

7th Grade Poetry Unit

2017

**NAME:**

for You...

Poetry

Everything you need to have

a fun and successful poetry unit...hopefully :)

**Greetings!!**

What you have here is a packet for a unit on poetry. Please contain your groans and sighs, as this is not your ordinary packet of humdrum poetry. I’ve tried to pack as many fun, interesting, and different poetry examples as I could, while mixing in some of the necessary items to help you learn different poetic elements. I will warn you there is A LOT of writing here, but not too much for you to handle, I promise! If you have fun with this unit, you will be amazed at how quickly a genius poem can spring from your mind and onto the page, or at least a really funny poem that will give us all a good laugh!

In this unit you will be listening to poetry, reading poetry, writing poetry, and even making your very own poetry for you to cherish for the rest of your life (or at least until you throw it away or it gets lost in that craziness you call your bedroom).

So as I’ve said…HAVE FUN with this unit! Do not become frightened of the word “poetry” and do not let your preconceived notions damper any amusement that can come from reading, listening to, and creating poetry.

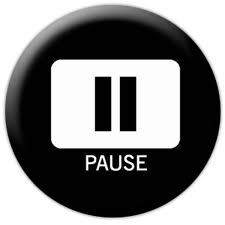
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**Things to Think About as You**

**Read, Listen, & Discuss Poetry...**

1. **What does the poem say to you or make you think about?**
2. **How did the poem make you feel?**
3. **What did you think about the poem?**
4. **What did you notice?**
5. **Were there any words or phrases you especially liked?**
6. **Does the poem remind you of anything in your life?**
7. **What do you think the poet was thinking?**
8. **Who’s talking in the poem?**
9. **What did you notice about the way the author wrote the poem (rhyme scheme, style, figurative language, etc.)**

[](http://www.google.com/imgres?q=think&um=1&hl=en&qscrl=1&nord=1&rlz=1T4ADRA_enUS404US404&biw=1280&bih=785&tbm=isch&tbnid=XMY7o8RpgzQhOM:&imgrefurl=http://blogs.longwood.edu/commtheory/2011/12/31/pause%E2%80%A6think%E2%80%A6respond/&docid=08psPP3DaGYrUM&imgurl=http://blogs.longwood.edu/rfaughnan/files/2011/12/pause2.jpg&w=300&h=300&ei=C2CHT8ulHsKp8AG3nYSvCA&zoom=1&iact=hc&vpx=314&vpy=293&dur=8221&hovh=225&hovw=225&tx=119&ty=52&sig=104840169136570222562&page=3&tbnh=137&tbnw=137&start=60&ndsp=32&ved=1t:429,r:27,s:)

**Poetry Unit Writing Activities**

Below is a list of assignments you will be completing for the poetry unit. Included in this list are daily topics for your five minute poetry journal, the questions for the different poems you’ll read and listen to, as well as a list of what poems you will need to complete for specific days. Any writing not finished in class will be homework. Do not fall behind! If you are absent any days you will be responsible for making up any missed journals, questions, etc.

**Tips:**

* Complete your poetry journals on the provided pages.
* Complete all questions on the pages provided. If you need more room attach a piece of paper. Be sure to note the date, poem, and question number you’re answering.
* All poems should be completed using the templates provided in the packet.

**BEGIN BELOW!!!**

**#1**

PJ-1: Read the following quote,

“Anybody who is any good is different from anybody else.”

-Felix Frankfurter

What does this quote mean to you? Provide examples of situations to support your meaning.

**#2**

**literary elements:** imagery and personification

PJ-2: Pick a place and write a detailed description incorporating the five senses.

“Because I Could Not Stop for Death” by Emily Dickinson

Listen to and follow along with Emily Dickinson’s poem “Because I Could Not Stop for Death.” <http://www.youtube.com/watch?v=6U-CRhnDyK8>

1. How does Dickinson portray Death in the poem? Give examples from the poem to support your answer.
2. Throughout the poem the speaker and Death are riding along. What do you think this ride symbolizes?

“I’m Nobody” by Emily Dickinson

Read the poem “I’m Nobody” by Emily Dickinson.

1 In this poem, to what does Dickinson compare a “somebody”?

2. Would you rather be a “somebody” or a “nobody”? Explain your answer.

“The Road Not Taken” by Robert Frost

Read the poem, “The Road Not Taken” by Robert Frost.

1. Obviously this poem is about more than just coming to a fork in the road. What could Frost have meant when he talked about “taking the one less traveled by”? Explain your answer.

**Personal Reflection**

Write a brief reflection over the poetry you’ve read and listened to today. Include any ideas that popped in your head, lines that really stuck out to you, and/or techniques you may want to try.

**#3**

**literary elements:** mood and tone

PJ-3: What makes a person funny?

“Dream Keeper” and “Dreams” by Langston Hughes

Listen to the two poems “Dream Keeper” and “Dreams” by Langston Hughes. Between the two poems, the author does go off on a side-note of sorts.

1. In “Dream Keeper” when Hughes writes/says “away from the too-rough fingers/of the world” what do you think he was talking about?

2. In “Dreams” Hughes compares life to possibilities. What possibilities does he compare life to, and why do you think he feels this way? Explain your answer.

“Hunting of the Snark” by Lewis Carroll

Listen to the poem.

