Freshman Honors

Poetry Packet

Name:______________________________
Poetry Notes

The three types of poetry:

1) Narrative
2) Dramatic
3) Lyric
Poetry Definitions

Directions: During this poetry unit you will need to define and apply the following poetic terms. Using your literature book, write out the definitions for each of the following terms. Look in the back of the book where the burgundy strip is located starting on page 967.

1. Alliteration-  

2. Allusion-  

3. Assonance-  

4. Couplet-  

5. Figure of speech-  

6. Free verse-  

7. Hyperbole-  

8. Imagery-  

9. Inversion-  

10. Lyric poetry-  

11. Metaphor-  

12. Extended metaphor -  

13. Meter-  

14. Onomatopoeia-  

Continue to the next page
15. Personification-

16. Refrain-

17. Rhyme-

18. Internal rhyme-

19. Near rhyme-

20. Rhyme scheme-

21. Rhythm-

22. Simile-

23. Sonnet-

24. Speaker-

25. Stanza-

26. Symbol-

27. Tone-
Some Tips to Reading a Poem

The following exercise is intended to help you to understand a poem.
YOU MAY NOT ALWAYS FIND ANSWERS TO THESE QUESTIONS. If no
clues to answering the questions are contained in the WORDS OF THE
POEM, proceed to the next question.

1. Who is the speaker? What is s/he like? How do you know?
2. What kind of audience is s/he addressing? How do you know?
3. What is the occasion? The setting (time, day, season, country,
etc.)
4. What is the main purpose of the poem? (Answering this will
   involve oversimplification and distortion, and will not explain
   the value of the poem, but it will cause you to see the poem as a
   whole.)
5. Paraphrase this poem. Why is the paraphrase obviously inferior
to the poem?
6. Is there a rhyme scheme? What is it?
7. Describe the use of alliteration and/or repetition.
8. Describe any figurative language (simile, metaphor,
personification, irony, hyperbole, etc.)
9. Discuss the symbolism of the poem.
10. Evaluate the poem in terms of the poet’s intentions.
Introduction to Poetry

Billy Collins

I ask them to take a poem
and hold it up to the light
like a color slide

or press an ear against its hive.

I say drop a mouse into a poem
and watch him probe his way out,

or walk inside the poem's room
and feel the walls for a light switch.

I want them to waterski
across the surface of a poem
waving at the author's name on the shore.

But all they want to do
is tie the poem to a chair with rope
and torture a confession out of it.

They begin beating it with a hose
to find out what it really means.

Journal Questions

1. Why do most students dislike poetry?

2. How is this poem different?

3. What message is the poet trying to make us understand?

4. Do you like this poem? Why or why not?
LETTER TO A FRIEND
FROM A NEWLY MARRIED NINETEENTH-CENTURY AMERICAN WOMAN

I cannot be satisfied, my Dearest Friend!
Blest as I am in the matrimonial state,
unless I pour into your friendly bosom,
which has ever been in unison with mine,
the various deep sensations which swell
with the liveliest emotions of pleasure,
my almost bursting heart. I tell you my dear
husband is one of the most amiable of men,
I have been married seven weeks, and
have never found the least reason to
repent the day that joined us, my husband is
in person and manners far from resembling
ugly, crass, old, disagreeable, and jealous
monster, who think by confining to secure;
--a wife in it is his maxim to treat as a
bosom-friend and confidant, and not as a
plaything or menial slave, the woman
chosen to be his companion. Neither party
he says ought to obey implicitly; --
but each yield to the other by turns --
an ancient maiden aunt, near seventy,
a cheerful, venerable, and pleasant old lady,
lives in the house with us--she is the de-
light of both young and old--she is ci-
vil to all the neighborhood round,
generous and charitable to the poor--
I know my husband loves nothing more
than he does me; he flatters me more
than the glass, and his intoxication
(for so I must call the excess of his love,)
often makes me blush for the unworthiness
of its object, and I wish I could be more deserving
of the man whose name I bear. To
say all in one word, my dear, ________, and to
crown the whole, my former gallant lover
is now my indulgent husband, my fondness
is returned, and I might have had
a Prince, without the felicity I find with
him. Adieu! may you be blest as I am un-
able to wish that I could be more
happy.

