

Unit 3:

Poetry



Unit 3: Poetry

In this unit, we will look at the dreaded topic of poetry. Poetry can sometimes seem overwhelming, but once we understand the bits and pieces of poetry, it becomes a little easier. If you think you hate poetry, you might not be thinking about it in the right way. You know that song that you really, really love? The one you know all the words to by heart, and feel like it was written about you? That song is a poem. Songs have lyrics, which, when written out, look suspiciously like poems.

But, we are getting ahead of ourselves. Before we look at some poems in this unit, we will look at the terminology that will help us understand poems a little bit better.

Throughout this unit, we will show you how you will be assessed in **Assessment Breaks**. This is important, because that is how your mark is determined. If you know how you will be marked, you will know how to get a good mark!

Assignments in this Unit:

1. Assignment 1: Similes and Metaphors (16 marks)
2. Assignment 2: Oxymorons, Onomatopoeias and Hyperboles (30 marks)
3. Assignment 3: Working With Literary Devices (21 marks)
4. Assignment 4: The Haiku (5 marks)
5. Assignment 5: Biopoem (20 marks)
6. Assignment 6: Rhyme Scheme & Sonnets (14 marks)
7. Assignment 7: The Wreck of the Edmund Fitzgerald (14 marks)
8. Assignment 8: The Road Not Taken & The Sound of Silence (11 marks)
9. Assignment 9: Your Choice (9 marks)
10. Poetry Test (47 marks)

This unit is worth 10% of your overall mark for the course.



Similes & Metaphors

You may already be somewhat familiar with similes and metaphors, the mostly commonly used terms when talking about poetry. But if you aren't, let's back up a little bit and explain. Metaphors and similes are also the mostly commonly mixed up terms in poetry, so let's look at what each means.

sim*il*le (pronounced similee)

When one thing or idea is described as being similar to another. Similes usually contain the words "like" or "as."

ex: "Your hands are as cold as ice." In this case, someone's hands are being compared to ice. This gives us a better idea of how cold the person's hands really are, but of course it doesn't mean that the hands are made of ice.

The easiest way to tell the difference between a simile and a metaphor is to look for the words "like" or "as." **IF** the words "like" or "as" are there **AND IF** something/someone is being compared to something/someone else, then it is a simile.

However, it is important to remember that it is not automatically a simile just because you see the words "like" or "as." For example, the statement "I like pizza" is NOT a simile - in this case "like" is being used as a verb to describe how someone feels about pizza, not to compare him/herself to a pizza. Similarly, the statement "As I hopped out of the shower, the phone rang" is not a simile either. In this case, "as" is being used to demonstrate time. It is not comparing the shower or the person showering to a telephone.

But, the phrase "he has cat-like reflexes" IS a simile - the person is saying that he has reflexes LIKE those of a cat. Also, the phrase "She is as beautiful as a rose" is also a simile - the person is comparing her beauty to that of a rose.

Now let's look at metaphors.



met*a*phor

When one thing or idea substitutes for another; may contain a statement saying it IS the second thing, or spoken about AS IF IT IS the second thing.

ex: In *Romeo & Juliet*, Romeo says Juliet “is a rich jewel.” This statement is a metaphor to demonstrate Juliet’s worth. Romeo is not saying she literally is a jewel - just that she is as valuable to him as if she WERE a jewel.

Romeo also says Juliet “is a solitary dove among crows.” Neither is he saying she IS a bird, but that she is the only beauty (dove) among far less attractive women (crows).

The easiest way to tell if it’s a metaphor is to look for the words “like” and “as.” If they are NOT there, AND if something/someone is being compared to something else, then it is a metaphor.

Again, you must be careful. Just because you DON’T see the words “like” or “as” doesn’t mean it’s automatically a metaphor, either. For example, take the statement “The sun is a burning ball of fire.” There is no “like” or “as” in this statement. But is something being compared? You may think so at first - but think again! The sun IS a burning ball of fire - that’s science! Therefore, it can’t be compared to itself! This statement is a fact, not a metaphor.

However, if you were to say “The sun is the lifeblood of our planet,” that would be a metaphor. While it certainly brings life to all plants and animals on the planet, it is not blood, and the metaphor highlights its importance with respect to all life on Earth.



Assignment 1: Similes and Metaphors

For each of the statements below, identify whether it is a simile or a metaphor. You do not need to use full sentences for Part A of this assignment.

PART A (10 marks):

1. My love is like a red, red rose. _____
2. It looks like a bomb went off in here! _____
3. That test was so easy - it was a breeze! _____
4. That goalie stood on his head last night - he was amazing! _____
5. That truck is solid as a rock. _____
6. Have you ever tried to map your family tree? _____
7. As I was walked into her room, I thought “what a pig sty!”

8. His smile was as warm as the sun. _____
9. You are the sunshine of my life. _____
10. This house is like a prison! _____

PART B (6 marks):

Now it's your turn. Write 3 of your own similes and 3 of your own metaphors. Please make it clear which 3 are which!

Assessment Break #1

This assignment is out of 16 marks and this unit is worth 10% of your final mark. In this case, the marking scheme is fairly straightforward - each item is worth 1 mark each, so make sure you understand the definitions of simile and metaphor before doing this assignment! If you understand them, you will be sure to do well! In Part B, you will receive 1 mark for each of your 3 metaphors and 3 similes.



Oxymorons, Onomatopoeias, and Hyperboles

Now to look at three of the most strangely named literary terms to do with poetry: oxymorons, onomatopoeias, and hyperboles.

ox*y*mor*on

Contradictory (opposing) words within a phrase. Usually these words are placed together to help the reader have a better understanding.

ex: Romeo describes love using several oxymorons. He does this to show that love can be both good and bad at the same time. Some of the oxymorons he uses are “cold fire,” (because it can make you so nervous you feel cold, but at the same time, you feel on fire with love) “feather of lead” (because you feel light as a feather, but if that person doesn’t love you back, you can feel weighed down by your love for him/her) and “sick health” (you’re lovesick, but it makes you feel so good).

Oxymorons are some of the hardest literary terms to understand, and to work with, so don’t feel bad if you don’t quite have the hang of it yet. Hopefully you will by the end of the unit!

on*o*mat*o*poe*ia (pronounced onomatopée-ah)

When a word imitates the sound it represents. These are often thought of as “comic book” words.

ex: bang, boom, zap, buzz, zip

Onomatopoeias are sound words. They imitate a sound - “I heard a loud boom” would be an example. These are often known as “comic book” words, or “barnyard” words - sounds animals make are usually onomatopoeias too. Just be careful - not ALL sound



words are onomatopoeias. The key is in the fact that onomatopoeias IMITATE a sound. For example, “sing” is a word that has to do with a sound, but it does not imitate the sound of singing, so it is not an onomatopoeia. However, “hum” is a type of singing, and it IS an onomatopoeia, because the word “hum” imitates the sound of humming.

hyp*er*bol*e (pronounced hyPERbole)

A description or statement which uses huge exaggeration for emphasis, often using superlatives (-est words).

ex: There were a million people in line ahead of me.

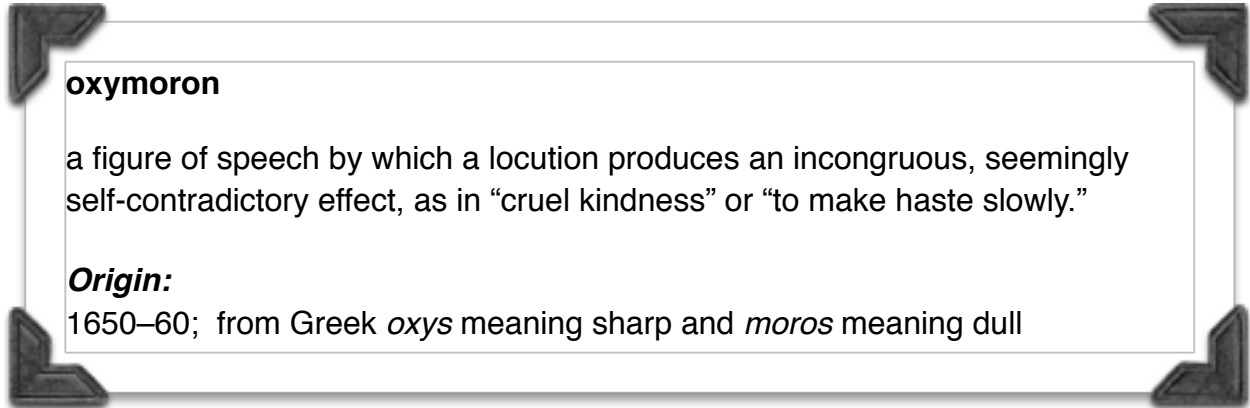
The key in understanding hyperbole is that hyperboles are HUGE exaggerations, not just slight ones. They must be completely impossible exaggerations, such as “it took FOREVER to get there.” Of course, it is impossible to say it will take forever, but when someone tells us this, we understand what they mean - that it took a REEEEEEEAAAAALLLLLLLLLY long time!



