

Poetry Piece-by-Piece

Grade Level or Special Area: 7th Grade Poetry

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Length of Unit: 10 lessons (for weeks), approximately two hours per lesson

I. ABSTRACT

Students actually love poetry! Some of them haven't realized it yet, but after completing this unit, they will find poetry to be both accessible and enjoyable. The unit begins with a lesson on literary terms, then progresses into lessons on the forms of poetry and biographical information. As the students move through the poems in the *Core Knowledge Sequence*, they will gain the confidence to analyze poetry on their own. Fun, yet challenging, activities enhance the learning process and help students grow into proficient critics.

II. OVERVIEW

- A. Concept Objectives
 - 1. Students read and understand a variety of material (Colorado Reading and Writing State Standard One).
- B. Content from the *Core Knowledge Sequence*
 - 1. *Annabel Lee* by Edgar Allan Poe (CKS page 160)
 - 2. *Because I could not stop for death* by Emily Dickinson (CKS page 160)
 - 3. *The Charge of the Light Brigade* by Alfred Lord Tennyson (CKS page 160)
 - 4. *The Chimney Sweeper* by William Blake (CKS page 160)
 - 5. *The Cremation of Sam McGee* by Robert Service (CKS page 160)
 - 6. *Dulce et Decorum Est* by Wilfred Owen (CKS page 160)
 - 7. *Fire and Ice* by Robert Frost (CKS page 160)
 - 8. *Heritage* by Countee Cullen (CKS page 160)
 - 9. *Macavity: The Mystery Cat* by T.S. Eliot (CKS page 160)
 - 10. Forms of Poetry: ballads, lyric, narrative, limerick, haiku (CKS page 160)
 - 11. Common Literary Terms: alliteration, hyperbole, metaphor, onomatopoeia, personification, simile, symbol (CKS page 160)
- C. Skill Objectives
 - 1. Students will apply knowledge of literary techniques, including foreshadowing, metaphor, simile, personification, onomatopoeia, alliteration, and flashback, to understand text (Colorado Grade Level Expectation 7.6.D).
 - 2. Students will demonstrate understanding of common literary terms
 - 3. Students will make reasonable inferences from information that is implied but not directly stated (Colorado Grade Level Expectation 7.1.D).
 - 4. Students will be able to compare and contrast texts with similar characters, plots, and/or themes (Colorado Grade Level Expectation 7.1.A).
 - 5. Students will be able to determine the main idea or essential message in a text (Colorado Grade Level Expectation 7.1.C).
 - 6. Students will be able to recite a memorized poem or selection from a poem.
 - 7. Students will demonstrate understanding of biographical information of various poets.
 - 8. Students will demonstrate an understanding of various types of poetry.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. *Core Knowledge Sequence* published by the Core Knowledge Foundation
 - 2. Poet biographical information available at www.poets.org

3. *Realms of Gold* Volume Two
- B. For Students
 1. Stanza and line (*CKS* page 88)
 2. Onomatopoeia and alliteration (*CKS* page 110)
 3. Imagery, metaphor, simile, symbol, personification (*CKS* page 136)

IV. RESOURCES

- A. *Realms of Gold* Volume Two (Lessons Four, Five, Six, Seven, Eight, Nine, and Ten)

V. LESSONS

Lesson One: Special Techniques (two hour-long sessions)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students read and understand a variety of material (Colorado State Standards One).
 2. Lesson Content
 - a. Common Literary Terms (*Core Knowledge Sequence* page 160) *for a complete list of terms, see Key Vocabulary for Lesson One
 3. Skill Objective(s)
 - a. Students will demonstrate understanding of common literary terms.
- B. *Materials*
 1. One copy of Appendix D on a transparency (optional)
 2. One copy of Appendix E for each student
 3. One copy of Appendix F for the teacher
 4. Overhead projector (optional)
 5. Seven pieces of butcher paper
 6. Markers of various colors
 7. One note card per student
- C. *Key Vocabulary*
 1. Alliteration – *(n) repetition of the initial consonant sound*
 2. Hyperbole - *(n) exaggeration for effect and not meant to be taken literally*
 3. Metaphor – *(n) comparison between two objects without using the words like or as*
 4. Onomatopoeia – *(n) formation of a word by imitating the natural sound associated with the object or action involved*
 5. Personification – *(n) a figure of speech in which a thing, quality, or idea is represented as a person*
 6. Simile – *(n) comparison between two objects using the words like or as*
 7. Symbol – *(n) an object that represents an intangible concept*
- D. *Procedures/Activities*
 1. Before the class comes into the classroom, prepare the classroom for a group activity. Place the name of each literary term on pieces of butcher paper. Post these around the classroom with enough space in between to accommodate small groups.
 2. Place at least one dictionary, a large piece of blank butcher paper, and markers in each working area
 3. The goal of the next procedure is to split up the class and have them go to their assigned area in a quick, orderly fashion. Before the kids come into the classroom, split the note cards into seven groups. Depending on how many students you have, the groups may or may not be equal.

4. Once the cards are split up, write the name of a literary term on all of the cards in one stack. Repeat this process until each stack of cards represents one of the seven literary terms that the class will be studying. Shuffle these cards.
 5. As the students enter the classroom, hand each student a note card and instruct him to find the poster with the matching literary term.
 6. Once all of the students are in their work areas, instruct them to locate the definition of their word in the dictionary.
 7. The word and the definition should be placed on the butcher paper. Students should decorate their poster with a picture representing the definition of the term, as well as examples.
 8. Once everyone is finished, student-groups will take turns presenting their definitions and examples to the rest of the class. Students that are in their desks should take notes on the presentations.
 9. As an option, you may use Appendix D on the overhead to ensure that students have the definitions that you want them to have.
- E. *Assessment/Evaluation*
1. Give students quiz in Appendix E and use Appendix F to grade.

Lesson Two: The Language of Poetry (two hour-long sessions)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students read and understand a variety of material (Colorado State Standards One).
 2. Lesson Content
 - a. Meter, iamb, rhyme scheme, free verse, couplet (*Core Knowledge Sequence* page 160).
 - b. Forms: ballad, sonnet, lyric, narrative, limerick, haiku (*Core Knowledge Sequence* page 160).
 - c. Types of rhyme: end, internal, slant, eye (*Core Knowledge Sequence* page 160).
 3. Skill Objective(s)
 - a. Students will demonstrate an understanding of various types of poetry.
- B. *Materials*
1. One copy of Appendix G on transparency
 2. One copy of Appendix H for each student
 3. One copy of Appendix I for the teacher
 4. One copy of Appendix J for each student
 5. One copy of Appendix K for the teacher
 6. One copy of Appendix L for each original student poem
 7. Overhead projector
- C. *Key Vocabulary*
1. Ballad – (n) *romantic or sentimental song with the same melody for each stanza*
 2. Couplet – (n) *two successive lines of poetry of the same length that rhyme*
 3. Free Verse – (n) *poetry without regular meter, rhyme, or form*
 4. Haiku – (n) *a Japanese verse form, rendered in English as three unrhymed lines of 5, 7, and 5 syllables respectively, often of some subject in nature*
 5. Iamb – (n) *a metrical foot in English verse of one unaccented syllable followed by one accented syllable*
 6. Limerick – (n) *a nonsense poem of five lines, usually with the rhyme scheme aabba, the first, second, and fifth lines having three stresses, the third and fourth having two*

7. Lyric – (n) a poem mainly expressing the poet’s emotions and feelings: sonnets, elegies, hymns, and odes are lyric poems
8. Meter – (n) a rhythm in verse
9. Narrative – (n) a poem that tells a story
10. Rhyme Scheme – (n) a pattern of rhymes used in a piece of verse

