

Poetry Portfolio Grade Sheet

POEMS: 150 POINTS



1. ____ Personification Poem (5) Use worksheets for help
2. ____ *Harlem* Skeleton Poem (p. 591) (5)
3. ____ 12 Line Metaphor Poem (5)
4. ____ Rhyme Poem Using “I am” metaphors
5. ____ Generation Poem (p327) (5) Use Walker worksheet and “Women” for help
6. ____ Tone Poem (5) (In my...I am) Use worksheet for help
7. ____ Tone Poem (5) Use preposition, adverb, conjunction worksheet for help
8. ____ Picture it with verbs (5) Choose a theme and use verbs to support that theme
9. ____ Movement with Verbs (5) Use worksheet for help with both verbs poems
10. ____ Color/ Emotion Poem (5)
11. ____ Acrostic Poem (5) Use worksheet and Kirstin’s poem for help
12. ____ Alliteration Poem (5) Use worksheet for help
13. ____ Absurdity Poem (5) Use worksheet for help
14. ____ Onomatopoeia Poem (5) Use worksheet for help
15. ____ Haiku (5) Use worksheet for help
16. ____ Limerick (5)
17. ____ Diamante (5) Use worksheet for help
18. ____ Catalog Poem (498) (5)
19. ____ Your own road poem (p. 188) (10) Use the green Literature book for help
20. ____ Creative Writing (5) (p. 529 in *Elements* ...#2, 3, or 4) Use poems as models
21. ____ Unique Rhyme Poem (5) Use Rhyme worksheet for help
22. ____ Couplet (3)
23. ____ Triplet (3)
24. ____ Quatrain (4)
25. ____ Rhyme Poem converted to Free Verse (10)
26. ____ Rhyme and Free Verse Combined Together (10)
27. ____ Sonnet (10)

ANALYSIS: 45 POINTS

____ Compare/Contrast Essay (p. 614-619 for help): Choose any combination of 2: songs or poems, analyze their similarities and differences **explaining their use of literary techniques** (i.e Imagery, tone, rhyme, etc.). Include **all** prewriting, rough drafts, and peer editing with the final draft. Be sure to include words of the poems or song lyrics you used. Choose **appropriate** songs and poems!!

ACTIVITIES: 55 POINTS

1. ____ Both Personification worksheets (10)
2. ____ *Harlem* Worksheet (5) Use this worksheet and copy for poem section
3. ____ *Women* Graphic Organizer worksheet (p. 556 for help) (5)
4. ____ Imagery Through Action Verbs worksheet (5)

5. ____ Color/ Emotion worksheet (5)
6. ____ Writing with Alliteration worksheet (5)
7. ____ Meter Identification worksheet (5)
8. ____ Quick writes found below (15) (Located in yellow *Elements of Literature* text)
 - ____ Before *Women* p. 556
 - ____ Before *Fog* p. 503
 - ____ Before *Fifteen* P.571
 - ____ Before *Daily* P. 495
 - ____ Before *I never Saw a Moor* p.522
 - ____ Before *Kidnap Poem* p.525
 - ____ Before *Southbound ON the Freeway* p.527
 - ____ Before *Fire and Ice* p. 541
 - ____ Before *All Watched Over by Machines of Loving Grace* p. 543
 - ____ Before *The Road Not Taken* p. 602

Additional Handouts (Terms, Harlem, Tone, Onomatopoeia, Haiku, Rhyme)

Total 250 points:

Score: _____

Grade: _____

Literary Terms



Alliteration:	The Repetition of similar/ same consonant sounds in words That are close together Example: blue black cold cries out
Ambiguity:	When the meaning is unclear; open to many interpretations
Antagonist:	The opponent who struggles against or block the hero, Protagonist, in a story
Aphorism:	A brief, cleverly worded statement that makes a wise observation About life, like a proverb
Apostrophe:	Poetic device in which the poet talks to an absent person, place, or thing as if it were present. Example: O Captain! My Captain! Our Fearful trip is done! -Whitman
Assonance:	The repetition of similar same vowel sounds Example: The cool moon in June
Ballad:	A songlike poem that tells a story, often one dealing with adventure and romance. Usually has the following: simple language, four or six line stanzas, rhyme, and meter
Blank Verse:	Unrhymed iambic pentameter
Characterization:	The process by which a character's personality is revealed
Couplet:	A pair of consecutive rhyming lines, usually having the same meter
Consonance:	The repetition of same/similar final consonant sounds Example: tick-tock ping-pong
Concrete poem:	Contains a shape that suggests its subject or reinforces the theme of a poem
Dialect:	A way of speaking characteristic of a certain social group or the Inhabitants of a certain geographical area
Diction:	A speaker or writer's choice of words; has powerful effect of a Piece of writing
End Stopped:	Poetry in which the ideas naturally pause at the end of a line
Extended Metaphor:	A metaphor is continued over several lines of a poem
Figurative Language:	A picturesque use of words that makes the poet's meaning more vivid than a literal statement.
Free Verse:	Poetry without regularized meter, usually unrhymed
Hyperbole:	A figure of speech using incredible exaggeration for effect Example: I waited a million years for you-where were you?
Imagery:	The written description of a mind-picture appealing to the reader's senses
Local color:	Fiction or poetry, which tends to place an emphasis on a particular Setting- including its customs, clothing, dialect and landscape
Lyric poetry:	Poetry that is highly musical verse; expresses the observations and feelings of a single speaker.
Metaphor:	A figure of speech that compares two unlike things without connective words Example: Sally is a rock of strength
Meter:	Rhythmical pattern determined by the number of stresses or beats in each line, i.e., iambic pentameter
Narrative Poem:	tells a story, including ballads, epics, and romances
Onomatopoeia:	The use of words that sound like what they are Example: Pow! Bam! Whish, Boom!

Paradox:	A statement that is seemingly contrary to common sense yet is, in fact, true Example: the coach considered this a good loss.
Personification:	A figure of speech in which an object or animal is given human Feelings, thoughts or attitudes
Poetry:	One of three major types of literature. Form and content are closely related. Most poems make use of highly concise, musical, and emotionally charged language. Many also use imagery, figurative language, meter and rhyme.
Refrain:	A repeated line or group of lines in a poem or song
Rhyme:	The repetition of sounds at the ends of words
Rhyme Scheme:	The regular pattern of rhyming words in a poem
Run-on Line:	The thought continues, without pause, into the next line.
Satire:	A type of writing that ridicules people or institutions in an effort to Bring about change
Scansion:	The process of analysis of a poem's metrical pattern. The poem is "scanned" to determine the meter.
Simile:	A comparison between 2 unlike things using mostly "like" or "as" Example: She was as strong as an ox. Tom is like a tiger.
Speaker:	The person speaking in the poem, not necessarily the author. Similar to narrator.
Symbol:	Anything that stands for or represents something else
Syntax:	The order of words
Theme:	The central message or insight into life revealed by a literary work
Tone:	The writer's attitude toward his or her subject, characters, or audience

POEMS AND ACTIVITIES

1. POEM: PERSONIFICATION

The word *personification* helps us remember what personification means, making things seem like people. Personification is so powerful that even one line can create a vivid scene. Barbara Turner wrote, "Honest potatoes empty their pockets on the plate." Suddenly, we have a picture of people wearing pants and coats.

Personification is the assigning of human traits to things, colors, qualities, and ideas. There are many ways to personify things so they seem human. Martin writes about stones as though they are people having thoughts, giving answers, and wearing clothes.

Personification allows you to add a human dimension to any object, color, quality, or idea. You know that a car has four tires, an engine, and a steering wheel, but what happens when the car is personified? Consider the following examples:

The happy car cheered when it greeted the tow truck.

Their car cried out for more gas before it went to sleep on the side of the highway.

Trash rallied around the dumpster cheering for the garbage man.



BETH ASHLEY, Adult

Romantic trucks kiss other cars' bumpers.

➤ **RICHARD SMITH, age 12**

Stones



Stones know the answers.

Their roundness is like hands cupped in a prayer.

*They dress carefully,
Sometimes wearing moss cloaks.*

*There are messages inside of stones,
Deep memories of mountains and oceans.*

So sometime, ask a stone what it knows.

Tap it softly like a drum

Or throw it gently on a pond

And watch its answer appear

As sound waves across the water

➤ **MARTIN ROSEN, age 15**

WAYS TO WRITE PERSONIFICATION

1. Use verbs that name human actions
Love remembers the good times.
Cats tango in the streets.
2. Write with adjectives that generally are used to describe people.
The embarrassed clock covered its face with its hands.
Worried peas glance at the boiling water.
3. Refer to object, ideas, qualities, and color using personal pronouns.
I called out to the ocean, and she waved back at me.
I coaxed my motorcycle, but he still wouldn't start.
4. Give things human body parts
The tree stretched its legs.
Our watches shook hands.
5. Construct a complete personality for an object by discussing its friends, home, or job.
Judgment works at the bank.
Green's best friend is envy.

A Story Untold

The moon creeps.
In the midnight air.
It speaks
Of fears and terrors
It sings
Of a single soul
It rings
Of a story untold



➤ CAROLYN HART, age 15

❖ Activity! Personification - Naming Human Actions

- A. **Personify things, ideas, and qualities by writing a human action next to each object listed below**
Examples: The moon winked.
My refrigerator laughed.
- B. **Then, expand some by answering Who? What? Where? When? Why? Or how?**
Examples: Dirty clothes got up and walked
(Where?) into the laundry room
The sun smiles (When?) in the morning

- | | |
|-------------|---------------|
| 1. Oceans | 11. Hands |
| 2. Waves | 12. Hats |
| 3. Cars | 13. Necklaces |
| 4. Wheels | 14. Homework |
| 5. Trash | 15. Dogs |
| 6. Birds | 16. Glasses |
| 7. Machines | 17. Sound |
| 8. Heart | 18. River |
| 9. Math | 19. Moon |
| 10. Sun | 20. Computers |

❖ Activity! : Describe Things as People

A. In this activity, you will write about things using adjectives that usually describe people. Write the name of an object next to the adjectives listed below.

Example: Honest machines

B. Then, Expand the expression by answering Who? What? When? Where? Why? Or How?

Example: Talking hands (what?) speak about friendship

1. Happy _____
2. Thoughtful _____
3. Mean _____
4. Caring _____
5. Loyal _____
6. Dumb _____
7. Lying _____
8. Smart _____
9. Honest _____
10. Lazy _____
11. Sulky _____
12. Sneaky _____



Personification: Using Human Anatomy (Not an exercise. Use these next two sections for help when writing your personification poem)

Mouth	Ears	Arms	Fingers
Hair	Teeth	Muscles	Eyes
Nose	Knees	Hands	Toes
Skin	Wrist	Fingernails	Elbow

Giving Things a Complete Personality

Human Emotions and Traits

Love	Friendship	Worry	Bravery
Fear	Envy	Passion	Respect

Colors and Textures

Red	White	Blue	Opaque
Yellow	Turquoise	Salmon	Transparent

Human Anatomy

Heart	Liver	Knees	Hands
Eyes	Lungs	Feet	Fingers

Nature

Trees	Wind	Stones	Breeze
Sea	Sky	Sand	Clouds

Things

Cars	Refrigerator	Stove	Doorknob
Plastic	Keys	Computer	

Give the Thing You Choose a Personality by Providing Some More Information

Where it lives-where it goes on vacation

Its favorite colors, clothes, food, holidays-its memories and emotions

Its job, hobbies-its dreams and desires

Its friends and relatives-problems-the way it moves

- 1. PERSONIFICATION POEM:** choose a topic and write a 12 line poem using personification to bring life to a subject that one might normally not think of as very human.

HARLEM(Page 591)

Langston Hughes

What happens to a dream deferred?

*Does it dry up
Like a raisin in the sun?
Or fester like a sore-
And then run?*



*Does it stink like rotten meat?
Or crust and sugar over
Like a syrup sweet?*

*Maybe it just sags
Like a heavy load.*

Or does it explode?

Using the skeleton of *Harlem*, fill in what you think happens to a dream deferred.
Remember to make your own metaphors or comparisons, don't rewrite the same poem.

