

POETRY

Meanings

Humor

Weather

SCIENCE

HISTORY

Roses are red

Violets are blue

If you can finish this poem

Name : _____

Name _____

Date _____

Period _____

English 7/ Poetry

POETRY

Do Now: Begin to think about poetry by answering the following questions:

What is a poem? Try to come up with your own definition!

How is a poem different from what you read in novels, articles, or other types of texts?

Take some notes on our conversation about poetry!

What is figurative language?

Review some poetic devices! Define the following words:

Metaphor –

Simile –

Personification –

Alliteration –

Onomatopoeia –

Imagery –

How to Eat a Poem
by Eve Merriam

Don't be polite.
Bite in.

Pick it up with your fingers and lick the juice
that may run down your chin.

It is ready and ripe now, whenever you are.
You do not need a knife or fork or spoon or plate or napkin or tablecloth.

For there is no core
or stem
or rind
or pit
or seed
or skin
to throw away.

The poet compares a poem to _____.

What do they have in common? _____

What does Merriam mean by "bite in"? _____

Some People Like Poetry
by Wislawa Szymborska

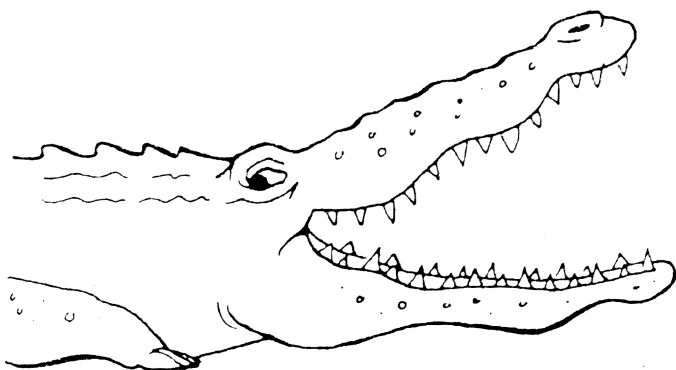
Some people--
that is not everybody
Not even the majority but the minority.
Not counting the schools where one must,
and the poets themselves,
there will be perhaps two in a thousand.

Like--
but we also like chicken noodle soup,
we like compliments and the color blue,
we like our old scarves,
we like to have our own way,
we like to pet dogs.

Poetry--
but what is poetry.
More than one flimsy answer
has been given to that question.
And I don't know, and don't know, and I
cling to it as to a life line.

Traditional Poetry

You have probably seen more traditional poetry than any other kind. Traditional poetry follows certain patterns of rhyme and rhythm. Often, traditional poetry is arranged into a rhyme scheme. Look at the rhyme scheme of this poem by Lewis Carroll. The lines that rhyme are marked with the same letter.



How Doth the Little Crocodile

How doth the little crocodile	a
Improve his shining tail,	b
And pour the waters of the Nile	a
On every golden scale!	b
How cheerfully he seems to grin,	c
How neatly spreads his claws,	d
And welcomes little fishes in,	c
With gently smiling jaws!	d

Meter is another important pattern in traditional poetry. Meter is the rhythm you hear when a poem is read aloud. Clap while you read the poem about the crocodile. Can you feel the rhythm? The meter of a poem is made up of accented syllables and unaccented syllables. Clap on the accented syllables and don't clap on the unaccented syllables. Look at the nursery rhyme below. The syllables are marked so you can see the meter. An unaccented syllable is marked with ~. An accented syllable is marked with ^.

Pétěr, Pétěr, púmpkĭn éatěr,
 Hád ā wĭfe ańd cöldn't kéep hěr;
 Pút hěr ín ā púmpkĭn shéll
 Ańd thére hě képt hěr véry wéll.



Read it again. Clap when you come to an accented syllable (^) and open your hands when you come to an unaccented syllable (~).

Now try this one. Clap the rhythm while you read the nursery rhyme below. When you think you know what the meter is, mark the unaccented and accented syllables.

