––Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Poetry Anthology

Using the resources available, find poems that **appeal** to you and create your own poetry anthology. You are the editor of this anthology –the person who chooses the poems and puts the book together. Work and planning will need to take place in class and during your own time. Remember, this is not a one-night or one-week assignment. It is a process of reading and choosing, analyzing and reflecting, organizing and creating, and preparing to create a collection that **reflects who you are.**

Every anthology is to include: (use ’s for a checklist)

- A front cover

- A Table of Contents - model after sample

- An autobiographical poem – choose from two different styles

 - Inspirational Poem – Can be an adult or a peer (Must be a Sonnet, Limerick, Haiku or a Tanka)

-Song lyrics from a song (must be appropriate-edit/omit as necessary)

 - One SONNET!

 - One Black Out Poem

\*-5 Poems that appeal to you (ones you research). Three must come from authors on the list. Each author can be used two times. Two poems may be written by any other author.

\*-Poems by poets on the POET LIST 3 have to be written by poets on the list

\*-ILLUSTRATIONS for each poem

-ALL POETRY PAGES MUST INCLUDE: (see sample)

* Title of poem
* Name of Poet
* Poem copied in its original format – lines must end on EXACT word
* Appeal - Explain your attraction/reaction to poem
* Poetic devices evident in poem - Write out examples as they appear in poem – Minimum of THREE poetic devices per poem.
* Theme - Explain the message of each poem, what is the BIG idea in the poem?
* Illustrations (for ALL poems!!!)

EXTRA CREDIT IF YOU MEMORIZE AND RECITE A POEM OF AT LEAST TWELVE LINES IN FRONT OF THE CLASS.

|  |
| --- |
| Edgar Allan Poe |
| Jack Pretlusky |
| Edwin Arlington Robinson |
| Christina Rossetti |
| Carl Sandburg |
| William Shakespeare |
| Percy Bysshe Shelley |
| Shel Silverstein |
| Dr. SeussGary SotoSara Teasdale |
| Alfred Lord Tennyson |
| Dylan Thomas |
| Phyllis Wheatley |
| Walt Whitman |
| William Wordsworth |
| William Butler Yeats |
|  |
|  |

|  |
| --- |
| Maya Angelou |
| Matthew Arnold |
| William Blake |
| Gwendolyn Brooks |
| Elizabeth Barrett Browning |
| Robert Browning |
| Robert Burns |
| Lewis Carroll |
| Stephen Cranee.e. cummingsRoald DahlEmily Dickinson |
| John Donne |
| Robert Frost |
| Robert Hayden |
| A.E. Housman |
| Langston Hughes |
| John Keats |
| Walter Dean Myers |
| Ogden Nash Pablo Neruda |
| Sylvia Plath |
|  |

POET LIST

TABLE OF CONTENTS

 Page #

I. Autobiographical poem 1

II. Inspirational poem 2

III. Sonnet

* "Einstein” by Erin Dyke 3

IV. Song Lyrics

* "Wild Horses" by U2 6

V. Black Out Poem 7

V. 5 Poems of Choice

* “Stopping by Woods on A Snowy Evening" 8

by Robert Frost

* "Invictus" by William Ernest Henley 9
* "I Rise” by Maya Angelou 10
* “Do Not Go Gentle Into That Good Night” 11

by Dylan Thomas

* “Those Winter Sundays” by Robert Hayden 12
* “Ozymandias” by Percy Bysshe Shelley 13

*Stopping By Woods on a Snowy Evening*

*by Robert Frost*

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.
My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.
He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.
The woods are lovely, dark and deep.
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

APPEAL: This poem is one of my favorites. I love the holiday season, and I enjoy the peace that a snowfall brings. It also reminds me of all the promises I make every day to people, and how they are all counting on me to not let them down.

POETIC DEVICES:

* Rhyme - "Know," and, "though," "lake," and, "shake," and, "sweep," and, "deep.”
* Repetition- "And miles to go before I sleep," is repeated twice to help the reader feel the tiredness of the narrator of the poem, who obviously has much more to do, but stops briefly to enjoy the snowfall.
* Imagery- The lines, "The only other sound's the sweep
Of easy wind and downy flake.
The woods are lovely, dark and deep,"

paint a picture of a snow-filled forest, dimly lit by the light of the moon, perhaps, and I can almost picture this scene in my mind thanks to the descriptive imagery.

THEME: We should all take a minute out of our busy lives to, "watch the woods fill up with snow," and take a moment to appreciate the beauty of nature.

**AUTO - BIO POEM PATTERNS 2 Forms From Which to Choose**

Your Poetry anthology requires that you write an autobiographical poem (a poem written by you, about you). Below are a couple of different forms that you may select from. Follow the directions for each poem form.