D. *Procedures/Activities*

1. This lesson is going to begin with a mini-lecture on the vocabulary provided (see Appendix G). Students will take notes on the information that you provide them. As you go through and give the definitions of the various types of poetry, include poems from the list of examples (see Appendix K) to enhance their understanding. Ask students to identify aspects that characterize the poems (see Appendix K for discussion questions)
2. After studying each type of poem, allow students 10-15 minutes to begin writing one of their own. Use Share Chair (students that want to share must stand on their chair) so that the students can have an audience for their poems.
3. It will take approximately three hours to get through all of the poems.
4. Here is an example of how to incorporate the notes from Appendix G and the example poems along with the discussion questions from Appendix K:
 - a. Begin by giving the brief definition of narrative poetry (Appendix G).
 - b. Read with them the poem *Paul Revere’s Ride* (website provided in Appendix K).
 - c. Ask students to identify the points that make this a narrative poem – or a poem that tells a story.
 - d. Who are the main characters in the story?
 - e. Where and when is the poem set?
 - f. What are the major events in the poem?
 - g. What does “one if by land, two if my sea” mean?
 - h. Why is the Old North Church an important place in the poem?
 - i. Was Paul Revere a brave man? How do you know?
 - j. Once you feel that the students have a grasp of the poem ask them to think of stories that they collectively know. This will undoubtedly lead to a great deal of wonderful poetry ideas. Narrow the list down to 3 or 4.
 - k. Now pair students or ask them to work individually. Have them to write two or three stanzas about this story, focusing on the EVENTS.
 - l. Allow students time to share.
5. Once the students have practiced writing each type of poetry, begin writing the classroom book of poetry (see Appendix J).

E. *Assessment/Evaluation*

1. Give students quiz in Appendix H and use Appendix I to grade.
2. Individual Poems – use Appendix L to grade

Lesson Three: The Person Behind the Poem (two hour-long sessions)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students read and understand a variety of material (Colorado State Standards One).
2. Lesson Content
 - a. Biographies of poets
3. Skill Objective(s)
 - a. Students will demonstrate an understanding of biographical information of various poets.

- B. *Materials*
1. One copy of Appendix A on transparencies
 2. One copy of Appendix B for each student
 3. One copy Appendix C for the teacher
 4. One copy of Appendix M for the teacher
- C. *Key Vocabulary*
1. Ambiguous – (adj) having two or more possible meanings
 2. Bard – (n)an ancient Celtic poet and singer of epic poems, who accompanied himself with a harp
 3. Imagist Movement (Imagism) – (n) a movement in modern poetry characterized by the use of precise, concrete images, free verse, and suggestion rather than complete statement
 4. Lineation – (n) a system or series of lines
 5. Metaphysical - (adj) very abstract...beyond the physical or material
 6. Posthumously – (adj) after death
 7. Recluse – (n) a person who lives a secluded, solitary life
 8. Symbolist – (n) a person who practices symbolism in representing ideas
 9. Transcend – (v)to be separate from; beyond
- D. *Procedures/Activities*
1. For this lesson, students are going to take notes on the authors and their biographies; various review activities are provided in Appendix M.
- E. *Assessment/Evaluation*
1. Give students quiz in Appendix B and use Appendix C to grade.

Lesson Four: William Blake – Both Sides of the Story (two hour-long sessions)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students read and understand a variety of material (Colorado State Standards One).
 2. Lesson Content
 - a. *The Chimney Sweeper* – Songs of Innocence
 - b. *The Chimney Sweeper* – Songs of Experience
 3. Skill Objective(s)
 - a. Students will apply knowledge of literary techniques, including foreshadowing, metaphor, simile, personification, onomatopoeia, alliteration, and flashback, to understand text (Colorado Grade Level Expectation 7.6.D).
 - b. Students will make reasonable inferences from information that is implied but not directly stated (Colorado Grade Level Expectation 7.1.D).
 - c. Students will be able to compare and contrast texts with similar characters, plots, and/or themes (Colorado Grade Level Expectations 7.1.A).
 - d. Students will be able to determine the main idea or essential message in a text (Colorado Grade Level Expectation 7.1.C).
- B. *Materials*
1. One copy of *Realms of Gold* Volume Two for each student and the teacher
- C. *Key Vocabulary*
1. Woe – (n) great sorrow or grief
- D. *Procedures/Activities*

1. Begin class by asking students to think of the question, “Are people born good or evil?”
2. Lead a discussion so that students understand difference between being innocent and having experience. Ask students who answer that people are born evil, if people are also born innocent? Most likely they will answer yes. Then ask if innocence means evil (circular logic, I know, but I like to challenge their answers).
3. Ask students if they believe they are wiser now that they have some experience in life and ask if they would trade in that wisdom to go back to being inexperienced.
4. Ask students if being innocent is the same as being inexperienced and make sure that they elaborate on their findings.
5. Read *Chimney Sweepers – The Songs of Innocence* out loud to them.
6. Explain that “weep ‘weep ‘weep” means “sweep, sweep, sweep”
7. Discuss the optimistic tone of the narrator’s response to Dacre’s head being shaved (that at least now the soot won’t spoil his blond, curly hair).
8. Discuss Tom Dacre’s dream. Examine the symbolism of being locked up in a coffin of black (the chimney?) and who might the Angel be with the key (God? A parent?).
9. Discuss symbolism of the washing (it is one of the first things that they do upon being set free, perhaps this is their escape from working? Adoption?).
10. Discuss what is the only thing that Tom must do in order to “Have God for his father and never want joy” (be a good boy).
11. Make sure that you focus on the optimism of this poem.
12. Next read *Chimney Sweeper – The Songs of Experience* out loud to your students.
13. Discuss with the students the use of color in this poem and ask them to compare that the colors in the previous poem (black vs. blond, black vs. light).
14. Ask students why his parents sent him out into the snow (various answers will arise).
15. Ask students what the “notes of woe” might be (“sweep sweep sweep”).
16. Ask students why he thinks that his parents have done him no harm? (“because I am happy and dance and sing”).
17. Ask students why, in this poem “God makes up a heaven of our misery” whereas in the other poem the narrator urges Tom to be good boy so that he can have God as his father (answers will vary).

E. *Assessment/Evaluation*

1. Give students the theme of love.
2. Divide class into two sections – innocence and experience.
3. Ask students to brainstorm on paper how love might be viewed from an “innocent” person’s point of view vs. and “experienced” person’s point of view. (Typically, the innocent poems are about the splendors of being in love, while the experienced poems are about the heartbreak).
4. Allow students time in class to compose a short poem about love from the viewpoint that you assign them.
5. You may want to just give participation points for this activity.

Lesson Five: Both Sides of the Story Continued (two hour-long sessions)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students read and understand a variety of material (Colorado State Standards One).

2. Lesson Content
 - a. *Dulce Et Decorum Est* by Wilfred Owen (CKS 160)
 - b. *Charge of the Light Brigade* by Alfred Lord Tennyson (CKS 160)
3. Skill Objective(s)
 - a. Students will apply knowledge of literary techniques, including foreshadowing, metaphor, simile, personification, onomatopoeia, alliteration, and flashback, to understand text (Colorado Grade Level Expectation 7.6.D).
 - b. Students will make reasonable inferences from information that is implied but not directly stated (Colorado Grade Level Expectation 7.1.D).
 - c. Students will be able to compare and contrast texts with similar characters, plots, and/or themes (Colorado Grade Level Expectations 7.1.A).
 - d. Students will be able to determine the main idea or essential message in a text (Colorado Grade Level Expectation 7.1.C).
- B. *Materials*
 1. One copy of *Realms of Gold* Volume Two for each student and the teacher
- C. *Key Vocabulary*
 1. Blunder – (v) to move clumsily; to flounder
 2. Dismay – (n) a loss of courage or confidence at the prospect of trouble or danger
 3. Dulce et decorum est pro patri mori – “How sweet it is to die for one’s country”
 4. Ecstasy – (n) a state of being overpowered by emotion
 5. Fatigue – (n) overwhelming exhaustion
 6. Flare – (n) a bright, unsteady blaze of light lasting only a little while
 7. League – (n) ...usually about three miles
 8. Obscene – (adj) disgusting; repulsive
 9. Sabre – (n) saber; a heavy cavalry sword with a slightly curved blade
 10. Vile - (adj) disgusting, repulsive
- D. *Procedures/Activities*
 1. Begin class by reviewing the discussion that you had about innocence and experience during the previous lesson.
 2. Ask students to think for a few minutes in silence about the war with Iraq and Afghanistan. Ask them first to think about the war as an outside, which they are. Then lead them into thinking about the war as if they had been there. What types of things would they see? Hear? Smell? Taste?
 3. Ask them to think about the types of things that people who opposed the war might say about it (death, destruction, etc).
 4. Ask them to think about the types of things that people who supported the war might say about it (lead them into idea of glory associated with dying for one’s country).
 5. Now read Alfred Lord Tennyson’s *The Charge of the Light Brigade* or have students read it out loud.
 6. Ask students to identify the tone the narrator has toward war (positive, talks about honoring the people who made the charge).
 7. Ask students to identify symbols of bravery in the poem (saber, etc).
 8. Ask students to explain what “the jaws of death and the mouth of hell” symbolize (answers here will vary).
 9. Ask students if death occurred in the poem (yes). How do they know this (“Then they rode back, but not/ Not the six hundred”). Emphasize how “clean” this makes war seem.

10. Ask students to make a list of all of the verbs and adjectives in this poem. Discuss that they support the narrator's idea that it is honorable to fight for one's country.
 11. Now move on to "Dulce et Decorum Est."
 12. Have students close their eyes so that they can picture the images as you read.
 13. Move through poem and explain the scene as it unfolds (narrator has heard blood gurgling in a soldier's lungs, seen the "white eyes," followed the wagon with the dying man on it night after night).
 14. Ask students to make a list also of the adjectives and verbs from this poem. (It can be gross but powerful to imitate the gurgling sound and show them what floundering and being lame look like).
 15. Pair students and have them compare the images that are presented in both poems.
 16. Ask students if the narrator in *Dulce...* thinks that it is sweet to die for one's country. Ask for evidence.
 17. Discuss why the narrator calls the phrase "It is sweet to die for one's country" a lie.
 18. Ask students how two people could have such vastly different views of war (one is clearly firsthand – here you can get into Owen's personal war experiences discussed in Appendix A) – and the other is secondhand.
 19. Finish by asking students to identify with the tone of one of the poems.
- E. *Assessment/Evaluation*
1. Teacher observation of discussion

Lesson Six: Fire and Ice (two hour-long sessions)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will read and understand and variety of material (Colorado Grade Level Expectation 7.6.D).
 2. Lesson Content
 - a. *Fire and Ice* by Robert Frost (*CKS 160*)
 3. Skill Objective(s)
 - a. Students will apply knowledge of literary techniques, including foreshadowing, metaphor, simile, personification, onomatopoeia, alliteration, and flashback, to understand text (Colorado Grade Level Expectation 7.6.D).
 - b. Students will make reasonable inferences from information that is implied but not directly stated (Colorado Grade Level Expectation 7.1.D).
 - c. Students will be able to compare and contrast texts with similar characters, plots, and/or themes (Colorado Grade Level Expectations 7.1.A).
 - d. Students will be able to determine the main idea or essential message in a text (Colorado Grade Level Expectation 7.1.C).
- B. *Materials*
1. One copy of *Realms of Gold* Volume Two for each student and the teacher
- C. *Key Vocabulary*
1. Suffice – (v) to be enough
- D. *Procedures/Activities*
1. Begin class by asking them if they believe that the end of the world will come one day.

2. Ask students to brainstorm a list of ways that the earth could be destroyed.
 3. Read the poem *Fire and Ice* to the class.
 4. Ask students to identify the rhyme scheme (abaabcbcb)
 5. Begin discussing fire and ice as symbols of human emotion. Perhaps, Frost was talking about what might cause humans to destroy the world?
 6. Ask students why the narrator equates fire with the feeling of desire (this may be tricky territory).
 7. Ask students why the narrator equates ice with the feeling of hate (answers will vary).
 8. Ask students why the narrator's mood in this poem seems light; he's talking about the destruction of the world! Answers will vary.
 9. Ask students if the narrator really is talking about the destruction of the world or if he is discussing the end of man – or maybe even one person in general. Is it possible that the seeming end of one's world may be brought upon by desire or hate? How can this be? Again, answers will vary.
- E. *Assessment/Evaluation*
1. Teacher observation of discussion

Lesson Seven: Annabel Lee (two hour-long sessions)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students read and understand a variety of materials (Colorado State Standards One).
 2. Lesson Content
 - a. *Annabel Lee* by Edgar Allan Poe (*CKS 160*)
 3. Skill Objective(s)
 - a. Students will apply knowledge of literary techniques, including foreshadowing, metaphor, simile, personification, onomatopoeia, alliteration, and flashback, to understand text (Colorado Grade Level Expectation 7.6.D).
 - b. Students will make reasonable inferences from information that is implied but not directly stated (Colorado Grade Level Expectation 7.1.D).
 - c. Students will be able to compare and contrast texts with similar characters, plots, and/or themes (Colorado Grade Level Expectations 7.1.A).
 - d. Students will be able to determine the main idea or essential message in a text (Colorado Grade Level Expectation 7.1.C).
- B. *Materials*
1. One copy of *Realms of Gold* Volume Two for each student and the teacher
- C. *Key Vocabulary*
1. Dissever – (*v*) to sever or separate
 2. Sepulcher – (*n*) a vault for burial
 3. Seraph – (*n*) any of the highest order of angels
 4. Tomb – (*n*) vault, chamber, grave for the dead
- D. *Procedures/Activities*
1. When students enter the classroom, ask them to be seated and to shut their eyes.
 2. Ask the students to imagine the OBJECT (not person) that they love most in the world.
 3. They now have to imagine that this object has been stolen.
 4. Instruct students to open their eyes. Allow students to describe the emotions or thoughts that first came to them upon realizing that their beloved object has been stolen.
 5. Read the poem *Annabel Lee* to the students.

6. Focus on the rhyme scheme first. Ask students to tell you if they find the rhyme scheme soothing or agitating. Ask them to try to confine the rhyme scheme into a specific pattern. Ask students why the author chose such a random rhyme scheme for his poem. Perhaps it is to support the unreliability of the narrator? Answers will vary.
 7. Next, discuss the plot of the poem with the student.
 8. Ask students why, according to the narrator, Annabel Lee died. The reason is because the angels in heaven were jealous of the love shared between the narrator and Annabel Lee, so they took her from him.
 9. Ask students to find instances of alliteration in the poem. There are several. For example: "...can ever dissever by soul from the soul..." and "The angels not half so happy in heaven..."
 10. Read the line "And the stars never rise but I feel the bright eyes/ Of the beautiful Annabel Lee..." Ask students how this is an example of how much the narrator loves Annabel Lee. Answers will vary but they should include something about her eyes being brighter than stars.
 11. Ask student to reread the very last stanza to themselves and then ask for a volunteer to read it out loud.
 12. Ask students what they think that narrator is actually doing when he says, "...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 sounding sea". Is he dead? Or does he sleep next to his dead wife night after night? In my experiences, this creates quite a controversy.
- E. *Assessment/Evaluation*
1. Continue the controversy by asking students to write a persuasive piece to convince the rest of the class that their opinion about the narrator's acts at the end of the poem is correct. Challenge them to include specific phrases from the text to support their opinion.

Lesson Eight: Because I could not stop for death (two hour-long sessions)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students read and understand a variety of materials (Colorado State Standards One).
 2. Lesson Content
 - a. *Because I could not stop for death* by Emily Dickinson (*CKS 160*)
 3. Skill Objective(s)
 - a. Students will apply knowledge of literary techniques, including foreshadowing, metaphor, simile, personification, onomatopoeia, alliteration, and flashback, to understand text (Colorado Grade Level Expectation 7.6.D).
 - b. Students will make reasonable inferences from information that is implied but not directly stated (Colorado Grade Level Expectation 7.1.D).
 - c. Students will be able to compare and contrast texts with similar characters, plots, and/or themes (Colorado Grade Level Expectations 7.1.A).
 - d. Students will be able to determine the main idea or essential message in a text (Colorado Grade Level Expectation 7.1.C).
- B. *Materials*
1. One copy of *Realms of Gold* Volume Two for each student and the teacher

2. Pieces of butcher paper for every two students
 3. Markers of various colors
- C. *Key Vocabulary*
1. Civil – (adj) polite and courteous
 2. Gossamer – (n) a very thin, soft, filmy cloth
 3. Immortal – (adj) deathless
 4. Tippet – (n) scarf-like garment
 5. Tulle – (n) a thin, fine netting of silk, rayon ,nylon
- D. *Procedures/Activities*
1. Before students come into the classroom, write the words “Immortal” and “Eternity” on the board.
 2. Ask students to think for a moment and come up with a definition of each word.
 3. Pair students with the person seated next to them and ask them to come up with a definition for each word upon which they both agree.
 4. Allow students to share with the class.
 5. Record the definitions on the board and try to come up with a definition for each word that the suits the entire class.
 6. Next, ask the students if they believe that a person can be dead and not know it (references to *The Others* will be common).
 7. Read the poem *Because I could not stop for death* with the students.
 8. Ask three students to summarize the events of the poem in their own words.
 9. Ask students why it is that she could not stop for Death? Answers will vary.
 10. Ask students why the author capitalized Death? Answers will vary.
 11. Ask why the narrator gave up her work and her play (her “labor” and her “leisure”) for the politeness (“civility”) of Death. Answers will vary.
 12. What might the house be that “seemed a swelling in the ground”? Perhaps this is the narrator’s way of showing a distance from earth? Perhaps this is a grave? Answers will vary.
 13. How long is it before the narrator realizes that she is dead? The narrator says “’tis centuries”. Ask students why they suppose it took her so long to make this realization. Answers will vary.
- E. *Assessment/Evaluation*
1. Students are to write a paragraph explaining the difference between immortality and eternity. In this paragraph they should also include their opinion as to why it took the narrator centuries to realize that she is dead and whether or not they believe that it is possible to be dead without realizing it.

Lesson Nine: Heritage (two hour-long sessions)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students read and understand a variety of material (Colorado State Standard One).
 2. Lesson Content
 - a. *Heritage* by Countee Cullen (*CKS 160*)
 3. Skill Objective(s)
 - a. Students will apply knowledge of literary techniques, including foreshadowing, metaphor, simile, personification, onomatopoeia, alliteration, and flashback, to understand text (Colorado Grade Level Expectation 7.6.D).

- b. Students will make reasonable inferences from information that is implied but not directly stated (Colorado Grade Level Expectation 7.1.D).
- c. Students will be able to compare and contrast texts with similar characters, plots, and/or themes (Colorado Grade Level Expectations 7.1.A).
- d. Students will be able to determine the main idea or essential message in a text (Colorado Grade Level Expectation 7.1.C).

B. *Materials*

- 1. One copy of *Realms of Gold* Volume Two for each student and the teacher
- 2. One copy of Appendix U for each student

C. *Key Vocabulary*

- 1. Corolla – (n) *petal, or inner floral leaves, of a flower*
- 2. Juggernaut – (n) *any terrible or irresistible force*
- 3. Plight – (n) *to pledge*
- 4. Travail – (n) *to work very hard; to toil; can be associated with the labor of childbirth*
- 5. Troth – (n) *loyalty; faithfulness*

D. *Procedures/Activities*

- 1. This poem has a very strong theme of heritage.
- 2. Begin class by telling students a story of how your family came to live in America...if you don't know then perhaps you can tell the story of a friend.
- 3. Ask students how many of them know the story of how their family came to America or what life was like for the family before arriving in America or how many still have relatives in their mother country.
- 4. Allow time for discussion.
- 5. Ask students if they feel connected to the country from which their people came.
- 6. Lead into the poem *Heritage* by reviewing the biography of Countee Cullen. He begins his poem with the question "What is Africa to me:" then proceeds to discuss the various aspects of Africa that he has both known and imagined. Allow students time to go through each one of those images; focus on the intensity of those images. Focus on the strength of those images. For example, the narrator mentions that he wants to hear "no sound except the song/Sung by wild barbaric birds..." What exactly do those birds sound like?
- 7. The second stanza is full of images of sound. What are they? Are they powerful? Weak? Annoying? Deafening? Soothing? Have the students explain their answers.
- 8. In the beginning of the third stanza, the narrator compares Africa to "A book one thumbs/ Listlessly till slumber comes." How is this image different from the image presented in the previous stanza? In this third stanza the image of Africa is quiet. You may want to instruct students to list the differences between the second and third stanzas.
- 9. Ask students to explain the phrase, "One three centuries removed/ From the scenes his fathers loved,/ Spicy grove, cinnamon tree,/ What is Africa to me?" Who is three centuries removed?
- 10. With the fourth stanza, discuss the effects that the rain has on the narrator. Answers will vary.
- 11. How does the narrator feel about being a Christian? Is his opinion expressed with the word "heathen"? What is narrator trying to say with the phrase, "Father, Son, and Holy Ghost,/ So I make an idle boast;/ Jesus of the twice-turned cheek,/"

- Lamb of God, although I speak/ With my mouth thus, **in my heart/ Do I play a double part.**” Why does the narrator feel that he is playing a double part?
12. At the end of the poem, who exactly are the civilized ones? Answers will vary.
- E. *Assessment/Evaluation*
1. Appendix U: My Heritage Interview Questionnaire

Lesson Ten: Macavity: The Mystery Cat and The Cremation of Sam McGee (two hour-long sessions)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students read and understand a variety of material (Colorado State Standard One).
2. Lesson Content
 - a. *Macavity the Mystery Cat* by T.S. Eliot (*CKS 160*)
 - b. *The Cremation of Sam McGee* by Robert Service (*CKS 160*)
3. Skill Objective(s)
 - a. Students will apply knowledge of literary techniques, including foreshadowing, metaphor, simile, personification, onomatopoeia, alliteration, and flashback, to understand text (Colorado Grade Level Expectation 7.6.D).
 - b. Students will make reasonable inferences from information that is implied but not directly stated (Colorado Grade Level Expectation 7.1.D).
 - c. Students will be able to compare and contrast texts with similar characters, plots, and/or themes (Colorado Grade Level Expectation 7.1.A).
 - d. Students will be able to determine the main idea or essential message in a text (Colorado Grade Level Expectation 7.1.C).

B. *Materials*

1. One copy of *Realms of Gold* Volume Two for each student and the teacher
2. One copy of Appendix N for half of the class
3. One copy of Appendix O for the teacher
4. One copy of Appendix P for half of the class
5. One copy of Appendix Q for the teacher

C. *Key Vocabulary*

1. Baffle – (v) to confuse; to puzzle
2. Brawn – (n) muscular strength
3. Defy – (v) to resist or oppose openly or boldly
4. Depravity – (n) corruption or wickedness
5. Derelict – (n) a person rejected by society
6. Fakir – (n) a member of a Muslim holy sect who lives by begging
7. Larder – (n) place where food supplies are kept
8. Levitate – (v) to rise and float in the air
9. Marge - (n) a border
10. Trellis – (n) a structure of thin strips of wood, crossing each other in open patterns of squares or diamonds

D. *Procedures/Activities*

1. Begin class by reviewing narrative poetry. Make sure that you review *Who? What? When? Where? Why?*
2. Divide the class into four groups, making them as equal as possible.

3. The activity associated with this poem is going to be based mainly on student-discovery rather than direct teaching. By this point in the unit, the students should be prepared to tackle these poems without very much guidance from you.
 4. Assign two groups *Macavity: The Mystery Cat* and assign the other two groups *The Cremation of Sam McGee*
 5. Appendices N and P will guide the students through the reading of the poems.
 6. Instruct the students to read the poem aloud before they begin to answer the questions. Instruct them to use specific phrases from each poem to support their answers.
 7. Once the students are finished reading the poem, pair up the students so that there is one person from each “poem in the group.” Instruct them to take turns teaching the other student the poem. They may use the questions provided during their teaching. As soon as the entire class finished this reciprocal teaching activity, ask students to write a newspaper column about one of the main characters.
 8. This magazine article should chronicle the life of either Macavity or Sam McGee and should demonstrate an understanding of the *Who? What? When? Where?* and *Why?* of each poem. Encourage the students to use humor!
 9. Spend time sharing the articles.
- E. *Assessment/Evaluation*
1. Appendices N and P

VI. CULMINATING ACTIVITY

- A. Poetry Recitation – see Appendix S for in-depth instructions
- B. Final Test – see Appendix R

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Biographical Information (Lesson Three)
- B. Appendix B: Quiz on Biographical Information (Lesson Three)
- C. Appendix C: Answer Key for Quiz on Biographical Information (Lesson Three)
- D. Appendix D: Literary Terms and Definitions (Lesson One)
- E. Appendix E: Quiz on Literary Terms and Definitions (Lesson One)
- F. Appendix F: Answer Key for Quiz on Literary Terms and Definitions (Lesson One)
- G. Appendix G: Poetic Terms and Definitions (Lesson Two)
- H. Appendix H: Quiz on Poetic Terms and Definitions (Lesson Two)
- I. Appendix I: Answer Key for Quiz on Poetic Terms and Definitions (Lesson Two)
- J. Appendix J: Instructions for Class Poetry Project (Lesson Two)
- K. Appendix K: List of Example Poems and Discussion Questions (Lesson Two)
- L. Appendix L: Rubric for Student Poems (Lesson Two)
- M. Appendix M: Various Review Activities (can be used with any lesson)
- N. Appendix N: Questions for *The Cremation of Sam McGee* (Lesson Ten)
- O. Appendix O: Answer Key for Questions for *The Cremation of Sam McGee* (Lesson Ten)
- P. Appendix P: Questions for *Macavity: The Mystery Cat* (Lesson Ten)
- Q. Appendix Q: Answer Key for Questions for *Macavity: The Mystery Cat* (Lesson Ten)
- R. Appendix R: Final Test
- S. Appendix S: Answer Key for Final Test
- T. Appendix T: Directions and Rubric for Poetry Recitation
- U. Appendix U: My Heritage Interview Questionnaire

VIII. BIBLIOGRAPHY

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- E. Various Haiku [On-line] Available at URL: www.schoolworld.asn.au
- F. Various Limericks [On-line] Available at URL: www.nonsenslit.org

Appendix A, page 1: Biographical Information (Lesson Three)

Wilfred Owen

1893 - 1918

Birthplace – Shropshire, England

Bio Facts

Educated at Birkenhead Institute and Technical School

Taught in France at the Berlitz School of English

Served in WWI from 1915 until wounded in 1917

Wrote most of his important poems while in the hospital suffering from shell shock

Met his literary mentor, Siegfried Sassoon in the war hospital.

Rejoined his regiment in 1918 and was killed in combat that year

Sassoon helped publish Owen's work in 1920, two years after his death.

Important Poems

Anthem for Doomed Youth

Dulce et Decorum Est

Style Facts

Graphically illustrates the physical landscapes which surround him

Illustrates the human body in relation to those landscapes

Appendix A, page 2: Biographical Information (Lesson Three)

Alfred Lord Tennyson

1809 - 1892

Birthplace - Somersby, Lincolnshire, England

Bio Facts

Wrote a 6,000 line epic poem at the age of twelve

Had a family history of drug and alcohol abuse, violence, and insanity

Attended Trinity College in Cambridge in 1827

Received poor reviews of his first books in 1832 and didn't publish again for nine years

In Memoriam was written in response to the death of his best friend

Became tremendously popular with the publication of *In Memoriam* in 1850 and was selected Poet Laureate in succession to Wordsworth.

Accepted a peerage in 1884, becoming Alfred Lord Tennyson

Important Poems

In Memoriam

Idylls of the King

Style Facts

Epic poetry

Appendix A, page 3: Biographical Information (Lesson Three)

William Blake

1757 - 1827

Birthplace – London, England

Bio Facts

Had visions from early childhood on of God, angels, and spirits

Was observed to be “different” so was home schooled

Began writing poetry at the age of twelve

Made a living as an engraver and illustrator for books and magazines

Did not strive to become popular, and lived in poverty most of his life

Important Poems

The Chimney Sweeper Poems

Style Facts

Printed his works in an illustrated format

Believed in imagination over reason and believed that poetry should be constructed from inner visions rather than observations of nature

His later works have no traditional plot, rhyme, or meter

Appendix A, page 4: Biographical Information (Lesson Three)

Edgar Allan Poe

1809 - 1849

Birthplace – Boston, MA

Bio Facts

Parents both died before he was three and he was fostered by John and Frances Allan

Struggled with depression and alcoholism most of his life

Enlisted in the US Army in 1827 and published his first collection of poems the same year

After his Army service, he began to sell short stories and established himself as a well known poet, short story writer, and editor.

Important Poems and Works

The Raven

Annabel Lee

The Tell Tale Heart

Style Facts

Is considered one of the originators of horror and detective fiction

Focused primarily in the effect of style and structure in literary work

Appendix A, page 5: Biographical Information (Lesson Three)

Robert Burns

1759 -

Birthplace – Alloway, Scotland

Bio Facts

Educated at home by his farmer father

Wrote his first poem after falling in love at age fifteen

Pursued love and poetry with uncommon zeal, fathering fourteen children

Published his first collection in 1789 and became an immediate success in England and Scotland as a great “peasant poet.”

His volumes of Scottish folk songs were essential in preserving Scotland’s culture and heritage

Important Poems

Auld Lang Syne

My Luv is Like a Red Red Rose

Style Facts

Poems were written in Scots, a northern dialect of English, and celebrate traditional Scottish culture, farm life, and class and religious distinctions

Used a variety of forms, including ballads

His style has been likened to that of a bard

Appendix A, page 6: Biographical Information (Lesson Three)

Countee Cullen

1903 - 1946

Birthplace – New York City, New York

Bio Facts

Raised in a Methodist parsonage and began writing poetry at fourteen

Graduated from NYU in 1923 and published his first book of verse, *Color*, the same year

Received numerous awards for “Ballad of the Brown Girl”

Differed from other poets of the Harlem Renaissance, such as Langston Hughes, because he had been raised and educated in a primarily white community

Was criticized because he lacked the personal experience to comment on popular black themes in his writing

Important Poems

Heritage

Color

The Ballad of the Brown Girl

Style Facts

Was imaginative and lyric, resisting the new poetic techniques of the Modernists

Appendix A. page 7: Biographical Information (Lesson Three)

Emily Dickenson

1830 - 1886

Birthplace – Amherst, Massachusetts

Bio Facts

Attended Mount Holyoke Female Seminary for one year, but suffered from severe homesickness and returned home

Seldom left her house and almost never had visitors

By the 1860's she was virtually a recluse

Important Poems

Because I could not stop for Death

Heart we will forget him

Style Facts

Her poetry generally speaks of loneliness and want

Heavily influenced by the Metaphysical poets of Seventeenth-century England, as well as her puritan upbringing

Was not publicly recognized during her lifetime; her first volume was published posthumously in 1890

Appendix A, page 8: Biographical Information (Lesson Three)

T.S. Eliot

1888 - 1965

Birthplace - Missouri

Bio Facts

Attended Harvard University, earning both undergraduate and masters degrees

Spent a year studying in Paris and settled in England in 1914

Worked first as a teacher, then worked for Lloyd's Bank

Published his first book of poems in 1917 and immediately established himself as a leading poet

By 1930, he was the most dominant figure in poetry and literature in the English speaking world

Important Poems

Macavity: The Mystery Cat

The Waste Land

Style Facts

Experimented with radical poetic techniques and subject matter

Was influenced by the metaphysical poets of the seventeenth century as well as the French symbolist poets of the nineteenth century

His poetry reflects his social and religious beliefs

Appendix A, page 9: Biographical Information (Lesson Three)

Robert Frost

1874 - 1963

Birthplace – San Francisco, California

Bio Facts

Attended Dartmouth College and later, Harvard, but never earned a degree

Moved to England in 1912, where his first two works were published

By the 1920's he was the most celebrated poet in America

Important Poems

Nothing gold can stay

From Snow to Snow

Style Facts

His poems are principally associated with New England

Stayed aloof from the poetic movements of his time

Unlike other poets of his time, he wrote in language that was true to the language spoken by the masses

His poems send various and ambiguous messages that have transcended time and are continually open to analysis

Appendix A, page 10: Biographical Information (Lesson Three)

Robert Service

1874 - 1958

Birthplace – Preston, Lancashire, England

Bio Facts

Spent eight years in the Yukon

Known as the “Canadian Kipling”

One of his friends suggested he write about the Yukon

Important Poems

The Law of the Yukon

The Spell of the Yukon

The Cremation of Sam McGee

Style Facts

Generally wrote ballads

Appendix B: Quiz on Biographical Information (Lesson Three)

T.S. Eliot	ballads	Robert Service	Color
Illustrator	Countee Cullen	New England	Shell Shock
Robert Frost	metaphysical	Robert Burns	
Emily Dickenson	Lyric	The Raven	
Edgar Allan Poe	symbolist	Alfred Lord Tennyson	

1. Wilfred Owen wrote most of his important poems while in the hospital suffering from _____.
2. _____ became tremendously popular with the publication of *In Memoriam* in 1850 and was selected Poet Laureate in succession to Wordsworth.
3. T.S. Eliot was influenced by the French _____ poets of the nineteenth century.
4. Emily Dickenson was heavily influenced by the _____ poets of Seventeenth-century England.
5. William Blake made a living as an engraver and _____ for books and magazines.
6. Edgar Allan Poe, author of _____, struggled with depression and alcoholism most of his life.
7. _____ published his first collection in 1789 and became an immediate success in England and Scotland as a great “peasant poet.”
8. Robert Frost’s poems are principally associated with _____.
9. _____ graduated from NYU in 1923 and published his first book of verse, *Color*, the same year.

Appendix B: Quiz on Biographical Information (Lesson Three)

10. By the 1860's _____ was virtually a recluse.
11. _____ is considered one of the originators of horror and detective fiction.
12. By 1930, _____ was the most dominant figure in poetry and literature in the English speaking world.
13. _____ attended Dartmouth College and later, Harvard, but never earned a degree.
14. _____ spent eight years in the Yukon and is known as the "Canadian Kipling."
15. Countee Cullen was imaginative and _____, resisting the new poetic techniques of the Modernists.
16. Robert Burns used a variety of forms, including _____.

Appendix C: Answer Key for Quiz on Biographical Information (Lesson Three)

1. Shell Shock
2. Alfred Lord Tennyson
3. Symbolist
4. Metaphysical
5. Illustrator
6. The Raven
7. Robert Burns
8. New England
9. Countee Cullen
10. Emily Dickenson
11. Edgar Allan Poe
12. T.S. Eliot
13. Robert Frost
14. Robert Service
15. Lyric
16. Ballad

Appendix D: Literary Terms and Definitions (Lesson One)

Alliteration – (n) repetition of the initial consonant sound

Hyperbole – (n) exaggeration for the effect and not meant to be taken literally

Metaphor – (n) comparison between two objects without using words like or as

Onomatopoeia – (n) formation of a word by imitating the natural sound associated with the object or action involved

Personification – (n) a figure of speech in which a thing, quality, or idea is represented as a person

Simile – (n) Comparison between two objects using the words like or as

Symbol - (n) an object that represents an intangible concept

Appendix E: Quiz on Literary Terms and Definitions (Lesson One)

1. _____ The boy had grown as big as a house.
2. _____ Her father was a shelter in the middle of the storm of her childhood.
3. _____ Simon sipped slowly on the sweet soft drink.
4. _____ When the dog jumped out of the darkness, he scared her to death!
5. _____ The soldier wore his badge of freedom on his sleeve.
6. _____ The wind whispered through the trees.
7. _____ Stella gagged when she smelled the moldy food.

- A. Alliteration
- B. Hyperbole
- C. Metaphor
- D. Onomatopoeia
- E. Personification
- F. Simile
- G. Symbol

Extra Credit: Write three of your own sentences that exemplify three of the literary terms above.

Appendix F: Answer Key for Quiz on Literary Terms and Definitions

1. F
2. C
3. A
4. B
5. G
6. E
7. D

Appendix G: Poetic Terms and Definitions

Ballad – (n) romantic or sentimental song with the same melody for each stanza

Couplet – (n) two successive lines of poetry of the same length that rhyme

Free Verse – (n) poetry without regular meter, rhyme, or form

Haiku – (n) a Japanese verse form, rendered in English as three unrhymed lines of 5, 7, and 5 syllables respectively, often of some subject in nature

Iamb – (n) a metrical foot in English verse of one unaccented syllable followed by one accented syllable

Limerick – (n) a nonsense poem of five lines, usually with the rhyme scheme aabba, the first, second, and fifth lines having three stresses, the third and fourth having two

Lyric – (n) a poem mainly expressing the poet's emotions and feelings: sonnets, elegies, hymns, and odes are lyric poems

Meter – (n) a rhyme in verse

Rhyme Scheme – (n) a pattern of rhymes used in a piece of verse

Appendix H: Quiz on Poetic Terms and Definitions (Lesson Two)

Match the words in the table at the bottom to the correct definition or example.

1.	A rose blooms at night Its petals are so lovely I want to smell it.	
2.	My love is like a red red rose That's newly sprung in June; My love is like the melody That's sweetly played in tune	
3.	Our teacher told us to behave She treats us all like her slave She comes into school And calls me a fool I wish she would crawl in a cave	
4.	Listen children and you shall hear Of the midnight ride of Paul Revere On the eighteenth of April in '75 Hardly a man is now alive Who remembers that famous day and year	
5.	once a snowflake fell on my brow and i loved it so much and i kissed it and it was happy and called its cousins and brothers and a web of snow engulfed me then i reached to love them all and i squeezed them and they became a spring rain and i stood perfectly still and was a flower	
6.	If Turkeys gobble Do Pilgrims squabble?	
7.	Shall I compare thee to a summers day?	
8.	A poem mainly expressing the poet's emotions and feelings, such as a sonnet or elegy.	
9.	A rhyme in verse	
10.	A pattern of rhymes used in a piece of verse	

Ballad	Couplet	Rhyme Scheme	Free Verse	Lyric
Meter	Iamb	Haiku	Limerick	Narrative

Appendix I: Answer Key for Quiz on Poetic Terms and Definitions (Lesson Two)

1.	A rose blooms at night Its petals are so lovely I want to smell it.	Haiku
2.	My love is like a red red rose That's newly sprung in June; My love is like the melody That's sweetly played in tune	Ballad
3.	Our teacher told us to behave She treats us all like her slave She comes into school And calls me a fool I wish she would crawl in a cave	Limerick
4.	Listen children and you shall hear Of the midnight ride of Paul Revere On the eighteenth of April in '75 Hardly a man is now alive Who remembers that famous day and year	Narrative
5.	once a snowflake fell on my brow and i loved it so much and i kissed it and it was happy and called its cousins and brothers and a web of snow engulfed me then i reached to love them all and i squeezed them and they became a spring rain and i stood perfectly still and was a flower	Free Verse
6.	If Turkeys gobble Do Pilgrims squabble?	Couplet
7.	Shall I compare thee to a summers day?	lamb
8.	A poem mainly expressing the poet's emotions and feelings, such as a sonnet or elegy.	Lyric
9.	A rhyme in verse	Meter
10.	A pattern of rhymes used in a piece of verse	Rhyme scheme

Appendix J: Instructions for Class Poetry Project (Lesson Two)

- Your teacher will assign you two different kinds of poems to write. You may choose whether you use free verse or a structured rhyme scheme.
- As you write your poems, remember to adhere to the guidelines for each poem type that were covered in class.
- Your poems must include at least one of each of the following:
 - Alliteration
 - Onomatopoeia
 - Symbol
 - Hyperbole
 - Simile or metaphor
- When you have written your poem, have three different people proof read it and sign below.
- After your poems have been proof read by three different people, type them each on a separate sheet of paper and turn them in along with this cover sheet.

Poem 1

Title _____

Signature of Proof Reader _____

Signature of Proof Reader _____

Signature of Proof Reader _____

Poem 2

Title _____

Signature of Proof Reader _____

Signature of Proof Reader _____

Signature of Proof Reader _____

Appendix K, page 1: List of Example Poems and Discussion Questions

Ballad

"My Love is Like a Red, Red Rose" by Robert Burns

www.barbados.org/poetry/mylove.htm

Discussion Questions

1. Why can this poem be considered sentimental?
2. Is the same melody used in each stanza?
3. What is the rhyme scheme used?
4. Explain the strength of this man's love?

Couplet

Various examples

www.volweb.utk.edu/schools/bedford/harrisms/couplet.htm

Discussion Questions

1. How do each of these couplets match the definition?

Free Verse

Winter Poem by Nikki Giovanni

www.users.waitrose.com/~laurian/winter_poem.htm

Discussion Questions

1. Does this poem follow a definite rhyme scheme?
2. What does the narrator do with the snowflakes?
3. Give an example of personification from the poem.
4. What became of the snow when the narrator squeezed them?
5. Explain the passage of time in the poem.

Appendix K, page 2: List of Example Poems and Discussion Questions

Haiku

Running through the field
I only see a white flash
Quickly vanishing

By Daniel Paulson

www.schoolworld.asn.au/poetry/haiku1.html

Discussion Questions

1. Does this poem follow the format for a haiku?
2. Does this poem use the content that is most common in haiku?
3. What is the white flash?
4. What is "running through the field"?

*The title of this haiku is *Deer*. I leave it out when showing it to students to allow them to use their imaginations.

Limerick

Various Limericks

www.nonsenslit.org

Discussion Questions

1. Look at each of the limericks; do they follow the aabba rhyme scheme?
2. Why do you think that someone would write such nonsensical poems?

Narrative

Paul Revere's Ride

www.poetry.org

For Discussion Questions, see Procedures/Activities for Lesson Two

Appendix L: Rubric for Student Poems (Lesson Two)

	5	4	3.5	2	1
Proof Reading Signatures					
Alliteration					
Onomatopoeia					
Symbol					
Simile/Metaphor					
Hyperbole					
Typed					
Creativity					
Overall Effort					

5 – Demonstrates above average proficiency in this area

4 – Demonstrates proficiency in this area

3.5 – Demonstrates partial proficiency in this area; should seek assistance

2 – Demonstrates below average proficiency; needs more practice in this area

1 – Demonstrates little understanding

Total Score: _____

Final Grade: _____

Comments: _____

Appendix M, page 1: Various Review Activities (can be used with any lesson)

These activities can be modified to suit your purposes in your classroom.

1. Musical Chairs Review

Materials/Preparation

- CD or Cassette player
- Teacher made or student made trivia questions

Activity

- Place chairs in a circle. There should be one less chair than students.
- Have the music playing while they are going around the circle. Stop the music at random.
- When the music stops, each student must find a chair.
- The student who is left standing must answer a trivia question. They have 10 seconds to answer the question. If they answer incorrectly, they are out of the game, and the music resumes with one less chair.
- If the student answers correctly, he or she may choose anyone else who is sitting and take their place.
- The game continues until only one student remains.

2. Flash Card Review

Materials/Preparation

- Note Cards and Markers

Activity

- Give each student enough cards for each of the terms being reviewed.
- Students write each term on a card and the definition for that term on the other side of the card.
- Student may then divide into teams of two and quiz one another with the flash cards.

3. Board Races

Materials/Preparation

- Dry Erase Board and Dry Erase Markers or Chalk Board and Chalk
- Teacher made or student made trivia questions

Activity

- Split the class into two teams.
- One member of each team stands at the back of the room.
- The teacher asks the trivia questions, and then says "Go."

Appendix M, page 2: Various Review Activities (can be used with any lesson)

- On “Go” the two students race to the board and write their answers, then race back to the back of the room.
- The student who is the first one back and has the correct answer gets the point for his or her team.
- If the student was first back, but gets the answer wrong, the point goes to the other team, provided they have the correct answer written on the board.

4. Basket Ball Review

Materials/Preparation

- Dry Erase Board and Dry Erase Markers or Chalk Board and Chalk
- Teacher made or student made trivia questions

Activity

Divide the class into two teams

On the board, draw five lines leading up to a basket for each team, like this:



- One member of each team stands at the board.
- The teacher asks the question.
- When the teacher says “Go,” the students write their answer and quickly turn around.
- The student who is the first to turn back around and has the correct answer gets to put an X on one of their team’s lines.
- If the first one around has the incorrect answer, the X goes to the other team, provided they have the correct answer on the board.
- Play continues this way until a team has received five Xs. When that team wins another X, they have scored a basket and they receive two points.
- That team then erases their Xs and starts over.

Appendix N: Questions for *The Cremation of Sam McGee* (Lesson Ten)

1. What relationship does the narrator have to Sam?
2. What is the setting of the poem?
3. Why did Sam go to the Arctic?
4. Explain the meaning of the line:
5. “I’ll cash in this trip, I guess”
6. Why did Sam choose cremation?
7. What is the “quiet clay?”
8. For what does the narrator intend to use Alice May?
9. Give an example of onomatopoeia.
10. Why was the narrator afraid?
11. Is Sam really dead?

Appendix O: Answer Key for Questions for *The Cremation of Sam McGee* (Lesson Ten)

1. The narrator is a friend or travel companion.
2. The arctic is the setting of the poem.
3. He went to look for gold?
4. It either means give up and go home or die.
5. He would like to be cremated because he was tired of being cold.
6. The quiet clay is Sam's body.
7. He intends to put Sam in Alice May and set it on fire.
8. Sizzle
9. Answers may vary.
10. Answers may vary.

Appendix P: Questions for *Macavity: The Mystery Cat*

- 1. What kind of cat is Macavity?**
- 2. What special power does Macavity have that allows him to disappear from a crime scene?**
- 3. Describe Macavity's physical appearance.**
- 4. If Macavity is "never there" how do they know he is the criminal?**

Bonus Question:

Why is Macavity compared to Napoleon?

Appendix Q: Answers to Questions for *Macavity: The Mystery Cat*

1. What kind of cat is Macavity?
 - a. *Macavity is a master criminal*
2. What special power does Macavity have that allows him to disappear from a crime scene?
 - b. *Macavity can levitate*
3. Describe Macavity's physical appearance.
 - c. *See stanzas 3 and 4.*
4. If Macavity is "never there" how do they know he is the criminal?
 - d. *Answers may vary.*

Bonus Question:

Why is Macavity compared to Napoleon?

Answers may vary. Napoleon was never seen at any crime scene, though they were most certainly connected to him in some way.

Appendix R, page 1: Final Test

Part I

- 1) A narrative poem:
 - a) Is a song
 - b) Tells a story
 - c) Is an expression of deep emotions
 - d) Is a form of Greek poetry
- 2) A poem with no rhyme or verse pattern is called:
 - a) A sonnet
 - b) A lyric poem
 - c) Free verse
 - d) Prose
- 3) What kind of poem is this?

Sometimes the rain falls
So lightly that it seems like
A veil has fallen

 - a) Haiku
 - b) Narrative
 - c) Free Verse
 - d) Lyric
- 4) What kind of poem is this?

This test is really fun
I can't wait until I'm done
If I get an A,
I'll holler hooray
My teacher is number one

 - a) Haiku
 - b) Epic
 - c) Narrative
 - d) Limerick
- 5) The phrases, "sparkling water" and "spicy pizza" are examples of:
 - a) Imagery
 - b) Metaphor
 - c) Simile
 - d) Hyperbole
- 6) The poems *Macavity: The Mystery Cat* and *The Cremation of Sam McGee* are examples of:
 - a) Sonnets
 - b) Narrative poems
 - c) Ballads
 - d) Lyric poems

Appendix R, page 2: Final Test

- 7) *Dulce et Decorum Est* by Wilfred Owen is referring to:
- a) Family
 - b) Dessert
 - c) Christmas
 - d) War
- 8) In *The Cremation of Sam McGee*, Sam:
- a) Is on vacation in the north
 - b) Strikes gold and gets rich
 - c) Dies and is brought back to life during his cremation
 - d) Is a ghost haunting gold miners in the arctic
- 9) A picture created by a poet with words that appeal to the five senses is called:
- a) Imagery
 - b) Ballad
 - c) Lyric
 - d) Hyperbole
- 10) The poem *Paul Revere's Ride* is a:
- a) Limerick
 - b) Haiku
 - c) Ballad
 - d) Narrative poem
- 11) Giving human qualities to objects or ideas is called:
- a) Allusion
 - b) Personification
 - c) Metaphor
 - d) Hyperbole
- 12) Musical poems that express a poet's feelings are:
- a) Lyric poems
 - b) Narratives
 - c) Limericks
 - d) Ballads
- 13) The following words are examples of _____.
- Yahoo! Bark! Sizzle!
- a) Allusion
 - b) Imagery
 - c) Onomatopoeia
 - d) Symbols

Appendix R, page 3: Final Test

- 14) In poetry, what is symbolism?
- a) A rhyming pattern
 - b) Repetition of consonant sounds
 - c) A comparison between two objects
 - d) Anything that represents something else in a poem
- 15) "Betty Botter bought some butter!" This verse includes an example of:
- a) Metaphor
 - b) Simile
 - c) Alliteration
 - d) Allusion
- 16) A humorous verse form which is often a nonsense poem and has a specific structure is a:
- a) Sonnet
 - b) Limerick
 - c) Haiku
 - d) Ballad
- 17) "Life is like a box of chocolates." This verse includes an example of:
- a) Simile
 - b) Metaphor
 - c) Hyperbole
 - d) Symbol
- 18) "Father was the rock of the family." This verse is an example of:
- a) Simile
 - b) Hyperbole
 - c) Symbol
 - d) Metaphor
- 19) In *Macavity: The Mystery Cat*, Macavity is compared to what historical figure?
- a) Napoleon
 - b) Hitler
 - c) Kennedy
 - d) Mussolini
- 20) In *Annabel Lee*, what is the reason that the narrator's wife dies?
- a) She was killed by a jealous lover
 - b) She died of scarlet fever
 - c) She jumped off a cliff
 - d) The seraphs of heaven were jealous of the love between the narrator and his wife

Appendix R, page 4: Final Test

Part II

Read Alfred, Lord Tennyson's *Ulysses* (can be found in *Realms of Gold*, Volume II, Page 47) and answer the following questions:

21) How many stanzas are in the poem? _____

22) Discuss the rhyme scheme of the poem.

23) Identify an example of symbolism in the poem.

24) Respond to the poem. How does the poet want you to feel? What tools did the poet use to accomplish this?

25) Give three examples of poetic language found in this poem and write them below. Then label each one appropriately. For example next to "Softly slinking snakes slithered by" you would write, "alliteration."

26) What is the theme of the poem?

Appendix S: Answer Key for Final Test

Part I

1. B
2. C
3. A
4. D
5. A
6. B
7. D
8. C
9. A
10. D
11. B
12. A
13. C
14. D
15. C
16. B
17. A
18. D
19. A
20. D

Part II

21. Three
22. Free Verse
23. Answers may vary
24. Answers may vary
25. Answers may vary
26. Answers may vary

Appendix T: Directions and Rubric for Poetry Recitation

- Each student must choose a poem from the list of additional poems on page vii of *Realms of Gold* to recite in class.
- The poem must be memorized, and longer poems will earn more points. The scoring is as follows:

Less than 4 Lines = 0
 4 Lines = 1
 8 Lines = 2
 12 Lines = 3
 16 + Lines = 4

- In addition, you will be graded on the quality of your presentation. Please refer to the rubric below for the requirements.

Structure	1	2	3	4
Introduces the type of presentation. Gives title and author of the poem, if appropriate.				
Uses language appropriate to audience and purpose.				
Organizes presentation in an effective way: introduction, recitation, and a sign of closure.				
Delivery				
Speaks clearly and distinctly and varies pitch of voice				
Uses appropriate rate, tone, and volume to add to the presentation's appeal.				
Displays poise and confidence.				
Uses effective eye contact, gestures, facial expressions and movements to express the emotions and ideas in the poem.				
Demonstrates an awareness of the relationship between speaker and audience.				
Totals				

Total Score _____

Final Grade _____

Appendix U, page 1: My Heritage Interview Questionnaire (Lesson Nine)

Interview someone in your family who is knowledgeable about your family's history. Fill out the questionnaire below with information about the person you interview.

Student's Name _____

1. Name _____

2. Date of Birth _____

3. Birthplace _____

4. How did our family come to live in America?

5. What country is our family originally from? _____

6. What is our religion? _____

7. What does our last name mean?

Appendix U, page 2: My Heritage Interview Questionnaire (Lesson Nine)

8. Is there an emblem or symbol for our family (i.e. coat of arms, tartan).

9. Is there a family heirloom that is being passed down, and why?

10. What customs do we still practice that have been passed through the family?

11. Describe a legend or story that has been passed through the family.
