**Growing up with poetry by David Rubadiri**

**An impression by nelson nabende**

**Theme of love**

**The lullaby by Akan**

**Someone would like to have you for her Child**

**but you are mine.**

**Someone would like to rear you on a costly mat**

**but you are mine.**

**Someone would like to place you on a camel blanket**

**but you are mine.**

**I have you to rear on a torn old mat.**

**Someone would like to have you as her child**

**but you are mine.**

Keywords

* Lullaby – a soothing song sang for children.
* Someone would like to have you for her child – someone rich wants to adopt the child.
* but you are mine – the mother assures the child that despite the rich wanting to adapt it, she cannot part with her biological mother.
* Someone would like to rear you on a costly mat – the person who wants to adapt the Child is rich, wealthy and fronts it as the reason for his to desire insinuating that the biological parent   
  is poor.
* Someone would like to place you on a camel blanket – the person who wants to adapt the Child is rich, wealthy and fronts it as the reason for his to desire insinuating that the biological parent   
  is poor.
* I have to rear you on a torn old mat – the parent acknowledges her poverty and assures her she will raise her in her poor state.

**Subject matter of the poem**

* The poem is about a poor mother who rejects a rich person’s offer to adapt her child. She tells her Child of this but assures her child of her unwavering love and pride of having her. She is ready to raise the child in poverty.

**Relationship between the poem and love**

* The poem expresses a mother’s love.
* It expresses live to adapt a child.
* Ownership of one’s child is love.

**Feelings it arouses**

* Pride for the mother for not giving up her child for adaption.
* Admiration of the mother’s love for her Child.
* Awe, respect, and honour for the mother for accepting her responsibility and nit cowering to raise her Child in Poverty.
* Spite for the person who wants to adapt the child because the mother is poor.

**Lessons**

* A mother’s love is possessive. The mother does not want to part with her child.
* Children are a pride to their parents. They are not ashamed to raise them in Poverty.
* Love can be selfish at times.
* Poverty does not deter a parent to love and raise their own children.
* The rich should not adapt children’s from their parents because they are poor, let it be a nobler reason.
* Love need assuring just like the parent in the poem does to her child that she is hers.
* A biological parent is a biological parent and does not lose the right to their children because of being poor.
* Raising a child takes more than riches, it needs the foundation of genuine love. Some rich people think it is wealth that raise a child.
* Love cannot be bought .

Why memorable / like/ interesting / choose?

* The title ‘Lullaby’, arouses curiosity to find out what love song it is to sooth a child.
* The poem is short with only 9 lines making it friendly to read.
* The use of simple English words such as ‘someone’, ‘blanket’ and ‘mat’ make the poem easy to read and understand.
* The use of familiar words such as ‘lullaby’ make the poem easy to relate to.
* The subject of the poem which is love of a mother for her child is universal and touching.
* The theme of love is loveable to all mankind.
* Lessons such as children are a pride to mother, or parent is appreciable.
* Its relevance to society is real. Some rich people want to adapt the children of the poor.

Relevance

* Some rich and wealthy people want to adapt children of the poor just like it is in the poem.
* Some poor parents in Uganda have refused to let their children to be adapted.
* Parents in Uganda tend to reassure their children of their undying love.
* Poor parents proudly raise their children in Poverty in Uganda just like the mother in the poem is raising her child in a torn old mat.

Message/ what does the poem say about love?

* Love is such a biding force that poverty cannot separate a mother from her child with the temptation of money.
* Love cannot be bought with riches.
* Love need assuring to the children. The mother here assures her child of are unwavering love when she says ‘But you are mine’.
* Adapting a child does not you love them.
* Children should not be adapted by the rich on ground of the parents being poor.
* Poverty should not kill a parents love for their children. They can still raise them in Poverty.

***An impression by nelson nabende***

Theme of identity

Holding my beads by Grace Nichols

Unforgiving as the course of justice

Inerasable as my scars and fate

I am here

a woman … with all my lives

strung out like beads

before me

It isn’t privilege or pity

that I seek

It isn’t reverence or safety

quick happiness of purity

but

the power to be what I am / a woman

charting my own futures / a woman

Holding my beads in my hand.

Keywords

* Holding my beads – taking charge of her life.
* Unforgiving as the course of justice – the speaker resolve is unwavering
* Inerasable as my scars and fate – she acknowledges that the hurting experience she has had is part of her life.
* I am here – she asserts her presence.
* a woman…( she accepts her femininity as her identity)
* with all my livesstrung out like beadsbefore me – she notes that her life is defined by her experience she has gone through and more experience to come.
* It isn’t privilege or pity that I seek – she clarifies that wants no favours
* It isn’t reverence or safety – she further clarifies that it is not security and honor she wants
* quick happiness or purity – and neither does she seek a life of bliss and morality
  + - but
* the power to be what I am/   a woman – she seeks to be empowered and independent.
* charting my own futures/      a woman – wants to be in charge of her life and plan for it.
* holding my beads in my hand – she wants to be in charge of her life.

**Subject matter of the poem**

* The poem about a woman’s hurting life experience, quest for women empowerment, emancipation, and feminism. The speaker expresses her resolve not to dwell on her hurting experience, asserts her feminism, refuses favours and sympathy, protection, honour, and bliss. All she wants is to be independent to be in charge of her own life.

**Relationship to identity**

* The speaker identifies her hurting experience as part of her life.
* She further identifies her presence
* She accepts her femininity as her identity.
* She clarifies on her ambition to be understood.

**Feeling aroused in the reader**

* The reader feels proud of the speaker for not seeking sympathy, honour, safety and happiness.
* The reader admires the speakers resolve in her quest fir empowerment.
* One is challenged by the reader’s acceptance to identify with her experiences.
* She inspires one seeking women empowerment and independence.
* Appreciate her accepting her sex.
* We love her for understanding her life, character and ambition.

**Lessons**

* One’s experience in life is one’s identity. The speaker in the poem identifies with her hurting experience.
* One’s sex is her or his Identity which They should accept.
* Fate plays a role in people’s lives regarding their life experience and sex.
* People, especially women, should not seek sympathy, favours, safety, or honors, but empowerment to be independent to charge of their lives.
* Women emancipation is worth seeking.

**How memorable**

* The title ‘Holding my beads’, is captivating and arouses the curiosity of the reader.
* The metaphor ‘Holding my beads’ is interesting which means examining her experience and being charge of her life.
* The poem is relatively short with 14 lines making it enticing to read.
* The physical structure of the poem, that is the appearance of the poem is unique and tempts someone to read.
* The use of simple English words such as ‘unforgiving’ and ‘holding’ make the poem simple to understand.
* The coinage of the word ‘inerasable’ is perfect to the meaning intended rather than using not erasable.
* The repetition of ‘a woman’, three times draws attention to the speaker’s sex.
* Use of very short line such as ‘but’ for clarification and contrast.
* The poem is a free verse making it easy to read and understand.
* It is narrative poem which is easy to follow.
* The use of a simile ‘strung out like beads’, which means her life experiences are many and connected.
* Use of spoken English by use of contractions such as ‘isnt’ gives the poem a dramatic effect.

**Relevance**

* Some women Uganda have had nasty hurting experience which define their lives.
* Some are are proud of their in Uganda just as the speaker is of hers.
* Some women in Uganda so not want sympathy, favours, safety, nor happiness but empowwerment to be in charge of their own lives.

Message

* One’s experience is their identity. One has to learn from them and accept them because they cannot be erased.
* One’s sex is their identity and one need to embrace it. The speaker is a woman who asserts her femininity.
* One has to identify their ambition clearly which should not be to seek sympathy or favour.
* An empowered woman is the identity an independent woman.

***An impression by nelson nabende***

**Theme of death and ancestors.**

**Lament for the mother by Ewe**

Mother dear.

Mother you freely give of what you have

fresh food and cooked meals alike.

Mother, listen to me:

the crying child will call after its mother.

Why don’t you answer me, mother, when I call?

Are we quarrelling?

**Keywords**

* Lament for the dead mother – mourning for a mother who has died.
* Mother you freely give of what you have – mother is very unconditionally generous in feeding the child on healthy food and meals.
* Mother, listen to me – the mother is not responding since she is dead but the child is ignorant of death.
* the crying child will call after its mother – the child reminds the mother that when it is hurting it is the mother it calls.
* Why don’t you answer, Mother, when I call? – she child is puzzled as to why the mother is silent. It is unaware the mother is dead. And if it is aware, it wonders why the spirit of the mother dies not respond to it. And the only explanation it thinks of is the mother must be angry, the moments she hardly gives it a response.

**Subject matter of the poem**

* The poem is about an ignorant child of death, addresses its dead mother, whom it does not know is dead. The child reminds its mother of her generosity and attention she gives to a crying Child. It wonder why the mother does not answer it.

Relationship with theme of death.

* A mother is dead.
* The dead are not dead, they are ancestors.