Directions: Read the poem through once. Then read every other line – and see how the woman’s message changes.
Just Because . . .

Just Because . . . poems ask you to describe yourself in the first line of the poem. The next three lines in each stanza tell what you are NOT. The final line restates the first line and adds a tag directing the reader to do something.

Example:

Just because I’m big
  Don’t ask me how the weather is up there
  Don’t stare at me with fear or awe
  Don’t be afraid of me

Just because I’m big
  It doesn’t mean I will hurt you
  It doesn’t mean I don’t have feelings
  It doesn’t mean I’m a freak

Just because I’m big
  It doesn’t mean I’m dumb
  It means I was meant to be this way

Just because I’m big . . . it means I’m just like you
  -Mr. Howe (4-30-02)

Just because I’m
  Don’t
  Don’t
  Don’t

Just because I’m big
  It doesn’t
  It doesn’t
  It doesn’t

Just because I’m
  It doesn’t
  It means

Just because I’m
The Poetry Challenge 40% Assignment

Over the next few weeks you will be responsible for studying the life and works of one poet. It will be your job to research his or her life and analyze several of his or her poems. After you have gathered this information, you will create a computer generated presentation to share with the class. Take a look at the following guidelines before you get started….

Step 1: Choosing a Poet

This is an important decision. You will want to choose a poet who creates poetry you enjoy. Remember, you will be spending quite a bit of time with him or her, so choose wisely. You might want to work with one of the poets we discuss in class, or you may select another. Feel free to look through some of my books to find a poet. Be sure to clear your choice with me before you begin your research. (Sorry, Shel Silverstein and Dr. Seuss won’t cut it for this assignment!). A list of suggested poets will be provided for you; however, you are not limited to those choices.

Step 2: Beginning Your Research

During this step you will use the Internet and other sources to locate information about your poet. First, you should find information about the poet’s life. Consider the following questions: Where did he or she grow up? What was his or her life like? Did he or she suffer any great losses? Who or what was influential in his/her life? What events, beliefs, people influenced his/her poetry?

Be prepared to gather pieces of interesting information to share with the class during your presentation. Some class time will be spent in the library to help direct your research for this project. However, you will be expected to devote time outside of class to complete this assignment.

Step 3: Analyzing the Poetry

This is where SOME of the fun comes in! You must select at least 3 of your poet’s poems for explication. These poems should be indicative of the poet’s overall style and tone. Most likely, the research you complete during Step 2 will lead you to some wonderful poems. Once you choose at least 3 poems, you should begin to analyze them. At a minimum, you must identify the tone, the theme, and at least 3 poetic devices for each of the poems (see attached explication worksheet). You will also be expected to determine how this poem relates to the poet’s life. Did he or she write it after a relative’s death? After a long vacation in France? In the midst of a long battle with depression? (If this information is not available, make an educated inference) When you are finished studying each poem, you should be able to describe all the poems’ similarities and differences. Do common themes/symbols/subjects run through each of the poems? What makes these poems good examples of the poet’s work? Does the poet subscribe to similar themes, motifs, or tones within his/her entire collection of work? Please feel free to have fun with this step. Be creative and inventive! Though you will only be responsible for presenting one of these 3 poems to the class, you will be expected to turn in a copy of ALL poems and a completed and typed
explication sheet for each poem on the day of your presentation as well as a copy to Turnintin.com. (If you are working with a partner, you may only analyze two of the same poems – the third poem must be a different selection)

Step 4: Writing a Poem

This is where MORE of the fun comes in! Now, you have to write a poem that models the poet’s style. You might choose to recreate the poet’s tone or employ a few of his or her favorite poetic devices. You need not explain the poem to the class, although you will be expected to read it to us.