❖ ACTIVITY: Harlem Worksheet

My Dream Deferred

What happens to a dream deferred?

Does it _____

Like a _____

Or _____ like a _____ --

And then _____ ?

Does it _____ like _____ ?

Or _____ like _____ ?

Like _____

Maybe it just _____

Like a _____ .

Or does it _____ ?

2. POEM: HARLEM POEM:

Now take the poem that you have made with this skeleton outline and create a page in your portfolio.

Metaphor

Metaphors are comparisons between two unlike things, or describe one thing as if it were another.

Metaphors can be **direct** or indirect. (Remember, don't use *like*, *as*, *than*, or *resembles*)

A direct metaphor is when one thing is said to **be** another.

Direct example: *My girlfriend is an angel.* *Valencia is paradise.* *She is a doll.*
My teacher is a walking encyclopedia! War is hell.

In an indirect metaphor, things are compared to one another, but one thing isn't said to be another. Indirect metaphors compare things through their qualities.

Indirect example: *The students stampeded out of the gym.* (the students are compared to reckless cattle) *My father barked at me when I came home late last night.* (father is compared to an angry dog barking)

- 3. METAPHOR POEM:** Choose a topic of your own: a friend, family member, day, thing, or event and write a twelve line poem using both direct and indirect metaphors describing your choice of topic.

4. I AM METAPHOR POEM

Use "I am" (or "we are") to write metaphors in which you compare yourself to animals, places, ideas, and things. Use all of the metaphors starts given here. When you write your poem, draw from these metaphors, leaving out some of the "I am's" or "We are's."

- 1. First, on a sheet of paper, write:**

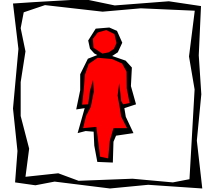
- *I am* or *we are* (and then name something in nature like a tree, a stone, or the sky).
- *I am* or *we are* (and then name an animal).
- *I am* or *we are* (and name an age).
- *I am* or *we are* (and name a color).
- *I am* or *we are* (and name where you come from or where or where you live).
- *I am* or *we are* (and name an object like water, paper, scissors, or honey).
- *I am* or *we are* (and name an idea like hope, sadness, love, or loyalty).

- 2. Then, after each, tell: Why? Where? When? or How?**

- 3. Now after completing all the lines, put them together in poem form for your portfolio.**

*I am the wind, clean and fresh, fresh, rustling you when I move by
I am a coyote, prowling the woods at night.
I am a flute, air flows through me. My sound pierces the night.
I am ageless, both young and old.
I am green, healthy, smooth, emerald.
I am the sea, expansive and changing and waves, lapping on the beach.
I am sand, flowing through your fingers. Hold me if you can.*

➤ Rachel McLeod, age 17

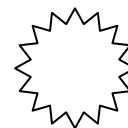


❖ Activity! Graphic Organizer-Alice Walker poem "Women"

What We Are Given

In "Women," (page 327) Alice Walker expresses her gratitude for the legacy of her mother's generation. What have you inherited from earlier generations? In the space below, use drawings, symbols, words, or a combination of all three to explore at least three of your inheritances. Those inheritances may be something beneficial to many people, such as democracy, or something more personal, such as a sense of humor. If you list something concrete, like a ring, explain its significance.

Your Inheritances



1. Describe two of the people (or groups of people) from whom you have received your inheritances. If they are related to you, explain how. Why did they create a legacy for you? If you do not know much about these people, imagine their characteristics.

a. _____

b. _____

2. What kind of legacy would you like to leave?

5. **GENERATION POEM:**

Using Alice Walker's poem as an example, write a 12 line poem expressing your gratitude for the things, qualities or traits that you have inherited from those that came before you.

"In my" or "I am" Tone poem

Tone or Mood is the way that the writer conveys his/her feelings towards a subject. A poet will choose certain words, figures of speech or other methods to attempt to share with the reader a feeling for the subject that the author experiences as well. In looking back on a fond remembrance, a writer may choose to use nostalgic or romantic terms for an event from the past. Very different terms would be used to describe an unhappy remembrance.

6. **TONE POEM (I AM)**

Use the following phrases to write a poem in which you establish the poem's tone or feeling by using specific words, phrases and figures of speech. Opening your poem with one of the following phrases will help establish a tone or mood that stresses feelings, goals, or dreams.

In my wishes, I am

In my dreams, I am....

In my fears, I am....

In my nightmares, I am....

In my past, I was....

In my stories, I was....

In the future, I'll be....

In this poem Rachel begins with the words "In my dreams I am in...". The reference to a dream allows her to put herself in an improbable place, the inside of a syrup bottle.

Sap

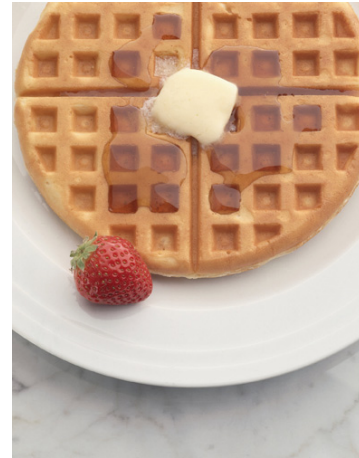
In my dreams,

I am in a Mrs. Butterworth's oblong bottle,

Slow procrastinating syrup

Hiding inside this trusted woman.

How many maples were drained
 Of their sweetness to create me?
 I am manufactured by owners.
 I am crouched down low
 Behind her wide apron,
 Feeling thick and sluggish,
 Thinking...
 And watching the others on the outside
 Eating their pancakes an eggs
 While I am continuously tipped over.
 Can't break through her stomach yet.
 Mrs. Butterworth's not ready
 To let me be free.
 Confused...
 Am I supposed to enjoy
 The sugar sweetness
 Or is it just tree sap?



