English 9

Pondering poetry
& playing with words

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Illed 314

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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

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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

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<th>Learner Activities</th>
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<tr>
<td>5 min.</td>
<td><strong>Hook: One of these things is not like the other.</strong></td>
<td>Read a grocery list and two simple poems.</td>
<td>Write down their thoughts as they listen and look at the works presented.</td>
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<td>• Which one is the imposter?</td>
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<td>• Vote on the poem</td>
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<td>20 min.</td>
<td><strong>What is Poetry: Brainstorming &amp; Discussion</strong></td>
<td>Explain task.</td>
<td>Independently (5min):</td>
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<td>• Facilitate discussion.</td>
<td>• Brainstorm what are qualities that define a poetry? What forms can poetry take?</td>
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<td></td>
<td>• Develop a working definition of poetry as per discussion.</td>
<td>• What is it that you like or dislike about poetry?</td>
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<td>As a whole (15min):</td>
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<td>• Discuss responses</td>
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<td>40 min.</td>
<td><strong>Poetry Scramble</strong></td>
<td>Hand out poetry anthologies and collections</td>
<td>Students browse poetry books to find one that stands out</td>
<td>Poem of choice will be entered into their poetry portfolio. Participation.</td>
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<td></td>
<td>• Explain Task</td>
<td>• Write poem out on a plain sheet of paper</td>
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<td>3 min</td>
<td><strong>Portfolio Description</strong></td>
<td>Explain the assignment. Due date is the day of the unit test. DON’T THROW YOUR</td>
<td>• Start portfolio by putting 1st poem in a safe spot in binder.</td>
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<td>WORK AWAY!!</td>
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<td>7 min</td>
<td><strong>Convincing Words</strong></td>
<td>Provide wrap-up task (letter) and ask to complete for homework.</td>
<td>Write a letter to a friend explaining why they should read the poem you selected</td>
<td>To be placed in portfolio</td>
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**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 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

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<tbody>
<tr>
<td>10 min.</td>
<td>Housekeeping</td>
<td>• Collect homework</td>
<td>• Hand in letter to a friend</td>
<td>Mark letters for completion and provision of explanations</td>
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<td>• Have 3-4 volunteers share their poem with the class</td>
<td>• Share a poem or listen</td>
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<td>5 min.</td>
<td>Hook: Cheesy Pick-Up lines.</td>
<td>• Pick-up line OH</td>
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<td>• Ever tried using a pick-up line?</td>
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<td>• Try using a sonnet instead!</td>
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<td>15 min.</td>
<td>The Form &amp; FUNction of an English Sonnet:</td>
<td>• Read sonnet parody to class</td>
<td>• Listen to poem</td>
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<td></td>
<td>“Shall I compare thee to a Bale of Hay?”</td>
<td>• Do you know what the real first line is?</td>
<td>• Participate in discussion</td>
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<td>• What kind of poem is this?</td>
<td>• Ask questions</td>
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<td></td>
<td>• Describe English Sonnet</td>
<td>• Take notes</td>
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<td></td>
<td>• rhythm</td>
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<td>• rhyme scheme</td>
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<td>30 min.</td>
<td>Puzzling Over Sonnets (Jigsaw)</td>
<td>• Provide handout with sonnets on it</td>
<td>• Read given sonnet aloud in group</td>
<td>Are students reading the poem out loud?</td>
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<td>• Provide instructions on group tasks</td>
<td>• Observe the rhyme scheme</td>
<td>Are they discussing the sonnet?</td>
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<td>• Divide class into small ‘expert’ groups</td>
<td>• Discuss what the poem is saying</td>
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<td>• Monitor class &amp; facilitate the switching of groups</td>
<td>• In new group, read sonnet aloud &amp; share reflections on it with the group</td>
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<td>15 min.</td>
<td>Exit Slip</td>
<td>• Wrap-up lesson with group summaries of each sonnet</td>
<td>• Work independently on exit slip.</td>
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<td>• Exit Slip: What did you like about sonnets, what did you find difficult?</td>
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<td>• Challenge: Write a sonnet to put in your portfolio!</td>
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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