Step 5: Creating the Presentation

Now it is time to put all of your information into a computer generated presentation. I will have a Power Point projector and a laptop available for each presentation. **Your presentation should be saved to my drop box and saved to a flash drive prior to the assignment's due date.** You should provide the class with the information you collected in steps 1-4 of the process. Your presentation should include the following information:

**Information about the poet’s life**
**Several pictures of the poet or pictures that relates to the poet (his or her home, favorite writing desk, inspirational locales, etc.)**
**An analysis of the poet’s work that answers some of the following questions:**
(Please do not limit yourself to these questions.)
- What type of poetry does he or she write?
- Why do you like his or her poetry?
- What do many of his or her poems have in common?
- What poetic themes/devices/tones appear in his or her poems most often?
**An analysis of one of the 3 poems chosen in Step 3. During your analysis you should do the following:**
- Read the poem to the class
- Identify the theme of the poem
- Identify at least three poetic devices
- Give a brief analysis of the poem (Think of paraphrasing the poem)
- Tell us how or what the poem is supposed to make us feel
**A reading of your own poem. Remember, this poem should model the style used by your chosen poet!**

***On the day presentations are due, you should turn in a printout of your Power Point slides (3 slides per page), along with the explication worksheets.

In the end, your presentation should be about approximately 5-7 minutes long. If you are using Power Point, your presentation should include a minimum of 10 slides (including a title and works cited slide). Remember that creativity will be rewarded.

You and your peers will be giving presentations on the following days: ______to ______

Finally, the entire project is worth 150 points. Please ask me if you have any questions.
Directions: Read the poem. Read it again. Now, do your best to answer the following questions completely and accurately. Final drafts will be typed and submitted to your teacher and Turnitin.com.

Title of Poem: ____________________________  Author: ____________________________

Date poem was written: __________________

1. How would you describe the mood of the poem? What emotion is being expressed?

2. What is the poem about? Try to paraphrase the meaning in a couple of sentences.

3. What is the poet’s intended purpose?

4. Who is the speaker? How do you know? Describe the speaker in two to three words.

5. Who is he/she speaking to? How do you know?

6. What poetic devices are used by the poet? ________________________________

Identify three examples:

   a. 

   b. 

   c. 

7. What do you like or dislike about this poem? Rate it on a scale of 1-10 ________________
“If I Were in Charge of the World”

Writing Situation

As you know from experience with adults and authority figures, they often view the world from the perspective quite different from yours. Children, especially, complain about their lack of control, lack of choices, or lack of autonomy.

In Judith Viorst’s poem “If I Were in Charge of the World”, the young narrator explains how s/he would change things for the “better” according to her/his limited experience.

If I Were In Charge of the World

If I were in charge of the world
I’d cancel oatmeal, (Four things you would cancel)
Monday mornings,
Allergy shots, and also Sara Steinberg.

If I were in charge of the world
There’d be brighter nights lights, (Three things you want)
Healthier hamsters, and
Basketball baskets forty-eight inches lower.

If I were in charge of the world
You wouldn’t have lonely.
You wouldn’t have clean. (List four things you wouldn’t have plus one quote)
You wouldn’t have bedtimes.
Or ‘Don’t punch your sister.’
You wouldn’t even have sisters.

If I were in charge of the world
A chocolate sundae with whipped cream and nuts would be a vegetable
All 007 movies would be G, (Give four examples of the way things would be if you were in charge of the world)
And a person who sometimes forgot to brush,
And sometimes forgot to flush,
Would still be allowed to be
In charge of the world.

Judith Viorst

Writing Directions:
Modeling the poem’s pattern, rhythm, and structure, write your own poem about what you as a young adult would do if you were in charge of the world.
IAMBIC PENTAMETER - What is it? Who needs it?