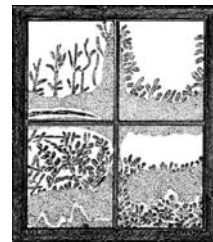
➤ Rachel McLeod, age 17

❖ Activity! Imagery Through Action Verbs

Imagery can take many forms. It is a way that authors appeal to one of the five senses that we possess: sight, sound, smell, taste, touch. Often times, imagery is developed through the use of verbs or action words that are particularly striking. For instance, one could say that someone “*Was very scared*”, or one could be much more descriptive and say that same someone “*Shook like a leaf.*” Notice how much more interesting and descriptive the imagery of the second example is compared to the first.

Rewrite each sentence on the line below it to create an image. Avoid using the following verbs: *am, is, be, been, was, were, being, seem, seemed, feel, felt*. Keep the same meaning, as in the first example, or give an illustration, as in the second example. Remember that imagery can appeal to any of the five senses; you do not necessarily need to “paint” a visual picture.

Example: Original Sentence: *The students were cold.*
 Rewritten: *The students shivered in class.*



Example: Original Sentence: *He is excited.*
 Rewritten: *He leaves today for Hawaii.*

1. He is lucky: _____
2. I am happy: _____
3. The bus was hot: _____

4. They were angry: _____
5. Summer is fun: _____
6. I feel great: _____
7. My life is good. : _____
8. They were tired. : _____
9. You seem jealous. : _____
10. I am lost: _____
11. They are brothers: _____
12. She seems honest: _____

One of the most common forms of imagery appeals to sight and is called *visual imagery*. In this form, an author uses words to “paint a picture” for the reader. See the poems by Mickey and Chris for examples.

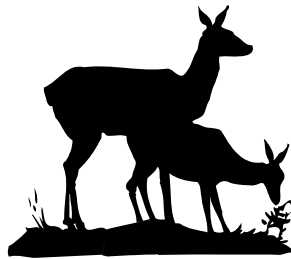
Picture it with Verbs: Poems for Examples

Mickey writes about loss. She shows the pain through her choice of verbs: *Grasp, drops, and hurts*.

*Riding on a bus
We see a deer
As we pass
She lifts her head*

*In my mind I grasp her pain
She drops her head
And shows her life is going*

*A lady there
Also hurts
For the life lost
Of something wild*



➤ **MICKEY STURZA, age 18**

Chris' poem is about struggle, and his verbs; *clawed, vaulted, blasted*, etc. support and develop his theme.

*The wall east of me is strong and tall.
It stretches pole to pole.
I mean to get to the other side*

*I hammered a blasted and chiseled
Without making a dent
I climbed and clawed and vaulted for years
And always slid down*

*At last, I admitted my problem and headed west
Thankful that the world is round.*

CHRIS McLEOD, adult

7. **TONE POEM (2)**

Creating a Tone

One of the most common forms of imagery appeals to sight and is called *visual imagery*. In this form, an author uses words to “paint a picture” for the reader.

One way to create tone is through choice of words. When a poem begins with an article (a, the), an adjective (green, famous), or a noun (eagle, summer), the initial focus is on a thing. By starting a poem with a preposition, an adverb, or a conjunction, you affect the mood of your poem by putting the focus on time, possibility, and place. Ryan establishes tone in his poem “Jungle” by starting it with the word *if*.

Select a topic from the list below and write a poem showing a picture of it. For this exercise, use as few of the following verbs as possible: *am, is, are, was, were, be, been, seem, seemed, feel, felt*.

Topics: Love Guilt Hate Loyalty Jealousy Sadness
 Courage Hope Fear Anger Honesty Forgiveness

Jungle

*If I could capture life in a jungle
I would feel safe now.
Instead I'm waiting
For the artificial horizon to set
Beneath the fixed position clouds*

*The jungle laughs
As I try to make life-extending decisions
Knowing they're life-ending mistakes.*

*Planes circle overhead
Like falcons waiting for prey
Is this a dream
Or an unsynchronized anesthetic nightmare?*

*Wrong times and wrong places
Lengthen the war memorial*

➤ RYAN MACKIE, age 12



8. PICTURE IT WITH VERBS POEM:

Using action verbs, write a poem that describes movement. At least 12 lines.
Use a thesaurus to help you with this project.

Just the same way that you can create a mental picture with words, you can also create “movement” or excitement with your choice of words. Look at the examples of some “plain” verbs and their more exciting doubles below.

<i>Walked</i>	<i>Sauntered</i>	<i>Ate</i>	<i>Devoured</i>
<i>Ran</i>	<i>Galloped</i>	<i>Talked</i>	<i>Discussed</i>
<i>Slept</i>	<i>Dozed</i>	<i>Saw</i>	<i>Observed</i>

Lisa uses many examples of vivid action verbs in her poem “Sea”

Sea by LISA STUEBING, adult

*Collect the flat stones
That **linger** on the beach
Launch each skipping
Against the waves*

***Liberate** the pebbles
From the sandy walls
Roll them through your fingers
Plunk them into water
They will **splash** your face*

*Visit with the limpets
Match-up the sea stars
Caress the anemones
Listen to the seashells*

Touch the sunset.



9. POEM: MOVEMENT WITH VERBS

On a separate sheet of paper, write a poem that begins with a preposition, an adverb, or a conjunction to create a tone or mood that emphasizes time, space, or possibility rather than putting the focus on a specific thing, place or person.

<u>PREPOSITIONS</u>	<u>ADVERBS</u>	<u>CONJUNCTIONS</u>	
About	with	carefully	after
Above	without	closely	after all
After		finally	because
At first		lately	before
Before		nearly	however
Below		recently	if

Behind	silently	unless
Between	slowly	until
In	so	when
Outside	softly	whenever
Toward	soon	where
To	suddenly	while
Under	too	

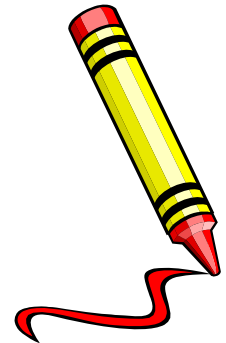
❖ Activity!: Color and Emotions

Colors are very vivid words. Not only are they very good for visual imagery, they can contain emotional meanings as well. Use the next activity to think about what types of associations you have with different colors. How do you respond to any of the colors you have listed.