Georgie Porgie, pudding and pie,
 Kissed the girls and made them cry;
 When the boys came out to play,
 Georgie Porgie ran away.

Extension: Read the crocodile poem aloud and mark the syllables as accented or unaccented.

Traditional Poetry (cont.)

Cinquain

A cinquain poem always has five lines. Here is the structure of a cinquain poem:

Line 1-Title (*one noun*)

Line 2-Description of title (*two adjectives*)

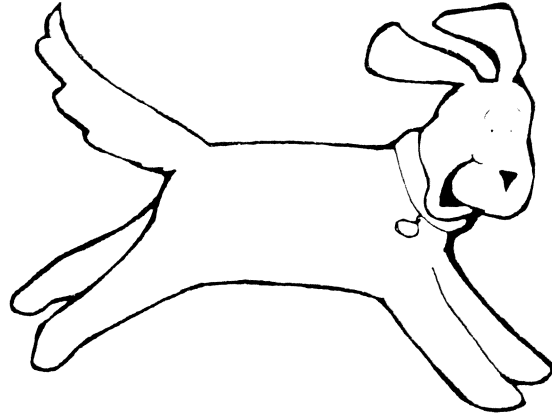
Line 3-An action about the title (*three verbs*)

Line 4-A feeling about the title (*a four-word phrase*)

Line 5-Another word for the title (*one-word synonym*).

Here is an example of a cinquain:

Friskie
Fuzzy, cuddly
Wiggling, running, licking
Happy to see me!
Dog



On another sheet of paper, finish this cinquain about school.

School. (*noun*)

_____, _____, _____ (*two adjectives*)

_____, _____, _____ (*three verbs*)

(*four words expressing a feeling about school*)

_____ (*another word for school*)

Couplet

A couplet is made up of two lines that rhyme. Here is an example:

Couplets are lines that always rhyme.

In pairs they're rhyming all the time.

On another sheet of paper, finish the couplets below.

A poem, a poem, I cannot write
I tried and tried all through the _____

Through the door I tossed the ball
And watched it rolling down the _____

Up in the tree, I saw my cat

Grasshopper, spiders and tiny ants

Epic

An epic poem is a very long story poem about a hero or heroine and his or her adventures. An example of a famous epic poem is *The Odyssey* by Homer. It is about Odysseus, the Greek hero, and his adventures.

Extension: Write a cinquain or a few couplets. Make into a book and illustrate.



Traditional Poetry (cont.)

Free Verse

Free verse is poetry that does not have a regular meter and does not contain rhyme. It is different from blank verse because blank verse has meter and a certain number of syllables. Here are some examples of free verse:

Fog

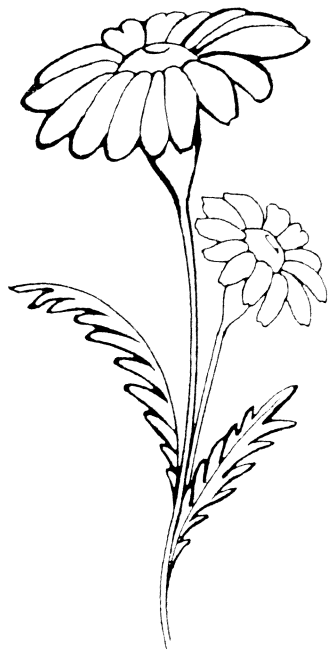
The fog comes
on little cat feet.
It sits looking
over harbor and city
on silent haunches
and then moves on.

—Carl Sandburg

Rotting

Candy makes your teeth rot
TV makes your brain rot
Air makes the salad rot
Time makes the fruit rot
And hate makes your heart rot.