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| 10 min. | **Housekeeping** | Review Sonnet Form  
Discuss Responses from homework | Participate in discussion |  |
| 10 min. | **Discovering Poetic Devices** | Provide task instructions | Look back on the poem that they chose in Lesson 1 and pick out words and phrases that appealed to them  
Why do these words/phrases appeal to you? |  |
| 30 min. | **Poetic Devices Notes** | Prompt students to share their words/phrases  
What poetic device was used (if any)?  
Discuss aspects of the poetic device and see if anyone else had an example like the initial one given  
Write notes on overhead | Provide examples  
Recall manes of poetic devices previously learned  
Take notes | Participation |
| 10 min. | **Haikus, Tankas, & Cinquains** | Show and read aloud examples of these forms  
Briefly explain the rules of the forms | Identify poetic devices in the poems read |  |
| 15 min. | **Writing In Good Form** | Provide handout with descriptions of tankas and cinquains  
Put up and OH list of specific topics that students could choose to write on. | Write a tanka or a cinquain  
Make a final copy on a piece of blank paper and superimpose an image reflected in the poem over it | 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

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| 10 min.   | **Writing to Music**   | • Journal Prompt: What album (commercially available) would you take to a desert island? Why?  
• Collect poems from last day. | • Write a response to the prompt on the board. | Collect with portfolio |
| 15 min.   | **Class Playlist**     | • Class discussion about music today.  
• What albums did you choose?  
• How/why did you make your choice?  
• Is there a difference between favourite album and an album you could listen to for three years? | • Be considerate of other responses  
• Provide insight into the discussion | Evaluate ability to participate in a respectful conversation |
| 25 min.   | **Music to My Ears**   | • Read out lyrics of song of my favourite song  
• Play song  
• Ask for students’ initial responses – what’s the difference? Which do you prefer? List the pros/cons of each form.  
• 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) | • Jot down initial reactions to reading  
• Jot down reactions to hearing the song  
• Participate in discussion | |
| 25 min.   | **Name That Tune!**    | • Prepare a mixed CD with radio tunes that students will have likely heard  
• Split class into 2 teams & explain the game | • Work in teams to name the title, author, and poetic device (BONUS) in the song line played  
• Have fun! | 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

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<td>10 min</td>
<td><strong>Island in the Sun – version 2 (Music Video)</strong></td>
<td>• 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</td>
<td>• Contemplate other possible interpretations of the video.</td>
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</table>
| 20 min| **Your Be the Videographer**    | • Put students into groups of 4  
• Provide a set of lyrics to each group | • Students will develop how they would visually represent the song  
• Each group will share their vision | Groups submit their ideas, check for level of completion |
| 30 min| **Finding Identity in Music**   | • Silent Writing activity.  
• Instruct students to get out: paper, pen, and song they chose  
• Have writing prompts on OH (see appendix)  
• 4-5 minutes per prompt  
• Quick debrief of activity | • Respond to each prompt in terms of their song and their personal experiences. | Include song and response in portfolio |
| 5 min | **Music Video: Island in the Sun – Version 1.** | • Demonstrate that different people DO have different ideas on the same lyrics | • Notice how the same song is depicted differently |                                                |
| 10 min| **Read and Reflect**            | • Handout poem: This is a Photograph of Me | • Students read the poem (aloud) and write a brief response to it. |                                                |