List fifteen colors and write next to them what emotion they evoke. For example, many people consider Red to be an uncomfortable color meaning danger, or warning. Others see red as excitement and dynamism. How do you see it and other colors? There is no “right answer” only your answer

EXAMPLE: Blue- quiet and shy

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____



13. _____

14. _____

15. _____

10. POEM: COLOR/EMOTION

Now choose seven colors and write a poem that uses the colors to evoke emotions.

11. POEM: ACROSTIC

Acrostic Poem

This one's simple and it's about your favorite subject. Use the letters of your name to create a poem that defines you. Use both your full first and last names. For a real challenge, add your middle name, nickname, or any other titles you might have.

EXAMPLE: Kirsten Young

Kind and sweet
I'm a bubble waiting to pop
Right handed
Showing improvement
Taught to earn
In my dreams I am a dancing queen
Nice and shy.

Young always and forever
Opposites attract
Unique in own way
Nothing but sugar and spice
Going along my own path.

Alliteration is the repetition of similar consonant sounds at the beginning of words that are in the same piece of writing.

SCHOOL OF LOVE

A school of love teaches you how to love and care
As you learn your loveabets from a-z

A school of love teaches you different ways to spell
As you put your words in lovabetical order.

➤ **Trenita Harris, age 11**

Repeated sounds have serious connotations too. Say the sounds of the following letters aloud slowly: *d*, *b*, *w*, *m*, and *s*. These sounds may suggest an emotion, a musical instrument, or even a place. Students often say that *d* reminds them of banging and doom; *b*, lightness, a breathy, airy feeling; *b*, a drum; *w*, softness and whispers; *m*, humming, whirling, and a clarinet; and *s*, quiet, secretiveness, and a song.

The poems below repeat sounds. Notice how the sound of alliteration affects the meaning of each poem.

Billy Baldwin was a bat-boy
His heart heaved at the sound of a hit
Dugouts, diamonds, dirt mounds and daygames delighted him
Catching flies, fielding fouls and first base hits fascinated him.
I guess you could say that Billy Baldwin was a born baseball boy
➤ **Jon Singer, age 16**

THE MOON IS A MAGICIAN

The moon is a magician
With a wand filled of light
Air birds and rabbits pop and fly out
Of its black, tall, shiny hat

Moon magic is private magic
Sometimes, it's a big white ball
Swirling spokes and colors through the trees
And many leaves that cover the grass

Then the moon brings out its magic wind
To blow away the sparkling leaves

➤ **Jovan Lewis, age 11**

Wet, cool earth's watering smells,
Welcomes the new day rising

➤ **Jennyfer Schaubel, age 12**



❖ Activity! Writing with Alliteration

Write at least five alliterative words next to each letter listed below. Write unrelated words or words that form sentences. If you write sentences, include some words that are not alliterative.

EXAMPLES: F frame, fabulous, fragrant, fig, fish
 B The big bear and the baboon bit bananas and pears

Jovial, jolly Santa jammed in the chimney
Big baboon bit the banana
Mad Mickey Mouse made Minnie Mouse do math

➤ **Jenny Miller, age 14**

Hands are used for handling
Noses are meant for nosing around

➤ **Tip Toland, adult**



- 1.) B _____
- 2.) C _____
- 3.) D _____
- 4.) F _____
- 5.) G _____
- 6.) H _____
- 7.) J _____
- 8.) K _____
- 9.) L _____
- 10.) M _____
- 11.) N _____
- 12.) P _____
- 13.) Q _____
- 14.) R _____
- 15.) S _____
- 16.) T _____
- 17.) V _____
- 18.) W _____
- 19.) Y _____
- 20.) Z _____

12. POEM: ALLITERATION

That's quite a list there. Choose a topic now and use those alliterative words and any others you can come up with for a 12 line poem of your own.

Absurdity Poems

Contrary to popular belief, absurdity has a very welcome place in literature and poetry especially. An absurd poem or story can be used to tell an important lesson or moral (such as much of *Alice in Wonderland*), or it can be just for fun. Try this next activity and have a good time

13. POEM: ABSURDITY

First, name activities such as playing baseball, cooking dinner, driving a car, watching television, doing homework, or reading the newspaper. Then, as in the following poems, create absurdity by describing the events using animals as the main characters, rather than people in a 12 line poem. You can use to poem to tell a story based on real situations or characters.

After the armadillo
 Finished giving his speech
 On subnuclear physics
 The cow realized that it was his turn Ryan Mackle, 12

Absurdity, or writing in a tone that is silly or contrary to reason, adds humor to poetry and is fun to compose. One effective way to create absurdity is to write about situations in which animals assume human roles.

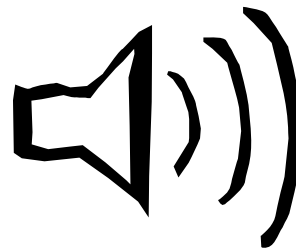
Writing with Onomatopoeia

There are two kinds of onomatopoeia. *Squeal, thump, crunch, and squish* are examples of obvious onomatopoeia. When used in moderation, these words enhance and broaden the meaning and sensory impact of a poem. When used in excess, the writing becomes absurd, comic, or exaggerated. The other type of onomatopoeia is a subtle and suggested by the shape of the mouth or by the volume of sound when the words are pronounced. Say *round, open, shut, tiny, strike, caress, float, and gigantic*. Notice the form of your mouth and volume of your voice when you say them. The sound and shape of these words resemble the actual meanings.

14. POEM: ONOMOTOPOEIA

A. From the list below, select a thing or place that has many sounds

- | | |
|-----------------------------|------------------------------|
| A concert | animals |
| Television | vacation |
| Breakfast, lunch, or dinner | a radio |
| A vacuum cleaner | a car, plane, bike, or train |
| Firecrackers | a musical instrument |
| A holiday | a test |
| A train | a football game |
| A refrigerator | a hike |
| A typewriter | an office |
| An argument | a restaurant |
| Sleep | a city or section of a city |
| A party | your house |



B. Write a poem describing the place or thing using the onomatopoeic words on the next page. To hear the effect of onomatopoeia, write more than one poem and vary the; number of onomatopoeic words you use in each poem. See Cori's poem for an example.