—Kiera Null, at age 11

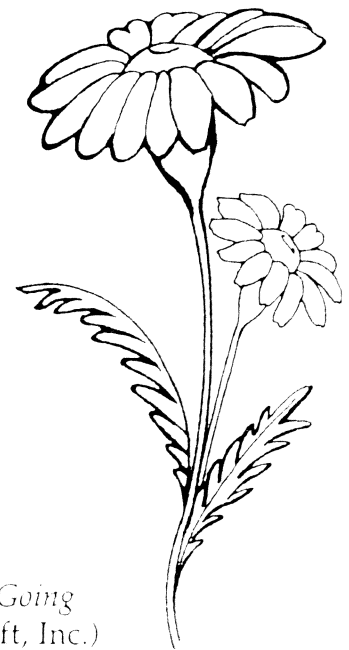


Seeds . . . Creativity

Countless seeds
On the wind.
Slip into mystery,
Follow nature's gentle guidance
To spread, fly, swim,
Then burrow
In darkness.
And a few seeds grow
In the silence.
Even fewer continue to develop . . .
Fruit, Infant
Idea, Art.

—Kathleen "Casey" Null

(Originally published in *Where Are We Going Besides Crazy?*, copyright 1989, Bookcraft, Inc.)



Are you getting the idea? Now try writing a free verse about a butterfly.

Haiku

Haiku is a form of Japanese poetry that has three lines and is usually about nature. ~~(See pages 28 and 29 for detailed descriptions and activities for this form).~~

Extension: Prepare a notebook to be used just for collecting poetry. With your notebook, go to the library and look through the poetry books. Find some free verse poems you like and copy them into your notebook. Illustrate the pages. Add more whenever you find a new one that you like. Add some that you've written yourself.



Traditional Poetry (cont.)

In addition to rhyme and meter, traditional poetry has certain forms. Some forms of poetry have been around since before the printing press. Before people could buy a newspaper, there were messengers who went from town to town, sharing the news in the form of poetry, songs, and stories.

The Ballad

One of the earlier forms of poetry was the ballad. A ballad is a poem that tells a story. Ballads are usually written in quatrains (stanzas with four lines). They are generally quite lengthy, with many stanzas. Here is an example of two stanzas from a ballad titled "Ballad of Sir Patrick Spens" (it is about brave sailors on a ship that sank near the coast of Scotland):

*They had not sailed a league, a league,
A league but barely three,
When the lift grew dark, and the wind blew loud,
And gurly grew the sea.
O long, long may the ladies sit,
With their fans into their hand
Before they see Sir Patrick Spens
Come sailing to the strand!*

Here is an example from one stanza from a ballad written by a student of today.

*My father's gone to New York state
For business he must do.
I wish that he were here with me,
To taste this yummy stew.
When he gets back, he promised me,
A baseball game to see.
If I but finish all my work,
We'll see a game or three!*

Blank Verse

Blank verse does not rhyme, but it does have meter. Usually each line in blank verse has ten syllables. The first syllable is often unaccented and the second is accented. After that, every other syllable is accented. Here is an example of a student's blank verse:

*I took a ride upon a horse, and he
was kind to me, through brambles and the wind
we rode 'till nothing bothered me at last.*

Extension: Share some news with a friend or family member in the form of a ballad. Write about an experience in blank verse. Is it more difficult or easier than you expected?

Triplet

Definition

The triplet is a three line poem. Though it is not as common as the couplet or quatrain, its attraction lies in the varied rhyme schemes it offers: All three lines may rhyme, the first and last lines may rhyme or the last two lines may rhyme: *aaa*, *abb*, *aab*, *aba* or a tercet: *abc*. In every pattern, this form makes a tight little statement. The tercet, which is also a triplet, does not rhyme. Look at the last stanza of the sonnet "I'm Not a Baby Anymore!" (page 90).

Examples: This watch is mine (a)
It tells the time (a)
It fits so nicely in this rhyme (a)

The clown didn't make us laugh today (a)
He surely wasn't funny (b)
So please refund our money! (b)



Wash your hair (a)
Comb your face (b)
This poem has things out of place! (b)

How to Write a Haiku

It is easy to learn to write a haiku, but it can take a lot of practice to learn how to do it well. This lesson will give you the basics for writing your own haiku. It's up to you to practice by writing a lot of them so you will get very good at it.

What is a Haiku?

A haiku is an unrhymed three-line poem. It is based on a traditional Japanese poetic form. Though there are different ways to write haiku, the traditional pattern in English is to write the first and last lines with five syllables each, and the middle line with seven syllables. In other words, the pattern of syllables looks like this:

Line 1: 5 syllables

Line 2: 7 syllables

Line 3: 5 syllables

Most often, haiku poems are about seasons or nature, though you can write your own haiku about anything you like. If you don't want to write about nature, and would prefer to write haiku about candy or sports, that is perfectly okay.

One more thing to keep in mind is that the last line of a haiku usually makes an observation. That is, the third line points out something about the subject you are writing about.

Let's see how we can put these few rules together get your started writing your own haiku poems.

Haiku About Seasons

Let's say that you decide to write your haiku about a season. First you will want to select a season: spring, summer, fall, or winter. I've decided to write a haiku about winter, and I know that in the last line I will want to make an observation. I want to say that winter is almost here, but we aren't quite ready for the snow. Maybe it's that we haven't raked the leaves off the front lawn and we need to do it soon before it snows.

I want to say all of this, but I want to do it in a pattern of 5, 7, 5. So I might say something like this:

Winter is coming.
Snow will be arriving soon.
We should rake the leaves.

If you count the syllables on your fingers as you read this poem, you will see that the lines have five syllables, seven syllables, and five syllables, just as they should.

Haiku About Nature

If you decide to write a haiku about nature, you will have many more subjects to choose from. You could write about animals, plants, the sky, the ocean, streams, the wind, and so on. Start by selecting a topic, and then decide what you want to say; what observation you want to make about it.

For example, I have decided to write a haiku about my cat. One thing I notice about my cat is that he sleeps a *lot*. In fact, I'm pretty sure he sleeps almost all night *and* all day. I'm not sure how he can be so tired. In any case, here is my haiku:

Tired cat sleeps all night.
He needs lots of rest for a
Long day of napping.

Funny Haiku

Just because most haiku poems are about seasons or nature doesn't mean that's all they can be about. You can even write funny haiku poems. One way to make a haiku funny is to have an *unexpected* last line. For example, if the last line says the opposite of what the reader expects, it becomes like the punchline of a joke. It also helps to write about a funny subject.

As an example, I decided it would be funny to write a haiku excuse for why I can't turn in my homework. Here it is:

My homework is late.
My dog ate it this morning.
I sure like my dog.

Notice that this ending is unexpected.

<https://www.poetry4kids.com/lessons/how-to-write-a-haiku/>

Name_____

Date_____

English 7 – Rosen

Period_____

Lit Log – Tell about a winter adventure you have had. It can be a positive experience – like an awesome snow day, or it can be a negative experience – like a snowstorm that knocked out your power for a few days. Be very specific. Try to incorporate imagery, specifically a few of the five senses (sight, sound, touch, taste, and smell).

Read the poem below at least twice.

Stopping by Woods on a Snowy Evening

BY ROBERT FROST

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer¹ 5
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year. ²

