eden (represents the innocence of childhood). Note the capital letters on the G and L. Symbolism.

### **ACTIVITY**

#### Question 1

1.1 Refer to line 1: 'I went to the Garden of Love'.

How does the word, 'Garden' create an expectation in the mind of the reader? (2)

1.2 Refer to lines 3–4: 'A Chapel was ...'/'on the green.'

Explain the significance of these lines in the context of the poem. (2)

1.3 Refer to lines 5–6: 'And the gates ...'/'over the door'.

Discuss how the diction in these lines contributes to the speaker's tone. (3)

1.4 Refer to the final stanza: 'And I saw ...'/'joys and desires.'

Comment on how these lines convey the central idea of the poem. (3)

[10]

Question 2

In a well-planned essay of **250–300 words** (about ONE page), discuss how the poet used the TITLE, IMAGERY and PUNCTUATION to help create the MOOD of the poem. [10]

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**TOTAL:20**