Important Definitions

Scansion: “Measuring” a line in terms of syllables

Meter: Units of measurement. (Not length, but syllables)

Iamb: A specific type of meter consisting of two syllables. The first syllable is unstressed, and the second is stressed. An iamb is represented by the following symbols - U /

Penta: Five

Iambic Pentameter: One line of iambic pentameter consists of 10 syllables

Penta (5) x Iamb (2) =10

Thus, one line of iambic pentameter is represented by the following symbols -

U / U / U / U / U /

Scan and label the following word:

ma - chine

Scan and label the following line:

You blocks, you stones, you worse than senseless things!
Francesco Petrarch 90 (Laura)
She used to let her golden hair fly free
For the wind to toy and tangle and molest;
Her eyes were brighter than the radiant west.
(Seldom they shine so now.) I used to see
Pity look out of those deep eyes on me.
(“It was false pity,” you would now protest.)
I had love’s tinder heaped within my breast;
What wonder that the flame burned furiously?
She did not walk in any mortal way,
But with angelic progress; when she spoke,
Unearthly voices sang in unison.
She seemed divine among the dreary folk
Of earth. You say she is not so today?
Well, though the bow’s unbent, the wound bleeds on.

William Shakespeare 130
My mistress’ eyes are nothing like the sun;
Coral is far more red than her lips’ red;
If snow be white, why then her breasts are dun;
If hairs be wires, black wires grow on her head.
I have seen roses damasked, red and white,
But no such roses see I in her cheeks;
And in some perfumes is there more delight
Than in the breath that from my mistress reeks.
I love to hear her speak, yet well I know
That music hath a far more pleasing sound;
I grant I never saw a goddess go;
My mistress when she walks treads on the ground.
And yet, by heaven, I think my love as rare
As any she belied with false compare.

1. Compare Laura with Shakespeare’s lover. How are they different? Does Petrarch love Laura more than Shakespeare’s loves his muse? How do you know?

2. According to Petrarch, Laura is a goddess. Locate the lines that prove this statement. Now find the lines that suggest Shakespeare knows his lover is NOT a goddess.

3. Label the rhyme scheme of both sonnets.

4. What meter do these poets use? Label the first line of each poem with the appropriate symbols.
Creating Interesting Metaphors

Seemingly unconnected items can make great metaphors! Using the abstract and concrete nouns below, create five colorful and interesting metaphors. You must use the words with corresponding numbers to create each comparison.

| 1. Life   | 1. Garbage Can |
| 2. Love   | 2. Chicken Soup |
| 3. Happiness | 3. Wall paper |
| 4. Hope   | 4. Seagull |
| 5. Friendship | 5. Oak tree |
| 6. Hate   | 6. Sand |
| 7. Justice | 7. Puppy |
| 8. Beauty | 8. Mailbox |
| 10. Jealousy | 10. Sandwich |

Examples:

- Life is a garbage can, battered and full of rejection.
- Love is a bowl of chicken soup, bubbling up, giving health and an irreplaceable sense of comfort.
I Am Like A …

Exercise One

Directions: Use this worksheet to gather ideas for a poem about yourself. First, read through each pair of words carefully. Then, choose and circle the one word from each pair that describes you best.

1. I am more like a … bikini raincoat

2. I am more like a … river waterfall

3. I am more like a … pencil paintbrush

4. I am more like a … sun moon

5. I am more like a … window door

6. I am more like a … tree flower

7. I am more like a … commercial movie
Exercise Two

Directions: Look over the circled words from Exercise One and choose the one that describes you best of all. Remember, you can only choose one. Fill in your answer on the line provided. Finally, list some of the characteristics of your word in the Brainstorm Box.

I am MOST like a … _________________

Brainstorm Box
List at least four adjectives/descriptions that describe your word.
I am like a bikini
Small and sometimes, a little too loud.
I don’t believe in hiding things
And I was made to lie in the sun all day.
You might think I am only hanging on by a string
But when it comes down to it
All my knots are tied in the right spot.
Even the strongest waves can’t pull me down.

I am like a river
Big and sometimes wild
I don’t like small streams.
I like to run with rage.

You might think it’s calm on top
But underneath you should see me run.

Don’t be brave, be afraid
Because if you can’t swim
You can’t take my unpredictable sink.
O Captain! My Captain!

O CAPTAIN! my captain! our fearful trip is done;
The ship has weathered every rack, the prize we sought is won;
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring.

But O heart! heart! heart!
O the bleeding drops of red!
Where on the deck my captain lies,
Fallen cold and dead.