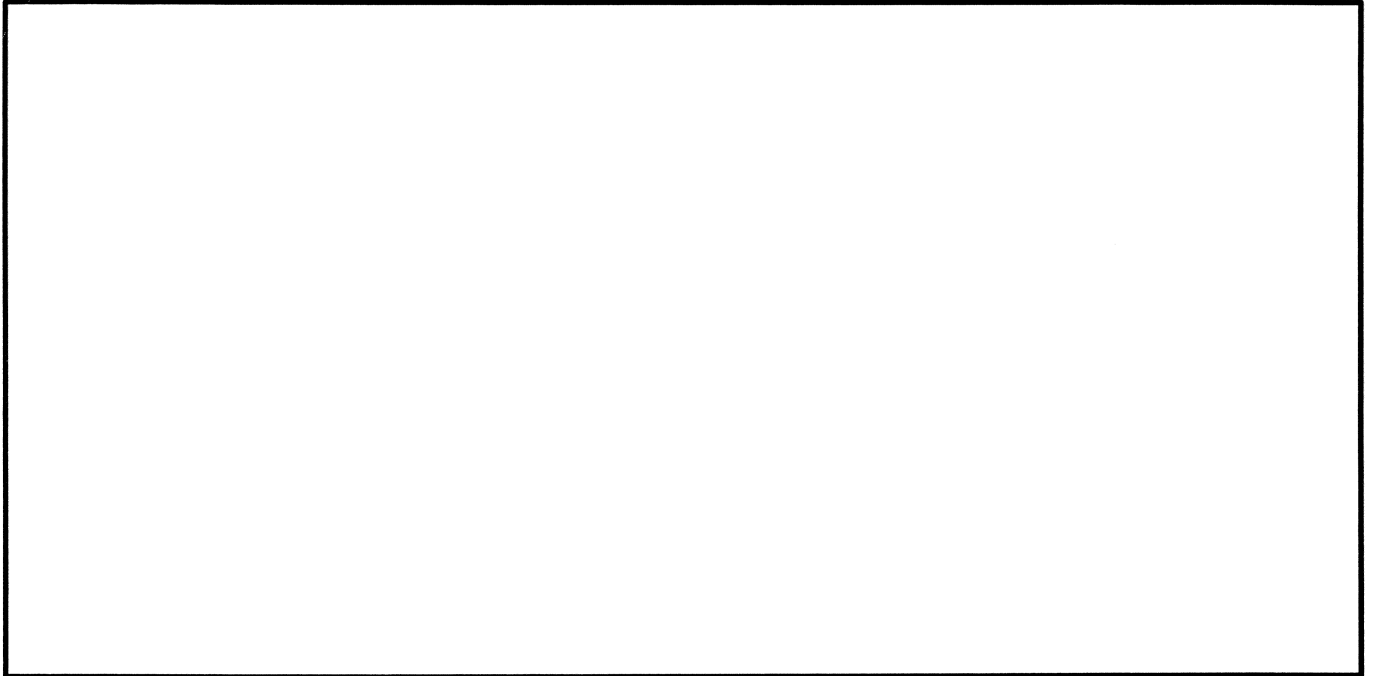
He gives his harness bells a shake
To ask if there is some mistake. 10
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep.
But I have promises to keep,
And miles to go before I sleep, 15
And miles to go before I sleep.

¹ queer – strange

² the darkest evening of the year – winter solstice

Sketch a picture here. Base it on either your lit log or the poem you just read. Include details.



Poetic Devices Time! Find examples of the following, and include line numbers.

Poetic Device	Line # (or #s)	Example
Alliteration		
Rhyme		
Imagery		
Your choice: _____		

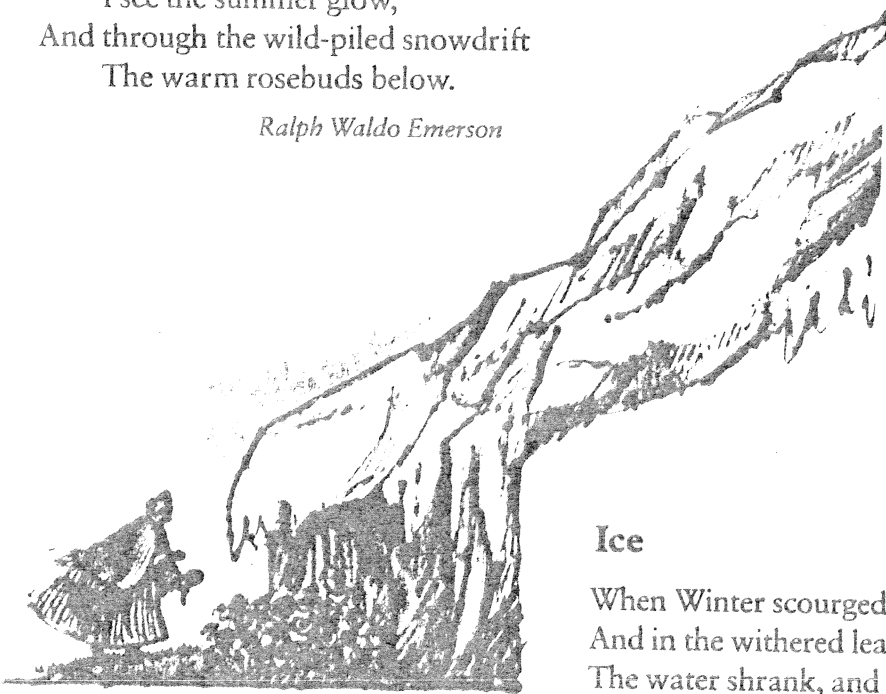
Opinion: Why do you think the speaker of this poem repeats himself (or her) in lines 15 & 16?

