

ELEMENTS OF POETRY

Grade Level or Special Area: 7th grade English

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Length of Unit: Ten lessons, one or two times a week, approximately 50 minute lessons

I. ABSTRACT

The goal of this unit is to bring together the Elements of Poetry with the *Core Knowledge Sequence* poetry, in a teachable and applicable model.

II. OVERVIEW

A. Concept Objectives

1. Students develop an appreciation for reading and understanding a variety of materials. (Colorado State Standard 1 – Reading and Writing)
2. Students develop an appreciation for applying thinking skills to their reading, writing, speaking, listening, and viewing. (CSS 4 – Reading and Writing)
3. Students understand the necessity to read and recognize literature as a record of human experience. (CSS 6 – Reading and Writing)

B. Content from the *Core Knowledge Sequence*

1. POETRY

- a. “Fire and Ice,” Robert Frost (p. 160)
- b. “The Chimney Sweeper,” Versions One and Two, William Blake (p. 160)
- c. “Heritage,” Countee Cullen (p. 160)
- d. “Because I could not stop for Death,” Emily Dickinson (p. 160)
- e. “Macavity: The Mystery Cat,” T.S. Eliot (p. 160)
- f. “Harlem,” Langston Hughes (p. 160)
- g. “next to of course god america i,” e.e. cummings (*Realms of Gold, Vol. Two*)
- h. “The Red Wheelbarrow,” “This Is Just To Say,” William Carlos Williams (p. 160)
- i. “In a Station of the Metro,” Ezra Pound (*Realms of Gold, Vol. Two*)
- j. “The Negro Speaks of Rivers,” Langston Hughes (p. 160)
- k. “Sonnet 29,” William Shakespeare (*Realms of Gold, Vol. Two*)
- l. “The Charge of the Light Brigade,” Alfred, Lord Tennyson (p. 160)
- m. “Dulce et Decorum Est,” Wilfred Owen (p. 160)
- n. “Anthem for Doomed Youth,” Wilfred Owen (*Realms of Gold, Vol. Two*)
- o. “Channel Firing,” Thomas Hardy (*Realms of Gold, Vol. Two*)
- p. “The Cremation of Sam McGee,” Robert Service (p. 160)
- q. “Ulysses,” Alfred, Lord Tennyson (*Realms of God, Vol. Two*)

2. ELEMENTS OF POETRY

- a. Students will review meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, and alliteration. (p. 160)

C. Skill Objectives

1. Students will summarize text read such as poetry. (adapted from 7.1.B)
2. Students will determine the main idea or essential message in a text. (7.1.C)
3. Students will recognize an author’s point of view and purpose. (7.4.A)
4. Students will analyze what they read, hear, and view. (adapted from 7.4.D)
5. Students will read, respond to, and discuss a variety of poetry. (adapted from 7.6.A)

6. Students will read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar. (7.6.B)
7. Students will apply knowledge of literary techniques, including onomatopoeia and alliteration to understand text. (adapted from 7.6.D)
8. Students will identify the iambic feet of a variety of poetry.
9. Students will identify the rhyme schemes of a variety of poetry.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. *Core Knowledge Sequence*, page 135
 2. Have a book on poetry for reference, such as *The Poetry Dictionary*, by John Drury
 3. Be familiar with the *Core Knowledge Sequence* poetry from *Realms of Gold*, Volume 2
- B. For Students
 1. Students will have studied the elements of poetry (meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, and alliteration) from sixth grade. (*Core Knowledge Sequence*, p. 135; Colorado State Standard 6.6)
 2. Students will have read, responded to and discussed a variety of poetry.

IV. RESOURCES

- A. *Realms of Gold*, Volume 2 (a Core Knowledge Reader) (Lessons One through Ten)
- B. *The Poetry Dictionary*, John Drury (Lessons One through Ten)

V. LESSONS

Lesson One: Introduction -What Is Poetry? (approximately 50 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students develop an appreciation for reading and understanding a variety of materials.
 - b. Students develop an appreciation for applying thinking skills to their reading, writing, speaking, listening, and viewing.
 - c. Students understand the necessity to read and recognize literature as a record of human experience.
 2. Lesson Content
 - a. POETRY: “Fire and Ice,” Robert Frost
 - b. ELEMENTS OF POETRY: Students will review meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, and alliteration.
 3. Skill Objective(s)
 - a. Students will analyze what they read, hear, and view.
 - b. Students will read, respond to, and discuss a variety of poetry.
- B. *Materials*
 1. *Realms of Gold*, Volume Two (a Core Knowledge Reader); one copy for each student
 2. Transparency of Appendix A: “Fire and Ice”
 3. Appendix B: Quiz on Poetry and Prose (one copy for each student)
- C. *Key Vocabulary*
 1. Poetry – the art of expressing one’s thoughts in verse
 2. Prose – the ordinary language people speak and write
- D. *Procedures/Activities*

1. Ask the students to define poetry. Write the definitions of poetry and prose on the board, and ask the students what the differences are between poetry and prose. Talk about the differences in language between the two (ex: Poetry uses fewer words to express the same meaning as prose).
 2. Have students turn to page 15 in the *Realms of Gold*, Volume 2 (a Core Knowledge Reader). Use Appendix A: “Fire and Ice,” to demonstrate the different methods of expressing meaning (poetry and prose).
 3. Have students analyze the poem, and determine if the same meaning was clear in the prose.
 4. Explain to the students that poetry is composed of many elements, some of which will be studied in class: meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, and alliteration.
- E. *Assessment/Evaluation*
1. Appendix B: Quiz on Poetry and Prose

Lesson Two: Meter (approximately 50 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students develop an appreciation for reading and understanding a variety of materials.
 - b. Students develop an appreciation for applying thinking skills to their reading, writing, speaking, listening, and viewing.
 - c. Students understand the necessity to read and recognize literature as a record of human experience.
 2. Lesson Content
 - a. POETRY: “The Chimney Sweeper,” Versions One and Two, Robert Blake
 - b. ELEMENTS OF POETRY: Students will review meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, and alliteration.
 3. Skill Objective(s)
 - a. Students will summarize text read such as poetry.
 - b. Students will determine the main idea or essential message in a text.
 - c. Students will analyze what they read, hear, and view.
 - d. Students will read, respond to, and discuss a variety of poetry.
- B. *Materials*
1. *Realms of Gold*, Volume Two (a Core Knowledge Reader); one copy for each student
 2. Transparency of the poems, “The Chimney Sweeper,” Versions One and Two.
 3. Appendix C: Poetry Summary Rubric (one copy for each student)
- C. *Key Vocabulary*
1. Meter – the rhythmic measure of a line of verse; measured by a “foot,” which is a set of syllables, stressed and unstressed
- D. *Procedures/Activities*
1. Have students turn to “The Chimney Sweeper,” Version One, on page two from the *Realms of Gold*, Volume 2 (a Core Knowledge Reader).
 2. Read the poem to the class. Ask students who they think wrote the poem. How was life for children in this time period as opposed to the present? Why would the children dream of other things, as in the poem?
 3. Have the students count the syllables in the first line.
 4. Discuss the definition of meter. Reread the poem, and have the students tap their feet with the meter of the poem. Observe that the primary meter of the poem is

consistent throughout the poem, but that there are variations in meter to make the poem more interesting. This is true in most poetry.

5. Follow the same steps for the second version of “The Chimney Sweeper” on page four.
 6. Have students write a one-paragraph summary for each poem.
- E. *Assessment/Evaluation*
1. Students will write a one-paragraph summary for each poem.
 2. Appendix C: Poetry Summary Rubric

Lesson Three: Iamb (approximately 50 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students develop an appreciation for reading and understanding a variety of materials.
 - b. Students develop an appreciation for applying thinking skills to their reading, writing, speaking, listening, and viewing.
 - c. Students understand the necessity to read and recognize literature as a record of human experience.
2. Lesson Content
 - a. POETRY: “Heritage,” Countee Cullen; “My Papa’s Waltz,” Theodore Roethke; “Because I could not stop for Death,” Emily Dickinson
 - b. ELEMENTS OF POETRY: Students will review meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, and alliteration.
3. Skill Objective(s)
 - a. Students will summarize text read such as poetry.
 - b. Students will determine the main idea or essential message in a text.
 - c. Students will analyze what they read, hear, and view.
 - d. Students will read, respond to, and discuss a variety of poetry.
 - e. Students will identify the iambic feet of a variety of poetry.

B. *Materials*

1. *Realms of Gold*, Volume Two (a Core Knowledge Reader); one copy for each student
2. Transparencies of the poems “My Papa’s Waltz” and “Heritage”
3. Appendix D: Identifying Iambic Feet (one copy for each student)
4. Appendix C: Poetry Summary Rubric (one copy for each student)

C. *Key Vocabulary*

1. Iamb – a foot consisting of an unstressed syllable followed by a stressed syllable; each foot contains two syllables
2. Trochee - a foot consisting of a stressed syllable followed by an unstressed syllable; each foot contains two syllables
3. Scansion – marking a poem to note stressed and unstressed syllables and metrical feet

D. *Procedures/Activities*

1. Review the definition of meter. Write the definitions of iamb and trochee on the board. Clapping, show the differences of stressed (loud) and unstressed (quiet) syllables. Clap an iamb, and have the students clap in response. Clap a trochee, and have students clap in response.
2. Have students turn to page seven, “Heritage,” and page 44, “My Papa’s Waltz,” in the *Realms of Gold* book.
3. Choose two student volunteers to read the poems aloud. Have the class tap their feet quietly to the meter of the poems.

4. Emphasize that poems are not to be read in a “sing-song” manner, but with emotion, and with attention to the sound and pattern.
 5. Explain the term scansion, and using the transparencies of each poem, ask the students to determine if the pattern of the syllables is with the first syllable unstressed and the second syllable stressed (iamb) or with the first syllable stressed and the second syllable unstressed (trochee). Divide the line into feet by using a /. Mark the poems with different symbols for stressed (´) and unstressed syllables (?).
 6. Explain that the iambic is the most common foot in English poetry, though there are a number of others, including the trochee. Discuss that there are a variety of feet in a line of poetry. “You beat time on my head” is an example of iambic trimeter (this is a line from “My Papa’s Waltz”).
- E. *Assessment/Evaluation*
1. Have the students determine the iambic meter of Appendix D: Identifying Iambic Feet, using the poem “Because I could not stop for Death.”
 2. Have the students write a brief summary of each of the three poems. Use Appendix C: Poetry Summary Rubric to assess their summaries.

Lesson Four: Rhyme Scheme (approximately 50 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students develop an appreciation for reading and understanding a variety of materials.
 - b. Students develop an appreciation for applying thinking skills to their reading, writing, speaking, listening, and viewing.
 - c. Students understand the necessity to read and recognize literature as a record of human experience.
 2. Lesson Content
 - a. POETRY: “Macavity: The Mystery Cat,” T.S. Eliot; “Harlem,” Langston Hughes; “Annabel Lee,” Edgar Allan Poe
 - b. ELEMENTS OF POETRY: Students will review meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, and alliteration.
 3. Skill Objective(s)
 - a. Students will read, respond to, and discuss a variety of poetry.
 - b. Students will identify the rhyme scheme of a variety of poetry.
- B. *Materials*
1. *Realms of Gold*, Volume Two (a Core Knowledge Reader); one copy for each student
 2. Transparencies of “Macavity: The Mystery Cat” and “Harlem”
 3. Appendices E.1 and E.2: Identifying Rhyme Scheme (one copy for each student)
 4. Appendix C: Poetry Summary Rubric (one copy for each student)
- C. *Key Vocabulary*
1. Rhyme – same or similar sounds at the end of two or more words
 2. Rhyme Scheme – patterns of end rhymes
- D. *Procedures/Activities*
1. Show students the transparency of “Macavity: The Mystery Cat.”
 2. Underline on the transparency the rhyming words in the poem.
 3. Next, give the definition of rhyme scheme, and illustrate on the transparency the method of marking: mark the first line as *a*, and every other line that rhymes. Find the next line that does not rhyme and mark as *b*, and every other line that

rhymes. Continue to mark all lines in the poem in the same manner. An example of the rhyme scheme of *aabb* is:

I think that I shall never see (*a*)
A poem lovely as a tree. (*a*)
A tree that may in summer wear (*b*)
A nest of robins in her hair. (*b*)

4. Identify the rhyme scheme of “Macavity: The Mystery Cat” with the class.
5. Show the transparency of “Harlem,” and with students’ responses, mark the same way as above.

E. *Assessment/Evaluation*

1. Use Appendices E.1 and E.2: Identifying Rhyme Scheme with the poem “Annabel Lee.”
2. Have the students write a brief summary of each of the three poems. Use Appendix C: Poetry Summary Rubric.

Lesson Five: Free Verse (approximately 50 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students develop an appreciation for reading and understanding a variety of materials.
 - b. Students develop an appreciation for applying thinking skills to their reading, writing, speaking, listening, and viewing.
 - c. Students understand the necessity to read and recognize literature as a record of human experience.
2. Lesson Content
 - a. POETRY: “next to of course god america i,” e.e. cummings; “The Red Wheelbarrow,” “This Is Just To Say,” William Carlos Williams
 - b. ELEMENTS OF POETRY: Students will review meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, and alliteration.
3. Skill Objective(s)
 - a. Students will summarize text read such as poetry.
 - b. Students will determine the main idea or essential message in a text.
 - c. Students will analyze what they read, hear, and view.
 - d. Students will read, respond to, and discuss a variety of poetry.