O captain! my captain! rise up and hear the bells;
Rise up for you the flag is flung for you the bugle trills
For you bouquets and wreaths for you the shores a-crowding;
For you they call, the swaying mass, their eager faces turning.

O Captain! dear father!
This arm beneath your head;
It is some dream that on the deck
You’ve fallen cold and dead.

My captain does not answer, his lips are pale and still
My father does not feel my arm, he has no pulse nor will.
The ship is safe and sound, its voyage closed and done:
From fearful trip the victor ship comes in with object won!
Exult, O shores! and ring, O bells!
But I, with silent tread,
Walk the spot my captain lies
Fallen cold and dead.

In this poem, Whitman mourns for the loss of President Lincoln after his assassination. What do you think this poem is about before you discovered it is written in memory of President Lincoln?

An extended metaphor can be found in "O Captain! My Captain". Analyze the following ideas:
Who is the captain?

What does the ship represent?

What is the "fearful trip"?

Label the rhyme scheme in each stanza.

Write an example of internal rhyme below.

Write an example of refrain below.
POETRY UNIT REVIEW SHEET

Review ALL the poetry terms on your definition sheet and review your notes on the three types of poems. Then read the notes you took on all the poems we read and discussed in class. This is all material that will be on the poetry test.

Part One—Write the definition for the three types of poems below:

1. Narrative poetry: ________________________________________________________________
2. Dramatic poetry: _______________________________________________________________
3. Lyric poetry: _________________________________________________________________

Part Two—Without using notes write the definitions to the following words:

1. Inversion:___________________________________________________________________
2. Alliteration:_________________________________________________________________
3. Personification:________________________________________________________________
4. Rhyme scheme:_______________________________________________________________
5. Meter:_______________________________________________________________________
6. Onomatopoeia:_______________________________________________________________
7. Simile:________________________________________
8. Assonance:_________________________________________________________________
9. Metaphor:___________________________________________________________________
10. Symbol:____________________________________________________________________
11. Internal rhyme:______________________________________________________________
12. Hyperbole:______________________________________________________________
13. Allusion:___________________________________________________________________
14. Stanza:____________________________________________________________________
15. Refrain:____________________________________________________________________
16. Imagery:____________________________________________________________________
17. Speaker:______________________________________________
18. Tone:_______________________________________________________________________
19. Theme:_____________________________________________________________________
20. Free verse:_______________________________________________________________
Part Three—in the blank provided choose the word from the list given that is used in the underlined part of each line of poetry given. Use each word only once.

<table>
<thead>
<tr>
<th>simile</th>
<th>inversion</th>
<th>internal</th>
<th>rhyme</th>
<th>rhyme scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>onomatopoeia</td>
<td>assonance</td>
<td>alliteration</td>
<td>metaphor</td>
</tr>
</tbody>
</table>

1. “Ninety days on the road is what I need
When my axe cuts me deep, I let it bleed” ______________________________

2. “I am a rock, I am an island.” ______________________________

3. “I heard the buzzing of the bee” ______________________________

4. "When I see a fair damsel go by,
   I just sigh a fiery sigh,
   And she's baked like a ‘tater—" ______________________________

5. “The woods are lovely, dark and deep” ______________________________

6. “On a small gray coffeepot
   sits the squirrel” ______________________________

7. “To the ringling and jingling
   of the bells” ______________________________

8. “I have no place to show my face” ______________________________

Part Four—Read the poem below then in the blank space after each line write the correct letter that will complete the rhyme scheme. The first line is done for you.

“Pippa’s Song”
The year’s at the spring A___
And day’s at the morn; ______
Morning’s at seven; _____
The hillside’s dew-pearled; ______
The lark’s on the wing; ______
The snail’s on the thorn; ______
God’s in his heaven-- ______
All’s right with the world! ______

Part Five—Read the line of poetry below, then in the blanks above each syllable label the rhythm used labeling each syllable with an unstressed (U) or stressed (/) mark.

HINT: it’s iambic pentameter!

You blocks, you stones, you worse than senseless things!