Briefly paraphrase the poem. What's it about?

Beyond Winter

Over the winter glaciers
I see the summer glow,
And through the wild-piled snowdrift
The warm rosebuds below.

Ralph Waldo Emerson



Winter

by Nikki Giovanni

Frogs burrow the mud
snails bury themselves
and I air my quilts
preparing for the cold

Dogs grow more hair
mothers make oatmeal
and little boys and girls
take Father John's Medicine

Bears store fat
chipmunks gather nuts
and I collect books
For the coming winter.

Father John's Medicine = an old fashioned
cough syrup

When It Is Snowing

SIV CEDERING

When it is snowing
the blue jay
is the only piece of
sky
in my
backyard.

Ice

When Winter scourged the meadow and the hill
And in the withered leafage worked his will,
The water shrank, and shuddered, and stood still
Then built himself a magic house of glass,
Irised with memories of flowers and grass,
Wherein to sit and watch the fury pass.

Charles G. D. Roberts

Dust of Snow

Robert Frost

The way a crow
Shook down on me
The dust of snow
From a hemlock tree

4

Has given my heart
A change of mood
And saved some part
Of a day I had rued.

8

Snow Day

Today we woke up to a revolution of snow,
its white flag waving over everything,
the landscape vanished,
not a single mouse to punctuate the blankness,
and beyond these windows

the government buildings smothered,
schools and libraries buried, the post office lost
under the noiseless drift,
the paths of trains softly blocked,
the world fallen under this falling.

In a while I will put on some boots
and step out like someone walking in water,
and the dog will porpoise through the drifts,
and I will shake a laden branch,
sending a cold shower down on us both.

But for now I am a willing prisoner in this house,
a sympathizer with the anarchic cause of snow.
I will make a pot of tea
and listen to the plastic radio on the counter,
as glad as anyone to hear the news

that the Kiddie Corner School is closed,
the Ding-Dong School, closed,
the All Aboard Children's School, closed,
the Hi-Ho Nursery School, closed,
along with -- some will be delighted to hear --

the Toadstool School, the Little School,
Little Sparrows Nursery School,
Little Stars Pre-School, Peas-and-Carrots Day School,
the Tom Thumb Child Center, all closed,
and -- clap your hands -- the Peanuts Play School.

So this is where the children hide all day,
These are the nests where they letter and draw,
where they put on their bright miniature jackets,
all darting and climbing and sliding,
all but the few girls whispering by the fence.

And now I am listening hard
in the grandiose silence of the snow,
trying to hear what those three girls are plotting,
what riot is afoot,
which small queen is about to be brought down.

- Billy Collins

Name _____
Date _____

English 7
Period _____

Directions: Read the below poem twice (at least). Then, answer the questions that follow.

On A Night of Snow
By Elizabeth Coatsworth

Cat, if you go outdoors, you must walk in the snow.
You will come back with little white shoes on your feet,
little white shoes of snow that have heels of sleet. 3
Stay by the fire, my Cat. Lie still, do not go.

— See how the flames are leaping and hissing low,
I will bring you a saucer of milk like a marguerite¹, 6
so white and so smooth, so spherical and so sweet -
stay with me, Cat. Outdoors the wild winds blow.