Feeling it arouses in reader or you

* Sympathy for the bereaved child for losing its mother.
* Sorrow in the event of this death.

Lessons

* Death is cruel. It robes the child of its mother.
* Death is a mystery to children. They do not understand it. The child in the poem does not know the mother is dead.
* Death makes us think about of how important the dead has been to us.
* A crying child calls after its mother.
* Death of parents make orphans. The child here is now an orphan.
* People are helpless in the event of death. The mourning child has no one to cry to now.
* The dead are not dead, they are ancestors. The dead take long to answer when they are angry. It is the reason the mother does not answer.

Why memorable / like/ interesting / choose?

* The title “Lament for the dead mother” captures attention to find out who has is mourning for their mother.
* The poem is short with only 7 lines making it eye catching and friendly to read.
* Simple English words such as ‘mother’ and ‘quarrelling’ which makes the poem easy to understand.
* Familiar English word such as ‘lament’, ‘mother’ which makes it easy to identify with the poem.
* The poem is a free verse which is embraceable.
* The lines are short and emphatic of the speakers message.
* The subject matter of the poem, a child mourning the death of its mother is memorable.
* The theme of death is stressing enough not to forget.
* The lesson that death is very cruel is clearly universal and dreaded.

Relevance

* Many children are without mothers as death claims them in Uganda just as the child here is now motherless.
* Mothers provide meals to their children and the children do appreciate it.
* Many children in Uganda do not understand death just like this child does not.
* Some children in Ugandan who lost their mothers to death pray to their spirits and expect answer. They believe they are not answered when the spirit of the dead mother is upset with them.
* The dead are not dead. Uganda children pray to their parents just like this poor child who has lost her mother.

Message/ what does the poem say about death and ancestors?

* Death is cruel. It separates children’s from their mothers.
* Death leaves children helpless when they rob them of their mothers.
* Death is a mystery to children. They do not understand it.
* Death leaves children orphans.
* The dead are not dead. They become ancestors and can be communicated to.

***An impression by nelson nabende***

Theme of village life

Old Granny by Bonus Zimunya

A little freezing spider

Legs and arms gathered in her chest

Rocking with flu,

I saw old Granny

At Harere market;

It was past nine of the night

When I saw the dusty crumpled Spider –

A torn little blanket was her web.

**Keywords**

* Old Granny – an old woman
* A little freezing Spider – the old woman is chilled cold and is crouch
* Legs and arms gathered in her chest – has folded her limbs around her chest in attempt to get some warmth.
* Rocking with flu – the old woman is ill with flu.
* When I saw the dusty crumpled Spider – a metaphor which vividly describes the old woman as dirty, wrinkled, and folded over
* A torn little blanket - poor
* Was her web – the blanket is in threads.

**Subject matter of the poem**

* The poem is about an abandoned old woman at Harare market. She is ill with flu, in the open enduring cold, with a torn tattered blanket and she is dirty and bony, probably from starving.

**How is the poem related to Village life?**

* Poverty is a common feature of the village like the poor old woman.
* Hostile elements of the environment are worse in the worse.
* Flu is another ailment common in the village.
* Most old people live in the village but when they come to town, they are abandoned.

Feeling it arouses in reader or you

* Sympathy for the poor old woman.
* Sorrow for the poor old woman. She is ill with flu and in the cold but with a riddled blanket.
* Shame for ignoring the old woman.
* Spite for the speaker for ignoring the old woman. He does nothing to help the old woman.
* Moved to compassion towards the fate of this old woman.

Lessons

* Mankind ignores old people. This old woman is in a busy market place where many people converge but it seem now a soul has bothered to help her.
* The poor are tortured by diseases such as flu, hostile environment, and poor feeding which explains the old woman’s bony body.
* When old people move away from their country homes to come to town, they end up homeless and abandoned.

Why memorable / like/ interesting / choose?

* The title ‘Old granny’ is curious and captivating.
* The poem is relatively short with nine lines.
* The lines are short especially line 1 ‘A little freezing spider’ is quite emphatic.
* It us a free verse poem which his easy to understand.
* The simple English words such as ‘market’, ‘wen’, make the poem easy to understand.
* The use of familiar words such as ‘mother’, ‘flu’ make the reader easily identify with the words and find the meaning of the poem.
* The subject of the poem, which is an abandoned old woman at Harare market. She is ill with flu, in the open enduring cold, with a torn tattered blanket and she is dirty and bony, probably from starving is worth noting.
* Lessons such as when some old people move away from their country homes to come to town, they end up homeless and abandoned.
* Metaphors such as a ‘little freezing spider’ creates a vivid image of a poor, bony, helpless old woman.

