

8th Grade Poetry Unit

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, writing poetry, working with your peers’ poetry, and even making your very own poetry book 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). The unit will culminate in an 8th grade poetry reading where each one of you will present a poem to the rest of your class, and when I say present I mean bring in the bongos, slap on a beret, and get ready to snap your fingers.

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 at amusement that can come from reading, listening to, and creating poetry.

☺

**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, 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 in your notebook…KEEP TRACK OF THEM!!!
* Complete all questions. Be sure to note the date and day you’re answering.
* All poems should be completed using the templates provided in the packet or on the computer.

**Day 1**

PJ: Brainstorm Emotions with descriptions using the five senses.

**Day 2**

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

**Day 3**

PJ: Write about a place you love to be. Provide lots of details that would explain your reasons why.

Due:

Simile Poem

My Shadow

**Day 4**

PJ: Write about a place you hate to be or a place that scares you. Provide lots of details that would explain your reasons why.

Due:

Sounds of Nature

Extended Metaphor Poem

**Day 5**

PJ: 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.

Due:

Personification Poem

My Special Place Poem #1

*\*Begin Dada Poem*

**Day 6**

PJ: Come up with some quotes from notable people. If you’re having difficulty jot a couple ideas down, then spend a couple minutes on the computer at home or after school looking for one or two that fit the subject you wrote down. Why is this quote important to you?

Due:

Diamonte #1

The World Around Me (If able)

My Special Place #2

Work on Dada Poem

**Day 7**

PJ: What are things that make you mad? Provide examples of situations.

Due:

Diamonte #2

Diamontes #3

Bio Poem

Work on Dada Poem

**Day 8**

PJ: Brainstorm characteristics you find important for a friend to have, as well as characteristics you wouldn’t want a friend to have.

Due:

I Am Poem

Haiku (2)

Work on Dada Poem

**Day 9**

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

**Due:**

**Dada Poem Due**

Tanka (2)

Cinquain (2)

**Day 10**

*PJ: What do you feel defines a person? What makes you, you?*

Due:

Poetweet or Twaiku

Colors of Me

***Day 11 (workshop)***

*PJ: Brainstorm colors you would associate your personality with. Give reasons why to support your selections.*

**Due:**

Triolet

Emphasis Poem

**Day 12**

*PJ: Brainstorm a list of excuses you could give a teacher for not turning in your homework. Be creative and crazy!*

Due:

My Imaginary Friend #1

Humorous Narrative

**Day 13**

*PJ: Brainstorm common slang words and phrases your generation uses. Include what these terms mean.*

**Due:**

List Poem #1

Quatrain Excuse Poem

***Day 14 (workshop)***

*PJ: 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.*

Due:

Free Verse

My Imaginary Friend #2

**Day 15**

*PJ: Write about the future and graduation. What emotions are you feeling as that day approaches?*

**Due:**

List Poem #2

**Graduation Poem**

**Day 16**

*PJ: Write about someone who has helped you believe in yourself.*

Due:

Statement Poem

Thank You Poem

**Day 17**

*PJ: 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.*

Finish any poems needed completion in your poetry packet

**Day 18**

Participate in your final group workshop

Prepare your individual Poetry Book (see attached rubric in your packet)

Write your introduction to your individual Poetry Book

Begin your final reflection

**Day 19**

Work on individual Poetry Books

**Day 20**

Continue working on your individual Poetry Book

Select one poem from your Poetry Book to recite to the class. Compose an introduction to that poem.

Finish writing your final reflection

**Day 21**

8TH GRADE POETRY READING

Brainstorm Emotions with descriptions using the five senses.

**Simile Poem**

Brainstorm common slang words and phrases your generation uses. Include what these terms mean.

**April 26**

**April 25**

**April 24**

Brainstorm colors you would associate your personality with. Give reasons why to support your selections.

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Brainstorm a list of excuses you could give a teacher for not turning in your homework. Be creative and crazy!

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**April 30**

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Write about the future and graduation. What emotions are you feeling as that day approaches?

**April 27**

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.

**May 1**

**May 2**

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.

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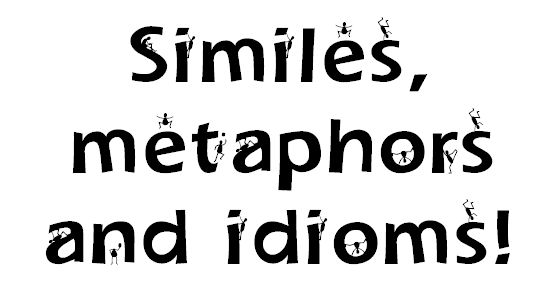
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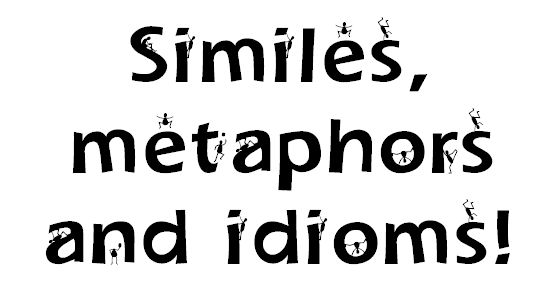
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Write about someone who has helped you believe in yourself.

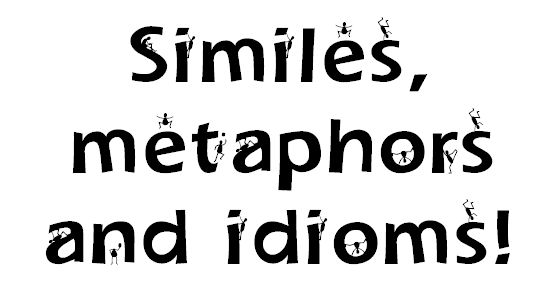
***Directions:*** *Complete the statements below. Where emotion is, insert the emotion of your choice. Where color is, insert the color you associate with the emotion you selected. Be creative, descriptive, and imaginative! (do this for two contrasting emotions)*



(Emotion) is (color) (This line is a metaphor)

It sounds like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

It tastes like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

It smells like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(Emotion) feels like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**My Shadow**

(a poem using simile and metaphor)

***Directions:*** *Follow the structure given below. Do not add, delete, or change any content. One Poem.*

**Line 1:** My shadow wears

**Line 2:** one item of clothing described

**Line 3:** another item of clothing described

**Line 4:** a third item of clothing described

**Line 5:** and he/she knows

**Line 6:** something that can be known

**Line 7:** his/her hair is like

**Line 8:** description of hair using simile

**Line 9:** My shadow is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Line 10:** phrase using a metaphor

**Line 11:** continue the metaphor

**Line 12:** complete the metaphor

**Sounds of Nature**

(practice in incorporating onomatopoeia and imagery in poetry)

Nature serves as a influential force in many writings. We are going describe nature so that our readers can feel, hear, taste, see, and smell the world that’s around us all.

***Directions:*** *In a minimum of 10 lines, describe in great detail the nature scene you are given (to be distributed at random). Incorporate the use of onomatopoeia and imagery to bring your scene to life.*

**Extended Metaphor Poem**

***Directions:*** *Follow the directions below to write an extended metaphor poem.*

**1.** Choose one animal and one object from the bucket provided. Write these at the top of a blank sheet of paper (this will serve as your notes).

**2.** List colors both the animal and the object can be.

|  |  |  |
| --- | --- | --- |
|  |  |  |
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**3.** List action verbs that both the animal and object can do.

|  |  |  |
| --- | --- | --- |
|  |  |  |
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**4.** List passive verbs, verbs that can be done to the animal and object.

|  |  |  |
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|  |  |  |
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**5.** Combine the animal and object with a hyphen to create a “new creature”.

**6**. Write four or five sentences about the new creature. The colors and verbs from the lists are the vocabulary for the metaphor. Write the sentences as a poem. Make sure to keep the metaphor throughout the poem.

**Personification Poem**

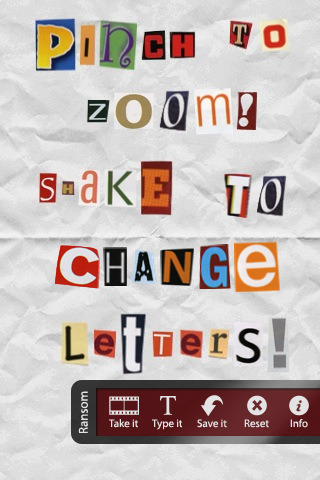
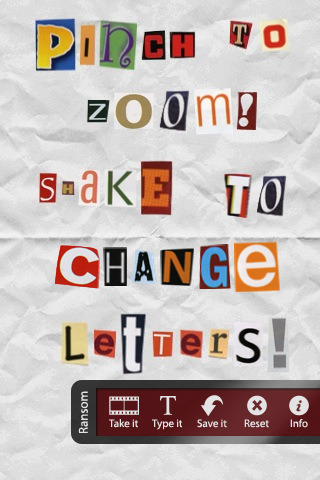
Figurative language is all about bringing your writing to life, and what better way to do this than with an inanimate object? Through effective use of personification, a writer can breathe life into any object.

***Directions:*** *Select one inanimate object out of the bucket and bring it to life through the use of personification. Be creative and imaginative. Do this in at least 10 lines.*

**My Special Place**

***Directions****: Think of a special place that makes you feel safe or one you just love to be. Form an image of this place in your mind. Imagine the smells and sounds associated with this place. Complete the following statements. After you complete the statements, remove all pronouns, verbs, and articles then transfer what you have left to a separate sheet of paper. Repeat these directions for another place, only this time think of a place you fear or hate.*

|  |
| --- |
| **1. Place you love**  I see \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  I smell \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  I hear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  I feel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  I taste \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  I think \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **2. Place you fear**  I see \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  I smell \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  I hear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  I feel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  I taste \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  I think \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |



Dada poetry is an individualistic and creative approach to poetry, especially appealing to those who are not as confident in their writing abilities. To be successful at this form of poetry, all you need is scissors, glue, and an assortment of magazines and newspapers to inspire you!

***Directions:*** *Browse through various magazines and newspapers and clip out words, phrases, sentences, letters, pictures…anything that gives you inspiration for the subject matter you’re working with! Gather enough clippings to cover ample space on the poster board provided. When you’re finished with gluing your clippings down, color the remaining white space with a color of your choice.*

**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 three original diamonte poems.*

**The World Around Me**

As with the “Sound of Nature” poem, dealing with nature and the world provides us with a great opportunity to bring our writing to life. Now instead of imagining what we would hear in a particular setting, we’re going to venture outdoors and truly experience the world around us.

***Directions:*** *In a minimum of 10 lines, describe in great detail the sounds, smells, sights, tastes, and textures of the area selected by the teacher. Begin the exercise by brainstorming specific details that jump out at you as you sit quietly outside. When notes are complete, begin writing.*

**Bio Poem**

***Directions****: Think back to the various poems, stories, or novels we’ve read about (or even ones that you’ve read on your own) and choose one character that really stood out to you. Fill in the following blanks to help you get started on a Bio Poem for your character. When you’ve completed your notes, write your poem on a separate sheet of paper.*

Line 1: Name of character.

Line 2: List four character traits.

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Line 3: Give a relationship of person/thing (ex. daughter of the earth).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Line 4: Three people/things/ideas this person loved.

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Line 5: List three feelings this person felt.

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Line 6: List three things/ideas/people this person needed.

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Line 7: List three fears this person experienced.

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Line 8: List three accomplishments/skills.

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Line 9: List three things/ideas this person gives.

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Line 10: List three things/ideas this person would like to see.

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Line 11: Resident of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.



Poem

This poem will require you to look deep inside yourself and discover what makes you, *you*. Be creative and imaginative when filling in the blanks so you set yourself apart from your peers.

***Directions:*** *Answer the following questions about yourself, completing the beginning of each line. Write the completed poem on a separate sheet of paper.*

**Stanza One**

I am (two special characteristics you have)

I wonder (something you are actually curious about)

I hear (an imaginary sound)

I see (an imaginary sight)

I want (an actual desire)

I am (repeat the first line of the poem)

**Stanza Two**

I pretend (something you actually pretend to do)

I feel (a feeling about something imaginary)

I worry (something that really bothers you)

I miss (someone or something you actually miss)

I cry (something that makes you very sad)

I am (repeat the first line of the poem)

**Stanza Three**

I don’t understand (something you really don’t understand)

I believe (something you believe in)

I dream (something you dream about)

I try (something you really make an effort to do)

I hope (something you actually hope for)

I am (repeat the first line of the poem)

[ Desktop Wallpaper · Gallery · 3D-Art 
 Japanese Graphics](http://wallpapers.free-review.net/r?12)**HAIKU**

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 two different haikus, varying in subject matter.*

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

[ Desktop Wallpaper · Gallery · 3D-Art 
 Japanese Graphics](http://wallpapers.free-review.net/r?12)

**TANKA**

Tanka is much like haiku, only these poems include and additional two lines of seven syllables each. In the tanka poem, the first three lines are referred to as hokku and the last two lines are called ageku.

***Directions:*** *Compose two different tankas, varying in subject matter.*

|  |  |
| --- | --- |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  (five syllables) | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  (five syllables) |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  (seven syllables) | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  (seven syllables) |
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**Cinquain**

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

**Line 1:** one word (subject or noun-may be the title but doesn’t have to be)

**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 two cinquains about different subjects.*

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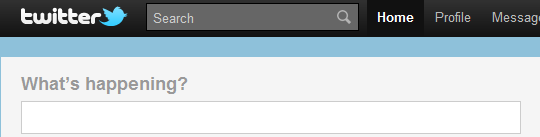
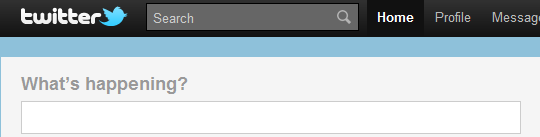
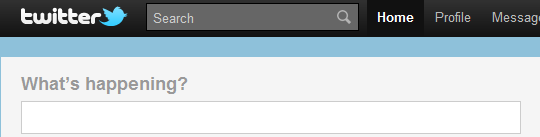
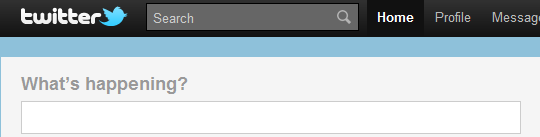
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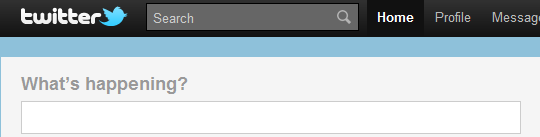
**Poetweet**

(poetry writing for the tech generation)

Inspired the popular social-networking site, Twitter, this poem style limits the characters used to no more than 140 characters (letters, punctuation, and spaces).

***Directions:*** *Compose two Poetweets. Keep characters to no more than 140 characters. In the template below, each dash stands for one character. To indicate a line break in your poem, use a backslash (/).*





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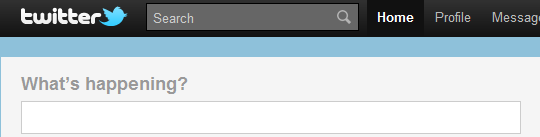
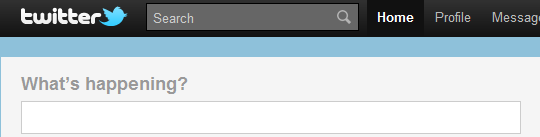
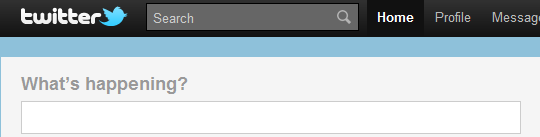
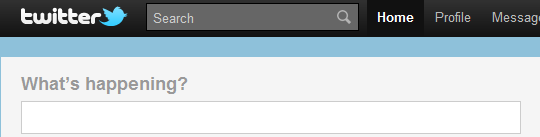
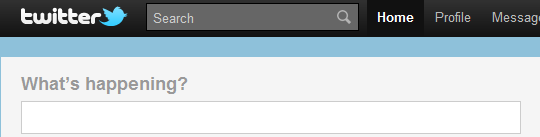
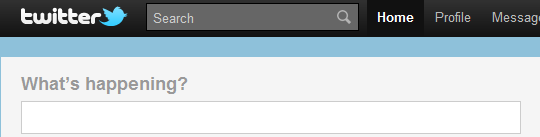
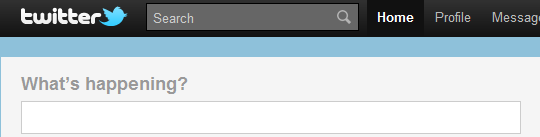
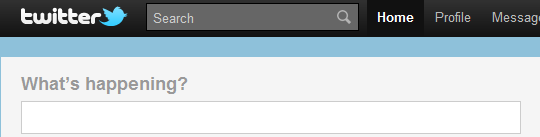
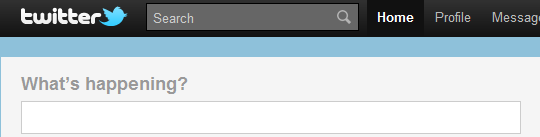
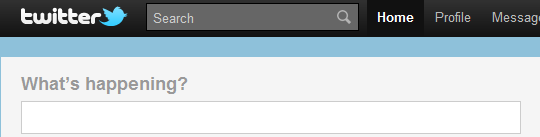
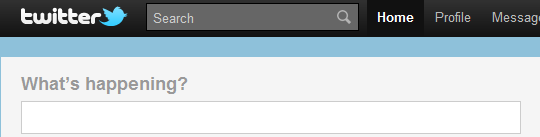
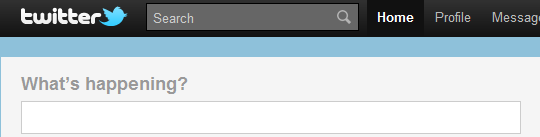
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**Twaiku**

(poetry writing for the tech generation)

Twaiku combines Twitter flare and the popular poetic form, haiku, by sticking to the syllable format (5-7-5) and the 140 character limit (letters, punctuation, and spaces). *Optional activity*

***Directions:*** *Compose three Twaikus. Keep characters to no more than 140 characters. Make sure to use no more than 140 characters (so be sure to count your letters, spaces, and punctuation marks).*





**Colors of Me**

This poem demonstrates the symbolism of colors as a means to describe human characteristics.

***Directions:*** *Choose at least two colors that describe you. Each color gets a stanza supporting the relationship between you and the color. Try to choose contrasting colors to depict contrasting sides of you. Each stanza needs to be at least three lines long.*



With the triolet format, the poem or stanza has eight lines of eight syllables each. The first line is repeated in lines four and seven. The second line is repeated in line eight. In addition to these requirements, the triolet also follows a very specific rhyme scheme: ABAAABAB.

***Directions:*** *Try writing your own triolet poem. Compose a poem, using this format, for any subject you wish. Your poem should be one to two stanzas long.*

**Emphasis Poem**

To get our point across, many times we apply emphasis to what we say or write. We do this by getting louder, bolding our writing, slowing our speech down, putting our writing in all capital letters, or a variety of other ways.

***Directions:*** *Write a poem about something that upsets you.*

**My Imaginary Friend**

***Directions:*** *In a poem of at least 12 lines, describe an imaginary friend using all of the traits you feel make up a good friend. Then write another poem about a different imaginary friend who possesses qualities you would not want to see in a friend.*





**Humorous Narrative Poem**

Some people get in their heads that poetry can only be serious or somber; however, there is much poetry and many writers who use humor as a staple in their writing.

***Directions:*** *Write a poem narrating a funny time in your life that is special to you. 15 lines minimum.*

**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:*** *Construct two list poems. The first one needs to be a list of slang terms or phrases. Offset each word/phrase with the literal “translation. The second poem can be any subject matter of you wish. Each poem must be at least five lines long (not including the title, which should state plainly what your list is about).*

[](http://www.google.com/imgres?um=1&hl=en&biw=1280&bih=785&tbm=isch&tbnid=3eAPhHaVPrqbSM:&imgrefurl=http://www.sodahead.com/fun/robots-or-aliens/question-1706083/&docid=mdck_awLJVo1eM&imgurl=http://farm1.static.flickr.com/96/231294073_1cdb6ad422.jpg&w=400&h=500&ei=Hmh7T-CqBqiEsAKJy8CUAw&zoom=1&iact=rc&dur=109&sig=103629195598615105546&page=3&tbnh=153&tbnw=122&start=59&ndsp=31&ved=1t:429,r:21,s:59&tx=76&ty=82)**Quatrain Excuse Poem**

Much of life is devoted to developing believable, yet sometimes extreme, excuses whether it is to get out of going to school, doing homework, or completing chores. This poem will give you the opportunity to provide a teacher with a wild, crazy excuse for not turning in your homework (don’t think this is a homework pass though☺). You must follow the verse format of a quatrain, which is a four-line verse following the rhyme scheme ABAB.