HORSES

*Horses are beautiful, fast, and colorful
They gallop-clop, clop,
And their tails fly
With the beat of the wind.*

➤ **CORI KNIGHT, age 10**



Onomatopoeic Words

Bang
Beep
Blink
Boom
Bow-wow
Buzz
Chirp
Chug
Clang
Clap
Clatter
Click
Clink
Cluck
Crack
Crackle
Crash
Creak
Crunch
Cuckoo

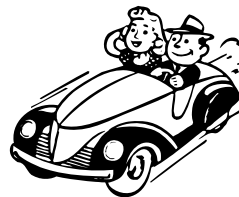
Drip
Fizz
Flip flop
Grate
Gurgle
Grind
Hiss
Honk
Hum
Lunge
Meow
Moan
Moo
Munch
Murmur
Ping
Plop
Quack
Rattle
Ring

Rip
Roar
Rustle
Sizzle
Slap
Slurp
Smack
Snap
Splash
Squeak
Squeal
Squish
Swirl
Thump
Tic-tock
Warble
Whack
Whisper
Yawn

Onomatotoday



In the morning
Yawn, stretch
To the bathroom
Scratch, blink
In the shower
Scrub, splash
To the closet
Whisk, rustle
Down the hall
Thump, creak
In the kitchen
Clang, clink
To the car
Honk, screech
At the office
Tick, ring
Out to lunch
Munch, slurp



Return home
Thug, moan
On to bed
Shuffle, snore

○ **CATHY CHRISTIANSEN, adult**

*Jumping bronzed walls
Over green lakes
Where fish go head first
And dolphins lunge
With a swirl
Sea gulls carry faith
For days to come
Leaping higher
To distant peaks*



MATT LANGHANS, 12

HAIKU

A haiku is an unrhymed Japanese poem of three lines containing five, seven, and five syllables, respectively. It is usually light and delicate in feeling and is concerned with something lovely in nature, especially the season of the year. Sometimes, there is a direct contrast within the verse.

Like bland verse, haiku poetry is written in unrhymed meter. In English, meter means the pattern of stressed and unstressed syllables in a poem while in haiku, meter is the count of syllables per line. The meter or measurement of haiku is three lines of 5-7-5 syllables per line

*Soundless little squeaks
Coming from a light gray rat
Rolling in sawdust.*

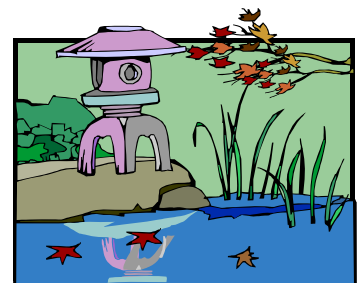
➤ **Micheal Armstrong 14**

*Wildly darting fish
Dividing and disappearing
Then the shark appears*

➤ **Chris Tate**

*Ancient pyramids
Colossal in its volume
The distance is far*

➤ **Justin Maranga**



*So calm smooth and cool
Rivers reflecting shallows
Rocks so rough and deep*

➤ **Jesse Matkosky**

15. POEM: HAIKU

Write and illustrate 4 haikus, one for each season. Include an animal, plant, element or other natural figure to represent the season.

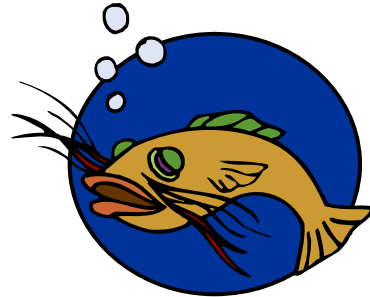
Writing a Limerick

16. POEM: LIMERICK

A limerick is a poetic form for writing humor. Limericks have five lines written in the rhyme scheme *aabba*. Limericks were traditionally written in meter, but meter is now often replaced by line length. The poems below show limericks without meter. Write a limerick in which lines one, two and five are long, and three and four are short. (*aabba*)

John

I once knew a man named John	a
He loved to fish in Black Pond	a
Bit is dried up	b
What bad luck	b
Now the fish can't spawn	a



Lee

There once was a fish named Lee	a
Who loved to swim and roam free	a
He laughed and he joked	b
'Til he almost choked	b
Now his label is Chicken of the Sea	a

Gore

I had a good friend named Gore	a
Who used to love to hunt boar	a
But the boar that he found	b
Chased him around	b
Now Gore doesn't hunt boar anymore	a

17. POEM: DIAMONTE

The diamante is fun and easy to write. Your diamante is written in a diamond shape. The purpose is to go from the subject at the top of the diamond to another totally different (and sometimes opposite) subject at the bottom



Winter
Nippy Chilly
Sliding Biting Skiing
Glacier Icicles Flowers Buds
Melting Growing Swelling
Clear Green
Spring

Three poems from the literature book

For the next three poems you will need your literature books

18. POEM: CATALOG

For this poem, you will need to have read Naomi Nye's poem "Daily" (pg 494). Look at page 498 in your book for the catalog poem assignment.

19. POEM: ROAD POEM

For this poem, you will need to have read Robert Frost's poem on (pg 188). Use the poems as a model and create your "Own Road Poem"

20. POEM: CREATIVE WRITING (#2, 3 OR 4)

Look at page 529 in the yellow *Elements of Literature* book (in my class), choose #2, 3 or 4 and follow the instructions

RHYME AND OTHER COOL STUFF

End Rhyme

Rhyme that occurs at the ends of lines of poetry is called end rhyme. End rhyme is the element people most frequently associate with poetry. This type of rhyme is particularly challenging to write and one of the reasons why many people believe they can never write poems. The popularization of free verse, however, frees poets from the myth that all poems must rhyme. Now writers can use rhyme to strengthen the content, not because it is the only available poetic form.



