

Name: _____

Date: _____

Unit 4 ~ Poetry - Learning Guide

Student Instructions:

Complete the Learning Guide as you work through the related lessons. You are required to have this package completed and submitted BEFORE you go on to the next unit. Do your best. Ask your home facilitator for help as needed and contact your teacher if you have further questions.

Home Facilitator Instructions:

As soon as your student has completed a lesson, please mark and go over the answers with him or her.

- Talk about sections where the student excelled and sections where the student had any difficulty.
- Encourage the student to “make corrections”, fix work so that it has complete sentences, uses evidence from the text, and applies grammar/punctuation.

This is an important part of the learning process. Students learn more if they can see where they did well and where they made mistakes as they progress through the course.

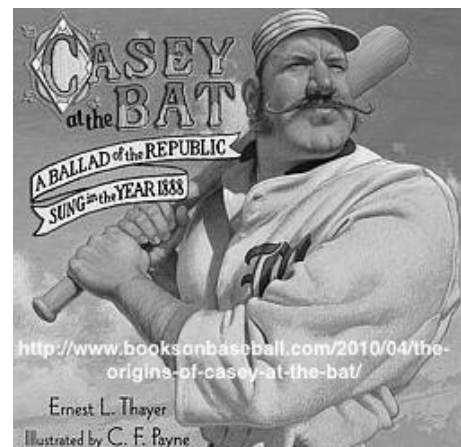
Unit Overview:

Answer the following questions in complete sentences:

1. Respond to the following questions: Do you enjoy poetry? Why or why not?
(Use the key words from the question to help you form a clear sentence answer. Be sure to explain your answer by addressing the “why or why not” part.)

4.2 How To Read A Poem With Rhyming by Identifying Rhyming Couplets:

1. In the poem on the following two pages, read the last word in each line only to find the rhyming couplets, and mark them like the example shown.
2. Then, practice reading the poem aloud a few times. On your first read, you are trying to get the gist of the poem – a sense of what it is about and a sense of how it should be read. There is a link in your lesson if you prefer to read the poem along with a recording to help with the rhythm and challenging words. Remember to read it with rhythm. If it is helpful, gently stomp one foot or snap your fingers to a steady beat while you read the poem. If you come to a word you can't pronounce, take your best guess and keep

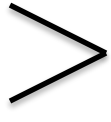


reading.

How to identify the rhyming couplets by finding the rhyming pairs:

It looked extremely rocky for the Mudville nine that **day**:

The score stood four to six with just an inning left to **play**;



Casey at the Bat by Ernest Lawrence Thayer

The outlook wasn't brilliant for the Mudville nine that day:
 The score stood four to two, with but one inning more to play,
 And then when Cooney died at first, and Barrows did the same,
 A pall-like silence fell upon the patrons of the game.

A straggling few got up to go in deep despair. The rest
 Clung to the hope which springs eternal in the human breast;
 They thought, "If only Casey could but get a whack at that—
 We'd put up even money now, with Casey at the bat."

But Flynn preceded Casey, as did also Jimmy Blake,
 And the former was a hoodoo, while the latter was a cake;
 So upon that stricken multitude grim melancholy sat,
 For there seemed but little chance of Casey getting to the bat.

But Flynn let drive a single, to the wonderment of all,
 And Blake, the much despised, tore the cover off the ball;
 And when the dust had lifted, and men saw what had occurred,
 There was Jimmy safe at second and Flynn a-hugging third.

Then from five thousand throats and more there rose a lusty yell;
 It rumbled through the valley, it rattled in the dell;
 It pounded on the mountain and recoiled upon the flat,
 For Casey, mighty Casey, was advancing to the bat.

There was ease in Casey's manner as he stepped into his place;
 There was pride in Casey's bearing and a smile lit Casey's face.
 And when, responding to the cheers, he lightly doffed his hat,

No stranger in the crowd could doubt 'twas Casey at the bat.

Ten thousand eyes were on him as he rubbed his hands with dirt;
Five thousand tongues applauded when he wiped them on his shirt;
Then while the writhing pitcher ground the ball into his hip,
Defiance flashed in Casey's eye, a sneer curled Casey's lip.

And now the leather-covered sphere came hurtling through the air,
And Casey stood a-watching it in haughty grandeur there.
Close by the sturdy batsman the ball unheeded sped—
"That ain't my style," said Casey. "Strike one!" the umpire said.

From the benches, black with people, there went up a muffled roar,
Like the beating of the storm-waves on a stern and distant shore;
"Kill him! Kill the umpire!" shouted someone on the stand;
And it's likely they'd have killed him had not Casey raised his hand.

With a smile of Christian charity great Casey's visage shone;
He stilled the rising tumult; he bade the game go on;
He signalled to the pitcher, and once more the dun sphere flew;
But Casey still ignored it and the umpire said, "Strike two!"