***Directions:*** *Compose a poem where you come with a crazy excuse for not turning in your homework. Be creative! Poem should be composed of at least two verses in quatrain format.*

[](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,r:1,s:29)

A favorite amongst many poets, a free verse poem is as its name suggests…freedom! When you write 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 friend moving away or you moving away from a friend. Poem should be at least eight lines.*

**Graduation Poem**

Now is a time of big changes and growing up. This year you will graduate from eighth grade and move on to high school. In this poem you will reflect on your feelings towards this big day. This can be humorous, sad, happy, hopeful, however you feel illustrates what this means for you.

***Directions:*** *Compose a poem of at least 10 lines that is a reflection of your feelings towards 8th grade graduation.*

**Statement Poem**

At this time in your life, you’re always aiming to make a statement. In a statement poem, that’s exactly what you do!

***Directions:*** *Think of a statement, and yes this needs to be a pretty lengthy detailed statement. When writing your statement, try to keep it about yourself.*



**Poem**

As we go through life, so many people touch our lives in a way and they go without thanks. In a thank you poem, that’s what you get to do…thank someone for having a positive effect on your life.

***Directions:*** *Think of one person whose helped may have gone unnoticed. This can be a relative, a friend, a teacher, or some complete stranger who showed you the slightest bit of decency. When you have your person, write a thank you note in poem form. Your note can rhyme, use figurative language, it doesn’t matter.*

**Introduction to a Poem**

When reading poetry aloud, it’s important to provide your audience with some background of your piece. As you write your introduction, think of information that would be important for your audience to know. For example, be sure to include the title of your poem. You could also provide your inspiration or what your poem will be about. When writing your introduction, keep in mind the mood you want your poem to evoke, and match your introduction to that. (Intros can be humorous, sarcastic, serious, whatever you wish).

***Directions:*** *Select one poem to be read aloud during the class poetry reading. Compose a brief introduction to set up your reading. Intro must be at least two sentences long.*

**Poetry Book**

Now that all of your poems are finished, you will select your best 15 -20 poems to illustrate and include in your own poetry book. There are four poems which are required for inclusion:

* Statement Poem
* Thank You Poem
* Graduation Poem
* Free Verse

You will have a choice in where your poems are placed in your book, but the above four must be present somewhere. The remaining 11-16 are up to you. To begin your book, you must have an introduction outlining what the reader should expect when he/she picks up your poetry book. Poems must be typed out (unless handwritten would better convey emotion-if so see Mrs. King) and some sort of illustration or design needs to be present. (Make whatever you choose pleasing to the eye. Color is not necessary and can only be done if you add the color yourself, not through the use of a color printer unless you do it at home.) A front and back cover are required, but only the front cover needs to be illustrated. Make sure you have a creative title with your name somewhere on the front. If in doubt, see the rubric on the following page.

***Final Reflection***

The final part of your unit involves writing a reflection over everything you’ve done. When writing your reflection keep the following questions in mind:

* Did the process go smoothly? Explain.
* What did I like about the unit? Explain.
* What could be done to make the unit better? Explain.
* How seriously did I take the workshops? Explain.
* What did I gain from this experience? Explain.
* Is this unit something that should continue to be done? Explain.

Be honest. Each question should have an answer. When your final reflection is complete you should have approximately half a page. Submit your final reflection with the rest of your materials.

**Final Unit Project**

In order to receive a final grade you must have all the materials listed in the rubric at the end of this packet. If something is missing from the items listed, you must get in touch with the teacher ahead of time. Do not wait until the last minute. Keep track of your materials as you’re working through the unit!! Use the following checklist to help keep you organized! ☺

**Final Project Checklist**

* Front cover with illustrations, title, and name
* Back cover
* Table of Contents edited for mistakes
* Introduction to my Poetry Book
* Are the poems in an order that make sense?
* Book contains statement poem, thank you poem, graduation poem, and free verse poem
* Book contains 11-16 additional poems
* My poems contain illustration/designs that make sense with the poem’s content
* Are my pages pleasing to the eye and can I tell where poems end and begin?
* All of my poetry journal pages are together, but separate from my book
* An introduction for the poem I’m reading in the class poetry reading
* Final Reflection over unit

**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.

**Ars Poetica:** 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**