Relevance

* The poor in Uganda are ignored just as the speaker and people who come to the market ignore the old woman.
* The poor old people on the street are exposed to severe coldness, ill with flu, and starve, just like the old woman rocking with flu, bony and with a threaded blanket.
* Poor hygiene is part and parcel of village life. This old woman is dusty with a torn old blanket.

Message/ what does the poem say about village life?

* Village life is affected by disease such as flu.
* Village life might more friendly to old people.
* Village life is known for Poverty.
* Village life suffers hostile sea weather elements.

***An impression by nelson nabende***

Theme of separation

Epilogue by Grace Nichols

I have crossed an ocean

I have my tongue

from the root of the old

one

a new one has sprung.

**Keywords**

* Epilogue - the end effect of migration.
* I have crossed an ocean – geographically relocated and most likely to another continent. It also means great change.
* I have lost my tongue – the speaker has forgotten her native language and culture as a result migrating.
* From the root of the old one a new one has sprung – the speaker now speaks a new language and embraced a different culture.

**Subject of the poem**

* The poem is about a migrant who has geographically relocated to another continent. The migrant has loses her native language and culture and now speaks a different language including adopting new culture.

**How is the poem related to separation?**

* The migrant has left his native land which is separation.
* The migrant has been separated from his native language which he misses because he says he has ‘lost’ it.
* He has also been separated from his culture, customs, and people.

**Feelings**

* We sympathize with the speaker for losing his language.
* We get afraid that when one day we migrant too. We might lose our language and customs.
* We get anxious to know what language the speaker and what new he is adopting

**Lessons**

* Even those people who undergo great change feel they have crossed an ocean because they detached from their previous comfortable lives.
* When one migrates, they are most likely to lose their native language as a new one from where they have migrated.
* Migration comes at a loss of one’s customs. The speaker in the poem loses hers.
* Great changes come at the loss of one’s familiar life.

**Memorable**

* The title ‘Epilogue’, is intriguing to find out what conclusion is going to be talked about.
* It is short poem with 5 lines, making the poem eye catching.
* The lines are short especially line 4 ‘one’ which us quite emphatic just like the others are too.
* It us a free verse poem which his easy to understand.
* The simple English words such as ‘ocean’, make poem easy to understand.
* The use of unfamiliar words such as ‘Epilogue’ make the poem hard because one might need to make research, and so unforgettable.
* The subject of the poem, which is to lose one’s native language and culture on migration, is worth noting.
* Lessons such as people who migrate to other continents feel a sense of loss despite adopting to the new society.
* Symbolism in ‘ocean’ to mean great change.
* Image of tongue to mean language.
* Root is an image to mean origin.

Relevance

* There are some migrants in Uganda who have lost their languages and now speak Uganda language in place of their language.
* Some migrants in Uganda have lost their culture and have embraced one of the indigenous Languages.
* The flywhisk is identified with traditional leaders.
* Some people have gone through great experiences that has detached from their previous familiar lives.
* Some Ugandans migrated to other places and gave lost their native languages and culture.

Message / what does the poem say about separation?

* Migration separates one from their customs and they adopt the customs of the people they have migrated to.
* One loses their language when they migrate and adopt new languages.
* Migration is such a huge change resulting into separation of one from their people.

***An impression by nelson nabende***

Theme of power

The flywhisk By John Ruganda.

Fling it sharply, and growl:

Rebels hide their heads

Wave it gently,: and smile

Flies flit from pus drooping eyes

Sling it on the arm, finally:

Empty stomachs will drum for you.

**Keywords**

* The flywhisk – symbolically is authority and power.
* Fling it sharply, and growl – authority when used brutally against enemies and those who oppose the leader. This can be using the armed forces which include police and the army.
* Rebels hide their heads - those who oppose the government policies or leadership of hiding when brutal force of authority is used to handle them.
* Wave it gently, and smile – when power is used
* Flies flit from pus drooping eyes
* Sling it on the arm, finally:
* Empty stomachs will drum for you.

**Subject matter of the poem**

* The poem is about political power and how statesmen use it. When power is used oppressively with excessive force against those who question authority and rebels, they hide or keep silence in the presence of armed forces. When power is used leniently, the leader is appreciated. When power is used cunningly, naïve poor helpless citizens will sing the leader praises.

**How is the poem related to power?**

* The flywhisk is a symbol of power.
* The flywhisk is symbolic of traditional power, but also political power at state level.
* Power can be tyrannical, or democratic.