"Fraud!" cried the maddened thousands, and echo answered "Fraud!"
But one scornful look from Casey and the audience was awed.
They saw his face grow stern and cold, they saw his muscles strain,
And they knew that Casey wouldn't let that ball go by again.

The sneer is gone from Casey's lip, his teeth are clenched in hate,
He pounds with cruel violence his bat upon the plate;
And now the pitcher holds the ball, and now he lets it go,
And now the air is shattered by the force of Casey's blow.

Oh, somewhere in this favoured land the sun is shining bright,
The band is playing somewhere, and somewhere hearts are light;
And somewhere men are laughing, and somewhere children shout,
But there is no joy in Mudville—mighty Casey has struck out.

Return to the online lesson.

Make Your Own Couplets

3. Make your own rhyming couplets. Choose three pairs of rhyming words from the choices below (or make rhyming pairs of your own). Write three separate rhyming couplets for the words you choose.



beaver / retriever
/ weaver

fawn / prawn /
swan

guppy / puppy

chin / grin / shin
/ skin

feet / seat

braces / cases /
laces

flippers /
slippers / zippers

Alfredo / potato
/ tomato

baloney /
cannelloni /
macaroni /

minestrone /
rigatoni /

pepperoni

chicken wings /
onion rings

noodle / strudel

capture the flag /
tag

marathon
/ Pokémon

gliding / riding /
sliding

Bach / rock

piano / soprano

Rhyming Couplet #1:

Rhyming Couplet #2:

Rhyming Couplet #3:

4.3 Be A Poetry Sleuth



1. Reread the first stanza from *Casey at the Bat* (below). Why have the patrons, or fans, fallen silent? (Use key words to start your answer: *The patrons have fallen silent because.....*)

The outlook wasn't brilliant for the Mudville nine that day:
The score stood four to two, with but one inning more to play,
And then when Cooney died at first, and Barrows did the same,
A pall-like silence fell upon the patrons of the game.

2. Reread stanzas two, three, and four. What happens to make the fans more hopeful?

A straggling few got up to go in deep despair. The rest
Clung to the hope which springs eternal in the human breast;
They thought, "If only Casey could but get a whack at that—
We'd put up even money now, with Casey at the bat."

But Flynn preceded Casey, as did also Jimmy Blake,
And the former was a hoodoo, while the latter was a cake;
So upon that stricken multitude grim melancholy sat,
For there seemed but little chance of Casey getting to the bat.

But Flynn let drive a single, to the wonderment of all,
And Blake, the much despised, tore the cover off the ball;
And when the dust had lifted, and men saw what had occurred,
There was Jimmy safe at second and Flynn a-hugging third.

3. Use context clues in *Casey at the Bat* to find the meaning of the following unknown words and phrases from stanza four (underlined in stanza four below). Here are the steps from the video:



1. Reread the text, highlighting or underlining examples of figurative language.
2. Think about what is happening in the text. Ask: “What clues can help me figure out the meaning?”
3. Decide: “Since the clues show _____, the figurative language must mean _____.”

Stanza Four:

But Flynn let drive a single, to the **wonderment** of all,
And Blake, the much despised, **tore the cover off the ball**;
And when the dust had lifted, and men saw what had occurred,
There was Jimmy safe at second and Flynn a-hugging third.

A) Wonderment:

- i. What clues can help you figure out the meaning?

- ii. The figurative language seems to mean:

B) tore the cover off the ball:

i. What clues can help you figure out the meaning?

ii. The figurative language likely means:

4. Reread stanzas five and six. Summarize what happens. A summary is a short retelling of “what happened”.

Then from five thousand throats and more there rose a lusty yell;
It rumbled through the valley, it rattled in the dell;
It pounded on the mountain and recoiled upon the flat,
For Casey, mighty Casey, was advancing to the bat.

There was ease in Casey's manner as he stepped into his place;
There was pride in Casey's bearing and a smile lit Casey's face.
And when, responding to the cheers, he lightly doffed his hat,
No stranger in the crowd could doubt 'twas Casey at the bat.

5. Use context clues in *Casey at the Bat* to find the meaning of the following underlined words and phrases in stanza seven (below).

Ten thousand eyes were on him as he rubbed his hands with dirt;
Five thousand **tongues applauded** when he wiped them on his shirt;
Then while the **writhing pitcher** ground the ball into his hip,
Defiance flashed in Casey's eye, a sneer curled Casey's lip.

A) Tongues applauded:

iii. What clues can help you figure out the meaning?

iv. The figurative language might mean:

B) writhing pitcher:

iii. What clues can help you figure out the meaning?

iv. The figurative language might mean:

6. Reread stanzas eight, nine, and ten. In complete sentences, summarize what happens. If you come to unknown words (unheeded, stern, tumult), you can use context clues or a dictionary to help determine the meaning so you can understand the poem.

And now the leather-covered sphere came hurtling through the air,
And Casey stood a-watching it in haughty grandeur there.
Close by the sturdy batsman the ball unheeded sped—
"That ain't my style," said Casey. "Strike one!" the umpire said.

From the benches, black with people, there went up a muffled roar,
Like the beating of the storm-waves on a stern and distant shore;
"Kill him! Kill the umpire!" shouted someone on the stand;
And it's likely they'd have killed him had not Casey raised his hand.

With a smile of Christian charity great Casey's visage shone;
He stilled the rising tumult; he bade the game go on;
He signalled to the pitcher, and once more the dun sphere flew;
But Casey still ignored it and the umpire said, "Strike two!"

7. How does the look on Casey's face show the change in his mood in the last two lines of this stanza (stanza eleven)? (You may need to find the meaning of **fraud** and **scornful** to understand this stanza.)

"Fraud!" cried the maddened thousands, and echo answered "Fraud!"
But one scornful look from Casey and the audience was awed.
They saw his face grow stern and cold, they saw his muscles strain,
And they knew that Casey wouldn't let that ball go by again.

8. Read stanzas twelve and thirteen. Did Casey's team win?

The sneer is gone from Casey's lip, his teeth are clenched in hate,
He pounds with cruel violence his bat upon the plate;
And now the pitcher holds the ball, and now he lets it go,
And now the air is shattered by the force of Casey's blow.

Oh, somewhere in this favoured land the sun is shining bright,
The band is playing somewhere, and somewhere hearts are light;
And somewhere men are laughing, and somewhere children shout,
But there is no joy in Mudville—mighty Casey has struck out.



4.4 Stopping By Woods on a Snowy Evening

Stopping By Woods on a Snowy Evening

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 queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
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,
And miles to go before I sleep.

By Robert Frost, "Stopping by Woods on a Snowy Evening" from The Poetry of Robert Frost, edited by Edward Connery Lathem. Copyright 1923

1. In two-three sentences, summarize the poem. What is the poem about? What happens?

2. What do you notice about the rhyming pattern in each stanza and throughout the poem?

3. This poem has _____(how many) stanzas.

Return to your online lesson book.



4. Reread the first stanza.

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.

When you answer the following question, be sure to use a complete sentence and to cite evidence from the poem.

What is happening in the first stanza of the poem? What evidence from the poem supports your answer?

5. Reread the second stanza to find out what the narrator means by the word *queer* to describe how the horse felt? Support your response with details from the poem.

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

If he didn't have to worry about rhyming, what is another word you think the author could have used that wouldn't change the gist of the text?

6. Read the third stanza (below). Highlight or underline the words and phrases Robert Frost uses to describe what the horse is doing.

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

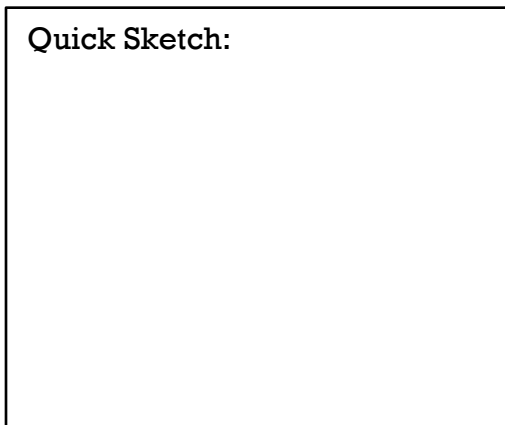
How does the horse feel about stopping? What words and phrases in the first two lines tell you about how the horse feels about stopping in the woods?

[Your response could start like this: These words and phrases help me to understand that the horse feels... (Does he like stopping or not?) Then you can add: Words and phrases support this include...(give specific evidence from the text. Put quotation marks around any exact quotes.]

7. Read the fourth stanza (below). Highlight or underline the words and phrases Robert Frost uses to describe the woods. Beside the poem, do a “quick sketch” (not an art project) of what this kind of woods might look like. Then complete the responses on the following page.

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

Quick Sketch:



How does the narrator feel about the woods? What words or phrases support your opinion?

Return to your online lesson book.

4.5 More Rhyming Poems

You've just read and viewed three poems:

- Wayne the Stegosaurus
- XBox, Xbox
- I Tried To Take a Selfie

1. Which was your favourite? Why? (*Hint: Use key words from the question to help you to write a complete sentence answer.*)

2. What do you enjoy most about Kenn Nesbitt's poems?

Return to your online lesson book.

4.6 Writing Rhyming Poems



Prewriting 1



Choose two possible topics: _____ and

Identify your purpose and audience (point form is fine):

Purpose:

Audience:

Return to your online lesson book.

Prewriting 2

Brainstorm and Organize Ideas:

For each of your topic ideas, brainstorm some words related to each topic, and then list rhyming words for each word.

Topic 1: _____

Word 1: _____ rhymes with _____

Word 2: _____ rhymes with _____

Word 3: _____ rhymes with _____

Word 4: _____ rhymes with _____

Topic 2: _____

Word 1: _____ rhymes with _____

Word 2: _____ rhymes with _____

Word 3: _____ rhymes with _____

Word 4: _____ rhymes with _____

Return to your online lesson book.



Drafting

Complete the drafting task as outlined in your online lesson book.

Revising

Make revisions on your draft to improve your writing. Your teacher wants to see your improvements so don't erase your original work. Use a red pen to make your changes visible.

- Is your rhyming pattern consistent?
- Does your poem have a good rhythm? Try clapping as you read along to find out.
- Where can you add more powerful words?
- What is not needed?

Editing

Patrol your writing for CUP (Capitals, Usage, Punctuation, Spelling). Make corrections as needed. Your teacher wants to see your improvements so don't erase your original work. Use a red pen to make your changes visible.

Evaluating

With your home facilitator, think and talk about the questions below:

- ___ Does my poem show originality and have a strong "voice"?
- ___ Do I use a consistent rhyming pattern?
- ___ Do I develop some ideas or images in creative or unusual ways?
- ___ Have I used detail / language effectively to create strong descriptions?
- ___ Do I attempt to engage the reader and create an emotional impact (e.g., humour, surprise, strong message)?
- ___ Have I used correct basic spelling, punctuation, and grammar?

4.7 "Show, Don't Tell" and Free Verse

Show, Don't Tell Rewrites

Rewrite three of the following as “showing, not telling” sentences. Choose from:

- He eats like a horse.
- A student’s life is hard.
- The car was old.
- My room is a mess.
- The streets were crowded.
- Camping is a rewarding experience.

1. _____

2. _____

3. _____

[Return to your online lesson book.](#)

The Gist

4. What is the gist of the poem, *Dog*, by Valerie Worth?

[Return to your online lesson book.](#)

Read Aloud



5. Practice reading the poem, *Dog*, on the next page aloud a few times, using the punctuation to guide you. Before returning to the online lesson, underline any phrases that “show” rather than tell. Remember when reading aloud to work on:

- Expression and volume - Adjust your volume and tone of voice to show emotion and/or mood.
- Clarity and Enunciation - Speak (articulate) clearly, with good pronunciation so each word can be understood.
- Pace / Fluency – Speak smoothly and fluently, with few hesitations.

Dog - Poem by Valerie Worth

Under a maple tree
the dog lies down,
Lolls his limp
Tongue, yawns,
Rests his long chin
Carefully between
Front paws;
Looks up, alert;
Chops, with heavy
Jaws, at a slow fly,
Blinks, rolls
On his side,
Sighs, closes
His eyes: sleeps
All afternoon
In his loose skin.

(Source: Worth, V., & Babbitt, N. (1994). *All the small poems and fourteen more*. New York: Farrar, Straus, and Giroux.)

Return to your online lesson book.

Poetry Writing Task 2

Prewriting

Complete the prewriting task as outlined in your online lesson book.

1. _____
2.
 - a) _____
 - b) _____
 - c) _____
3.
 - a) _____
 - b) _____
 - c) _____

Drafting

Complete the drafting task as outlined in your online lesson book. Then, follow the steps given in for revising and editing your poem. If you need another paper, use a lined piece of paper and place it behind this page in your Learning Guide so it is included in your submission at the end of this unit.



Revising

Make revisions on your draft to improve your writing. Did you start new lines in logical places? Where can you add more powerful words? What is not needed? Your teacher wants to see your improvements so don't erase your original work. Use a red pen to make your changes visible.

E^diting

Patrol your writing for CUP (Capitals, Usage, Punctuation, Spelling). Make corrections as needed. Your teacher wants to see your improvements so don't erase your original work. Use a red pen to make your changes visible.

E^valuating

With your home facilitator, go through your revised and edited poem as you think and talk about the questions below:

- ___ Does my poem show originality and have a strong “voice”?
- ___ Do I develop some ideas or images in creative or unusual ways?
- ___ Have I used detail / language effectively to create strong descriptions?
- ___ Do I attempt to engage the reader and create an emotional impact (e.g., humour, surprise, strong message)?
- ___ Do I use some imagery (senses) and literary devices?
- ___ Does my poem follow the “rules” of the form?
- ___ Have I used correct basic spelling, punctuation, and grammar?

4.8 Street Music and Apples

City Sounds and Nature Sounds

List seven sounds you'd hear in the city.

Horns honking

List seven sounds you'd hear in nature.

[Return to your online lesson book.](#)

“Street Music” by Arnold Adoff

Source: Creech, S. (2001). Love that dog. New York: HarperCollins.

This city:
the
always
noise
grinding
up from the
subways
under
ground:

(continues on next page...)

slamming from bus tires
and taxi horns and engines
of cars and trucks in all

v o c a b u l a r i e s
of

clash

flash

screeching

hot metal language

c o m b i n a t i o n s:

as planes

overhead

roar

an

orchestra

of rolling drums

and battle blasts

assaulting

my ears

with

the

always

noise of

this city:

street music.

Reflection

From the poems in today’s lesson (*Street Music*, *The Apple*, *Hourglass*) which was your favourite? Why did you choose this one? What did you like about it?

Poetry Writing Task 3

You have already brainstormed sounds you would hear in nature. If you like, you can use them for one of today's writing choices. Your task is to write an "irregular" poem about nature, something in nature, or a topic of your choice. You can structure it in a random way (like *The Street*) or make it a concrete poem by confining it to a shape (like *The Apple* and *The Sands of Time*). You need to be sure to include two or more onomatopoeia words.

Prewriting

1. Decide on a topic and use that to help you to determine if you will use a shape or not.

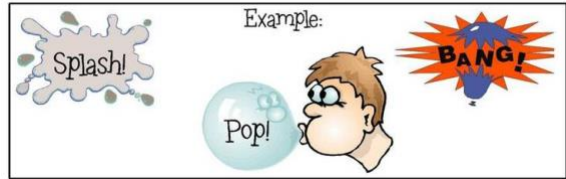
Topic: _____

2. Brainstorm a list of five to seven words that represent your topic and would help a reader see, smell, taste, hear, or feel your topic. If you chose “nature”, you can include words from the brainstorming you did at the beginning of the lesson?

3. Add two or more onomatopoeia words you could use for your topic.

ONomatopoeia

A word that imitates
the sound it represents.



Drafting

Draft your poem. If you are writing a concrete poem, first lightly sketch the shape of your picture. In *The Apple*, words were repeated to create an interesting effect. In *The Sands of Time*, words were not repeated. You can decide whether or not repetition enhances your poem. If you need more room, add a lined piece of paper after this page.

Revising

Make revisions on your draft to improve your writing. Where can you add more powerful words? What is not needed? Do you have powerful onomatopoeia words to enhance your poem?

Your teacher wants to see your improvements so don't erase your original work. Use a red pen to make your changes visible.

Editing

Patrol your writing for CUP (Capitals, Usage, Punctuation, Spelling). Make corrections as needed. Your teacher wants to see your improvements so don't erase your original work. Use a red pen to make your changes visible.

Evaluating

With your home facilitator, go through your revised and edited poem as you think and talk about the questions below:

- ___ Does my poem show originality and have a strong “voice”?
- ___ Do I develop some ideas or images in creative or unusual ways?
- ___ Have I used detail / language effectively to create strong descriptions?
- ___ Do I attempt to engage the reader and create an emotional impact (e.g., humour, surprise, strong message)?
- ___ Do I use some imagery (senses) and literary devices?
- ___ Does my poem follow the “rules” of the form?
- ___ Have I used correct basic spelling, punctuation, and grammar?

4.9 Special Effects

ALLITERATION



The use of the same beginning consonant sound in a line or verse.

A. Highlight the **sound** being repeated in the following alliterative sentences:

1. Angela Abigail Applewhite ate anchovies and artichokes.
2. Bertha Bartholomew blew big, blue bubbles with her gum.
3. Clever Clifford Cutter clumsily closed the closet clasps.
4. Dwayne Dwiddle drew a drawing of dreaded Dracula.
5. Elmer Elwood eluded eleven elderly elephants.

B. Create two **original** alliterative sentences. Remember, not EVERY word needs to start with the same sound but two or more words must. Once they are finished, highlight the sound being repeated:

1.

2.

SIMILE



Simile

A simile is a comparison of two things using the words like or as.

C. Highlight the **two things being compared** in the following similes:

1. Her eyes sparkled like glittering emeralds.
2. Why does my dog smell as bad as a garbage dump?
3. John's voice traveled through the auditorium like a rumbling thunderstorm.

D. Write a simile using each of the words below. Compare it to something that relates and creates a picture in the reader's mind. Remember, the simile must compare using "like" or "as".

1. hair _____
2. clouds _____
3. car _____

METAPHOR

Metaphors

A comparison in which one thing

is said to be another.



Example:



She is a walking dictionary.

E. Steps to help you write a metaphor:

1. Choose a Noun.
2. Ask yourself, "What different thing can I compare it to?"
3. Write your metaphor.

For example:

1. Noun: umbrella
2. I will compare it to a roof.
3. The umbrella was a roof over my head.



Now, you try it. Follow the steps.

1. Pick a noun: _____
2. Compare it to: _____
3. Write your metaphor.

4. Now write two more on your own.

Return to your online lesson book.

Poetry Writing Task 4



1. Choose and circle one of the following situations:

- You are exploring an empty old house when suddenly a door bangs shut behind you.

OR

- You are walking through a meadow when suddenly a strange beast steps out from behind a tree.

2. Follow these steps in your Learning Guide to begin planning your poem:

LINE ONE: Write a word or phrase to tell how you feel.

LINE TWO: Write down a word or phrase to tell what you see.

LINE THREE: Write down a word or phrase to tell what you hear.

LINE FOUR: Write down a word or phrase to tell what you do.

LINE FIVE: Write down a word or phrase to end the poem.



Drafting

Now, try playing with the words in each line and add to your ideas to create pictures with words. Be sure to use one alliteration, at least one simile, and at least one metaphor.

Hint: Don't use these literary devices on every line. To make your poem interesting, try different ways to paint pictures with words on each line. Then, follow the steps given in the online book for revising, editing, and evaluating your poem. If you need another paper, use a lined piece of paper and place it behind the draft page in your Learning Guide . Include it in your submission at the end of this unit.

E^diting

Patrol your writing for CUP (Capitals, Usage, Punctuation, Spelling). Make corrections as needed. Your teacher wants to see your improvements so don't erase your original work. Use a red pen to make your changes visible.

E^valuating

With your home facilitator, go through your revised and edited poem as you think and talk about the questions below:

- ___ Does my poem show originality and have a strong “voice”?
- ___ Do I develop some ideas or images in creative or unusual ways?
- ___ Have I used alliteration, simile, and metaphor to create strong descriptions?
- ___ Do I attempt to engage the reader and create an emotional impact (e.g., humour, surprise, strong message)?
- ___ Do I use some imagery (senses)?
- ___ Does my poem follow the “rules” of the form?
- ___ Have I used correct basic spelling, punctuation, and grammar?

4.10 More Patterns for Poems

Syllables

Draw a line between each syllable to find the number of syllables. The first one is started for you:

1. **Ter/ri/fied /as /a mouse caught in a trap,**

Number of syllables: _____

2. **Streaks of brilliant lightning rip across the night sky.**

Number of syllables: _____

3. **I cover my ears, squeeze shut my eyes,**

Number of syllables: _____

4. **And dive deep down into my sleeping bag!**

Number of syllables: _____

Return to your online lesson book.

5. Rewrite the line of poetry from the lesson so that it has five syllables. You may need to play with words and choose some different words to make a line that fits the five-syllable pattern. (There are a few lines so you can try more than one time, if needed.)

Return to your online lesson book.

Poetry Writing Task 5

Create your own haikus by following the steps on the following page:



Prewriting

Choose a topic. Haikus are usually written about nature. Do you have a favourite place in nature? Sources of inspiration:

- pictures
- a favourite animal in its home
- the weather in a certain season (or in a storm)

You can choose a topic that isn't about nature or the seasons, as well.

My topic: _____

Drafting

Now, try to capture a moment related to your topic in three lines with correct syllable counts.

LINE ONE: 5 syllables

LINE TWO: 7 syllables

LINE THREE: 5 syllables

It may take more than one try to get your lines correct. That is normal! This is a first draft and it is OK to have words crossed out or even full lines crossed out. It is normal to need more than "one try" to get the syllables just right. You have space below for three different haikus or three different attempts at the same one.

Title: _____

Title: _____

Title: _____

Choose your favourite (one or two) haiku to revise, edit, and evaluate.



Revising

Make revisions on your draft to improve your writing. Where can you add more powerful words? What is not needed? Your teacher wants to see your improvements so don't erase your original work. Use a red pen to make your changes visible.

E^diting

Patrol your writing for CUP (Capitals, Usage, Punctuation, Spelling). Make corrections as needed. Your teacher wants to see your improvements so don't erase your original work. Use a red pen to make your changes visible.

E^valuating

With your home facilitator, go through your revised and edited poem as you think and talk about the questions below:

___ Does my poem show originality and have a strong “voice”?

___ Do I develop some ideas or images in creative or unusual ways?

___ Have I used detail / language effectively to create a powerful haiku?

___ Do I attempt to engage the reader and create an emotional impact (e.g., humour, surprise, strong message)?

___ Do I use some imagery (senses)?

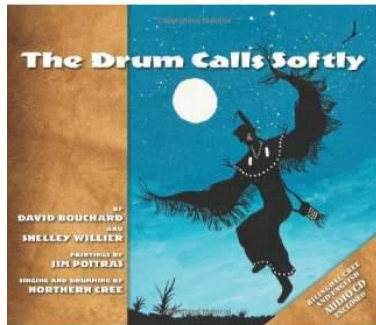
___ Does my poem follow the “rules” of the form? (line one: 5 syllables, line two: 7 syllables, line three: 5 syllables)

___ Have I used correct basic spelling, punctuation, and grammar?

4.11 First Nations and Poetry

1. Brainstorm and list six or more point form facts you remember about the traditional way of life for First Nations people.

Return to your online lesson book.



2. What is the gist of the poem?

3. What activities, events, and items that are important to First Nations culture are mentioned in the poem and the artwork? (A point-form list is fine.)

4. How do the poem and illustrations help to share and remember traditional First Nations culture?

[Return to your online lesson book.](#)

4.12 First Nations and Poetry

1. Brainstorm and list four or more point form facts you remember about challenges faced by First Nations people after the arrival of explorers and more and more immigrants to their land, after Canada became a country.

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[Return to your online lesson book.](#)

2. In one or two sentences, give the gist, or main message/idea, of the poem.

[Return to your online lesson book.](#)

Listen To My Drum Weep (By Jim Poitras)

1. Listen to my drum weep...
2. As I beat and gently sing an honour song
3. Of days gone, of the past, of all the wrong...
4. Children, family, and culture, forever lost
5. All for the land, the riches, done at all cost...
6. I sing of lost love, so many lost empty years
7. Not of anger but grief, a silent river of tears...
8. I cry for the elders, our men, our women
9. All those parents, relatives, not forgotten...
10. The beat of mother earth, the sacred drum,
11. Beats for the hundreds of millions, I am one...
12. From creator, ancestors, and all living things
13. The healing begins and comes, deep within...
14. So to all my relations, today, past, and future
15. Listen to my drum weep, to honour, to endure...
16. All my relations...



(Source: <http://jimpoitras.ca/poems/> - used with written permission of the author)

3. What elements of traditional First Nations culture does the poem mention? (Give three or more specific lines and examples in complete sentences.)

4. What evidence is there of loss (of culture, of history) in the poem? (Give two or more specific lines and examples in complete sentences. Example: Line # shows loss when it says.... It shows)

5. What evidence is there of hope for the future in the poem? (There is one specific example. Cite the example and explain how it shows hope. Use complete sentences to respond.)

4.13 Canadian History Through Poetry and Lyrics 1

Follow the Drinking Gourd

1. Who is Peg Leg Joe?

2. Where did the escaping slaves need to arrive to be truly safe?

3. Record three vivid words or phrases. Explain how they helped you to visualize the poem. (Example response: “Dead tree’s showing the way” made me visualize people travelling in the winter under the cover of leafless trees so they were not as easily seen.)

Return to your online lesson book.

Canadian Railroad Trilogy

1. Circle the metaphor.

For they looked in the future and what did they see
They saw an iron road runnin' from the sea to the sea

What is being compared? _____ and _____

2. Circle the alliterations. (Hint: There are two sets and both sets start with the same letter.)

We are the navvies who work upon the railway
swingin' our hammers in the bright blazin' sun
Livin' on stew and drinkin' bad whiskey
bendin' our backs 'til the long days are done

3. Why do you think the author said there were teardrops?

We have opened up the soil
with our teardrops and our toil

4. Record three vivid words or phrases. Explain how they helped you to visualize the poem. (Example response frame: The words “-----“ helped me visualize --- ----- . It made me imagine -----.)

5. This song doesn't really have a chorus. How many verses can you see?

You can see _____ verses.

6. Deep thinking question: Do you think the writer was a First Nations person? Why or why not?

4.13 Canadian History Through Poetry and Lyrics 2

Bluenose

1. What is the gist of the poem? Since this is a narrative, you can simply summarize the poem in 2-3 sentences.

2. How does the author feel about the Bluenose? Cite evidence from the poem to support your answer.

Return to your online lesson book.

Poetry Writing Task 6

Create your own narrative poem / song lyrics by following the steps in this Learning Guide.

Remember:

**NARRATIVES
TELL A STORY!**

Prewriting

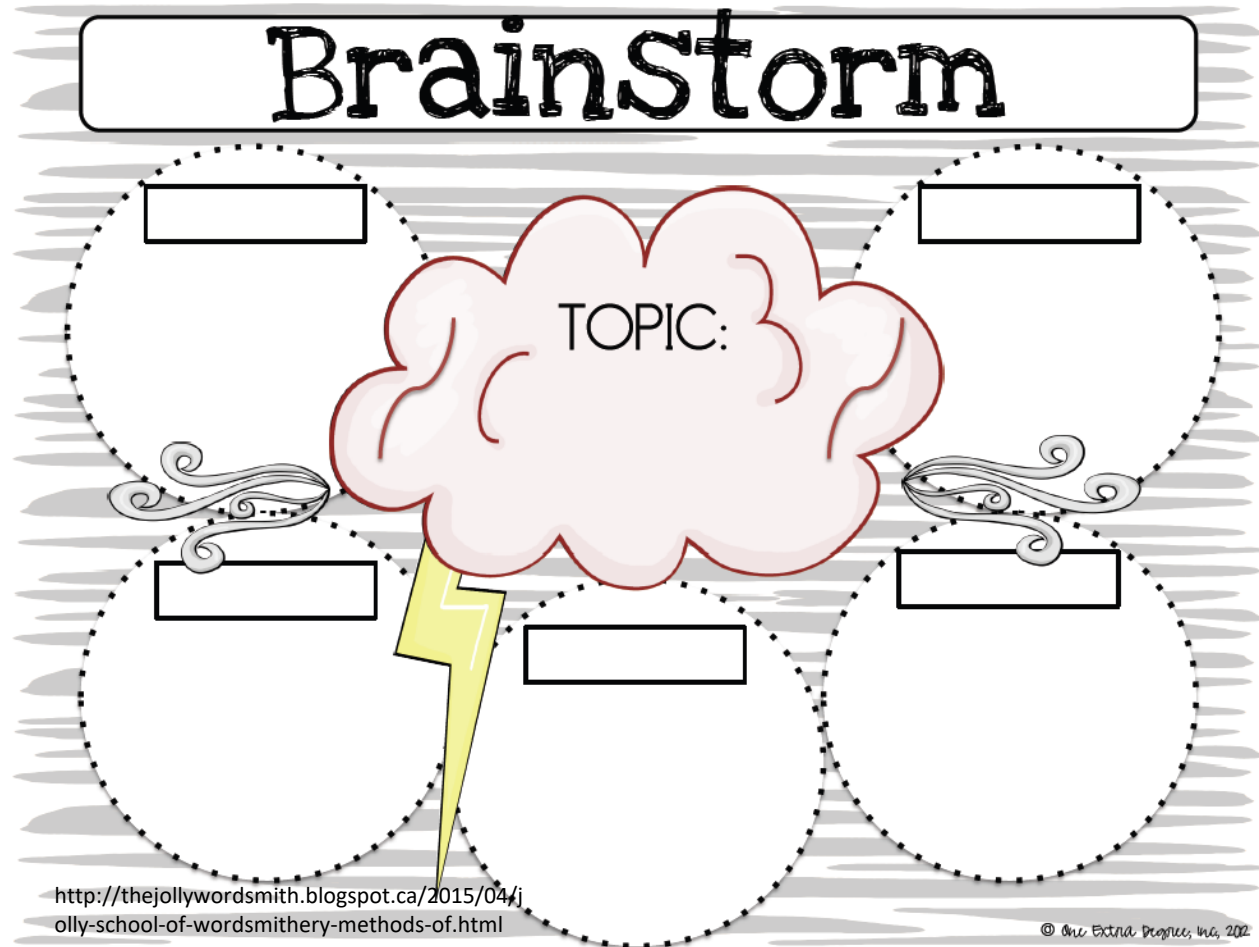
Purpose: To write song lyrics that tell a story. (It could be to entertain, too, as many songs are meant to entertain.) Remember, this is to be a narrative - a story about something important.

Audience: Your teacher and family

Topic: Choose a symbol, and object of importance, a family story, or a special event/time in your life.

My topic: _____

Brainstorm:



Brainstorm

TOPIC:

<http://thejollywordsmith.blogspot.ca/2015/04/jolly-school-of-wordsmithery-methods-of.html>

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Drafting

Start by drafting a chorus about your topic.

***NOTE: This may take more than one try! This is a first draft and it is OK to have words crossed out or even full lines crossed out. If you wish, you can write on scrap or lined paper to get started and when you have a chorus you are happy to work on, you can copy it here. ***

The chorus:

- The part of a song that sometimes repeats
- Contains the main idea / big picture
- Should have 4 lines
- May or may not rhyme – author’s choice

Chorus:

Optional: Extra lines in case you want to start from scratch on your draft.

Verses:

Draft two (or more verses). Each verse should be four lines. Since this is a narrative, verse one may be the beginning/middle of the story you are telling in song lyrics and verse two may be the ending. If you’d like to add another verse, attach the page after the draft page and include it with your submission.

Verse One:

Verse Two:

Revising

Make revisions on your draft to improve your writing. Where can you add more powerful words? What is not needed? Can you use a simile, metaphor or alliteration? Your teacher wants to see your improvements so don't erase your original work. Use a red pen to make your changes visible.

Editing

Patrol your writing for CUP (Capitals, Usage, Punctuation, Spelling). Make corrections as needed. Your teacher wants to see your improvements so don't erase your original work. Use a red pen to make your changes visible.

Evaluating

With your home facilitator, go through your revised and edited poem as you think and talk about the questions below:

___ Does my poem show originality and have a strong “voice”?

___ Do I develop some ideas or images in creative or unusual ways?

___ Have I used detail / language effectively to create strong descriptions?

___ Do I attempt to engage the reader and create an emotional impact (e.g., humour, surprise, strong message)?

___ Do I use some imagery (senses) and literary devices?

___ Does my poem tell a story about an important object, symbol, family story, or event?

___ Have I used correct basic spelling, punctuation, and grammar?