**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

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<tbody>
<tr>
<td>10 min.</td>
<td>One window is all I need...</td>
<td>• Have poetry prompt on board.</td>
<td>• Write a poem starting with the prompt.</td>
<td>To be but in portfolio.</td>
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<td>• Tell students it will go in their portfolio</td>
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<td></td>
<td>• Provide an example</td>
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<td>• Briefly debrief</td>
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<td>20 min.</td>
<td>“This is a Photograph of Me.”</td>
<td>• Hook: show photographs of myself</td>
<td>• Participate in discussion.</td>
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<td>emphasis on different points of view</td>
<td>• Read Atwood poem aloud</td>
<td>• Generate different ideas about who the speaker is.</td>
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<td>• How are our photographs different?</td>
<td>• How have your ideas change from your initial reading?</td>
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<td></td>
<td></td>
<td>• Who is the speaker?</td>
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<td></td>
<td>• What questions do you have about the poem?</td>
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<td>20 min.</td>
<td>“Pose”</td>
<td>• Put students into groups of 4</td>
<td>• Individually, look at poem and write down what strikes you and what questions you have.</td>
<td>Hand in questions, thoughts, and questions from another viewpoint</td>
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<td>• Direct students to poem “Pose” by Zoe Landale</td>
<td>• In small groups, exchange thoughts and questions.</td>
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<td>• Help students with questions and make sure students are on-task</td>
<td>• Question the text from 2 other points of view.</td>
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<td>15 min.</td>
<td>Walking in Another’s Shoes</td>
<td>• Help students with questions and make sure students are on-task</td>
<td>• Write a free verse poem to compliment Landale’s poem “Pose” or Atwood’s poem “This is a Photograph of Me.”</td>
<td>To be put in portfolio.</td>
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<tr>
<td>10 min.</td>
<td>Sharing and Wrap-up</td>
<td>• Prompt students to share</td>
<td>• Some students share what they have written</td>
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<td>• Assign homework task as per below.</td>
<td>• Others listen</td>
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**Homework:** Read “This is a Photograph of Me” to a family member or friend and see what questions and responses they have to it.

**Materials Needed:** copies or access to poems: “This is a photograph of me” and “Pose”
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

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<tbody>
<tr>
<td>5 min.</td>
<td>Housekeeping</td>
<td>• How did your family member respond to the poem you read them?</td>
<td>• Share responses with the group.</td>
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<tr>
<td>5 min.</td>
<td>Reflecting on Childhood I</td>
<td>• Share a personal memory of childhood</td>
<td>• Start thinking about childhood memories</td>
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<td>• Volunteer to Read Atwood poem “Game After Supper”</td>
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<td>30 min.</td>
<td>Reflecting on Childhood II: Mini Writing Workshop</td>
<td>• Talk briefly about imagery as used in Atwood’s poem and personal memory</td>
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<td>To be included in portfolio.</td>
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<td>• Explain tasks:</td>
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<td>o Task 1: Free writing on memories (12 min)</td>
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<td>o Task 2: Transforming into poetic writing an putting onto 3x5 piece of poster board (15 min)</td>
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<td>o Task 3: Put an image onto the other side of the board</td>
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<td>15 min.</td>
<td>“Because I Never Learned”</td>
<td>• Guided exploration of poem “Because I never Learned”</td>
<td>Assess who is participating and find ways to have others participate</td>
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<td>o Initial reactions to imagery?</td>
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<td>o Cruel or compassionate?</td>
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<td>o What kind of relationship do the father and son have?</td>
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<td></td>
<td>o How would the speaker have reacted now in the same situation?</td>
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<td>15 min.</td>
<td>“Memory from Childhood”</td>
<td>• Provide handout and direct to poem “Memory from Childhood”</td>
<td>• Working with a partner, read the poem aloud and then answer the questions on the handout.</td>
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<tr>
<td>5 min.</td>
<td>Exit Slip</td>
<td>• Which poem did you enjoy the most and why?</td>
<td>• Write a couple of sentences on a slip of paper as a pass to leave class.</td>
<td>Read and comment on responses for next class</td>
</tr>
</tbody>
</table>

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

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<tbody>
<tr>
<td>10 min.</td>
<td>Silent Journal Writing</td>
<td>• Provide prompt: How does silence make you feel?</td>
<td>• Write a response to the question posed.</td>
<td>To be handed in with portfolio.</td>
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<td>• Questions to pose:</td>
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<td>o What is Paul Simon saying about silence?</td>
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<td>o What sounds is he claiming it makes?</td>
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<td></td>
<td></td>
<td>o Does silence have sound?</td>
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<td></td>
<td>o What’s an awkward silence?</td>
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<td></td>
<td>o Talk about bus rides in these terms.</td>
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<td></td>
<td></td>
<td>o Student questions</td>
<td></td>
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<tr>
<td>15 min.</td>
<td>Busing It!</td>
<td>• Have students read aloud the poem: “A note on the public transportation system” by Nowlan (x2)</td>
<td>• Write a paragraph or 2 about a similar experience (hand in next class)</td>
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<td></td>
<td></td>
<td>• Find 2 poetic devices in here</td>
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<td></td>
<td>• Assign Reader Response task</td>
<td></td>
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<tr>
<td>20 min.</td>
<td>Public Transportation Tableaux</td>
<td>• Organize class into 6 groups</td>
<td>• 5 min to prepare tableaux of their stanza</td>
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<td></td>
<td>• Assign each group a stanza to make a tableaux of</td>
<td>• 10 minutes to share tableaux</td>
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<td>• Explain what a tableaux is and set them free! (5 min)</td>
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<td></td>
<td>• Facilitate the sharing of the still pictures.</td>
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<tr>
<td>5 min.</td>
<td>Piano Man</td>
<td>Play song as closure to the class.</td>
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</tbody>
</table>

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

**Materials Needed:** “Sound of Silence” and “Piano 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

<table>
<thead>
<tr>
<th>Time</th>
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<th>Learner Activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min.</td>
<td>Recreate a Poem Challenge!</td>
<td>Using “Loneliness” by Emma LaRocque, write out all the words randomly in list form leaving out punctuation.</td>
<td>Reconstruct the poem inserting punctuation marks where you feel necessary</td>
<td>Participation – does everyone make a contribution?</td>
</tr>
</tbody>
</table>
| 15 min. | Loneliness??          | Put a variety of options up onto the board and ask students to look at each one and explain what each variation means.  
  o Do the meanings change?  
  o Which one is the real thing? Vote.  
  Show actual poem, but continue looking at it.  
  o How does your reaction to the poem change?  
  o How does the writer feel about loneliness?  
  o Do you agree or disagree with her viewpoint of loneliness?  
  o What if we switched the words am and I in the 3rd line? |                                                                                   | Hand in Responses by end of class. Read responses looking for questions and new understandings. |
| 25 min. | Moving Away from Loneliness | Read “No Man is an Island” by John Donne  
  Have students write a series of responses as described under Learner Activities | Write down some thoughts you have when you first hear this poem  
  Write down 3 questions (7 min)  
  Pair Up with someone and share thought and questions, discuss these questions (5 min)  
  Write a 2nd response.  
  Comment on how your response has changed. (8 min) | Students will hand in this work with the crossword puzzle they create next day.       |
| 15 min. | Seek and You Shall Find | Handout student worksheet and provide instructions for task.                     | 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 |                                                |

**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

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>5 min.</td>
<td>Video Clip: Bull Durham Credo</td>
<td>• Play clip and instruct students to focus on the credo</td>
<td>• Observe the form that Bill Durham’s credo takes</td>
<td></td>
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<tr>
<td>40 min.</td>
<td>Poetry Writing Carousel</td>
<td>• Explain the process, put students into groups (4-5)</td>
<td>• Students travel through all three stations and write a poem according to the station instructions</td>
<td>All 3 poems are to be put in portfolio.</td>
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<td></td>
<td>• Set up 6 stations (2 of each):</td>
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<tr>
<td></td>
<td></td>
<td>1. Bill Durham Credo</td>
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<td></td>
<td></td>
<td>2. Sound Poems</td>
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<td></td>
<td></td>
<td>3. Found Poems</td>
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<tr>
<td>25 min.</td>
<td>Crossword Creation</td>
<td>• Provide crossword puzzle handout</td>
<td>• Individual work</td>
<td>Crosswords to be completed by a fellow classmate and handed in before unit test.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Explain task</td>
<td>• Use examples and poetic devices from previous class to develop a crossword puzzle</td>
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<td></td>
<td></td>
<td>• Puzzle will be redistributed in the class as a study aid for someone else.</td>
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<tr>
<td>5 min.</td>
<td>Closing Remarks</td>
<td>• What did you learn today?</td>
<td>• Share thoughts about experiences and writing poetry in general.</td>
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<tr>
<td></td>
<td></td>
<td>• Which form of poetry did you enjoy the most?</td>
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<td></td>
<td></td>
<td>• Reminder about the crossword redistribution next class.</td>
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</table>