1. Comment on the mood Carroll creates in this poem.

2. What caused you to interpret the mood in such a way? Provide specific explanations to support your claims.

3. What is the tone of this poem?

**Personal Reflection**

Write a brief reflection over the poetry you’ve read and listened to today. Include any ideas that popped in your head, lines that really stuck out to you, and/or techniques you may want to try.

**#4**

**literary elements:** alliterations, consonance and assonance

PJ-4: Write about a busy place. Provide lots of details that incorporate the five senses.

“Annabel Lee” by Edgar Allan Poe

Listen to and follow along with “Annabel Lee” by Edgar Allan Poe. Complete the following graphic organizer. <http://www.youtube.com/watch?v=avu6ST9dp3Y>

“For Poets” by Al Young

Read the poem “For Poets” by Al Young.

1. How does the second stanza relate to what the speaker says in the first stanza?
2. What might it mean to “fly” as a poet?

“The Moon Was But a Chin of Gold” by Emily Dickinson

1. What types of figurative language does Dickinson use in this poem? Provide specific examples from the poem.

**Personal Reflection**

Write a brief reflection over the poetry you’ve read and listened to today. Include any ideas that popped in your head, lines that really stuck out to you, and/or techniques you may want to try.

**#5**

**literary element:** onomatopoeia

PJ-5: Jot down some dreams you have, big or small. Explain why these dreams are important to you.

“Fog” by Carl Sandburg, “The First Dandelion” by Walt Whitman, and “This Is just to Say” by William Carlos Williams

Read the poems “Fog” by Carl Sandburg, “The First Dandelion” by Walt Whitman, and “This Is just to Say” by William Carlos Williams.

1. What is Sandburg comparing fog to in the poem “Fog”? Provide examples to explain your answer.
2. All of these poems fall into the same poetry style. In what style do you think they fit, and how is it they can be the same style but look and sound different?

**Personal Reflection**

Write a brief reflection over the poetry you’ve read and listened to today. Include any ideas that popped in your head, lines that really stuck out to you, and/or techniques you may want to try.

**#6**

**literary elements:** emphasis and hyperbole

PJ-6: What are some words or phrases that describe your personality?

“Do Not Go Gentle Into That Good Night” by Dylan Thomas

Listen to and follow along with “Do Not Go Gentle Into That Good Night” by Dylan Thomas.<http://www.youtube.com/watch?v=g2cgcx-GJTQ>

1. What do you think Thomas is trying to say in this poem?
2. What do you think Thomas might feel towards life, and in the ways we live every day?

“Father William” by Lewis Carroll

Read the poem “Father William” by Lewis Carroll.

1. What is going on between Father William and his son throughout the first four stanzas?
2. When the son tells Father William, “You are old,” is he being disrespectful, or does he admire his father? Use examples from the story to explain your answer.

“Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out” by Shel Silverstein

Read the poem “Sarah Cynthia Stout Would Not Take the Garbage Out” by Shel Silverstein.

1. What type of rhyme scheme does Silverstein use in this poem?
2. Silverstein uses hyperbole extensively in this poem. What is the main thing he exaggerates? Give examples from the poem to support your answer.

**Personal Reflection**

Write a brief reflection over the poetry you’ve read and listened to today. Include any ideas that popped in your head, lines that really stuck out to you, and/or techniques you may want to try.

**#7**

**literary elements**: allusion, simile and metaphor

PJ-7: Brainstorm words you associate with loneliness.

Acrostic Name Poem

Number Poem

**#8**

PJ-8: What would make the world a better place? Brainstorm some ideas.

Cinquain

Clerihew

**#9**

PJ-9: What are the “big” questions in your mind? Is there anything about life you just find particularly confusing?

Place-Sounds Poem

Rhyme Scheming

**#10**

PJ-10: Read the following quote,

“Friendship with oneself is all-important, because, without it one cannot be friends with anyone else in the world.”

-Eleanor Roosevelt

What does this quote mean to you? Provide examples of situations to support your meaning.

Seven-Word Place Poem

Repetition Poem

**#11**

PJ-11: What are some changes you’ve had to deal with in your life? Are there some changes you know are about to happen? If so, here’s your chance to jot down some thoughts.

Observations Poem (if able)

Quatrain on Loneliness

**#12**

PJ-12: If you could have any superpower, what would you most like to have? Why would you want that particular power?

Questions Poem (class)

**#13**

PJ-13: Read the following quote,

“Hating people is like burning down your own house to get rid of a rat.”

-Harry Emerson Fosdick

What does this quote mean to you? Provide examples of situations to support your meaning.

Free Verse (major change)

Narrative

**#14**

PJ-14: Brainstorm memorable characters from books, songs, movies, etc. What makes them memorable?

Haiku

Diamonte

**#15**

PJ-15: If you could have dinner with anyone in the world (living or not, famous or ordinary) who would it be and why? You can choose up to three different people.