Outdoors the wild winds blow, Mistress, and dark is the night, 9
strange voices cry in the trees, intoning² strange lore,
and more than cats move, lit by our eyes green light,
on silent feet where the meadow grasses hang hoar³ - 12
Mistress, there are portents⁴ abroad of magic and might,
and things that are yet to be done. Open the door!

¹*marguerite* - daisy

² *intoning* - singing

³ *hoar* - covered with frost

⁴ *portents* - signs of things to come

1. _____ What mood is conveyed by the phrase, "wild winds blow" in stanza 1?
a. hope b. danger c. comfort d. adventure

2. _____ Which of the following BEST describes the character of Mistress in the poem?
a. protective b. carefree c. forceful d. understanding

3. _____ What is the effect of line 5 in the poem?
a. The fire seems to be alive. b. The fire has gone out.
c. The fire looks out of control. d. The fire is unimportant.

4. _____ Which of the following BEST explains why an exclamation mark is used at the end of the last sentence of the poem?

- a. To emphasize that Mistress insists that Cat stay inside.
- b. To emphasize that Mistress does not care about Cat's needs.
- c. To emphasize that Cat does not want to be around Mistress.
- d. To emphasize that Cat really wants Mistress to let him outside.

5. "Lore" in line 10 can best be defined as

- a. bait
- b. prayers
- c. objectives
- d. traditions

VENN!

Mistress / Stanza 1	Both	Cat / Stanza 2

Write your own poetic device multiple-choice question here.

Write your own central idea multiple-choice question here.

Brainstorm other possible opposing "sides" which might make a good poem. For example: night and day.

Name _____
Date _____
Period ____

SARAH CYNTHIA SYLVIA STOUT
BY SHEL SILVERSTEIN

And there in the garbage she did hate
Poor Sarah met an awful fate
That I cannot right now relate
Because the hour is much too late
But children, remember Sarah Stout,
And always take the garbage out.

Sarah Cynthia Sylvia Stout
Would not take the garbage out.
She'd wash the dishes and scrub the pans
Cook the yams and spice the hams,
And though her parents would scream and shout,
She simply would not take the garbage out.
And so it piled up to the ceiling:
Coffee grounds, potato peelings,
Brown bananas and rotten peas,
Chunks of sour cottage cheese.
It filled the can, it covered the floor,
It cracked the windows and blocked the door,
With bacon rinds and chicken bones,
Drippy ends of ice cream cones,
Prune pits, peach pits, orange peels,
Gloppy glumps of cold oatmeal,
Pizza crusts and withered greens,
Soggy beans, and tangerines,
Crusts of black-burned buttered toast,
Grisly bits of beefy roast.
The garbage rolled on down the halls,
It raised the roof, it broke the walls,
I mean, greasy napkins, cookie crumbs,
Blobs of gooey bubble gum,
Cellophane from old bologna,
Rubbery, blubbery macaroni,
Peanut butter, caked and dry,
Curdled milk, and crusts of pie,
Rotting melons, dried-up mustard,
Eggshells mixed with lemon custard,
Cold French fries and rancid meat,
Yellow lumps of Cream of Wheat.
At last the garbage reached so high
That finally it touched the sky,
And none of her friends would come to play,
And all of her neighbors moved away;
And finally, Sarah Cynthia Stout
Said, "Okay, I'll take the garbage out!"
But then, of course it was too late,
The garbage reached across the state,
From New York to the Golden Gate;

Rosen- English 7
Period_____

_____ 4. Which object did Anton **not** look at through his microscope?

a. pincushion b. mosquitoes wings

c. fish scales d. blood

5. Try writing your own multiple choice question here:

6. And write another multiple choice question here:

7. Pick two adjectives that describe Anton from your perspective or from the townspeople's perspective. Explain your choices.

Adjective Describing Anton	Perspective (circle one)	Supporting Evidence
1.	Yours Townspeople	
2.	Yours Townspeople	

Can you think of other objects- common or not so common- that might make a good subject for a poem?
Brainstorm a few here: