

# English 9

## Pondering poetry & playing with words

pam haugland  
lled 314

December 2003

# Unit Overview

This unit is designed to allow students to explore the world of poetry with enough guidance and as little restriction as possible. Students will be asked to look at a wide variety of poetry and explore its content and form, to experiment with their own words and ideas through various writing activities, and to read poetry aloud within small groups and in a “Poetry Slam” celebrating the beginning of their adventures within the poetic world.

The unit starts out with the generation of a working definition of what poetry is, moves on through a number of form poetry to free verse poetry and comes back to other semi-structured types of poetry. It involves a variety of reader response activities that allow the student to bring their own influences to the meaning of the text. This unit also involves a wide variety of activities that have students explore different types of form and free verse poetry. The unit concludes with student portfolios that will encompass all of their work over the term and with a unit test.

# Overview of Lessons

Lesson # & Title:	Page:
1. Perusing the World of Poetry	1
2. Courting Tactics 101	2
3. Poetic Attractions	3
4. Music to My Ears	4
5. Much Ado About Music	5
6. Trying on Shoes	6
7. Childhood Games	7
8. The Sound of Silence	8
9. Filling the Void	9
10. Sound, Found, & More!	10
11. Concrete Structures	11
12. Poetry Slam	13

## Lesson 1: *Perusing the World of Poetry*

PLO's:

- describe what they already know about, and previous experiences they have had with, specific topics
- interpret and report on information from selections they have read, heard, or viewed
- cite specific information from stories, articles, novels, poetry, or mass media to support their inferences and to respond to tasks related to the works

### Objectives:

- to have students understand that poetry can be enjoyable, that there is poetry for everyone!
- to have students practice sharing their experiences with others
- to have students look at *why* they are interested in a particular work

Time	Activity & Objectives	Teacher's Role	Learner Activities	Assessment
5 min.	Hook: One of these things is not like the other.	<ul style="list-style-type: none"> <li>• Read a grocery list and two simple poems.</li> </ul>	<ul style="list-style-type: none"> <li>• Write down their thoughts as they listen and look at the works presented.</li> <li>• Which one is the imposter?</li> <li>• Vote on the poem</li> </ul>	
20 min.	What is Poetry: Brainstorming & Discussion	<ul style="list-style-type: none"> <li>• Explain task.</li> <li>• Facilitate discussion.</li> <li>• Develop a working definition of poetry as per discussion.</li> </ul>	<p>Independently (5min):</p> <ul style="list-style-type: none"> <li>• Brainstorm what are qualities that define a poetry? What forms can poetry take? What is it that you like or dislike about poetry?</li> </ul> <p>As a whole (15min):</p> <ul style="list-style-type: none"> <li>• Discuss responses</li> </ul>	
40 min.	<b>Poetry Scramble</b>	<ul style="list-style-type: none"> <li>• Hand out poetry anthologies and collections</li> <li>• Explain Task</li> </ul>	<ul style="list-style-type: none"> <li>• Students browse poetry books to find one that stands out</li> <li>• Write poem out on a plain sheet of paper</li> </ul>	Poem of choice will be entered into their poetry portfolio. Participation.
3 min	<b>Portfolio Description</b>	Explain the assignment. Due date is the day of the unit test. <b>DON'T THROW YOUR WORK AWAY!!</b>	<ul style="list-style-type: none"> <li>• Start portfolio by putting 1<sup>st</sup> poem in a safe spot in binder.</li> </ul>	
7 min	<b>Convincing Words</b>	<ul style="list-style-type: none"> <li>• Provide wrap-up task (letter) and ask to complete for homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a letter to a friend <i>explaining</i> why they should read the poem you selected today.</li> </ul>	To be placed in portfolio

**Homework:** Complete letter to a friend

**Materials Needed:** a collections of poetry anthologies and compilations (enough for 1/student)

## Lesson 2: *Courting Tactics 101*

PLO's

- cite specific information from stories, articles, novels, poetry, or mass media to support their inferences and to respond to tasks related to the works
- evaluate and modify their own roles in group interactions in a variety of contexts
- paraphrase and summarize information from a variety of print and non-print sources

**Objectives:**

- To introduce students to sonnets
- To explore students prior knowledge and opinions of sonnets

<b>Time</b>	<b>Activity</b>	<b>Teacher's Role</b>	<b>Learner Activities</b>	<b>Assessment</b>
10 min.	Housekeeping	<ul style="list-style-type: none"> <li>• Collect homework</li> <li>• Have 3-4 volunteers share their poem with the class</li> </ul>	<ul style="list-style-type: none"> <li>• Hand in letter to a friend</li> <li>• Share a poem or listen</li> </ul>	Mark letters for completion and provision of explanations
5 min.	Hook: Cheesy Pick-Up lines.	<ul style="list-style-type: none"> <li>• Pick-up line OH</li> <li>• Ever tried using a pick-up line?</li> <li>• Try using a sonnet instead!</li> </ul>		
15 min.	The Form & FUNction of an English Sonnet: "Shall I compare thee to a Bale of Hay?"	<ul style="list-style-type: none"> <li>• Read sonnet parody to class</li> <li>• Do you know what the real first line is?</li> <li>• What kind of poem is this?</li> <li>• Describe English Sonnet → rhythm → rhyme scheme</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to poem</li> <li>• Participate in discussion</li> <li>• Ask questions</li> <li>• Take notes</li> </ul>	
30 min.	<b>Puzzling Over Sonnets (Jigsaw)</b>	<ul style="list-style-type: none"> <li>• Provide handout with sonnets on it</li> <li>• Provide instructions on group tasks</li> <li>• Divide class into small 'expert' groups</li> <li>• Monitor class &amp; facilitate the switching of groups</li> </ul>	<ul style="list-style-type: none"> <li>• Read given sonnet aloud in group</li> <li>• Observe the rhyme scheme</li> <li>• Discuss what the poem is saying</li> <li>• In new group, read sonnet aloud &amp; share reflections on it with the group</li> </ul>	Are students reading the poem out loud? Are they discussing the sonnet?
15 min.	<b>Exit Slip</b>	<ul style="list-style-type: none"> <li>• Wrap-up lesson with group summaries of each sonnet</li> <li>• Exit Slip: What did you like about sonnets, what did you find difficult?</li> <li>• Challenge: Write a sonnet to put in your portfolio!</li> </ul>	<ul style="list-style-type: none"> <li>• Work independently on exit slip.</li> </ul>	

**Homeplay:** none!

**Materials Needed:** OH with pick-up lines, sonnet handouts, reader response worksheet.

## Lesson 3: *Poetic Attractions*

**PLO's**

- evaluate the effectiveness of literary techniques including figurative language
- use an increasing repertoire of specialized terminology and subject-specific words with accuracy and precision
- demonstrate a willingness to explore a variety of genres and media
- use efficient note-making and note-taking strategies

**Objectives:**

- To discover poetic devices through poetry itself
- To explore a new type of poem through writing

<b>Time</b>	<b>Activity</b>	<b>Teacher's Role</b>	<b>Learner Activities</b>	<b>Assessment</b>
10 min.	• Housekeeping	<ul style="list-style-type: none"> <li>• Review Sonnet Form</li> <li>• Discuss Responses from homework</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussion</li> </ul>	
10 min.	• Discovering Poetic Devices	<ul style="list-style-type: none"> <li>• Provide task instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Look back on the poem that they chose in Lesson 1 and pick out words and phrases that appealed to them</li> <li>• Why do these words/phrases appeal to you?</li> </ul>	
30 min.	• <b>Poetic Devices Notes</b>	<ul style="list-style-type: none"> <li>• Prompt students to share their words/phrases</li> <li>• What poetic device was used (if any)?</li> <li>• Discuss aspects of the poetic device and see if anyone else had an example like the initial one given</li> <li>• Write notes on overhead</li> </ul>	<ul style="list-style-type: none"> <li>• Provide examples</li> <li>• Recall names of poetic devices previously learned</li> <li>• Take notes</li> </ul>	Participation
10 min.	• <b>Haikus, Tankas, &amp; Cinquains</b>	<ul style="list-style-type: none"> <li>• Show and read aloud examples of these forms</li> <li>• Briefly explain the rules of the forms</li> </ul>	<ul style="list-style-type: none"> <li>• Identify poetic devices in the poems read</li> </ul>	
15 min.	• <b>Writing In Good Form</b>	<ul style="list-style-type: none"> <li>• Provide handout with descriptions of tankas and cinquains</li> <li>• Put up and OH list of specific topics that students could choose to write on.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a tanka or a cinquain</li> <li>• Make a final copy on _ a piece of blank paper and superimpose an image reflected in the poem over it</li> </ul>	Hand in and mark as per rubric Student's option to put in final portfolio

**Materials Needed:** blank sheets of paper cut in half, tanka/cinquain handout, notes on poetic devices

**Homeplay:** Finish your poem with picture superimposed

## Lesson 4: *Music To My Ears*

### PLO's

- describe what they already know about, and previous experiences they have had with, specific topics
- identify and explain connections between what they read, hear, and view and their personal ideas and beliefs
- demonstrate an understanding of the main ideas, events, or themes of a variety of novels, stories, poetry, other print material, and electronic media

### Objectives:

- To have students explore the choices they make in everyday life
- To observe how a chosen song's lyrics can convey a lot about an individual

Time	Activity	Teacher's Role	Learner Activities	Assessment
10 min.	<ul style="list-style-type: none"> <li>• Writing to Music</li> </ul>	<ul style="list-style-type: none"> <li>• Journal Prompt: What album (commercially available) would you take to a desert island? Why?</li> <li>• Collect poems from last day.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a response to the prompt on the board.</li> </ul>	Collect with portfolio
15 min.	<ul style="list-style-type: none"> <li>• Class Playlist</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion about music today.</li> <li>* What albums did you choose?</li> <li>* How/why did you make your choice?</li> <li>* Is there a difference between favourite album and an album you could listen to for three years?</li> </ul>	<ul style="list-style-type: none"> <li>• Be considerate of other responses</li> <li>• Provide insight into the discussion</li> </ul>	Evaluate ability to participate in a respectful conversation
25 min.	<ul style="list-style-type: none"> <li>• Music to My Ears</li> </ul>	<ul style="list-style-type: none"> <li>• Read out lyrics of song of my favourite song</li> <li>• Play song</li> <li>• Ask for students' initial responses – what's the difference? Which do you prefer? List the pros/cons of each form.</li> <li>• Address why you chose the song, what you relate to, what it makes you think about, etc. (Have an overhead of the lyrics to help)</li> </ul>	<ul style="list-style-type: none"> <li>• Jot down initial reactions to reading</li> <li>• Jot down reactions to hearing the song</li> <li>• Participate in discussion</li> </ul>	
25 min.	<ul style="list-style-type: none"> <li>• Name That Tune!</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a mixed CD with radio tunes that students will have likely heard</li> <li>• Split class into 2 teams &amp; explain the game</li> </ul>	<ul style="list-style-type: none"> <li>• Work in teams to name the title, author, and poetic device (BONUS) in the song line played</li> <li>• Have fun!</li> </ul>	Evaluate teamwork Prize for the winning team

**Homework:** Bring in a copy of the lyrics to your favourite song.

**Materials Needed:** CD player and Radiohead CD (substitute your favourite song and reflections on it), OH's with answers to song selections, prizes.

## Lesson 5: *Much Ado About Music*

PLO's

- describe what they already know about, and previous experiences they have had with, specific topics
- cite specific information from stories, articles, novels, poetry, or mass media to support their inferences and to respond to tasks related to the works
- create a variety of personal, literary, technical, and academic communications, including poems, stories, and personal essays; oral and visual presentations; written explanations, summaries, and arguments; letters; and bibliographies

**Objectives:**

- To have students gain understand that there is more than one possible reading and understanding to a poem/song/ text
- To have students self-reflect on why they are attracted to a particular song

<b>Time</b>	<b>Activity</b>	<b>Teacher's Role</b>	<b>Learner Activities</b>	<b>Assessment</b>
10 min.	Island in the Sun – version 2 (Music Video)	<ul style="list-style-type: none"> <li>• Have students watch video then briefly discuss how music has been transformed into one person's interpretation...may not even be the song writer's interpretation</li> </ul>	<ul style="list-style-type: none"> <li>• Contemplate other possible interpretations of the video.</li> </ul>	
20 min.	Your Be the Videographer	<ul style="list-style-type: none"> <li>• Put students into groups of 4</li> <li>• Provide a set of lyrics to each group</li> </ul>	<ul style="list-style-type: none"> <li>• Students will develop how they would visually represent the song</li> <li>• Each group will share their vision</li> </ul>	Groups submit their ideas, check for level of completion
30 min.	Finding Identity in Music	<ul style="list-style-type: none"> <li>• Silent Writing activity.</li> <li>• Instruct students to get out: paper, pen, and song they chose</li> <li>• Have writing prompts on OH (see appendix)</li> <li>• 4-5 minutes per prompt</li> <li>• Quick debrief of activity</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to each prompt in terms of their song and their personal experiences.</li> </ul>	Include song and response in portfolio
5 min.	<b>Music Video: Island in the Sun – Version 1.</b>	<ul style="list-style-type: none"> <li>• Demonstrate that different people DO have different ideas on the same lyrics</li> </ul>	<ul style="list-style-type: none"> <li>• Notice how the same song is depicted differently</li> </ul>	
10 min.	<b>Read and Reflect</b>	<ul style="list-style-type: none"> <li>• Handout poem: This is a Photograph of Me</li> </ul>	<ul style="list-style-type: none"> <li>• Students read the poem (aloud) and write a brief response to it.</li> </ul>	

**Homework: None!!!**

**Materials Needed:** TV, VCR (or digital equipment), copy of 2 videos



## Lesson 6: *Trying on Shoes*

### PLO's

- use a variety of planning tools and strategies to focus and organize communications for various purposes and audiences
- monitor their own work for correctness of spelling and punctuation
- demonstrate a willingness to explore a variety of genres and media
- use language to prompt and support others

### Objectives:

- To explore different points of view through poetry

Time	Activity	Teacher's Role	Learner Activities	Assessment
10 min.	One window is all I need...	<ul style="list-style-type: none"> <li>• Have poetry prompt on board.</li> <li>• Tell students it will go in their portfolio</li> <li>• Provide an example</li> <li>• Briefly debrief</li> </ul>	<ul style="list-style-type: none"> <li>• Write a poem starting with the prompt.</li> </ul>	To be but in portfolio.
20 min.	<p>"This is a Photograph of Me."</p> <p>→ emphasis on different points of view</p>	<ul style="list-style-type: none"> <li>• Hook: show photographs of myself</li> <li>• Read Atwood poem aloud</li> <li>• How are our photographs different?</li> <li>• Who is the speaker?</li> <li>• What questions do you have about the poem?</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussion.</li> <li>• Generate different ideas about who the speaker is.</li> <li>• How have your ideas change from your initial reading?</li> </ul>	
20 min.	"Pose"	<ul style="list-style-type: none"> <li>• Put students into groups of 4</li> <li>• Direct students to poem "Pose" by Zoe Landale</li> </ul>	<ul style="list-style-type: none"> <li>• Individually, look at poem and write down what strikes you and what questions you have.</li> <li>• In small groups, exchange thoughts and questions.</li> <li>• Question the text from 2 other points of view.</li> </ul>	Hand in questions, thoughts, and questions from another viewpoint
15 min.	<b>Walking in Another's Shoes</b>	<ul style="list-style-type: none"> <li>• Help students with questions and make sure students are on-task</li> </ul>	<ul style="list-style-type: none"> <li>• Write a free verse poem to compliment Landale's poem "Pose" or Atwood's poem "This is a Photograph of Me."</li> </ul>	To be put in portfolio.
10 min.	Sharing and Wrap-up	<ul style="list-style-type: none"> <li>• Prompt students to share</li> <li>• Assign homework task as per below.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students share what they have written</li> <li>• Others listen</li> </ul>	
<p><b>Homework:</b> Read "This is a Photograph of Me" to a family member or friend and see what questions and responses they have to it.</p> <p><b>Materials Needed:</b> copies or access to poems: "This is a photograph of me" and "Pose"</p>				

## Lesson 7: *Childhood Games*

PLO's:

- demonstrate an understanding of the main ideas, events, or themes of a variety of novels, stories, poetry, other print material, and electronic media
- interpret details and draw conclusions about the information presented in a variety of illustrations, maps, charts, graphs, and other graphic forms
- create a variety of personal, literary, technical, and academic communications, including poems, stories, and personal essays; oral and visual presentations; written explanations, summaries, and arguments; letters; and bibliographies

Objectives:

- To have students practice their writing skills
- To have students explore the effect of imagery on them

Time	Activity	Teacher's Role	Learner Activities	Assessment
5 min.	Housekeeping	<ul style="list-style-type: none"> <li>• How did your family member respond to the poem you read them?</li> </ul>	<ul style="list-style-type: none"> <li>• Share responses with the group.</li> </ul>	
5 min.	Reflecting on Childhood I	<ul style="list-style-type: none"> <li>• Share a personal memory of childhood</li> </ul>	<ul style="list-style-type: none"> <li>• Start thinking about childhood memories</li> <li>• Volunteer to Read Atwood poem "Game After Supper"</li> </ul>	
30 min.	<b>Reflecting on Childhood II: Mini Writing Workshop</b>	<ul style="list-style-type: none"> <li>• Talk briefly about imagery as used in Atwood's poem and personal memory</li> <li>• Explain tasks:               <ul style="list-style-type: none"> <li>○ Task 1: Free writing on memories (12 min)</li> <li>○ Task 2: Transforming into poetic writing and putting onto 3x5 piece of poster board (15 min)</li> <li>○ Task 3: Put an image onto the other side of the board</li> </ul> </li> </ul>		To be included in portfolio.
15 min.	"Because I Never Learned"	<ul style="list-style-type: none"> <li>• Guided exploration of poem "Because I never Learned"               <ul style="list-style-type: none"> <li>○ Initial reactions to imagery?</li> <li>○ Cruel or compassionate?</li> <li>○ What kind of relationship do the father and son have?</li> <li>○ How would the speaker have reacted now in the same situation?</li> </ul> </li> </ul>		Assess who is participating and find ways to have others participate
15 min.	"Memory from Childhood"	<ul style="list-style-type: none"> <li>• Provide handout and direct to poem "Memory from Childhood"</li> </ul>	<ul style="list-style-type: none"> <li>• Working with a partner, read the poem aloud and then answer the questions on the handout.</li> </ul>	
5 min	Exit Slip	<ul style="list-style-type: none"> <li>• Which poem did you enjoy the most and why?</li> <li>• Collect exit slip as students leave</li> </ul>	<ul style="list-style-type: none"> <li>• Write a couple of sentences on a slip of paper as a pass to leave class.</li> </ul>	Read and comment on responses for next class

**Homework:** finish 3x5 picture & prose poem

**Materials Needed:** poster board cut into 3x5 pieces, pencil crayons

## Lesson 8: *The Sound of Silence*

### PLO's:

- describe what they already know about, and previous experiences they have had with, specific topics
- interpret and report on information from selections they have read, heard, or viewed
- interpret details and draw conclusions about the information presented in a variety of illustrations, maps, charts, graphs, and other graphic forms

### Objectives:

- To have students think about the meaning of silence and their relationship with it
- To explore ways of describing and depicting what we read

Time	Activity	Teacher's Role	Learner Activities	Assessment
10 min.	<i>Silent</i> Journal Writing	<ul style="list-style-type: none"> <li>• Provide prompt: How does silence make you feel?</li> <li>• Hand back exit slips.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a response to the question posed.</li> </ul>	To be handed in with portfolio.
25 min.	Song: "The Sound of Silence"	<ul style="list-style-type: none"> <li>• Hook: Play song.</li> <li>• Questions to pose: <ul style="list-style-type: none"> <li>○ What is Paul Simon saying about silence?</li> <li>○ What sounds is he claiming it makes?</li> <li>○ Does silence have sound?</li> <li>○ What's an awkward silence?</li> <li>○ Talk about bus rides in these terms.</li> <li>○ Student questions</li> </ul> </li> </ul>		
15 min.	<b>Busing It!</b>	<ul style="list-style-type: none"> <li>• Have students read aloud the poem: "A note on the public transportation system" by Nowlan (x2)</li> <li>• Find 2 poetic devices in here</li> <li>• Assign Reader Response task</li> </ul>	<ul style="list-style-type: none"> <li>• Write a paragraph or 2 about a similar experience (hand in next class)</li> </ul>	Read paragraph for response
20 min.	<b>Public Transportation Tableaux</b>	<ul style="list-style-type: none"> <li>• Organize class into 6 groups</li> <li>• Assign each group a stanza to make a tableaux of</li> <li>• Explain what a tableaux is and set them free! (5 min)</li> <li>• Facilitate the sharing of the still pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• 5 min to prepare tableaux of their stanza</li> <li>• 10 minutes to share tableaux</li> </ul>	Are the facial expressions appropriate? Does their pose reflect the image created in the poem?
5 min.	<b>Piano Man</b>	Play song as closure to the class. Describe what the song is saying.		

**Homeplay:** finish paragraph response to Nowlan's poem

**Materials Needed:** "Sound of Silence" and "Paino Man" lyrics on OH's and music on cd's, cd player

## Lesson 9: *Filling the Void*

### PLO's

- demonstrate an understanding of the main ideas, events, or themes of a variety of novels, stories, poetry, other print material, and electronic media
- use an increasing repertoire of specialized terminology and subject-specific words with accuracy and precision

#### Objectives:

- To observe how word choice and grammar are important in poetry
- To respond to a poem and then follow up with further reflection
- To use poetry to explore poetic devices further

Time	Activity	Teacher's Role	Learner Activities	Assessment
10 min.	Recreate a Poem Challenge!	<ul style="list-style-type: none"> <li>• Using "Loneliness" by Emma LaRocque, write out all the words randomly in list form leaving out punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Reconstruct the poem inserting punctuation marks where you feel necessary</li> <li>• Compare with person next to you</li> <li>• Are they the same?</li> </ul>	
15 min.	<b>Loneliness??</b>	<ul style="list-style-type: none"> <li>• Put a variety of options up onto the board and ask students to look at each one and explain what each variation means.               <ul style="list-style-type: none"> <li>○ Do the meanings change?</li> <li>○ Which one is the real thing? Vote.</li> </ul> </li> <li>• Show actual poem, but continue looking at it.               <ul style="list-style-type: none"> <li>○ How does your reaction to the poem change?</li> <li>○ How does the writer feel about loneliness?</li> <li>○ Do you agree or disagree with her viewpoint of loneliness?</li> <li>○ What if we switched the words am and I in the 3<sup>rd</sup> line?</li> </ul> </li> </ul>		Participation – does everyone make a contribution?
25 min.	<b>Moving Away from Loneliness</b>	<ul style="list-style-type: none"> <li>• Read "No Man is an Island" by John Donne</li> <li>• Have students write a series of responses as described under <b>Learner Activities</b></li> </ul>	<ul style="list-style-type: none"> <li>• Write down some thoughts you have when you first hear this poem</li> <li>• Write down 3 questions (7 min)</li> <li>• Pair Up with someone and share thought and questions, discuss these questions (5 min)</li> <li>• Write a 2<sup>nd</sup> response.</li> <li>• Comment on how your response has changed. (8 min)</li> </ul>	Hand in Responses by end of class. Read responses looking for questions and new understandings.
15 min.	<b>Seek and You Shall Find</b>	<ul style="list-style-type: none"> <li>• Handout student worksheet and provide instructions for task.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will look back through all of the poems and songs they have encountered in this unit and find examples of at least 10 poetic devices</li> </ul>	Students will hand in this work with the crossword puzzle they create next day.

**Homeplay:** finish worksheet

**Materials Needed:** literary device search handout (from lesson 3).

## Lesson 10: *Sound, Found & More*

PLO's

- demonstrate a willingness to explore a variety of genres and media
- use an increasing repertoire of specialized terminology and subject-specific words with accuracy and precision
- apply various strategies to generate and shape ideas

**Objectives:**

- To have students explore various poetic writing forms
- To have students create a learning activity and opportunity for each other

Time	Activity	Teacher's Role	Learner Activities	Assessment
5 min.	Video Clip: Bull Durham Credo	<ul style="list-style-type: none"> <li>• Play clip and instruct students to focus on the credo</li> </ul>	<ul style="list-style-type: none"> <li>• Observe the form that Bill Durham's credo takes</li> </ul>	
40 min.	<b>Poetry Writing Carousel</b>	<ul style="list-style-type: none"> <li>• Explain the process, put students into groups (4-5)</li> <li>• Set up 6 stations (2 of each):               <ol style="list-style-type: none"> <li>1. Bill Durham Credo</li> <li>2. Sound Poems</li> <li>3. Found Poems</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Students travel through all three stations and write a poem according to the station instructions</li> </ul>	All 3 poems are to be put in portfolio.
25 min.	<b>Crossword Creation</b>	<ul style="list-style-type: none"> <li>• Provide crossword puzzle handout</li> <li>• Explain task</li> <li>• Puzzle will be redistributed in the class as a study aid for someone else.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual work</li> <li>• Use examples and poetic devices from previous class to develop a crossword puzzle</li> </ul>	Crosswords to be completed by a fellow classmate and handed in before unit test.
5 min.	<b>Closing Remarks</b>	<ul style="list-style-type: none"> <li>• What did you learn today?</li> <li>• Which form of poetry did you enjoy the most?</li> <li>• Reminder about the crossword redistribution next class.</li> </ul>	<ul style="list-style-type: none"> <li>• Share thoughts about experiences and writing poetry in general.</li> </ul>	

**Homework:** Complete poems from the stations if not done, complete crossword puzzle and answer key for next day.

**Materials Needed:** 5-6 objects that make sounds (when bounced, touched etc.), handouts for carousels

## Lesson 11: *Concrete Structures*

PLO's:

- organize details and information about material they have read, heard, or viewed using a variety of written or graphic forms
- interpret details and draw conclusions about the information presented in a variety of illustrations, maps, charts, graphs, and other graphic forms

**Objectives:**

- To have fun with words
- To have students experiment with shape and form in relation to poetic writing

<b>Time</b>	<b>Activity</b>	<b>Teacher's Role</b>	<b>Learner Activities</b>	<b>Assessment</b>
10 min.	<b>'Wordles' Worksheet</b>	<ul style="list-style-type: none"> <li>• Demonstrate the idea behind wordless</li> <li>• Provide wordles (brainteasers)</li> </ul>	<ul style="list-style-type: none"> <li>• Attempt to find the literal meaning of the wordles.</li> <li>• Get creative juices flowing</li> </ul>	
10 min.	<b>Why Wordles?</b>	<ul style="list-style-type: none"> <li>• Why did I have you do that? How does it relate to poetry?</li> <li>• Go over a couple as a class.</li> <li>• Introduce poem by bp Nichol "landscape: 1"</li> </ul>	<ul style="list-style-type: none"> <li>• Share responses</li> <li>• Make the mental jump from wordles to concrete poems</li> </ul>	
15 min.	<b>Exploring Concrete</b>	<ul style="list-style-type: none"> <li>• Correlating form and meaning.</li> <li>• Pointing out various forms of concrete poems (some reflect abstract, others concrete images)</li> <li>• Look at "Football Forms," "Ice Cream" and "Sweethearts" (or others of your choice) <ul style="list-style-type: none"> <li>○ What does the shape convey?</li> <li>○ How does the form affect our appreciation?</li> <li>○ Would another shape do it justice?</li> </ul> </li> </ul>		
23 min.	<b>Concrete Creation</b>	<ul style="list-style-type: none"> <li>• Provide a few prompts on board and set students off to create a concrete poem</li> <li>• Create one yourself to share!</li> </ul>	<ul style="list-style-type: none"> <li>• create your own concrete poem (15 min)</li> <li>• Some suggestions: the rising sun, a cat hopping across a fence, or a pirouetting ballerina .</li> <li>• share poems in small groups (8 min)</li> </ul>	To be included in portfolio.
15 min.	<b>Student Directed Time</b>	<ul style="list-style-type: none"> <li>• Provide possibilities for tasks to work on</li> <li>• Ensure students are working on some sort of task and answer questions that arise</li> <li>• Marks can be assigned for work ethic</li> </ul>	<ul style="list-style-type: none"> <li>• Create a title page for portfolio</li> <li>• Compile portfolio elements</li> <li>• Practice selected poem for next class</li> </ul>	Are students working on something?

2 min.	<b>Concrete Wrap-up</b>	<ul style="list-style-type: none"><li>• Share a concrete poem I created</li><li>• Remind them about handing in portfolios the day of the unit test</li><li>• Reminder about Poetry Slam next class</li></ul>	<ul style="list-style-type: none"><li>• Take note of what they need to do for homeplay</li></ul>	
<p><b>Homework:</b> finish portfolio compilation, prepare for unit test, prepare for poetry slam presentation next class</p> <p><b>Materials Needed:</b> OH's of some concrete poem examples to be discussed</p>				

## Lesson 12: Poetry Slam

### PLO's

- use a variety of planning tools and strategies to focus and organize communications for various purposes and audience
- demonstrate pride and satisfaction in using language to create and express thoughts, ideas, and feelings in a variety of forms
- create a variety of communications designed to persuade, inform, and entertain classroom and other audiences
- create a variety of personal, literary, technical, and academic communications, including poems, stories, and personal essays; oral and visual presentations; written explanations, summaries, and arguments; letters; and bibliographies
- demonstrate confidence in using language in a variety of formal and informal contexts, both inside and outside the classroom
- use language to participate appropriately in celebrations of special events and accomplishments

### Objectives:

- To gain a further appreciation for oral readings of poetry
- To share favourite poems and how a bond is formed between student and poem
- To have some fun!

Time	Activity	Teacher's Role	Learner Activities	Assessment
5 min.	• Housekeeping	<ul style="list-style-type: none"> <li>• Collect portfolios</li> <li>• Explain how the Poetry Slam Will Run</li> </ul>	<ul style="list-style-type: none"> <li>• Hand in poetry portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• See portfolio rubric</li> </ul>
60 min.	• <b>Poetry Slam</b>	<ul style="list-style-type: none"> <li>• Answer questions and set up Slammin' area (Possibilities include: a funky chair or stool or mood lighting)</li> <li>• Draw names of students to determine order of presentations</li> <li>• Listen, Observe, Take notes for evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Listen &amp; watch their peers present</li> <li>• Be respectful of each other (no talking)</li> <li>• Perform when their name is drawn</li> </ul>	<ul style="list-style-type: none"> <li>• See attached rubric</li> </ul>
10 min.	<b>Debrief &amp; Kudos</b>	<ul style="list-style-type: none"> <li>• Facilitate discussion of the poem selections and performances</li> <li>• Reminder of unit test date</li> </ul>	<ul style="list-style-type: none"> <li>• Provide positive feedback to peers and talk about poems they enjoyed</li> </ul>	

**Homeplay:** None.

**Materials Needed:** stool, funky lighting, bohemian-style clothes etc.



# Appendices

A. Teachers Notes, Overheads, and Student Handouts:	
i. Lesson 1	A-1
ii. Lesson 2	A-2
iii. Lesson 3	A-5
iv. Lesson 4	A-9
v. Lesson 5	A-11
vi. Lesson 6	A-12
vii. Lesson 7	A-15
viii. Lesson 8	A-17
ix. Lesson 9	A-18
x. Lesson 10	A-19
xi. Lesson 11	A-22
B. Rubrics:	
i. Reading Response	A-32
ii. Poetry Portfolio	A-33
C. Unit Test:	
i. Test	A-34
ii. Key	A-39
D. Useful References	A-42

# Appendix

## ***Poetry Portfolio***

Over this unit on poetry, you will be required to create a portfolio that is a reflection of what you have learned over the month. Please be sure to keep all your work, as that will allow you to have more choice in what ends up in your portfolio in the end.

The following are the requirements for your portfolio:

1. Title Page (5) – with a title; your name, block, date; illustration(s) or abstract design
2. 4 poetic works by other authors (4) – this should include the lyrics you will bring to class and the poem from the poetry scramble
3. 7 poems that you have written in class (35)
4. 5 Reading/Writing Responses (50)

6 marks will also be allocated for organization and neatness of portfolio. This gives a total of 100 marks.

Enjoy the unit and remember: Don't throw out your work!!!

Due: The day of your unit test.

## Sonnet #18: A Parody

Shall I compare thee to a bale of hay?

Thou art more dusty and far less neat.

Rough winds do toss thy mop about, I'd say,

Which looks far worse than hay a horse would eat.

Sometime thy squinty eye looks into mine

Through stringy, greasy hair that needs be trimm'd,

And ne'er a horse had such a stench as thine,

As though in stagnant sewers thou hast swimm'd.

Thy disgusting image shall not fade;

This my tortured mind and soul doth know.

O, I should love to hit thee with a spade;

And with that blow I hope that thou wouldst go.

So long as I can breathe, my eyes can see,

And I can run, I'll stay away from thee...

(sorry, Will)

copyright1991anthonybaldwin

<http://photodharma.tripod.com/sonnet18.htm>

## Cheesy "PICK-UP" LINES

- If I could rewrite the alphabet, I would put U and I together.
- Is your daddy a thief?  
No.  
Then who stole those diamonds and put them in your eyes?
- Your eyes are as blue as window cleaner.
- Can I borrow a quarter? ["What for?"] I want to call my mom and tell her I just met the girl of my dreams.
- I didn't know that angels could fly so low!
- Can I have directions? ["To where?"] To your heart.

Sonnet 116

Let me not to the marriage of true minds  
Admit impediments. Love is not love  
Which alters when it alteration finds,  
Or bends with the remover to remove.  
O no, it is an ever-fixed mark  
That looks on tempests and is never shaken;  
It is the star to every wand'ring bark,  
Whose worth's unknown, although his height be taken.  
Love's not Time's fool, though rosy lips and cheeks  
Within his bending sickle's compass come;  
Love alters not with his brief hours and weeks,  
But bears it out even to the edge of doom.  
    If this be error and upon me proved,  
    I never writ, nor no man ever loved.

--William Shakespeare

Sonnet 18

Shall I compare thee to a summer's day?  
Thou art more lovely and more temperate.  
Rough winds do shake the darling buds of May,  
And summer's lease hath all too short a date.  
Sometime too hot the eye of heaven shines,  
And often is his gold complexion dimmed;  
And every fair from fair sometime declines,  
By chance, or nature's changing course untrimmed.  
But thy eternal summer shall not fade  
Nor lose possession of that fair thou ow'st;  
Nor shall death brag thou wand'rest in his shade,  
When in eternal lines to time thou grow'st,  
    So long as men can breathe or eyes can see,  
    So long lives this, and this gives life to thee.

-William Shakespeare

Sonnet XIV

If thou must love me, let it be for nought  
Except for love's sake only. Do not say  
I love her for her smile—her look—her way  
Of speaking gently,—for a trick of thought  
That falls in well with mine, and certes brought  
A sense of pleasant ease on such a day'—  
For these things in themselves, Beloved, may  
Be changed, or change for thee,—and love, so wrought,  
May be unwrought so. Neither love me for  
Thine own dear pity's wiping my cheeks dry,—  
A creature might forget to weep, who bore  
Thy comfort long, and lose thy love thereby!  
But love me for love's sake, that evermore  
Thou mayst love on, through love's eternity.

--Elisabeth Barret Browning

Women have loved before as I love now;  
At least, in lively chronicles of the past—  
Of Irish waters by a Cornish prow  
Or Trojan waters by a Spartan mast  
Much to their cost invaded—here and there,  
Hunting the amorous line, skimming the rest,  
I find some woman bearing as I bear  
Love like a burning city in the breast.  
I think however that of all alive  
I only in such utter, ancient way  
Do suffer love; in me alone survive  
The unregenerate passions of a day  
When treacherous queens, with death upon the tread,  
Heedless and willful, took their knights to bed.

---Edna St Vincent Millay

## Getting the Ink Flowing: Writing Formulaic Poetry

**The task at hand:** Write either a tanka or a cinquain. Place your final copy on the piece of paper provided and superimpose a drawing that represents an image that your poem depicts over top of it. Good Luck and Have Fun!!

Here are the descriptions of the tanka and the cinquain:

### *The Tanka:*

Like the Haiku, the Tanka is a 31 syllable poem that is typically written about a season or nature. It is a form of poetry that is older than the haiku. While the haiku has 3 lines with 5,7,5 syllables in each line respectively, the tanka has 5 lines with 5,7,5,7,7 syllables in each line respectively. Sometimes, in English we write a tanka with 5 lines, but no specific number of syllables per line.

Some examples:

*yellow daffodils  
in both our gardens  
I praise mine  
more than my neighbor's  
though they look the same*

*David Rice*

*Debris in the wind  
Indiscriminately blinds  
Eyes searching a path  
To turn one's back to the wind  
Reveals but where one has been.*

*Don Raye*

### **The Cinquain:**

This is a variation of the tanka developed by an American writer. It, too, has 5 lines, but has a different syllable pattern: 2, 4, 6, 8, 2.

For example:

### **The Warning**

Just now,  
Out of the strange  
Still dusk...as strange, as still...  
A white moth flew. Why am I grown  
So cold?

Adelaide Crapsey

Some Topic Possibilities to pose:

1. Seaweed
2. Bark
3. Slush
4. Rain
5. Icicle
6. Tar
7. Blade of grass
8. Twig
9. Fog
10. Smog
11. Ant
12. Wind
13. Sea shell
14. Worm
15. Smoke
16. Mud
17. Puddle
18. Bee
19. Lightning
20. sunbeam

(I recommend providing 5-10 possibilities just to get students started. Too much choice can be overwhelming and hinder students from getting started.)



## Haikus:

### *Life Lesson*

The fierce wind rages  
And I see how trees survive –  
They have learned to bend.

Don Raye

With a crunching sound  
The praying mantis devours  
The face of a bee.

Yamaguchi Seishi

Literary Devices: Terms You Should Know  
(Fill in the definitions)

Alliteration

Allusion

Figurative Language

Free Verse

Hyperbole

Imagery

Lyric

Metaphor

Mood

Onomatopoeia

Oxymoron

Paradox

Personification

Repetition

Rhyme Scheme

Rhythm

Simile

Stanza

Symbol

Tone

Understatement

### ***Karma Police***

Karma police, arrest this man  
He talks in maths  
He buzzes like a fridge  
He's like a detuned radio

Karma police, arrest this girl  
Her Hitler hairdo is  
Making me feel ill  
And we have crashed her party

This is what you get  
This is what you get  
This is what you get when you mess with us

Karma Police  
I've given all I can  
It's not enough  
I've given all I can  
But we're still on the payroll

This is what you get  
This is what you get  
This is what you get when you mess with us

And for a minute there, I lost myself, I lost myself  
And for a minute there, I lost myself, I lost myself  
for a minute there, I lost myself, I lost myself  
for a minute there, I lost myself, I lost myself  
Phew, for a minute there, I lost myself, I lost myself

The Bends  
Where do we go from here?  
The words are coming out all weird  
Where are you now, when I need you  
Alone on an aeroplane  
Fall asleep on against the window pane  
My blood will thicken

I need to wash myself again to hide all the dirt and pain  
'Cause I'd be scared that there's nothing underneath

But who are my real friends?  
Have they all got the bends?  
Am I really sinking this low?

My baby's got the bends, oh no  
We don't have any real friends, no, no, no

Just lying in the bar with my drip feed on  
Talking to my girlfriend, waiting for something to happen

I wish it was the sixties, I wish I could be happy  
I wish, I wish, I wish that something would happen

Where do we go from here?  
The planet is a gunboat in a sea of fear  
And where are you?  
They brought in the CIA, the tanks and the whole marines  
To blow me away, to blow me sky high

My baby's got the bends  
We don't have any real friends

Just lying in the bar with my drip feed on  
Talking to my girlfriend, waiting for something to happen  
I wish it was the sixties, I wish I could be happy  
I wish, I wish, I wish that something would happen

I wanna live, breathe  
I wanna be part of the human race  
I wanna live, breathe  
I wanna be part of the human race, race, race, race

Where do we go from here?  
The words are coming out all weird  
Where are you now when I need you?

### ***Radiohead*** ***Album – OK Computer***

## Musical Choices: Questions to Reflect Upon and Write About

1. Freewrite on the song that you chose.
2. What does it say about you? What in your background led you to that choice?
3. What were the runners-up and what meaning would you attach to them?
4. List the elements of the song that stand out to you: harmony, lyrics, rhythm etc.

## How to Play Name That Tune!

1. Prior to the class, prepare a CD that has a bunch of songs that students may know (some can be trickier than others, but they have to be able to get some of the answers, so think twice before using only the music YOU like).
2. Prep the students for the game by putting them into teams of about 6-8 and give them the following instructions:
  - a. Only the first few seconds of the song will be played, so listen carefully.
  - b. I will play the song 2x before moving onto the next song.
  - c. There will be 5 songs in each round.
  - d. You are to name the song, the singer/band, and a poetic device if you can find one in the lyrics. Put this information on a piece of paper.
  - e. Answers will be rotated to be marked by another group and the scores will be kept on the board.
  - f. Get ready to have some FUN!!
3. Follow the instructions above. Once a round of 5 songs is through, put up an OH with the right answers on them and allow the students time to mark each other's work.

THIS IS A PHOTOGRAPH OF ME

It was taken some time ago.  
At first it seems to be  
a smeared  
print: blurred lines and grey flecks  
blended with the paper;

then, as you scan  
it, you see in the left-hand corner  
a thing that is like a branch: part of a  
tree  
(balsam or spruce) emerging  
and, to the right, halfway up  
what ought to be a gentle  
slope, a small frame house.

In the background there is a lake,  
and beyond that, some low hills.

(The photograph was taken  
the day after I drowned.

I am in the lake, in the center  
of the picture, just under the surface.

It is difficult to say where  
precisely, or to say  
how large or small I am:  
the effect of water  
on light is a distortion

but if you look long enough,  
eventually  
you will be able to see me.)

*Margaret Atwood*

## Pose

Here we are arranged  
into set-pieces on the sofa.  
Manners by mother,  
& temper by Dad.  
Fear all our own.

I am fourteen, the eldest.  
I sit with one knee  
crossed, palm-on-palm gesture that says  
*Oh really?*  
We three girls have put on  
hauteur for the camera  
formally assumed mouths  
though the youngest's socks  
have collapsed at her ankles like panting dogs  
& her skirt bunches at the waist.

Our brother gazes at something invisible  
on the shag rug.  
His downed white lids  
give him the look of someone asleep  
o dreaming of stillness,  
a lizard  
lit green glass  
on a sunny wall.  
Somewhere far  
from here.  
Far from the shouting that will resume  
within moments after the *snick*  
of the shutter.

The middle girl has round  
cheeks & eyes that narrow warily.  
She whirls  
from one locus of strong emotion  
to the next, a compass needle  
pulled by forces  
for which she has no name.  
She will die  
when she is twenty without  
a word.  
In the photograph, she looks guilty  
already.

## Game After Supper

This is before electricity,  
it is when there were porches.

On the sagging porch an old man  
is rocking. The porch is wooden,

the house is wooden and grey;  
in the living room which smells of  
smoke and mildew, soon  
the woman will light the kerosene lamp.

There is a barn but I am not in the barn;  
there is an orchard too, gone bad,  
its apples like soft cork  
but I am not there either.

I am hiding in the long grass  
with my two dead cousins,  
the membrane grown already  
across their throats.

We hear crickets and our own hearts  
close to our ears;  
though we giggle, we are afraid.

From the shadows around  
the corner of the house  
a tall man is coming to find us:

He will be an uncle,  
if we are lucky.

*Margaret Atwood*



### **Memory from Childhood**

A chilly and overcast afternoon  
in winter. The students  
are studying. Steady boredom  
of raindrops across the windowpanes.

It is time for class. In a poster  
Cain is shown running  
away, and Able dead,  
not far from a red spot.

The teacher, with a voice husky and hollow,  
is thundering. He is an old man badly dressed,  
withered and dried up,  
who is holding a book in his hand.

And the whole children's choir  
is singing its lesson:  
one thousand times one hundred is one hundred thousand,  
one thousand time one thousand is one million.

A chilly and overcast afternoon  
in winter. The students  
are studying. Steady boredom  
of raindrops across the windowpanes.

*Antonio Machado*

### **Questions:**

1. Do you identify with the speaker in this poem? Why/How?
2. Describe 3 images that stick out to you from this poem? Why do they stick out?  
Draw a sketch of one of them.
3. What do you think the speaker is trying to tell you about his school experiences?
4. Why do you think that the first paragraph is repeated at the end? What effect does this have on you?
5. What questions would you ask the author about this poem?

*Answer on a separate sheet of paper in full sentences.*

## **Because I never Learned (For my brother John)**

Because I never learned how  
to be gentle and the country  
I lived in was hard with dead  
animals and men, I didn't question  
my father when he told me  
to step on the kitten's head  
after the bus had run over its hind quarters.

Now, twenty years later,  
I remember only:  
the silence of the dying  
when the fragile skull collapsed  
under my hard bare heel,  
the curved tongue in the dust  
that would never cry again  
and the small of my father's back  
as he walked tall away.

*Patrick Lane*

## **A Note on the Public Transportation System**

It's not hard to begin  
a conversation with the person  
who happens to be seated  
nearest you, especially when she's been  
reading with apparent interest  
a book that's one of your  
favourites and can't find  
her matches.

    The difficulty is  
once you've spoken you can never  
go back to being comfortable  
with silence,

        even if you learn  
you've nothing to say  
and would rather not listen.

    You can stop talking  
but you can't forget  
the broken wires  
dangling there between you.

        You'll smile almost guiltily  
when your glances  
accidentally bump.

    It may get so bad  
that one of you will have to  
pretend to fall asleep.

*Alden Nowlan*

## “Loneliness” -- words

Ah loneliness you without would  
I how know who without am

**Instructions:** Arrange the words to make a poem with the title “Loneliness.” Put in what punctuation you feel is appropriate.

### **Loneliness**

Ah loneliness,  
How would I know  
Who I am  
Without you?

*Emma LaRocque*

### Bull Durham Credo:

In the movie *Bull Durham* Kevin Costner's character is asked what he believes in. His answer provides us with a poetic format. By following the formula below, tell what you believe in.

I believe in the \_\_\_\_\_  
the \_\_\_\_\_  
the \_\_\_\_\_  
the \_\_\_\_\_  
the \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

But (something you don't believe in, i.e. ("but the novels of Susan Sontag are self-indulgent, over-rated"))

I believe in \_\_\_\_\_  
I believe in \_\_\_\_\_  
I believe in \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

And I believe in \_\_\_\_\_(longest)

for example:

I believe in the wisdom of elders,  
the influence of peer pressure,  
the importance of success,  
the evil that exists in money,  
the effectiveness of hard work,  
dedication, courage, strength.

But the belief that you don't have to strive  
for your goals is just outrageous.

I believe in the truth that will set you free,  
I believe in love that will conquer all,  
I believe in respect for others,  
Courtesy, politeness, gratitude.

And I believe in the fact that tomorrow  
isn't promised to you.

---Tierra Jones (Grade 10)

## FOUND POEMS:

Look in the various magazines, newspapers, or books and pick out words on a page that will combine to create a poem of sorts....a found poem.

You could also look around the room to find words and objects to include or you could take a page out of the romance novel and cross out all words but a few to create a poem.