**Feeling**

* Tyrannical Power is scary since it us brutal.
* Sympathy for the empty stomachs who are fooled to celebrate the political leader.

**Lessons**

* Power corrupts and absolute power corrupts absolutely. The political leader in this poem. Us corrupted by power to oppress his opponents.
* Gullible citizens do not see the errors of politicians and end up praising them on empty stomachs.
* Rebels and opposition parties of government policies hide when excessive force on them.

Memorable

* The title ‘The Flywhisk’, groused curiosity to read the poem.
* The poem is short with only six lines which entices the reader to read.
* The lines are relatively short making the look easy.
* It us a free verse poem which clearly is friendly to read.
* Use of symbolism such as ‘Flywhisk’ to represent political power.
* The use of simple English words such as ‘empty stomachs’, renders the poem easy to understand.
* Use of unfamiliar words such as ‘flit’ and ‘drooping’, need study, or research.
* The subject if political power is exciting to me.

**Relevance**

* Uganda has a history of cruel leaders against those who oppose them. This is said of Iddi Amin Dadda’s brutal regime.

Message / what does the poet say about power?

* The message is political power and how statesmen use it. When power is used oppressively with excessive force against those who question authority and rebels, they hide or keep silence in the presence of armed forces. When power is used leniently, the leader is appreciated. When power is used cunningly, naïve poor helpless citizens will sing the leader praises.

***An impression by nelson nabende***

Theme of freedom

Mother Earth

or the dolly of national boundaries by Mazisi Kunene

Why should those at the end of the earth

Not drink from the same calabash

And build their homes in the valley of the earth

And together grow with our children?

**Keywords**

* Mother Earth – all humanity depend on the earth
* or the folly of national boundaries – the ridiculousness of divisions of human kind in political sates.
* Why should those at the end of the earth – even those at the far end from each other are all geographically.
* Not drink from the same calabash – unite humanly, the speaker wonders why mankind is not united. A Calabash is a cultural utensil for harmonious sharing of drinks, so it is a symbol of unity.
* And build their homes in the valley of the earth – to be simple with no pride, be identical and united
* And together grow with our children? – the speaker wonders why there is no unity even among the children of different races, meaning the division in humans is perpetuated by the adults.

What is the poem about.

* The poem is a rhetoric question asking why there is no international unity. Mankind is so dividedby tribalism, racism, socially, politically, geographically, yet they are all the one people living on earth. He ridicules political divisions.

**How is the poem related to freedom?**

* The earth is for all mankind.
* Freedom of association is hampered by mankind divisions.

Feeling it arouses in reader or you

* It raises questions in us about the divisions in mankind.
* It creates suspense if Nan kind can ever be united.
* We scorn and spite national boundaries for causing divisions.
* We appreciate earth as a mother to all mankind.
* It is surprises why mankind teaches hatred and division to children.
* It creates dilemma as to why there is division in mankind.

Lessons

* Political boundaries create division in mankind.
* The vastness of earth itself creates divisions.
* The earth is what unites man because all live on it and depend on it.
* It is impossible to have one uniting culture so as to drink from the same calabash.
* It is still a disturbing question whether mankind can ever be united and live in peace.
* It is the adults who plant seeds of division in the children by not allowing them to grow together.
* Pride is another factor of division which might be racial, tribal, social, or geographical.

Why memorable / like/ interesting / choose?

* The title ‘Mother earth’ is captivating and it also personifies and symbolizes the earth being caring and loving.
* The poem is short with only four lines which is by form is appealing to read.
* It has simple English such as ‘Earth’, ‘children’, so it is easy to understand.
* It has familiar words of English such as ‘mothers’, ‘folly’ making it easy to identify the subject.
* It is a free verse poem which is friendly to read.
* The rhetoric question which the poem is written in challenges the reader to think.
* The subject of the poem is also interesting, it being international unity illusiveness.
* The lessons such as it is disturbing question whether mankind can be united and live in peace.

Relevance

* There are divisions in Uganda ranging from political, tribal, social, and age.
* Parents teach their children hate and racism.
* In Uganda, different cultures, customs, divide people.
* Some foreigners live in Uganda such as Indians but are still aloof from the indigenous Ugandans.

Message/ what does the speaker say about freedom?

* Mankind is so divided by tribalism, racism, social structures, politics, geographical location, yet they are all one people living on earth.
* Children should interact freely without prejudice.
* Pride should not cause division. People need to be meek.