Halloween

Halloween is very keen

On Halloween you're never lean -CAITLIN McELROY, age 9

GUIDELINES FOR WRITING WITH END RHYME

1. Use rhyme to enhance the meaning of your poem. When two words rhyme, neither word must sound secondary or incidental. When I first started teaching poetry, a boy in my class wrote, "I have a car. It is pink. It is in the kitchen sink." While the image of a pink car seemed plausible and even poetic, the absurdity of the kitchen sink indicated that the writer got stuck for a rhyming word and randomly chose one. When you write poems that rhyme, use only rhyming words that fit the content.
2. Consider memorizing poems that rhyme to become familiar with the way that rhyme structures poetry. I heard a story on the radio that illustrates the power of rhyme. Two men with little experience decided to climb a mountain in India. About four hours from the summit, they realized they did not have the endurance to make it to the top and thought they might die on the mountain. To stay awake, they decided to recite poems they had memorized forty years before. They credited the poetry with bolstering their stamina and giving them rhythm to reach the top.

Memorization will support your writing, freeing you to recall sounds and rhythms without the printed page. You may want to memorize a favorite poem. Rhymed poetry is like a good friend, ready to climb that mountain with you.

Determining the Rhyme Pattern

To determine the rhyme scheme in a poem with end rhyme, assign each line a letter of the alphabet. Lines with last words that rhyme are given the same letter.



EAGLE

Clouds float free upon the sky	a
But everything's still when an eagle dies	a
It's graceful and quick with lightening speed	b
And snags a fish without being seen	b
But people shoot eagles just like they're game	c
It's like shooting a son- it only brings pain	c

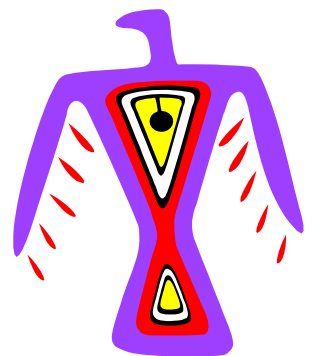
➤ **FRED MILES, age 11**

The sun danced	a
Across the sky	b
The rainbow curved	a
For miles high	b
Where does the rainbow end?	c

➤ **DAVE MICHEALS, age 14**

HIGHWAY

Wheels swim across the wavy highway	a
Waiting to reach the beach	b
It seems to go on forever	c



So far out of reach	b
All alone, no one to talk with or see	d
The highway is an ocean	e
No life at all but me	d

➤ **ERIK HALDI, age 15**

Unique Rhyme Schemes

Poets create unique rhyme schemes or follow set structures called fixed forms. Jason's poems, below and on the next page, show how unique rhyming patterns can support an unexpected shift in the action or help create a wistful mood.

Early Dawn

Winter snow	a
It feels like thirty below	a
Outside	b
And I see a light glow	a
-could it be a fawn-	c
off in the distance	d
of early dawn	c

* **JASON WILLITS, age 11**

Out there where the Eskimos live	a
It's a hundred below zero	b
Out in igloos eating homemade stew	c
Then the fishing boats come in view	c
They've caught a whale	d
Now the hunt is through	c
No more trudging	e
Across the tundra	f

➤ **JASON WILLITS, age 11**



21. POEM: UNIQUE RHYME POEM

Write a poem with a unique rhyme scheme, at least 12 lines.

Internal Rhyme

There are two main types of internal rhyme, or rhyme within lines of poetry. One type rhymes words in the middle of lines with words at the ends of the lines (see Andy's poem below). The second poem by Dave, uses the other type of internal rhyme which rhymes words within lines with other words in the middle of lines in the poem.

*Waves roll across the sand
As a sea gull flies overhead,
The sun seems to beat down on the water
Like a magnifying glass.*

*Cool breeze carries the smell of salt
And clean air.
Rain makes the land misty
Waves smash across the sand
As a killer whale swims by.*

➤ **Andy Bowles, 17**

*He always dreams of snow in December,
But when the sun gleams seventy degrees,
He knows a surfboard's better than a sled.*

➤ **Dave Michaels, 14**

Fixed Rhyme Patterns: Couplets, Triplets, and Quatrains

There are a variety of fixed or traditional poetic forms. A stanza is a group of lines similar in appearance to a paragraph. Couplets, triplets, and quatrains are types of stanzas that give poems a fixed structure. A limerick is a traditional structure with a rhyme pattern of a b b a.

A couplet is two lines of poetry. Couplets often rhyme, as in Caitlin's poem below. Couplets are generally written in uninterrupted passages. The following poem "fishing," has eight couplets.

FISHING

*I like to go out with my dad on a boat
And fish and wear the sun for a coat
We drop our nets or fishing pole line
And everything turns out just fine
We wait with our poles so patiently
And hope to catch a fish or three
Then it gets as dark as night
My dad shows me all the lights
Especially the one far out in space
Dad calls it the moon, a very strange place
Dad talks of pirates who guided ships
By stars on long and lonely trips
He tells of monsters in the sea
That swallow ships and frighten me
When our trip is over and waves turn to foam
We pack up our gear and head towards our home*



➤ **BILL MUSSELMAN, age 12**

Triplets

A triplet is a group of three lines. In the poems and on the next page, Jacquie and Caitlin wrote (in rhyme using an a a a rhyme scheme).

Spring creeps slowly down the moor a
And leaves its foot prints near my door a
As sunlight tails across the floor a

In my yard the tulips rise a
Trumpets in a floral guise a
My heart has grown one year wise. a

➤ **JACQUIE WILLETTE, Adult**

Quatrains

A quatrain is a 4-line stanza, and when rhymed, assumes a variety of patterns. Familiar rhyme schemes are a b b a, a a b b, and a b a b, but the most common quatrain pattern is abcb.

Sphere

The waves turn round in arches, a
Curve downward and greet the shore. b
The sun's a ball of fire, c
Telling of gods and old folklore. b
▪ Myra Eckstein, age 17

22, 23 & 24 POEMS (COUPLETS, TRIPLETS, QUATRAINS)

For 22, 23 & 24, write one six to eight line poem in each of the forms

22. POEM: RHYME TO FREE VERSE

Choose a poem from a published author written in rhyme and rewrite it in free verse (no Dr. Seuss)

23. POEM: FREE VERSE/RHYME COMBINED

Write a poem on your choice of topics combining free verse and rhyme.