**Auto-b1ographical poem form I**

Line 1: Your first name only

Line 2: Four adjectives that describe you

Line 3: Son/daughter of \_\_

Line 4: Lover of (name three things-phrases work best)

Line 5: Who feels (name three emotions, feelings)

Line 6: (write a metaphor about yourself)

In the following sections, writer may name as many as they like.

Line 7: Who finds happiness in \_\_

Line 8: Who needs \_\_

Line 9: Who gives \_\_

Line 10: Who fears \_\_

Line 11: Who would like to see \_\_

Line 12: Who enjoys \_\_

Line 13: Who likes to wear \_\_

Line 14: Resident of (city or neighborhood)

Line 15: Your last name only

Example:

Jennifer
Tall, slim, blonde, and bouncy
Daughter of John and Nancy
Lover of fancy clothes, chocolate of any kind, and good movies
Who feels tired on Monday mornings, energetic on Saturdays, and sad at times
Who is an island sometimes, isolated and surrounded by a sea of loneliness,

Who finds happiness in special friends, a sunrise, and going on long vacations
Who needs a hug every now and then, help with homework, and a phone in my room
Who gives the dog a bath every week, 100% effort in all my studies
Who fears high bridges, snakes, and violence
Who would like to see Paris, Tom Cruise in person, and my parents win the lottery
Who enjoys swimming, spending time in my room alone, and music of all kinds
Who likes to wear jeans and sweatshirts, formal evening gowns, and high-heeled shoes
Resident of Temple Terrace
Blake

Auto-biographical poem form II: I Am Poem
I am \_\_\_\_
I wonder\_\_\_\_
I hear\_\_\_\_
I see \_\_\_\_\_
I want \_\_\_\_
I am (use a simile or metaphor

I am a lively young lady.
I wonder why everyone can't be a friend.
I hear the voices of my classmates around me.
I see children talking and laughing.
I want peace among us all.
I am as hungry as a horse sometimes.

I pretend to be a peacemaker.
I feel happy when everyone smiles.
I touch a friend's hand longingly.
I worry that I'm not good enough.
I cry about injustice.
I am like a feather in the wind; I float from friend to friend.

I understand when someone feels burdened.
I say everything will be all right.
I dream about peace in the world.
I try to do my part.
I hope to bring out the best in everyone around me.
I am the glue that keeps my friendship circle together.

to describe yourself)

I pretend \_\_\_\_
I feel \_\_\_\_
I touch \_\_\_\_
I worry \_\_\_\_
I cry \_\_\_-
I am (use a simile or metaphor to describe yourself)

I understand \_\_\_-
I say \_\_\_\_
I dream \_\_\_\_
I try \_\_\_\_
I hope \_\_\_\_
I am (use a simile or metaphor to describe yourself)

Try a Tanka

Practice Page

5-7-5-7-7 = 31 syllables

EXAMPLE PRACTICE

|  |
| --- |
| 5 |
| 7 |
| 5 |
| 7 |
| 7 |

EXAMPLE PRACTICE

|  |
| --- |
| 5 |
| 7 |
| 5 |
| 7 |
| 7 |

|  |
| --- |
| 5 |
| 7 |
| 5 |
| 7 |
| 7 |

Try A Haiku

Line 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Line 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Line 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Line 1: 5

Line 2: 7

Line 3: 5

As the wind does blow

Across the trees, I see the

Buds blooming in May

\*From UCLA International Institute

Limericks

Limericks - The History
Variants of the form of poetry referred to as Limerick poems can be traced back to the fourteenth century English history. Limericks were used in Nursery Rhymes and other poems for children. But as limericks were short, relatively easy to compose and bawdy or sexual in nature they were often repeated by beggars or the working classes in the British pubs and taverns of the fifteenth, sixteenth and seventh centuries. The poets who created these limericks were therefore often drunkards! Limericks were also referred to as dirty.

Where does the term 'Limerick' come from?
The word derives from the Irish town of Limerick. Apparently a pub song or tavern chorus based on the refrain "Will you come up to Limerick?" where, of course, such bawdy songs or 'Limericks' were sung.

Limericks - The form
Limericks consist of five anapaestic\* lines.
Lines 1, 2, and 5 of Limericks have seven to ten syllables and rhyme with one another.
Lines 3 and 4 of Limericks have five to seven syllables and also rhyme with each other.

Line 1 – 7 to 10 syllables, rhyme with lines 2 and 5

Line 2 – 7-10 syllables, rhyme with lines 1 and 5

Line 3 – 5 to 7 syllables, rhyme with line 4

Line 4 – 5 to 7 syllables, rhyme with line 3

Line 5 – 7 to 10 syllables, rhyme with lines 1 and 2

A flea and a fly in a flue

Were caught, so what could they do?

