

# Poetry Notes

*We drove to the café in silence.  
When we arrived,  
She whispered to the piano player,  
Then took my hand. We danced.  
And suddenly, something we had lost was back.*

Where do you find poetry?

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Write your definition of what poetry is.

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## Part 1: Form

Form refers to the \_\_\_\_\_ and placement of \_\_\_\_\_ and the way they are grouped into \_\_\_\_\_. Similar to a \_\_\_\_\_ in narrative writing, each stanza conveys a \_\_\_\_\_ and contributes to a poem's overall meaning.

<p><b>Characteristics:</b></p> <ul style="list-style-type: none"> <li>• Follows _____ rules, such as a _____ number of lines.</li> <li>• Has a _____ pattern of _____ and _____.</li> <li>• Includes the following forms:</li> </ul>	<p><b>Characteristics:</b></p> <ul style="list-style-type: none"> <li>• Does not have a _____ pattern or rhythm and may not _____.</li> <li>• May use unconventional _____, _____, and grammar.</li> <li>• Includes the following forms:</li> </ul>
<p><b>Example:</b> <i>Does the road wind up-hill all the way? Yes, to the very end. Will the day's journey take the whole long day? From morn to night, my friend.</i> From "Up-hill: by Christina Rossetti</p>	<p><b>Example:</b> <i>wear your colors like a present person today is here &amp; now</i> From "Look Not to Memories" by Angela de Hoyos</p>
<p><b>Analyze the example:</b> What is the rhyme scheme?  How does the rhyme pattern in Rossetti's poem coordinate with the two different speakers?</p>	<p><b>Analyze the example:</b> Why do you think the poem doesn't use punctuation?  Why does this structure suit the "seize the day" message?</p>

Name

Date

Hour

Model 1: Traditional Poem

An ode is a

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Odes can follow just about any structure.

“The Fire of Driftwood” is a traditional in form because of its regular stanzas, rhythm, and rhyme. Here the speaker—\_\_\_\_\_ -sadly reflects on how he and his friends have grown apart.

From **The Fire of Driftwood Poem by Henry Wasdworth Longfellow**

*We spoke of many a vanished scene  
Of what we once had and thought and said.  
Of what had been, and might have been,  
And who was changed, and who was dead;*

*And all that fills the heart of friends,  
When first they feel, with secret pain,  
Their lives thenceforth have separate ends,  
And never can be one again.*

1. How are the stanzas similar?

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2. What is the rhyme scheme?

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3. How would you describe the rhythm?

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4. Summarize the different ideas expressed in each stanza.

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Model 2: Organic Poem

This poem is written in free verse, with no regular pattern or rhythm and rhyme. Notice how it differs from that of Longfellow’s poem.

**I am not done yet Poem by Lucille Clifton**

as possible as yeast  
as imminent as bread  
a collection of cares  
less certain than i seem  
more certain than i was  
a changed changer  
i continue to continue  
where i have been  
most of my lives is  
where i’m going

1. Identify two characteristics that make this poem an organic poem.

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2. Explain what the speaker is saying.

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Name \_\_\_\_\_

Date \_\_\_\_\_

Hour \_\_\_\_\_

## Part 2: Poetic Elements

Sound devices and imagery are the techniques that give dimension to words on a page.

### Sound Devices

Much of the power of poetry depends on **rhythm**—the pattern of \_\_\_\_\_ and \_\_\_\_\_ syllables in each line. Poets use rhythm to emphasize important \_\_\_\_\_ or \_\_\_\_\_ and to create a \_\_\_\_\_ that suits their subject.

Some poems have a regular pattern rhythm, which is called \_\_\_\_\_.

Unstressed syllables are marked with a (~) and stressed syllabled with a (‘).

**Write the symbols over the stressed and unstressed syllables:**

### “A Dirge” by Perter Bysshe Shelley:

Rough wind,/ that moan/ est loud

Grief/too sad/ for song;

Wild wind/ when sul/len cloud

Knells/ all the night/ long

A **regular rhyme** pattern is called a \_\_\_\_\_. Rhyme scheme is charted by assigning a letter of the alphabet to matching end rhymes.

What is the rhyme scheme in the poem above? \_\_\_\_\_.

Poets also use many other sound devices to create specific effects. Notice how the device helps to establish a *mood, create a rhythm, and suggest, different sounds and sights of the sea.*

Repetition	Alliteration
<b>Break, Break, Break</b> On thy cold gray stones. O Sea! From, “Break, Break, Break” by Alfred, Lord Tennyson	The scraggy rock spit shielding the town’s <b>blue bay.</b> From, “Departure” by Sylvia Plath

Assonance	Consonance
The <b>waves break</b> fold on jeweled fold. From, “Moonlight” by Sara Teasdale	And <b>black</b> are the waves that sparkled so green. From, “Seal Lullaby” by Rudyard Kipling

Name

Date

Hour

Model 1: Rhythm and Rhyme

Read the poem and hear its unique rhyme scheme and rhythm.

**We Real Cool The Pool Players. Seven at the Golden Shovel. Poem by Gwendolyn Brooks**

We real cool. We  
Left School. We

Lurk late. We  
Strike straight. We

Sing Sin. We  
Thin gin. We

Jazz June. We  
Die soon.

1. Even though the rhyming words in this poem fall in the middle of the lines, they sound like end rhymes. If you treat these words as end rhymes, what is the rhyme scheme? \_\_\_\_\_

2. Identify at least two sound devices:

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3. How would you describe the rhythm? Explain how it echoes the speakers' attitude towards life.

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Model 2: Other sound Devices

What sound devices has the poet used to create the effect of an edge-of-your-seat excitement of a close baseball game?

**The Base Stealer Poem by Robert Francis**

Poised between going on and back, pulled  
Both ways taunt like a tightrope-walker,  
Fingerprints pointing the opposites,  
Now bouncing tiptoe like a dropped ball  
Or a kid skipping rope, come on, come on,  
Running a scattering of steps sideways,  
How he teeters, skitters, tingles, teases,  
Taunts them, hovers like an ecstatic bird,  
He's only flirting, crowd him, crowd him,  
Delicate, delicate, delicate, delicate—now!

1. Find at least two examples of alliteration:

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2. Identify two other sound devices. Describe their effects.

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Name

Date

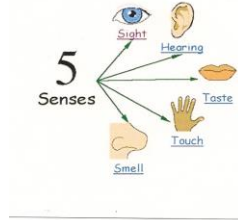
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# Imagery and Figurative Language

Define imagery:

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Define figurative language:

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Define each technique and create your own example.

Figurative Language	Example	Your Own Example
<b>Simile</b>	I remember how you sang in your stone shoes <b>light-voiced as duck or feathers.</b> From, "Elegy for My Father" by Robert Winner	
<b>Metaphor</b>	The <b>door of winter</b> is frozen shut. From, "Wind Chill" by Linda Pastan	
<b>Personification</b>	<b>Death, be not proud,</b> though some have called thee Mighty and dreadful, for thou art not so. From, "sonnet 10: by John Donne	
<b>Hyperbole</b>	Here once the embattled farmers stood And fired the <b>shot heard around the world.</b> From, "The concord Hymm" by Ralph Waldo Emerson	
<b>Onomatopoeia</b>	How they <b>tinkle, tinkle, tinkle,</b> / In the icy air of night!; To the <b>tintinnabulation</b> that so musically wells / From, "The Bells" by Edgar Allen Poe	

Name

Date

Hour

Model 3: Imagery

**Midsummer, Tobago Poem by Derek Walcott**

Broad sun-stoned beaches.

White heat  
A green river.

A bridge,  
Scorched yellow palms

from the summer-sleeping house  
drowning through August.

Days I have held,  
days I have lost,

days that outgrow, like daughters,  
my harboring arms.

1. Identify three images that appeal to the scenes and describe what they conjure up in your mind.

Example of Imagery:	Example of Imagery:	Example of Imagery:
Describe	Describe	Describe

2. Identify two examples of figurative language and describe what they're conveying.

Example of figurative language:	Example of figurative language:
Explanation:	Explanation:

3. How does the speaker feel about the summer days he or she described?

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Name

Date

Hour

Model 4: Figurative Language

**Horses Poem by Pablo Neruda, translated by Alastair Reid**

I was in Berlin, in winter. The light  
was without light, the sky skyless.

The air white like a moistened loaf.

From my window, I could see a deserted arena,  
a circle bitten out by the teeth of winter.

All at once, led out by a man,  
ten horses were scrapping into the snow.

Emerging, they had scarcely ripped into existence  
like flame, then they filled the while world of my eyes,  
empty till now. Faultless, flaming,  
they stepped like ten gods on board, clean hooves.

1. Find three examples of simile and explain the comparison

Simile:	Explanation:
Simile:	Explanation:
Simile:	Explanation:

2. Find an example of personification and hyperbole and what each is trying to emphasize

Personification:	Explanation:
Hyperbole:	Explanation: