

I. Listening Activity (10 Min)

Listen to the stories at the links below for more examples and info on particular ballads. The play button is in the upper left-hand corner of the page.

<https://www.npr.org/2012/02/13/146818461/the-ballad-of-the-tearful-why-some-songs-make-you-cry>

<https://www.npr.org/sections/therecord/2011/12/04/143010880/from-knee-to-knee-to-cd-the-evolution-of-oral-tradition-in-mountain-ballads>

II. Note-Taking (5 Min)

Head to the link below to find out more about ballads. Copy the information that you think is the most important.

<http://literarydevices.net/ballad/>

III. Ballade de Marguerite Reading (15 Min)

Time for one more ballad—open the link below to access “The Ballade de Marguerite.” (You will need to click the button on the left that says “the text” in order to see it. Read slowly and carefully to ensure understanding.

<http://www.bartleby.com/143/39.html>

IV. Ballade de Marguerite Questions (20 Min)

Now that you have read, answer the questions below:

1. The spindle and the loom are not **meet** (line 12) for the lady because they are—
A. too difficult to learn to use B. broken
C. too elegant for someone of her rank D. not suitable for someone of her social status
2. If the lady is sewing **tapestries** (line 11), she is probably making—
F. sweaters to keep out winter’s cold G. pictures on cloth
H. armor for her love J. her own dresses
3. “Knights in bright **array**” (line 25) means that the knights are—
A. soldiers B. actively engaged in combat
C. splendidly outfitted D. riding on prancing horses
4. A bier (line 34) is a—
F. platform for a coffin G. bed
H. hot, reviving drink J. fancy carriage
5. If the forester’s son follows the lady “o’er the hill and mere” (line 16), he follows her—
A. over hills and underground B. past the stream and the mill
C. over hills and by lakes D. past the hill but no further
6. The two speakers in the ballad can be identified as—
F. a young couple in love G. a knight and a forester’s son
H. two neighbor women J. a mother and her son
7. The young man is eager to—
A. joust with the other knights B. court Lady Marguerite
C. attend an important funeral D. learn how to be a squire

8. The young man's desires are unrealistic because of the difference between his and the young lady's—
F. classes G. ages H. religions J. nationalities
9. As they speak, the woman and the young man are observing—
A. a great hunt in the fields B. Marguerite on her way to church
C. Marguerite riding with members of the court D. a funeral procession
10. The woman's responses to the young man's questions indicate that she is—
F. ignorant of his feelings G. unaware of what is going on in town
H. trying to shield him from the truth J. deceitful and jealous
11. The young forester's son imagines that Marguerite may be involved in various activities, such as sewing, hunting, and praying. For each of these activities, he imagines himself as her—
A. husband B. employer C. servant D. priest
12. Based on his comments on life and death, readers could assume that the forester's son is inclined to be—
F. shy G. pessimistic H. jovial J. demonstrative
13. Based on the period in which this ballad was popular and the places mentioned in it, readers might assume it originated in—
A. France B. England C. Italy D. Canterbury or Florence
14. What makes this poem a **ballad**? Discuss the elements of ballad form that the poem does (or does not) contain. Discuss both the form of the ballad and its contents. How is "Ballade de Marguerite" similar to, and different from, other ballads you have read in this chapter, "Lord Randall" and "Get Up and Bar the Door"? (For example, how is its tone different from the tones of those ballads?)
15. Where in the poem can you find **situational irony**? In your answer, include a definition of situational irony, and show that it applies to this case.
16. How does the young man in the poem match the ideal, or **archetype**, of the courtly lover? How does he not match it?