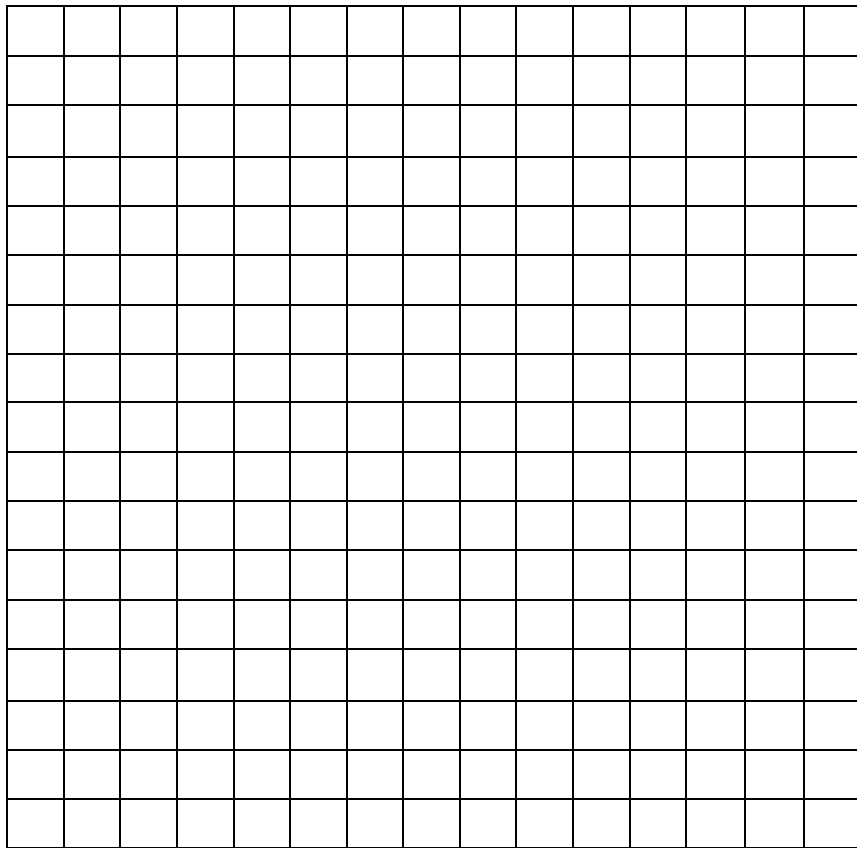
Good Luck and Have Fun!

## **Sound Poems**

**Think about the sound one of the objects before you makes.  
Create a poem that reflects this sound in rhythm, sound, form  
or all of the above!**

## *Crossword Puzzle Creation:*

The Task: Create your own crossword puzzle making use of the poetic terms and examples you found last class along with items discussed from the rest of the poetry unit up to date.



Your crossword puzzle needs to have at least 10 clues across and 10 clues for down. Feel free to adjust the size of the square to fulfill your needs or create your own. Finally, make sure to number your squares appropriately according to their clues and keep an answer key so that the classmate that does your puzzle can check his/her answer.



landscarpe:1

---

alongthehorizongrewanunbrokenlineoftrees

*bp Nichol*

The follow 2 poems are from <http://jdc.concrete.com>

snowballsnowball  
snowballsnowballsnowball  
snowballsnowballsnowballsnowballs  
snowballsnowballsnowballsnowballsnowball  
snowballsnowballsnowballsnowballsnowballsno  
snowballsnowballsnowballsnowballsnowballsnow  
snowballsnowballsnowballsnowballsnowballsnowba  
snowballsnowballsnowballsnowballsnowballsnowba  
snowballsnowballsnowballsnowballsnowballsnowba  
snowballsnowballsnowballsnowballsnowballsnow  
snowballsnowballsnowballsnowballsnowballsno  
snowballsnowballsnowballsnowballsnowball  
snowballsnowballsnowballsnowballs  
snowballsnowballsnowball  
snowballsnowball

*Billy Eckles*

River

4  
a m  
the  
river

me'n  
the  
woman  
gettin up  
the mist  
floats  
over glass  
we squeak  
over a clean  
glass  
ripple yr  
finger over  
a clean glass  
& hear the morning  
birds rising  
the mist  
boat over  
we lean forward  
into the mist  
morning  
soft splash  
of the  
boat-fish

the morning

we see  
the sun  
& morning  
the sun of our  
morning  
brings us up  
the river  
\* \* \*  
\* \*  
image  
the river  
imagine  
the river  
morning  
the sun-mist  
rising

we float  
\* \* \* \*  
\* \* \*  
come river  
we come  
come river  
we float  
into your  
now wind

now  
wind rising  
mist  
sun  
float into your  
now river  
light morning  
we come  
into your day  
our river  
we come  
\* \* \* \*  
\* \*  
river  
we have seen yr  
morning  
river  
we have seen  
yr glory  
river  
coming into the new  
day  
the new  
river  
filled with fish & stumps  
river  
our answer  
for today  
\* \* \* \*  
\*  
stop at a  
light lighthouse  
river  
it is day  
see not the day  
lighthouse  
see not the day

we have stopped  
lighthouse  
buoy  
floating on rock  
in current  
river  
float on rock

we have stopped  
to be yr glory  
light-buoy  
yr glory  
on a wide river  
barge on a wide river

bridge over a barge  
river  
bird over a bridge  
boy over a bird  
river  
we have stopped  
go feel yr glory  
river  
light on a hot day  
\* \* \* \*  
\* \* \* \*  
float on  
river  
your mud  
on a hot day  
float on river  
we have found our way  
we float river  
take us  
into the day  
come float river  
take us  
\* \* \* \*  
\* \* \*  
fish  
big fish black  
cat  
black cat-fish  
swimming big  
how big is the biggest  
in you river  
how big is your biggest  
cat-river  
through sly eyes river  
you move on  
holding the prairie  
to the sea  
& the cat-fish river  
how big?  
\* \* \* \*  
\* \* \*  
it is my soil  
you take river  
it is my soil  
you are taking river  
to the sea  
it is my farm river  
from spring floods  
gone now river

it is i who remain  
river  
washed of all soil  
it is i who must return  
river  
to your waters  
now dark brown  
i come  
river  
to be reborn  
\*  
it is a high bridge  
river  
it is a high bridge  
you carry under here  
i do not stand on the  
downwater  
side  
now river  
i have come to return  
i have come  
& will follow  
to the things you have  
taken from me  
river  
you have taken my soil  
river  
you have taken it  
to the sea  
i will follow  
river  
i will follow  
now & be  
un-river  
will you take me?  
\* \* \* \* \*  
\* \* \*  
I have seen yr end  
river  
i have seen you die  
to one greater  
river  
i have seen you tame  
river  
when yr glory is spent  
you are unanswerable  
river  
you exist  
undead  
you can be taken  
river  
you can pass  
& d i e

*Tom Nagel*

An UPHILL BATTLE	Working Overtime	The Bottom of the List
Bored (board) Silly	Chinese Laundry	Ladies Underwear
Pullover Sweater	Once Upon a Time	Three Degrees below Zero
Headlines	Headquarters	Shattered Dreams
It's a small world after all	Kiss and make up	Walking backwards
Age before Beauty	Law of Diminishing Returns	Above and Beyond the Call of Duty!
Chip Off the Old Block	Big Man on Campus	Unfinished Business
Split Second Timing	The Ayes Have It	Bad Timing
I Understand	Last of the Mohicans	Clarinet Solo
Wind Beneath My Wings	Pardon Me	empty box