Said the fly, "Let us flee."

"Let us fly," said the flea.

So they flew through a flaw in the flue.  -Anonymous

\*an·a·pest    /ˈænəˌpɛst/ Pronunciation Key - [an-*uh*-pest]

|  |
| --- |
| a foot of three syllables, two short followed by one long in quantitative meter, and two unstressed followed by one stressed in accentual meter, as in *for the nonce.*  |

Limericks

|  |  |
| --- | --- |
| 1 | 7 – 10 syllables |
| 2 | 7 – 10 syllables |
| 3 | 5 – 7 syllables |
| 4 | 5 – 7 syllables |
| 5 | 7 – 10 syllables |

EXAMPLE OUTLINE

|  |  |
| --- | --- |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |

EXAMPLE OUTLINE

|  |  |
| --- | --- |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |

Practice Page

Sonnet Information - Just the Facts

A quatrain is a group of four lines.

A couplet is two lines.

Each Sonnet MUST consist of the following:

Quatrain 1

An exposition of the main theme and main metaphor.

Quatrain 2

Theme and metaphor extended or complicated; often, some imaginative example is given.

Quatrain 3

A twist or conflict, often introduced by “but”.

Couplet

Summarizes and leaves the reader with a new, concluding image.

 The sonnet must consist of:

* Fourteen lines
* Each line has ten to twelve syllables

Shakespeare’s Sonnet 18

*Shall I compare thee to a summer's day?*Thou art more lovely and more temperate.
*Rough winds do shake the darling buds of May,*And summer's lease hath all too short a date.

*Sometime too hot the eye of heaven shines,*And often is his gold complexion dimmed;
*And every fair from fair sometime declines,*By chance, or nature's changing course, untrimmed;

*But thy eternal summer shall not fade,*Nor lose possession of that fair thou owest,
*Nor shall death brag thou wanderest in his shade,*When in eternal lines to time thou growest.

          So long as men can breathe or eyes can see,
          So long lives this, and this gives life to thee.

How to “tackle” writing a Sonnet

1. Choose a topic.
2. Write down EVERY word you associate with that topic.

 Example: Football

Pass Block Run Wishbone Hike Linebacker

Throw Punt Offense Set Line QB

Tackle Touchdown Defense Hut Receiver Down

1. Using those words, try to pair them up as rhymes or forced rhymes. If this isn’t easy, try to find synonyms for some of your original words OR try to find new words that could be associated with this topic.

 Pass Class Trash

 Throw Crow (about a good play)

 Tackle Shackle

 Touchdown Frown Down Clown

 Punt Blunt

1. Once you have fourteen pairs of rhymes, you are ready to start framing out your sonnet.

Remember: Each line MUST have between ten and twelve syllables per line. Use the jaw drop, finger count, or clap to determine where your syllables are located.

Poetic Devices

|  |  |
| --- | --- |
| alliteration | the deliberate repetition of consonant sounds |
| apostrophe | an address to a person absent or dead or to an abstract entity |
| assonance | deliberate repetition of identical or similar vowel sounds |
| diction | poet's distinctive choices in vocabulary |
| hyperbole | exaggeration for dramatic effect |
| imagery | author's use of language to set a tone or mood or "paint a picture with words" |
| metaphor | a comparison not using as or like when one thing is said to be another  |
| onomatopoeia | "sound echoing sense"; use of words resembling the sounds they mean |
| oxymoron | a seeming contradiction in two words put together |
| personification | attribution of human motives or behaviors to impersonal agencies giving human qualities to something not living |
| repetition | repetition of key word or idea for effect |
| rhyme | repetition of same sounds |
| rhyming couplet | a pair of lines which end-rhyme expressing one clear thought  |
| rhythm | internal 'feel' of beat and metre perceived when poetry is read aloud |
| simile | a comparison using "as" or "like" |
| tone, mood | feelings or meanings conveyed in the poem |

Poetry Anthology Rubric for\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A front cover

Has illustration 1 0

3

Has title 1 0

Has student’s name 1 0

A Table of Contents

Has contents of anthology listed by page 1 0

2

Has a title at the top 1 0

An autobiographical poem

Has appeal 1 0

Has poetic device #1 1 0

Has poetic device #2 1 0

6

Has poetic device #3 1 0

Has theme 1 0

Has illustration 1 0

Inspirational poem

Has appeal 1 0

Has poetic device #1 1 0

6

Has poetic device #2 1 0

Has poetic device #3 1 0

Has theme 1 0

Has illustration 1 0

A Sonnet

Has appeal 1 0

Has poetic device #1 1 0

6

Has poetic device #2 1 0

Has poetic device #3 1 0

Has theme 1 0

Has illustration 1 0

Song lyrics from a song

Has appeal 1 0

Has poetic device #1 1 0

6

Has poetic device #2 1 0

Has poetic device #3 1 0

Has theme 1 0

Has illustration 1 0

Black Out Poem

Has appeal 1 0

Has poetic device #1 1 0

6

Has poetic device #2 1 0

Has poetic device #3 1 0

Has theme 1 0

Has illustration 1 0

5 Poems that appeal to you

Poem #1

Has appeal 1 0

Has poetic device #1 1 0

Has poetic device #2 1 0

6

Has poetic device #3 1 0

Has theme 1 0

Has illustration 1 0

Poem #2

Has appeal 1 0

Has poetic device #1 1 0

Has poetic device #2 1 0

6

Has poetic device #3 1 0

Has theme 1 0

Has illustration 1 0

Poem #3

Has appeal

Has poetic device #1 1 0

Has poetic device #2 1 0

6

Has poetic device #3 1 0

Has theme 1 0

Has illustration 1 0

Poem #4

Has appeal

Has poetic device #1 1 0

Has poetic device #2 1 0

6

Has poetic device #3 1 0

Has theme 1 0

Has illustration 1 0

Poem #5

Has appeal

Has poetic device #1 1 0

Has poetic device #2 1 0

6

Has poetic device #3 1 0

Has theme 1 0

Has illustration 1 0

Final grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/65

CHECKLIST FOR PROJECT

CROSS OUT ITEMS AS YOU COMPLETE THEM.

A front cover

Has illustration

Has title

Has student’s name

A Table of Contents

Has contents of anthology listed by page

Has a title at the top

An autobiographical poem

Has appeal

Has poetic device #1 with an example from the poem written as a complete sentence

Has poetic device #2 with an example from the poem written as a complete sentence

Has poetic device #3 with an example from the poem written as a complete sentence

Has theme

Has illustration

Teacher poem

Has appeal

Has poetic device #1 with an example from the poem written as a complete sentence

Has poetic device #2 with an example from the poem written as a complete sentence

Has poetic device #3 with an example from the poem written as a complete sentence

Has theme

Has illustration

Original poem(s) one MUST be a SONNET #1

Has appeal

Has poetic device #1 with an example from the poem written as a complete sentence

Has poetic device #2 with an example from the poem written as a complete sentence

Has poetic device #3 with an example from the poem written as a complete sentence

Has theme

Has illustration

Original poem(s) #2

Has appeal

Has poetic device #1 with an example from the poem written as a complete sentence

Has poetic device #2 with an example from the poem written as a complete sentence

Has poetic device #3 with an example from the poem written as a complete sentence

Has theme

Has illustration

Song lyrics from a song

Has appeal

Has poetic device #1 with an example from the song written as a complete sentence

Has poetic device #2 with an example from the song written as a complete sentence

Has poetic device #3 with an example from the song written as a complete sentence

Has theme

Has illustration

6 Poems that appeal to you

Poem #1

Has appeal

Has poetic device #1 with an example from the poem written as a complete sentence

Has poetic device #2 with an example from the poem written as a complete sentence

Has poetic device #3 with an example from the poem written as a complete sentence

Has theme

Has illustration

Poem #2

Has appeal

Has poetic device #1 with an example from the poem written as a complete sentence

Has poetic device #2 with an example from the poem written as a complete sentence

Has poetic device #3 with an example from the poem written as a complete sentence

Has theme

Has illustration

Poem #3

Has appeal

Has poetic device #1 with an example from the poem written as a complete sentence

Has poetic device #2 with an example from the poem written as a complete sentence

Has poetic device #3 with an example from the poem written as a complete sentence

Has theme

Has illustration

Poem #4

Has appeal

Has poetic device #1 with an example from the poem written as a complete sentence

Has poetic device #2 with an example from the poem written as a complete sentence

Has poetic device #3 with an example from the poem written as a complete sentence

Has theme

Has illustration

Poem #5

Has appeal

Has poetic device #1 with an example from the poem written as a complete sentence

Has poetic device #2 with an example from the poem written as a complete sentence

Has poetic device #3 with an example from the poem written as a complete sentence

Has theme

Has illustration

Poem #6

Has appeal

Has poetic device #1 with an example from the poem written as a complete sentence

Has poetic device #2 with an example from the poem written as a complete sentence

Has poetic device #3 with an example from the poem written as a complete sentence

Has theme

Has illustration