METER

There are rhythms in everything we do. Our breathing and the beating of our heart occur in patterns. Traffic and machinery have distinct rhythms. We see cycles in the weather, the planets and the seasons. Speech has rhythms of dialect and inflection. Poetry written in **meter**, also occur in patterns that we can hear.

For more than four hundred years, from Shakespeare's time to the middle of this century, English poetry was predominantly written in **meter**- that is, regular patterns of heavily and

lightly stressed syllables are referred to as **accented**, and lightly stressed syllables are called **unaccented**.

The basic metrical unit or pattern is called a **foot**. The iamb, trochee, anapest, dactyl, and spondee are the most commonly used feet. Notice the regular, or measurable, rhythm in Joy's poem.

On Deck

*Mists rest on the ocean
Breezes kiss the deck
Lightly sways the masthead
Ocean's rolling trek*



*Held gently in your arms
I call your vastness home
And leave the earth behind*

*To watch the humpback whales
Breeching surface seas
Dancing with the puffins-
Nature's panoply*

- JOY GREENBERG, adult

Metrical Patterns: SONNET (Iambic Pentameter)

An **iamb** or **iambic foot** is the standard metrical unit because it relates so closely to the rhythms of walking, breathing, talking, and the beating of the heart. An iamb is an unaccented syllable followed by an accented syllable. (da DA)

*The girl Arrange
To love Amaze*

A **trochee** or **trochaic foot** is the reverse of the iamb, but it also has the rhythm of talking, walking, and breathing. A trochee is an accented syllable followed by an unaccented syllable. (DA da)

*Lover Strike it
 water*

An **anapest** or **anapestic foot** is made up of two unaccented syllables followed by one accented syllable. (da da DA)

*Intercede As a bird
Or the house With her love*

A **dactyl** or **dactylic foot** is the reverse of an anapest. A dactyl is one accented syllable followed by two unaccented syllables. (DA da da)

*Carelessly Marry them
Syllable Juliet*

A **spondee** or **spondaic foot** is two stressed syllables. (DA DA)

Greenhouse Run, dance



Stronghold

safeguard

Activity: Metrical Foot

Using the space on this page and the next, classify the following words according to type of metrical foot. Use a dictionary and look up the accents in the pronunciation, if necessary.

Example: Spondee (spondaic foot) DA DA. Horseshoe

- | | |
|---------------|----------------|
| 1. Continent | 16. Wander |
| 2. Happy | 17. Memory |
| 3. Misty | 18. Merchant |
| 4. Broken | 19. Rely |
| 5. Prepared | 20. Water |
| 6. Angrily | 21. Purchase |
| 7. Someone | 22. Grievance |
| 8. Flexible | 23. Memory |
| 9. Consonant | 24. Destitute |
| 10. Concerned | 25. Purchase |
| 11. Interview | 26. Compute |
| 12. Pavements | 27. Money |
| 13. Lyrical | 28. Market |
| 14. Madrigal | 29. Restlessly |
| 15. Usually | 30. Repair |

Iamb (iambic foot) da Da

Trochee (trochiac foot) Da da

Anapest (anapestic foot) da da DA

Two	Diameter
Three	Trimeter
Four	Tetrameter
Five	Pentameter
Six	Hexameter
Seven	Heptameter
Eight	Octameter

Barbara’s poem, “support,” is written in iambic meter. Each line is a monometer. The rhythm da DA occurs one time per line. Monometer is rarely used because it departs from the rhythm and structure of normal speech.

Support

<i>And I</i>	<i>Your stance</i>
<i>Will cry</i>	<i>Then I</i>
<i>If you</i>	<i>Will sigh</i>
<i>Go too</i>	<i>But still</i>
<i>But prove</i>	<i>I will</i>
<i>Your move</i>	<i>Kiss you</i>
<i>Is good</i>	<i>A fond</i>
<i>And could</i>	<i>Adieu.</i>
<i>Advance</i>	

➤ BARBARA JACKSON, adult

Iambic tetrameter and trochaic pentameter are shown below. These poetic lines conform to regular patterns of English speech and provide the writer with enough space on each line for a subject, verb, and object. Raina wrote “wedding night” in iambic tetrameter; the metrical pattern da DA occurs four times per line.

Wedding night

<i>I join with you, my love, my wife</i>	A
<i>Our hearts as vast as blanket sands</i>	B
<i>That know the tides and weather strife</i>	A
<i>As partners firm cross ocean’s hands.</i>	B
<i>And I will rise a house new borned</i>	C
<i>That welcomes you come home each day</i>	D
<i>With roses, daisies, all adorned</i>	C
<i>In fragrance of my love’s bouquet</i>	D

➤ Raina Tokar, adult

We can hear the drumbeat throughout A.J’s poem below, Mom. It is written in trochaic tetrameter; the rhythm *Da da* occurs four times per line.

Mom

*Now's the time for me to leave you.
Make my way and meet my trials
Learn and live and dance and cry some
Do not wait for me this while.*

➤ A. J. Wilson, 17

Writing a Sonnet

A sonnet gives you the opportunity to use all of your poetic skills in one form. This traditional structure specifies meter, line length and rhyme scheme. For more than a hundred years, it was the most widely used form in English poetry.

The Shakespearean or English sonnet has fourteen lines in rhymed iambic pentameter. These lines are grouped in three quatrains (groups of four lines) with rhyme schemes of abab, cdcd, and efef, followed by a couplet gg, which summarizes the sonnet or ends it with a bold comment. Barbara's poem, below, makes an eloquent statement about the value of writing a sonnet.

Sonnet



*When I sit down to write a poem, my head
Goes numb and all the thoughts I had are gone
As puckered as a puffball, and as dead
Grey dust, where once a round white toadstool shone
A puffball trodden by a hobnail boot
Is no more empty than my head feels now
No flatter, no less severed from the root
My thoughts, the spores that scattered anyhow
Is it too much to hope that on some lawn
Not far from here, by processes profound
In darkened circles where the grass has gone
The fairy rings are dancing on the ground
Perhaps they also serve who sit and dream
Of darkness and a place where toadstools gleam*

a
b
a
b
c
d
c
d
e
f
e
f
g

g

Barbara Turner, adult