**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

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td>‘Wordles’ Worksheet</td>
<td>• Demonstrate the idea behind wordless</td>
<td>• Attempt to find the literal meaning of the wordles.</td>
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<td></td>
<td></td>
<td>• Provide wordles (brainteasers)</td>
<td>• Get creative juices flowing</td>
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</tr>
<tr>
<td>10 min</td>
<td>Why Wordles?</td>
<td>• Why did I have you do that? How does it relate to poetry?</td>
<td>• Share responses</td>
<td></td>
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<tr>
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<td></td>
<td>• Go over a couple as a class.</td>
<td>• Make the mental jump from wordles to concrete poems</td>
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<td>• Introduce poem by bp Nichol “landscape: 1”</td>
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<tr>
<td>15 min</td>
<td>Exploring Concrete</td>
<td>• Correlating form and meaning.</td>
<td></td>
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<td></td>
<td>• Pointing our various forms of concrete poems (some reflect abstract, others concrete images)</td>
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<td>• Look at “Football Forms,” “Ice Cream” and “Sweethearts” (or others of your choice)</td>
<td>o What does the shape convey?</td>
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<td>o How does the form affect our appreciation?</td>
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<td></td>
<td>o Would another shape do it justice?</td>
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<tr>
<td>23 min</td>
<td>Concrete Creation</td>
<td>• Provide a few prompts on board and set students off to create a concrete poem</td>
<td>• create your own concrete poem (15 min)</td>
<td>To be included in portfolio.</td>
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<tr>
<td></td>
<td></td>
<td>• Create one yourself to share!</td>
<td>• Some suggestions: the rising sun, a cat hopping across a fence, or a pirouetting ballerina.</td>
<td></td>
</tr>
<tr>
<td>15 min</td>
<td>Student Directed Time</td>
<td>• Provide possibilities for tasks to work on</td>
<td>• Create a title page for portfolio</td>
<td>Are students working on something?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ensure students are working on some sort of task and answer questions that arise</td>
<td>• Compile portfolio elements</td>
<td></td>
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<tr>
<td></td>
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<td>• Marks can be assigned for work ethic</td>
<td>• Practice selected poem for next class</td>
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</tbody>
</table>
| 2 min. | Concrete Wrap-up | • Share a concrete poem I created  
• Remind them about handing in portfolios the day of the unit test  
• Reminder about Poetry Slam next class | • Take note of what they need to do for homeplay |

**Homework:** finish portfolio compilation, prepare for unit test, prepare for poetry slam presentation next class  
**Materials Needed:** OH’s of some concrete poem examples to be discussed
## 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!

<table>
<thead>
<tr>
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<th>Learner Activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min.</td>
<td>Housekeeping</td>
<td>• Collect portfolios</td>
<td>• Hand in poetry portfolio</td>
<td>• See portfolio rubric</td>
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<td></td>
<td></td>
<td>• Explain how the Poetry Slam Will Run</td>
<td></td>
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<tr>
<td>60 min.</td>
<td>Poetry Slam</td>
<td>• Answer questions and set up Slammin’ area (Possibilities include: a funky chair or stool or mood lighting)</td>
<td>• Listen &amp; watch their peers present</td>
<td>• See attached rubric</td>
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<td>• Draw names of students to determine order of presentations</td>
<td>• Be respectful of each other (no talking)</td>
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<td></td>
<td>• Listen, Observe, Take notes for evaluation</td>
<td>• Perform when their name is drawn</td>
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<tr>
<td>10 min.</td>
<td>Debrief &amp; Kudos</td>
<td>• Facilitate discussion of the poem selections and performances</td>
<td>• Provide positive feedback to peers and talk about poems they enjoyed</td>
<td></td>
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</tbody>
</table>

**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)

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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-fixèd 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,
Headless 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 cinquian:

**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

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

*David Rice*  
*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

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

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.

Questions from: From Dylan to Donne: Bridging English & Music by Brock Dethier
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.

Zoe Landale
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

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____________________________
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.
landscarpel

_________________
alongthehorizontrewanunbrokenlineoftrees_________________

bp Nichol

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

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