B. *Materials*

1. *Realms of Gold*, Volume Two (a Core Knowledge Reader); one copy for each student
2. Transparency of Appendix F: An Example of Pattern Poetry
3. Appendix C: Poetry Summary Rubric (one copy for each student)

C. *Key Vocabulary*

1. Free Verse – unmetrical verse; lines that are not measured or counted
2. Pattern Poetry – poetry with a visual pattern

D. *Procedures/Activities*

1. Have students turn in the *Realms of Gold* book to pages 33 and 34. Have two student volunteers read the two poems. On the board, give students the definition of free verse, and ask how it applies to these examples. (They do not rhyme, nor have a rhyme scheme. There is no meter.) Ask the students to explain the meaning of the poems, and ask if free verse has effectively reflected the meaning. Tell students that these are examples of short-lined free verse.

2. Have students turn in the *Realms of Gold* book to page 37. Read e.e. cummings poem and discuss the application of free verse to this poem. This is an example of long-lined free verse. Ask the students to summarize the meaning of the poem.
 3. Show the transparency of Appendix F, and talk about this form of free verse. Free verse can have a visual element as well as an auditory one. Have the students choose an object to use for a pattern poem.
 4. Students need to list adjectives and adverbs that describe their object, and then draw the object lightly in pencil, and use the words to form the object. Encourage students to be creative.
- E. *Assessment/Evaluation*
1. Using Appendix G: Free Verse Rubric, analyze the students Pattern Poem.
 2. Have the students write a brief summary of each of the three poems. Use Appendix C: Poetry Summary Rubric.

Lesson Six: Couplet (approximately 50 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students develop an appreciation for reading and understanding a variety of materials.
 - b. Students develop an appreciation for applying thinking skills to their reading, writing, speaking, listening, and viewing.
 - c. Students understand the necessity to read and recognize literature as a record of human experience.
 2. Lesson Content
 - a. POETRY: “In a Station of the Metro,” Ezra Pound; “The Negro Speaks of Rivers,” Langston Hughes; “Sonnet 29,” William Shakespeare
 - b. ELEMENTS OF POETRY: Students will review meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, and alliteration.
 3. Skill Objective(s)
 - a. Students will summarize text read such as poetry.
 - b. Students will determine the main idea or essential message in a text.
 - c. Students will read, respond to, and discuss a variety of poetry.
 - d. Students will identify the iambic feet of a variety of poetry.
- B. *Materials*
1. *Realms of Gold*, Volume Two (a Core Knowledge Reader); one copy for each student
 2. Transparency of Appendix G: Heroic Couplets
 3. Appendix H: Heroic Couplet Rubric (one copy for each student)
- C. *Key Vocabulary*
1. Couplet – a pair of rhymed lines; a two-lined stanza
 2. Heroic Couplet – a pair of rhymed lines written in iambic pentameter
- D. *Procedures/Activities*
1. Have the students turn to pages 17 and 43 in *Realms of Gold*. Look at the couplets “The Negro Speaks of Rivers,” by Langston Hughes, and “In a Station of the Metro,” by Ezra Pounds. Write the definitions of a couplet and heroic couplet on the board and discuss the definitions. Ask students why poets might use couplets in their writing. (Ex: To give an emphasis to their meaning; to make a statement stand out from the rest of the poem). Explain that usually a couplet rhymes, but does not always. Have students observe the use of couplets in

- poetry. Many of Shakespeare’s poems end with a couplet, as seen on page 45, “Sonnet 29.”
2. Show the transparency of Appendix G: Heroic Couplets. Have students scansion the stressed and unstressed syllables in the first couplet. Review iambic feet, and explain that pentameter is five metrical feet. Explain that much of American poetry is written in iambic pentameter.
 3. Have students chose a topic from nature or history and write a heroic couplet. They need to scansion the syllables and give a short summary of their writing.
- E. *Assessment/Evaluation*
1. Using Appendix H: Heroic Couplet Rubric, assess the students’ poems.

Lesson Seven: Onomatopoeia (approximately 50 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students develop an appreciation for reading and understanding a variety of materials.
 - b. Students develop an appreciation for applying thinking skills to their reading, writing, speaking, listening, and viewing.
 - c. Students understand the necessity to read and recognize literature as a record of human experience.
 2. Lesson Content
 - a. POETRY: “The Charge of the Light Brigade,” Alfred, Lord Tennyson
 - b. ELEMENTS OF POETRY: Students will review meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, and alliteration.
 3. Skill Objective(s)
 - a. Students will read, respond to, and discuss a variety of poetry.
 - b. Students will apply knowledge of literary techniques, including onomatopoeia and alliteration to understand text.
- B. *Materials*
1. *Realms of Gold*, Volume Two (a Core Knowledge Reader); one copy for each student
 2. Appendix I: Examples of Onomatopoeia (one copy for each student)
- C. *Key Vocabulary*
1. Onomatopoeia – words, rhythm, sounds and pauses that imitate sound
- D. *Procedures/Activities*
1. Ask students to give examples of words that sound like their meaning (example: bang). Write their responses on the board.
 2. Have students turn to page 30 in the *Realms of Gold* book, and hand out Appendix I.
 3. Ask student volunteers to read the different examples of poetry with onomatopoeia. Explain that the definition of onomatopoeia includes words that make the sounds (as the students did in the previous step), but also can include the rhythm, sounds and pauses (as seen in “The Charge of the Light Brigade”).
 4. Have students discuss the effect of onomatopoeia on the poems.
- E. *Assessment/Evaluation*
1. Have the students write a brief summary of each of the poems. Use Appendix C: Poetry Summary Rubric.

Lesson Eight: Alliteration (approximately 50 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)

- a Students develop an appreciation for reading and understanding a variety of materials.
- b Students develop an appreciation for applying thinking skills to their reading, writing, speaking, listening, and viewing.
- c Students understand the necessity to read and recognize literature as a record of human experience.
- 2. Lesson Content
 - a. POETRY: “next to of course god america i,” e.e. cummings
 - b. ELEMENTS OF POETRY: Students will review meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, and alliteration.
- 3. Skill Objective(s)
 - a. Students will read, respond to, and discuss a variety of poetry.
 - b. Students will apply knowledge of literary techniques, including onomatopoeia and alliteration to understand text.
- B. *Materials*
 - 1. *Realms of Gold*, Volume Two (a Core Knowledge Reader); one copy for each student
 - 2. Appendix J: Examples of Alliteration (one copy for each student)
- C. *Key Vocabulary*
 - 1. Alliteration – repetition of initial consonant sounds
- D. *Procedures/Activities*
 - 1. Ask students to recite their favorite tongue twisters (ex: Peter Piper picked a peck of pickled peppers). Explain that these are examples of alliteration.
 - 2. Have students turn in the *Realms of Gold* book to page 37. Individually, have students write down examples of alliteration in this poem. (Take four or five minutes). Ask students to give their examples, and explain the effects of alliteration.
 - 3. Hand out the copies of Appendix J. Students need to look for examples of alliteration in each poem and write it down. They need to write how each of the poems is affected by alliteration.
- E. *Assessment/Evaluation*
 - 1. Using Appendix K: Alliteration Evaluation, have students evaluate the poems.

Lesson Nine: World War I Poetry (approximately 50 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students develop an appreciation for reading and understanding a variety of materials.
 - b. Students develop an appreciation for applying thinking skills to their reading, writing, speaking, listening, and viewing.
 - c. Students understand the necessity to read and recognize literature as a record of human experience.
 - 2. Lesson Content
 - a. POETRY: “Dulce et Decorum Est,” Wilfred Owen; “Anthem for Doomed Youth,” Wilfred Owen; “Channel Firing,” Thomas Hardy
 - 3. Skill Objective(s)
 - a. Students will summarize text read such as poetry.
 - b. Students will determine the main idea or essential message in a text.
 - c. Students will recognize an author’s point of view and purpose.
 - d. Students will analyze what they read, hear, and view.
 - e. Students will read, respond to, and discuss a variety of poetry.

- f. Students will read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.
 - g. Students will identify the iambic feet of a variety of poetry.
 - h. Students will identify the rhyme schemes of a variety of poetry.
- B. *Materials*
- 1. *Realms of Gold*, Volume Two (a Core Knowledge Reader); one copy for each student
 - 2. Transparencies of “Dulce et Decorum Est,” “Anthem for Doomed Youth,” and “Channel Firing,”
 - 3. Appendix C: Poetry Summary Rubric (one copy for each student)
- C. *Key Vocabulary*
- 1. Narrative poetry – recounts a sequence of events; a story in verse
 - 2. Imagery – a mental picture; various images can appeal to each of the senses, as well as to emotions
- D. *Procedures/Activities*
- 1. Have the students close their eyes, and read to them “Dulce et Decorum Est,” encouraging them to picture this scene from World War I. (The students will be studying WW I in History, and this is an opportunity to reinforce what they are learning, as well as experience narrative verse).
 - 2. Ask students how this poem depicted the war in a poetic form (narrative verse). Were they able to imagine themselves there? Could they “feel” the mud, and “hear” the guns and shells? Did they “see” the horror of war? This is an excellent poem for imagery.
 - 3. After discussing the message of the poem, ask the students to identify the rhyme scheme (*ababcdcd*). Have them mark the stressed and unstressed syllables, and identify the meter (iambic pentameter).
 - 4. Have students open the *Realms of Gold* book to page 42. Follow steps one through three.
 - 5. In the *Realms of Gold*, have students turn to page 39, and follow steps one through three.
- E. *Assessment/Evaluation*
- 1. Have students summarize the three poems, and using Appendix C, evaluate their summaries.

Lesson Ten: Dramatic Verse (approximately 50 minutes)

- A. *Daily Objectives*
- 1. Concept Objective(s)
 - a. Students develop an appreciation for reading and understanding a variety of materials.
 - b. Students develop an appreciation for applying thinking skills to their reading, writing, speaking, listening, and viewing.
 - c. Students understand the necessity to read and recognize literature as a record of human experience.
 - 2. Lesson Content
 - a. POETRY: “The Cremation of Sam McGee,” Robert Service and “Ulysses,” Alfred Lord Tennyson
 - b. ELEMENTS OF POETRY: Students will review meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, and alliteration.
 - 3. Skill Objective(s)
 - a. Students will summarize text read such as poetry.

- b. Students will recognize an author’s point of view and purpose.
 - c. Students will analyze what they read, hear, and view.
 - d. Students will read, respond to, and discuss a variety of poetry.
- B. *Materials*
- 1. *Realms of Gold*, Volume Two (a Core Knowledge Reader); one copy for each student
 - 2. Appendix L: Test on the Elements of Poetry (one copy for each student)
- C. *Key Vocabulary*
- 1. Dramatic poetry – an enactment rather than a narrative; poetry written for performance as a play
 - 2. Dramatic monologue – a form of dramatic poetry which is spoken by a character, rather than by the poet
- D. *Procedures/Activities*
- 1. Ask students what the differences are between a story being told to them and a drama being watched.
 - 2. Have the students open their *Realms of Gold* book to page 25. Introduce the poem by explaining that this poem differs from the others they have studied because it is a dramatic poem. It is told in first person, and has dialogue as well.
 - 3. Choose a student to read the poem to the class, and then discuss the message of the poem together. What was the student’s reaction to the poem? How is this poem like a prose story? What makes it different as a poem? (If time, discuss the characters, setting, plot, mood and theme of this poem).
 - 4. Read page 47 in the *Realms of Gold* to the students. This, too, is a dramatic poem, done as a monologue. Ask the students: Who is speaking? What does he want? To whom is he speaking?
 - 5. Ask the students if they can think of any other poems that have been discussed that could possibly fit into this category as well. (“Heritage,” “Sonnet 29”).
- E. *Assessment/Evaluation*
- 1. Appendix L: Test on the Elements of Poetry
 - 2. Students may choose to write a Narrative or Dramatic Poem, using content from their study of World War I. It should be at least one half page, but no longer than one page.

VI. CULMINATING ACTIVITY

- A. Test on the Elements of Poetry.
- B. Poem written by students and evaluated with Appendix M: A Self-Evaluation of Writing

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: “Fire and Ice”
- B. Appendix B: Quiz on Poetry and Prose
- C. Appendix C: Poetry Summary Rubric
- D. Appendix D: Identifying Iambic Feet
- E. Appendices E.1 and E.2: Identifying Rhyme Scheme
- F. Appendix F: An Example of Pattern Poetry
- G. Appendix G: Heroic Couplets
- H. Appendix H: Heroic Couplet Rubric
- I. Appendix I: Examples of Onomatopoeia
- J. Appendix J: Examples of Alliteration
- K. Appendix K: Alliteration Evaluation
- L. Appendix L: Test on the Elements of Poetry
- M. Appendix M: A Self-Evaluation of Writing

VIII. BIBLIOGRAPHY

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Appendix A
“Fire and Ice”

“Fire and Ice”
Robert Frost

Some say the world will end in fire,
Some say in ice.
From what I've tasted of desire
I hold with those who favor fire,
But if it had to perish twice,
I think I know enough of hate
To say that for destruction ice
Is also great
And would suffice.

“Fire and Ice”
(possible prose)

The world will end someday. It will possibly end in fire or ice, but I would rather have fire. But if I had to die twice, I would choose ice, although it doesn't really seem to matter.

Appendix C
Poetry Summary Rubric
 (Use relevant assessments according to the lesson)

POETRY SUMMARY RUBRIC

	Excellent (10 points)	Very Good (9 points)	Good (7 points)	Fair (6 points)	Poor (4 points)	Not done or Incomplete (0 points)
Main idea identified						
Clear summary of the message of the poem						
Meter identified (Were the syllables counted, and the stressed and unstressed syllables marked in the first line?)						
Rhyme scheme identified						
Uses of onomatopoeia identified						
Uses of alliteration identified						

FINAL SCORE _____ **(60 possible)**

COMMENTS _____

Appendix D
Identifying Iambic Feet
(mark the unstressed and stressed syllables, and divide the lines into feet)

“Because I could not stop for Death”
Emily Dickinson

Because I could not stop for Death -
He kindly stopped for me -
The Carriage held but just Ourselves -
And Immortality.

We slowly drove – He knew no haste
And I had put away
My labor and my leisure too,
For His Civility -

We passed the School, where Children strove
At Recess – in the Ring -
We passed the Fields of Gazing Grain -
We passed the Setting Sun-

Or rather – He passed Us -
The Dews drew quivering and chill –
For only Gossamer, my Gown –
My Tippet – only Tulle –

We paused before a House that seemed
A Swelling of the Ground –
The Roof was scarcely visible –
The Cornice – in the Ground –

Since then – ‘tis Centuries – and yet
Feels shorter than the Day
I first surmised the Horses’ Heads
Were toward Eternity -

Appendix E.1
Identifying Rhyme Scheme
(underline the ending words, and mark the rhyme scheme patterns)

“Annabel Lee”
Edgar Allan Poe

It was many and many a year ago,
 In a kingdom by the sea,
That a maiden there lived whom you may know
 By the name of Annabel Lee;
And this maiden she lived with no other thought
 Than to love and be loved by me.

She was a child and I was a child,
 In this kingdom by the sea,
But we loved with a love that was more than love –
 I and my Annabel Lee –
With a love that the winged seraphs of Heaven
 Coveted her and me.

And this was the reason that, long ago,
 In this kingdom by the sea,
A wind blew out of a cloud by night
 Chilling my Annabel Lee;
So that her high-born kinsmen came
 And bore her away from me,
To shut her up in a sepulcher
 In this kingdom by the sea.

The angels, not half so happy in Heaven,
 Went envying her and me: -
Yes! That was the reason (as all men know,
 In this kingdom by the sea)
That the wind came out of the cloud chilling
 And killing my Annabel Lee.

Appendix E.2 Identifying Rhyme Scheme

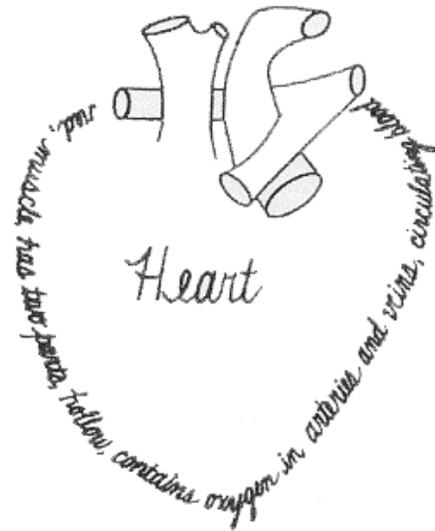
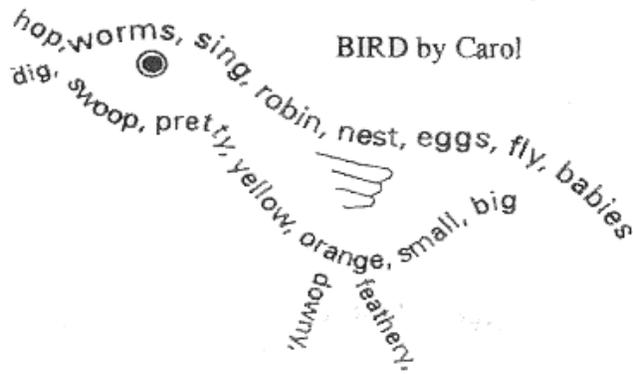
“Annabel Lee” continued

But our love it was stronger by far than the love
 Of those who were older than we-
 Of many far wiser than we-
And neither the angels in Heaven above
 Nor the demons down under the sea
Can ever dissever my soul from the soul
 Of the beautiful Annabel Lee: -

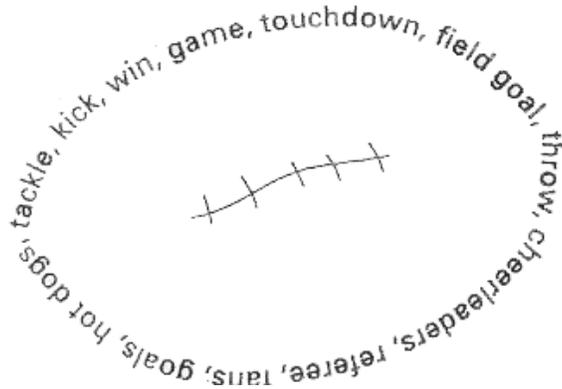
For the moon never beams without bringing me dreams
 Of the beautiful Annabel Lee;
And the stars never rise but I feel the bright eyes
 Of the beautiful Annabel Lee:
And so all the night-tide, I lie down by the side
Of my darling, my darling, my life and my bride
 In her sepulcher there by the sea-
 In her tomb by the side of the sea.

Appendix F An Example of Pattern Poetry

I
think
that I shall never
see a poem lovely
as a
tree.



FOOTBALL by Becky



Appendix G Heroic Couplets

“Absalom and Achitophel” John Dryden

In Friendship false, implacable in Hate:
Resolv'd to Ruine or to Rule the State.

John Donne

But I have told them, “Since you will be true,
You shall be true to them, who’re false to you.”

Alexander Pope

What dire offense from amorous causes springs,
What mighty contests rise from trivial things.

Appendix H Heroic Couplet Rubric

Student's Name _____

- | | | | | | |
|------------------------------------------------------|---|---|---|---|---|
| 1. Does the couplet have two lines that rhyme? | 1 | 2 | 3 | 4 | 5 |
| 2. Are both lines written in iambic pentameter? | 1 | 2 | 3 | 4 | 5 |
| 3. Is the meaning of the couplet clearly understood? | 1 | 2 | 3 | 4 | 5 |
| 4. Write the meaning of the couplet in prose below: | | | | | |

Appendix I

Examples of Onomatopoeia

“An Essay On Criticism” (excerpt) **Alexander Pope**

The sound must seem an echo to the sense.
Soft is the strain when Zephyr gently blows,
And the smooth stream in smoother numbers flows;
But when loud surges lash the sounding shore,
The hoarse, rough verse should like the torrent roar.
When Ajax strives some rock’s vast weight to throw,
The line too labors, and words move slow.

“The Raven” (excerpt) **Edgar Allan Poe**

Once upon a midnight dreary, while I pondered, weak and eary,
Over many a quaint and curious volume of forgotten lore,
While I nodded, nearly napping, suddenly there cam a tapping,
As of some one gently rapping, rapping at the chamber door –
“‘Tis some visitor,” I muttered, “tapping at my chamber door -
Only this, and nothing more.

“Break, Break, Break” (excerpt) **Alfred, Lord Tennyson**

Break, break, break,
On thy cold gray stones, O Sea!
And I would that my tongue could utter
The thoughts that arise in me.

Appendix J
Examples of Alliteration

A flea and a fly in a flue
Were imprisoned, so what could they do?
Said the fly: "Let us flee"
Said the flea: "Let us fly!"
So they flew through a flaw in the flue.

"So Little Time"(excerpt)
Judie Strouf

Life fleets and flits
Along her merry way,
Dancing, darting, here and there –
Everywhere.

She zigs, then zags,
And never seems to stay
Silent, stagnant, here or there -
Anywhere.

Appendix K

Alliteration Evaluation

Student's Name _____

1. Does the poem have repetitive initial consonant sounds?
2. Give examples of alliteration from the poem:

3. How did the alliteration in this poem effect the message?

Appendix L
Test on the Elements of Poetry

Name _____

Fill in each blank with the correct poetry term.

1. A set of two lines whose last two words rhyme _____
2. The repetition of initial consonant sounds _____
3. A long poem that tells a story _____
4. A form of poetry without regular rhyme or meter _____
5. A familiar pattern of meter in which there are two syllables with the accent on the second syllable and none on the first _____
6. The imitation of sounds by words, rhythm, sounds, and pauses _____
7. The patterns in which rhymes appear in a poem _____
8. Poetry written for performance in a play _____

For Teacher Use:

- | | |
|---------------------|--------------------|
| 1. heroic couplet | 7. rhyme scheme |
| 2. alliteration | 8. dramatic poetry |
| 3. narrative poetry | |
| 4. free verse | |
| 5. iamb | |
| 6. onomatopoeia | |

Appendix M

A Self-Evaluation of Writing

Write a four to eight line poem below, using two or more Elements of Poetry (meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, alliteration):

	Excellent (10 points)	Very Good (9 points)	Good (7 points)	Fair (6 points)	Poor (4 points)	Not done or Incomplete (0 points)
Main idea or Subject						
Message is clear in the poem						
Meter						
Rhyme scheme						
Onomatopoeia						
Alliteration						