**Poetry Journal**

**#1 Read the following quote:**

**“Anybody who is any good is different from anybody else.”**

**Felix Frankfurter**

**What does this quote mean to you? Provide examples of situations to support your meaning.**

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**#2 Pick a place and write a detailed description incorporating the five senses.**

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**#3 What makes a person funny?**

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**#4 Write about a busy place. Provide lots of details that incorporate the five senses.**

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**#5 Jot down some dreams you have, big or small. Explain why these dreams are important to you.**

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**#6 What are some words or phrases that describe your personality.**

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**#7 Brainstorm words you associate with loneliness.**

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**#8 What would make the world a better place? Brainstorm some ideas.**

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**#9 What are the “big” questions in your mind? Is there anything about your life you find particularly confusing?**

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**#10 “Friendship with oneself is all-important, because without it, one cannot be friends with anyone else in the world.”**

**Eleanor Roosevelt**

**What does this quote mean to you? Provide examples of situations to support your meaning.**

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**#11 What are some changes you’ve had to deal with in your life? Are there some changes you know are about to happen? If so, here’s your chance to jot down some thoughts.**

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**#12 If you could have any super power, what would you most like to have? Why?**

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**#13 “Hating people is like burning down your own house to get rid of a rat.”**

**Harry Emmerson Fosdik**

**What does this quote mean to you? Provide examples of situations to support your meaning.**

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**#14 Brainstorm some memorable characters from books, songs, movies, etc. What makes them memorable?**

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**#15 If you could have dinner with anyone in the word (living or not, famous or ordinary) who would it be and why? You can choose up to three different people.**

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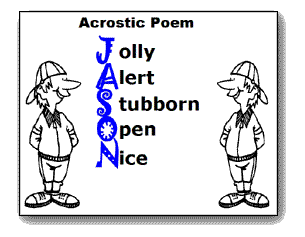
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**Acrostic Name Poem**

***Directions:*** *Create an acrostic name poem using the letters of your first name in the space provided. Feel free to use phrases or even sentences, but make sure you are consistent with every letter of your name.*



**Number Poem**

***Directions:*** *Select a number between one and fifteen. Brainstorm a list of at least 15 lines to get ideas for your poem. Each line must include the number you selected. When you’re finished with your 15 lines, read over them and select the best 10 to put together for your final poem.*

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**Cinquain**

The cinquain is a poetic form made up of five lines with some very specific structural characteristics:

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**Line 2:** two words(adjectives describing line one (subject or title))

**Line 3:** three words(action verbs relating to line one)

**Line 4:** four words (feelings or a complete sentences relating to line one)

**Line 5:** one word(synonym of line one or a word describing or renaming line one)

***Directions:*** *Following the structural guidelines detailed above, compose a cinquain about a dream you have-big or small, something that could happen now or long in the future, involve you personally or of a wider scale.*

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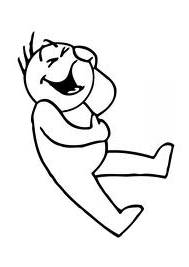
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**Clerihew**

A clerihew is a funny poem about a person. The first line should end with the person’s name. The second line rhymes with the first and tells about the person. Lines 3 and 4 rhyme with each other and tell about the person.

***Directions:*** *Compose a clerihew about a person you actually know. Follow the guidelines above. Final draft should go below*

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**Place-Sounds Poem**

***Directions:*** *Think of a busy place with many sounds. Brainstorm a list of all the sounds that can be heard at your chosen place; be sure to make use of onomatopoeia. Pair phrases together, use individual phrases, or leave some out, as long as you choose the ones that fit and sound the best together. Final poem should consist of eight sounds from your list. Use the space below for your final draft.***Rhyme Scheming**

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Rhyme scheme is an important element to poetry. Rhyme scheme is the pattern the rhyme in a poem follows.

***Directions :****You will compose a poem that features two four-line stanzas. The first stanza needs to follow an A-B-A-B pattern and the second stanza needs to follow an A-B-B-A pattern. You can write about any subject you wish, just follow the designated rhyme schemes. Use the space below for your final draft.*

**Seven-Word Place Poem**

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**A-B-A-B**

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***Directions****: Refer back to your journal entry about a special place. You should have a list of words you brainstormed. Compose a new list of seven words. Compare the two lists and select the seven best words that describe that place. When you have your final set of words come up with the perfect order for them. Compose your final draft in the space provided.*

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Repetition Poem

Repetition is an important element of poetry. It helps give the poem rhythm, can help convey a mood, or emphasize a point.

***Directions:*** *Write a poem in which you are in charge of the world. Talk about the changes you would make and what would result from these changes. Include repetition (a word, phrase, line…your choice) to add emphasis. Use the space below for your final draft.*

**If I Were in Charge of the World…**

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[](http://desktopwallpaper-s.com/)**Observation Poem**

***Directions:*** *Find a place to sit and take the time to really observe the place. Write down the first 20 observations that come to your mind. Be sure to use strong words in your observations. Select the best 15 observations to use in your poem. Final draft should be composed below.*

**Quatrain Poem**

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Remember a quatrain is a four-line verse that usually follows an A-B-A-B rhyme scheme.

***Directions:*** *Write a poem in which you talk about your feelings of being alone. This can be a good experience or a bad experience. Decide on a mood you feel while you’re alone and brainstorm a list of words to help convey that mood. Your poem should consist of three to four quatrains.*

[](http://www.google.com/imgres?q=loneliness&um=1&hl=en&qscrl=1&nord=1&rlz=1T4ADRA_enUS404US404&biw=1280&bih=785&tbm=isch&tbnid=khm1VZc7jng_DM:&imgrefurl=http://nakshatrahardy.blogspot.com/2011_02_01_archive.html&docid=4RHXhL0Vdm387M&imgurl=http://1.bp.blogspot.com/-NkXjJPrQiLo/TVTgw9hRrRI/AAAAAAAAAPY/tHnIcZcE5XE/s1600/loneliness-girl-1.gif&w=342&h=437&ei=xueET-mIM8ng2QXDj6XoCA&zoom=1&iact=hc&vpx=690&vpy=187&dur=3027&hovh=254&hovw=199&tx=109&ty=132&sig=104840169136570222562&page=2&tbnh=137&tbnw=108&start=25&ndsp=30&ved=1t:429,r:27,s:)[](http://www.google.com/imgres?q=alone&um=1&hl=en&qscrl=1&nord=1&rlz=1T4ADRA_enUS404US404&biw=1280&bih=785&tbm=isch&tbnid=aqOj9tw9GrkO0M:&imgrefurl=http://theantoniachronicles.blogspot.com/2011/11/all-by-myself.html&docid=R8Zu3YjlpEYEuM&imgurl=http://3.bp.blogspot.com/-9ctH52t-d5E/Tr7ONePUhuI/AAAAAAAAAE4/Sk_GCZM206Q/s1600/emo-alone-2.jpg&w=320&h=400&ei=MueET5TnDOHg2AWSub2UCQ&zoom=1&iact=hc&vpx=400&vpy=226&dur=4290&hovh=251&hovw=201&tx=130&ty=168&sig=104840169136570222562&page=3&tbnh=153&tbnw=113&start=58&ndsp=33&ved=1t:429,r:15,s:)**Questions Poem**

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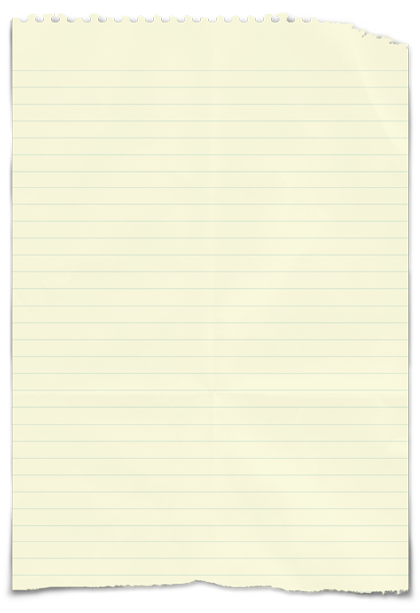
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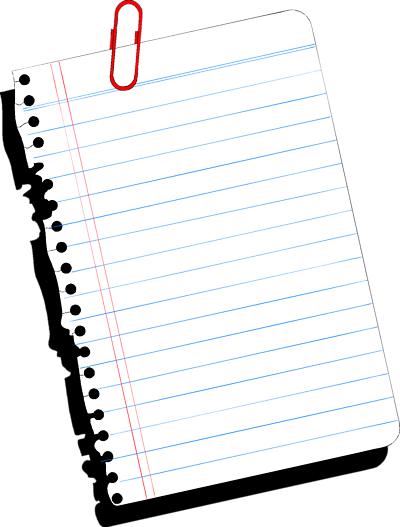
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***Directions:*** *This will be done as a class. Each of you should come up with a list of three random questions. Combine the entire class’ questions into a container. Have each student randomly select one question from the container and write it one the board. From the class list, each individual student will choose their favorite 10 to use in their final poem. End your poem with a one word, crazy reply.*

A favorite amongst many poets, a free verse poem is as its name suggests…freedom! When you w[](http://www.google.com/imgres?um=1&hl=en&biw=1280&bih=785&tbm=isch&tbnid=MKasFNwr6PepbM:&imgrefurl=http://bibliofreakblog.com/memes/freeverse-spring-kitten/&docid=tHhCqJoWz3-iuM&imgurl=http://bibliofreakblog.com/wp-content/uploads/2010/03/freeverse171.jpg&w=310&h=152&ei=q2t7T4vBHaz2sQLg7emPAw&zoom=1&iact=hc&vpx=391&vpy=546&dur=2138&hovh=121&hovw=248&tx=103&ty=93&sig=103629195598615105546&page=2&tbnh=96&tbnw=196&start=29&ndsp=33&ved=1t:429,)rite a free verse poem there are few rules to follow. There’s no specific rhyme scheme, no specific pattern, it’s written as you want to write it!

***Directions:*** *Compose a free verse poem about a major change you’ve had to deal with in your life. This change can be anything that had a major effect on you personally, but it does not have to be an unpleasant change. Poem should be at least eight lines. Compose final draft below.*

**List Poem**

Lists make up a big part of life, but who ever thought a list would be found in poetry? For this poem, you will construct a list. That’s it. Pretty open-ended. Your list can rhyme, have a specific structure, just choose any kind of style you wish...it doesn’t matter.

***Directions:****As a class come up with a list poem using the title “Someone is Watching.” Include a line from every student. Use “The Invisible Beast” by Jack Prelutsky in* Ogres and Ugstabuggles *for inspiration and guidance. Rearrange the list in a manner you like. Use the space below for your final draft.*

[](http://www.google.com/imgres?q=someone+is+watching&um=1&hl=en&sa=N&qscrl=1&nord=1&rlz=1T4ADRA_enUS404US404&biw=1280&bih=785&tbm=isch&tbnid=5aKsOlEJsqerNM:&imgrefurl=http://www.leelofland.com/wordpress/security-cameras-youve-been-duped/&docid=9GYqoO7P61_aVM&imgurl=http://thejournalistachronicle.files.wordpress.com/2009/09/spying1.jpg&w=600&h=771&ei=-PSET_GbEcOg2QXkuon3CA&zoom=1&iact=hc&vpx=1035&vpy=121&dur=1108&hovh=255&hovw=198&tx=116&ty=124&sig=104840169136570222562&page=1&tbnh=142&tbnw=111&start=0&ndsp=27&ved=1t:429,r:6,)[](http://wallpapers.free-review.net/)**HAIKU**

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A haiku is a Japanese poem consisting of three lines containing five, seven, and five syllables and lacks rhyme. Originally haiku was part of ancient Japanese rituals involving courtship. The man would write the object of his affection a haiku, and she would respond using a tanka. Traditionally, haikus were about nature and seasons, however a variety of topics can be expressed in this form of poetry.

***Directions:*** *Compose three different haikus, varying in subject matter.*

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| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  (five syllables) |

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**Diamonte**

This diamond shaped poem allows you to begin with one subject and end with something, possibly, totally different. The structure of this poem consists of seven lines that gradually change from one idea to another, possibly opposite idea.

Line 1: one noun (subject #1)

Line 2: two adjectives (describing #1)

Line 3: three participles (ending in –ing, telling about subject #1)

Line 4: four nouns (first two related to subj. #1, second two related to subj. #2)

Line 5: three participles (about subject #2)

Line 6: two adjectives (describing #2)

Line 7: one noun (subject #2)

***Directions:*** *Using the above guidelines, complete a diamonte poem regarding the last day of school. Begin the poem with what you feel before school is out. End the poem with what you feel after school has been out for awhile. Use the template below for your final draft.*

**Narrative Poem**

A narrative poem is a poem that tells a story. It can be real or imaginative. Be creative.

***Directions****: Compose a narrative poem about something that interests you. Make sure you use imagery to create a specific mood for your reader. Your poem needs to be at least 14 lines long. You will have the remainder of this page and the following to complete your final draft.*

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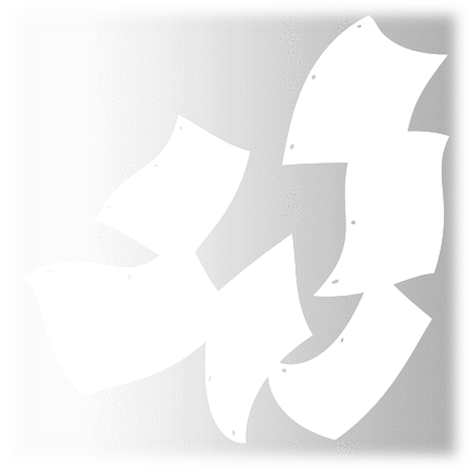
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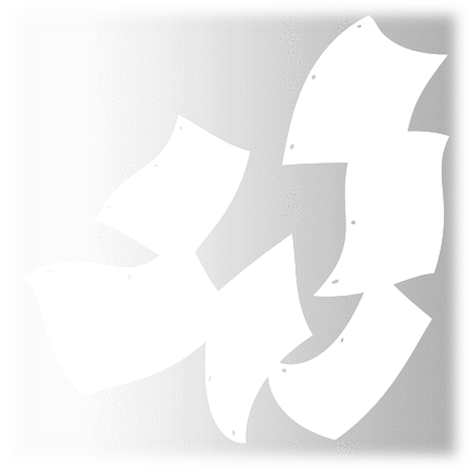
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**Poetry Vocabulary**

**A**

**Acrostic:** A poem that consists of a word or phrase written down the left side of the page. Each letter of the word or phrase begins that particular line of the poem. The subject matter should revolve around the word or phrase you started with.

**Alliteration:** The repetition of consonant sounds in two or more words.

**Alliteration Poem:** A format that relies upon sound to create a desired effect. Remember to choose words that have the same beginning *sound*, not necessarily the same letter.

**Analogy:** An expression demonstrating a similarity between two things.

**Anaphora:** When you use the same word or phrase to begin two or more lines of poetry.

**Approximate Rhyme:** This is a rhyme where either the endings vowel or consonant sound is repeated, but not both. The sounds are similar but not the same; also known as near rhymes, off rhymes, imperfect rhymes, and slant rhymes.

**ArsPoetica:** A poem about poetry

**Assonance:** The repetition of vowel sounds in two or more words.

**B**

**Ballad:** A song or songlike poem that tells a story.

**Boasting Poem:**A poem where the narrator brags about his/her abilities and usually incorporates exaggeration.

**C**

**Catalog Poem:** Free verse that lists the poet’s thoughts or feelings.

**Chain Verse:** When stanzas are linked by a line or a phrase that is regularly repeated. Usually the last line of one stanza serves as the first line in the next.

**Characterization**: What an author uses to provide readers with information about a character. Sometimes this information is given directly; however, oftentimes it’s done indirectly through a character’s speech, thoughts, appearance, actions, what other characters say, as well as how other characters react.

**Cinquain:** A five-line poem describing a specific topic. Line 1 is a noun (your topic), line 2 has two adjectives describing your topic, line 3 lists three verbs that describe the actions of your topic, line 4 is a phrase describing your feelings about the topic, and line 5 renames your topic with a new noun.

**Clerihew:** A funny poem about a person. The first line should end with the person’s name. The second line rhymes with the first and tells about the person. Lines 3 and 4 rhyme with each other and tell about the person.

**Concrete Image:** This is an image that describes something you could actually see, hear, taste, smell, or touch.

**Concrete Poetry:** Poetry where the shape of the poem reflects the subject of the poem (also known as a shape poem).

**Connotation:** The positive or negative meaning and feeling associate with a particular word.

**Consonance:** The repetition of consonant sounds in two or more words, especially in the middle of words.

**Conversation Poem:** A poem that provides a glimpse at a conversation, usually only one side. No rhyme is necessary in this type of poem.

**Couplet:** When two rhyming lines are consecutive. Poems can be made up of one or several.

**D**

**Dada (Prefab) Poem:** A poem written with the clippings from magazines, newspapers, and other forms of paper media. This poem is usually constructed with a specific topic or theme in mind. Clippings are then arranged and glued to a piece of poster board, cardboard, or construction paper. Unused space can be filled in with marker for effect.

**Denotation:** The actual, literal meaning of a word; the dictionary definition.

**Dialogue:** This is talk between one or more characters. In poetry, dialogue does not necessarily have to be enclosed in quotations unless it’s important to the poem’s meaning. This is up to the author.

**Diamonte:** A seven-line poem in the shape of a diamond. Line 1 is your topic (a noun), line 2 gives two adjectives for your topic, line 3 has three words that describe the topic and end in

-ing, line 4 contains two short phrases—the first one describes the topic and the second one is about a new or opposite topic, line 5 gives three words that describe the new topic and end in-ing, line 6 gives two adjectives for your new topic, and line 7 names your new topic.

**Dramatic Monologue:** When a poet speaks in a voice that is not their own.

**E**

**Elegy:** A poem of mourning, usually for someone who has died.

**Emphasis:** This is when the author gives importance to an idea. Ways to do this include; bolded words, repeated words/phrases, capital letters, different fonts, or different colors of ink.

**End Rhyme:** When words at the end of two or more lines of poetry rhyme.

**Epic**: A long narrative poem, originally passed down by word of mouth.

**Exact Rhyme:** A rhyme where both the ending vowel and ending consonant sounds are the same in two or more words; also known as a true rhyme.

**Extended Metaphor:** A metaphor that is carried over many lines.

**F**

**Fantasy:** When the author makes use of an image that is imaginary or make-believe.

**Figures of Speech:** Words or phrases that describe one thing in terms of another and are not meant literally; also known as figurative language.

**Form:** The shape of a poem.

**Free Verse:** Poetry that features an irregular rhythm; they do not follow a regular meter or rhyme scheme, but contain other elements of poetry-rhythm, imagery, figures of speech, and alliteration.

**G**

**H**

**Haiku:** A three-line, seven-syllable poem. The syllables are arranged in a very specific manner: line 1 has five syllables, line 2 has seven syllables, and line 3 has five syllables.

**Hyperbole:** An extreme exaggeration.

**I**

**Iambic Pentameter:** A verse in which an unstressed syllable is followed by a stressed syllable, five stressed beats in every line.

**Idiom:** When words are used in a way that is different from their actual, literal meaning.

**Imagery:** Language that appeals to our five senses; when an author uses word to vividly depict taste, sound, sight, smell, or sensation; also known as sensory language.

**Internal Rhyme:** This is when an author uses one or more rhyming words in the same line.

**Inversion:** A technique where poets put part of their sentence in reverse order from what you are used to.

**Irony:** When the result of a situation is different than what you originally expected.

**Italian Sonnet:** A poem in which the poet makes his/her point in the first eight lines, then spends the remaining six lines responding to that point.

**J**

**K**

**L**

**Light Verse:** A verse whose purpose I to amuse and entertain the reader; can be out something that is real or imaginary.

**Limerick:** A funny, five-line poem. Lines 1, 2, and 3 rhyme and lines 3 and 4 rhyme.

**Lines:** A type of “sentence” in poetry.

**List Poem:** This is a poem written in the form of a list. The first line is the word or phrase that is your subject. Statements that go along with your subject, the contents of your list, go below your subject.

**Lyric Poem:** This poem does not tell a story, instead expresses personal thoughts and feelings.

**M**

**Meter:** Regular pattern of stressed and unstressed syllables; the combination of groups of stressed and unstressed syllables in specific patterns to form a variety of rhythms. The most common are below.

**Metaphor:** A comparison of two unlike things not using the connecting words *like*, *as*, or *than*.

**Mock-heroic Poem:** A poem that imitates old, epic tales, but in a comical way.

**Mood:** The emotion or feeling created by a poem.

**N**

**Narrative Poem:** A poem that tells a story.

**Nonce Word:** Words created for a special use, usually made up by the author to help a reader gain a specific feeling or to create a sense of humor. Also known as nonsense words.

**Nonsense Verse:** An example of light verse that does not make any sense. Often features rhythm and the use of nonsense words.

**O**

**Odes:** Long, lyric poems that traditionally written to celebrate a famous person or lofty idea. Now they usually celebrate the ordinary.

**Onomatopoeia**: When an author uses words that sound like that they mean; the use of words with sounds that imitate their meaning.

**P**

**Pantoum:** A poem form with any number of four-line stanzas, in which the second and fourth lines of each stanza become the first and third lines of the following stanza.

**Paraphrase:** A restatement of text in your own words.

**Parenthesis:** A word or phrase that interrupts a thought, usually set off with some form of punctuation (commas, dashes, or enclosed in parenthesis).

**Personification:** A metaphor in which a nonhuman or inanimate thing is described with human or lifelike qualities or characteristics.

**Poetry:** A form of writing that features many different qualities, for example, rhythm, rhyme, imager, a strong mood or emotion, theme, and symbolism. Authors do not follow language in the usual way, but instead introduces new or special ways to use language to convey their message or meaning.

**Point of View:** The view from which the action is seen or thoughts are told. Sometimes this is through a narrator involved or someone not involved in the story at all.

**Prose:** Words written in sentence form without rhyme or meter.

**Prose Poem:** A poem that visually looks like prose on a page but sounds like poetry when read aloud.

**Pun:** A play on words where the author replaces one word with another whose sound is similar but meaning is different.

**Q**

**Quatrain:** A four-line verse. These usually follow the rhyme scheme, ABAB.

**R**

**Refrain:** A set of words, phrases, lines, or group of lines that are regularly repeated in a poem or song.

**Repetition:** The repeated use of a word, phrase, sound, symbol, or other element throughout a poem.

**Rhetorical Question:** A question that does not require an answer.

**Rhyme:** The use of words that sound alike; adds to the “music” of the poem.

**Rhyme Scheme:** The pattern that rhyme in a poem follows.

**Rhythm:** The repetition of stressed and unstressed syllables; the pattern the sound in a poem makes through the use of weak and strong beats-provides the poem’s beat.

**Run-on Line:** A line with no end punctuation that runs into the following line.

**S**

**Semblance of Truth:** What an author does to make something fantastical or make-believe seem true.

**Setting:** The time, place, background, and mood of a poem.

**Shape (Concrete) Poem:** A poem written in the shape of an object. Create an outline that relates to the topic then write in your phrases or statements, being sure to follow the outline.

**Simile:** A comparison of two unlike things using the words *like*, *as*, *than*, or *resembles*.

**Sonnet:** A poem that features 14 lines, usually written in iambic pentameter (five metrical feet of one unstressed and one stressed syllable each), and in many different rhyme schemes.

**Speaker:** The poet or poem’s narrator (not always the poet).

**Stanza:** A group of two or more lines in a poem, separated by other stanza by a space, also referred to as a verse; a “paragraph” in poetry.

**Suspense:** The feeling of uncertainty or fear about something that is about to happen.

**Syllable:** A word or word part pronounced with a single, uninterrupted sounding of the voice.

**Symbol:** Something that has meaning in itself and stands for something else.

**Symbolism:** The use of an object (symbol) or an image to represent an idea.

**T**

**Terza Rima:** A form of poetry that features stanzas made up of three lines, usually written in iambic pentameter, where the first and third lines rhyme and the second line rhymes with the first and third lines of the next stanza.

**Theme:** The major point or moral of a poem; also called the major idea or the message.

**Tone:** The poet’s attitude toward a subject.

**Tongue Twister:** A group of words that are difficult to say together because their sounds are so similar.

**U**

**V**

**Verb Verse:** A three-line verse. Lines 1 and 2 have three action words about a chosen topic. Line 3 provides a statement about a topic.

**W**

**Whimsical Poetry:** Poetry that features subject matter that is imaginative and fanciful.

**X**

**Y**

**Z**

**Because I Could Not Stop for Death**

**by Emily Dickinson**

Because I could not stop for Death,  
He kindly stopped for me;  
The carriage held but just ourselves  
And Immortality.  
  
We slowly drove, he knew no haste,  
And I had put away  
My labour, and my leisure too,  
For his civility.  
  
We passed the school where children played,  
Their lessons scarcely done;  
We passed the fields of gazing grain,  
We passed the setting sun.  
  
We paused before a house that seemed  
A swelling of the ground;  
The roof was scarcely visible,  
The cornice but a mound.  
  
Since then 'tis centuries; but each  
Feels shorter than the day  
I first surmised the horses' heads  
Were toward eternity.

# I'm Nobody! Who are you?

by [Emily Dickinson](http://www.poets.org/poet.php/prmPID/155)

I'm Nobody! Who are you?

Are you – Nobody – too?

Then there's a pair of us!

Don't tell! they'd advertise – you know!

How dreary – to be – Somebody!

How public – like a Frog –

To tell one's name – the livelong June –

To an admiring Bog!

## The Road Not Taken

Robert Frost

Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And be one traveler, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth;  
  
Then took the other, as just as fair,  
And having perhaps the better claim  
Because it was grassy and wanted wear,  
Though as for that the passing there  
Had worn them really about the same,  
  
And both that morning equally lay  
In leaves no step had trodden black.  
Oh, I marked the first for another day!  
Yet knowing how way leads on to way  
I doubted if I should ever come back.  
  
I shall be telling this with a sigh  
Somewhere ages and ages hence:

Two roads diverged in a wood, and I,  
I took the one less traveled by,  
And that has made all the difference.

## The Dream Keeper

Langston Hughes

Bring me all of your dreams,  
You dreamer,  
Bring me all your  
Heart melodies  
That I may wrap them  
In a blue cloud-cloth  
Away from the too-rough fingers  
Of the world.

## Dreams

Langston Hughes

Hold fast to dreams  
For if dreams die  
Life is a broken-winged bird  
That cannot fly.  
Hold fast to dreams  
For when dreams go  
Life is a barren field  
Frozen with snow.

## Annabel Lee

Edgar Allan Poe

It was many and many a year ago,  
In a kingdom by the sea,  
That a maiden there lived whom you may know  
By the name of ANNABEL LEE;  
And this maiden she lived with no other thought  
Than to love and be loved by me.  
  
I was a child and she was a child,  
In this kingdom by the sea;  
But we loved with a love that was more than love-  
I and my Annabel Lee;  
With a love that the winged seraphs of heaven  
Coveted her and me.  
  
And this was the reason that, long ago,  
In this kingdom by the sea,  
A wind blew out of a cloud, chilling  
My beautiful Annabel Lee;  
So that her highborn kinsman came  
And bore her away from me,  
To shut her up in a sepulchre  
In this kingdom by the sea.  
  
The angels, not half so happy in heaven,  
Went envying her and me-  
Yes!- that was the reason (as all men know,  
In this kingdom by the sea)  
That the wind came out of the cloud by night,  
Chilling and killing my Annabel Lee.  
  
But our love it was stronger by far than the love  
Of those who were older than we-  
Of many far wiser than we-  
And neither the angels in heaven above,  
Nor the demons down under the sea,  
Can ever dissever my soul from the soul  
Of the beautiful Annabel Lee.  
  
For the moon never beams without bringing me dreams  
Of the beautiful Annabel Lee;  
And the stars never rise but I feel the bright eyes  
Of the beautiful Annabel Lee;  
And so, all the night-tide, I lie down by the side  
Of my darling- my darling- my life and my bride,  
In the sepulchre there by the sea,  
In her tomb by the sounding sea.

# *For Poets* by Al Young

Stay beautiful  
but don't stay down underground too long  
Dont turn into a mole  
or a worm  
or a root  
or a stone

Come on out into the sunlight  
Breathe in trees  
Knock out mountains  
Commune with snakes  
& be the very hero of birds

Don't forget to poke your head up  
& blink  
Think  
Walk all around  
Swim upstream

Dont forget to fly

## The Moon was but a Chin of Gold

Emily Dickinson

737  
  
The Moon was but a Chin of Gold  
A Night or two ago—  
And now she turns Her perfect Face  
Upon the World below—  
  
Her Forehead is of Amplest Blonde—  
Her Cheek—a Beryl hewn—  
Her Eye unto the Summer Dew  
The likest I have known—  
  
Her Lips of Amber never part—  
But what must be the smile  
Upon Her Friend she could confer  
Were such Her Silver Will—  
  
And what a privilege to be  
But the remotest Star—  
For Certainty She take Her Way  
Beside Your Palace Door—  
  
Her Bonnet is the Firmament—  
The Universe—Her Shoe—  
The Stars—the Trinkets at Her Belt—  
Her Dimities—of Blue—

# Fog

by [Carl Sandburg](http://www.poetryfoundation.org/bio/carl-sandburg)

THE fog comes

on little cat feet.

It sits looking

over harbor and city

on silent haunches

and then moves on.

**The First Dandelion**

**by Walt Whitman**

Simple and fresh and fair from winter's close emerging,  
As if no artifice of fashion, business, politics, had ever been,  
Forth from its sunny nook of shelter'd grass--innocent, golden, calm  
as the dawn,  
The spring's first dandelion shows its trustful face.

# This Is Just To Say

by [William Carlos Williams](http://www.poets.org/poet.php/prmPID/119)

I have eaten

the plums

that were in

the icebox

and which

you were probably

saving

for breakfast

Forgive me

they were delicious

so sweet

and so cold

**Do Not Go Gentle Into That Good Night**

by [Dylan Thomas](http://www.poets.org/poet.php/prmPID/150)

Do not go gentle into that good night,  
Old age should burn and rave at close of day;  
Rage, rage against the dying of the light.  
  
Though wise men at their end know dark is right,  
Because their words had forked no lightning they  
Do not go gentle into that good night.  
  
Good men, the last wave by, crying how bright  
Their frail deeds might have danced in a green bay,  
Rage, rage against the dying of the light.  
  
Wild men who caught and sang the sun in flight,  
And learn, too late, they grieved it on its way,  
Do not go gentle into that good night.  
  
Grave men, near death, who see with blinding sight  
Blind eyes could blaze like meteors and be gay,   
Rage, rage against the dying of the light.  
  
And you, my father, there on the sad height,  
Curse, bless, me now with your fierce tears, I pray.  
Do not go gentle into that good night.  
Rage, rage against the dying of the light.

FATHER WILLIAM

***by: Lewis Carroll (1832-1898)***

"http://www.poetry-archive.com/y_pic.gifOU are old, Father William," the young man said,

"And your hair has become very white;

And yet you incessantly stand on your head--

Do you think, at your age, it is right?"

"In my youth," Father William replied to his son,

"I feared it might injure the brain;

But, now that I'm perfectly sure I have none,

Why, I do it again and again."

"You are old," said the youth, "as I mentioned before,

And have grown most uncommonly fat;

Yet you turned a back-somersault in at the door--

Pray, what is the reason of that?"

"In my youth," said the sage, as he shook his gray locks,

"I kept all my limbs very supple

By the use of this ointment -- one shilling the box --

Allow me to sell you a couple?"

"You are old," said the youth, "and your jaws are too weak

For anything tougher than suet;

Yet you finished the goose, with the bones and the beak--

Pray, how did you manage to do it?"

"In my youth," said his father, "I took to the law,

And argued each case with my wife;

And the muscular strength which it gave to my jaw

Has lasted the rest of my life."

"You are old," said the youth, "one would hardly suppose

That your eye was as steady as ever;

Yet you balanced an eel on the end of your nose--

What made you so awfully clever?"

"I have answered three questions, and that is enough,"

Said his father; "don't give yourself airs!

Do you think I can listen all day to such stuff?

Be off, or I'll kick you down-stairs!"

**Sarah Cynthia Sylvia Stout**  
*by Shel Silverstein*

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