

## LESSON 22

### LORD RONALD

The ballad “Lord Ronald” also goes by the title “Lord Randall.” It is one of many traditional folk story poems that were sung in the Middle Ages and Renaissance Period. Ballads often have a theme of love gone wrong and end very tragically. The cause of the tragedy could be jealousy between the couple in love, parents who do not like the match, or some other adverse circumstance. Ballads often have an eerie mood and indeed the melodies that they are sung to add to the air of mystery and sadness. Parents would do well to have students listen to the old traditional ballads, such as “Barbara Allan,” “Edward,” “Willie and May Margaret,” “Sir Patrick Spens,” “The Three Ravens,” “The Douglas Tragedy,” and “Henry Martin.” For a collection of traditional ballads, Francis Child’s *English and Scottish Popular Ballads* (1883–1898), originally published in five volumes, is a good resource. Also, in the 20th century Arthur Quiller-Couch published an anthology of ballads titled *The Oxford Book of Ballads*. Many contemporary folk singers have popularized the traditional ballads including Jean Ritchie (*Ballads from Her Appalachian Family Tradition*), Peter, Paul, and Mary, and Simon and Garfunkel.

### READING QUESTIONS A

1. a
2. c
3. b
4. a
5. c
6. b
7. a
8. c
9. b
10. a

### THE LOWLANDS OF HOLLAND

“The Lowlands of Holland” tells the tale of a young woman who has lost her true love at sea. In the form of a dialog between daughter and father, the ballad reveals two perspectives—that of the father, who does not feel that depth of love that is the daughter’s and is easily able to say “marry another young man,” and that of the daughter who asseverates that she could *never* love again. The daughter’s unfailing loyalty to her brave young sailor accentuates the tragedy, as her protestations uncover a grief-stricken heart that will never be healed: it is not only that she will never love another, but also that she will never stop mourning her lost love.

READING QUESTIONS B

1. c
2. c
3. b
4. a
5. c

1. POETICS: QUATRAINS AND BALLAD STANZA

Parents should summarize the information presented in this section visually on a piece of paper or blackboard.

- 3 lines: triplet
- 4 lines: quatrain
- 6 lines: sestet
- 8 lines: octave

2. PHONICS AND VOCABULARY: UI

PHONICS EXERCISE A

1. c
2. a
3. b
4. a
5. c
6. c
7. b
8. a
9. b
- 10.c

PHONICS EXERCISE B

1. juicy
2. cruise
3. nuisance
4. puissant
5. fruit

PHONICS EXERCISE C

<u>suit</u>	<u>cruise</u>	<u>quick</u>
<u>bruise</u>	<u>liquid</u>	<u>building</u>
<u>sluice</u>	<u>fruit</u>	<u>require</u>
<u>nuisance</u>	<u>built</u>	<u>puissant</u>
<u>pursuit</u>	<u>guide</u>	<u>guilt</u>

GRAMMAR EXERCISE A

1. T
2. T
3. F
4. T
5. T
6. T
7. F
8. T
9. F
10. T

GRAMMAR EXERCISE B

1. them
2. Your or any possessive pronoun: my your, his, her, our, your, their
3. him or her any objective case third person pronoun: him, her, them
4. I
5. They
6. Our
7. theirs
8. he
9. her
10. My