Assignment 2: Oxymorons, Onomatopoeias and Hyperboles

Answer all questions in full sentences, on looseleaf paper.

1. Look at the dictionary definition of “oxymoron” below, from dictionary.com:



- a) What are the two root words for “oxymoron”? (Hint: you’ll find them under “Origin.”) What is the meaning of each of these words in English? (1)
- b) Explain why the root words suit the meaning of “oxymoron.” (1)
2. Write an oxymoron of your own. (1)
3. Select ONLY the words from below that are onomatopoeias. (5)

bang
sing
boom
hum
yell
zoom
zip
whistle
scream

4. Write 3 sentences using onomatopoeias. (3)



5. Explain in your own words what a hyperbole is.
6. Copy down ONLY the sentences from below that use hyperboles. (5)

He has a brain the size of a pea.
My dad is way taller than your dad.
He sent her dozens of flowers to show her he was sorry.
My dad knows everything.
I've heard that a million times.
We ate so much we just about exploded!
The long wait felt like forever.
There were about 20 people at the party.

7. Write 3 of your own sentences using hyperboles. (3)
8. For each sentence, copy down the letter and then write whether it is an oxymoron, onomatopoeia, or hyperbole (in other words, you do not need to recopy every sentence - just label them). (10)

- a) Her phone wouldn't stop ringing throughout the movie.
- b) Sometimes you have to be cruel to be kind.
- c) The bee buzzed by the bear.
- d) So foul and fair a day I have not seen!
- e) Those cookies were really crunchy.
- f) I've tried to call her a thousand times.
- g) The car behind us crashed into us at the stop light.
- h) I nearly died laughing.
- i) Would you please stop tapping your pencil?
- j) I'm so hungry I could eat a horse!

Assessment Break #2

As in the case of assignment 1, the way you will be marked for this assignment is straightforward. Each item is worth one mark, except where you see a number in brackets following the question. The number in brackets is the number of marks that question is worth. For example, #3 is worth 5 marks, so for this question, there are 5 items that are onomatopoeias. The same idea applies to #6, but 5 are hyperboles. The assignment is out of a total of 30 marks.



Other Common Literary Terms

Now that you've learned the basic literary terms, it's time to look at a few more before we start looking at some poetry.

al*li*ter*a*tion

The repetition of consonant (anything but A, E, I, O or U) sounds within a phrase or sentence, usually one after another.

Ex: The bright blue ball bounced into the brook. (repetition of "buh" sound)

Ex: The curious cat crept quietly out of the closet. (repetition of "cah" sound)

Ex: The little ladybug led the line of large ladybugs. (repetition of "luh" sound)

Alliteration is a fairly simple concept once we see enough examples. If you are unsure if you understand alliteration (or any of the other terms), check with your teacher and he/she will help you.

per*son*i*fic*a*tion (pronounced perSONification)

When we give human or **person-like** qualities to objects or ideas.

Ex: The stars danced playfully in the moonlight.

Ex: Venus was the goddess of Love.

You may notice that the two examples are very different. That is because there are two main types of personification. The first is where we personify an object - something that is a concrete object, one that we can see with our own eyes - this is the first example: "The stars danced playfully in the moonlight." We can see the stars, and by saying that they dance, we are giving them human qualities (stars cannot literally dance).



The second type of personification is when we give human form to an idea, or concept - something that humans have “made up.” This is the second example: “Venus was the goddess of love.” Love is not something we can see with our own ideas, but it is an idea that all humans understand. Ancient Greeks and Romans used gods and goddesses to represent many of these ideas - love, war, the hunt; these are examples of the second type of personification, where the object or idea is not just given human qualities, it takes the form of an actual person.

rep*e*ti*tion

The use of the same word or phrase over and over again to draw the reader’s attention to one idea, theme, topic, etc.

Ex: “And miles to go before I sleep,
 And miles to go before I sleep.”
 - *Robert Frost, from “Stopping by Woods on a Snowy Evening”*

It should be noted that repetition does not need to be an entire line; it could be a single word or phrase out of a line or sentence.



Assignment 3: Identifying Literary Devices

Follow the directions for each section below, and write in full sentences where directed.

Part 1: Matching. Match each sentence to the device it demonstrates. You do not need to rewrite each sentence, but write the letter and then the FULL NAME of the appropriate device. For example, you could not write a) a. You would write a) onomatopoeia. (7 marks)

- | | |
|--|--------------------|
| a) Dudley Doright didn't do dastardly deeds. _____ | a. onomatopoeia |
| b) I heard a loud boom upstairs. _____ | b. hyperbole |
| c) My love is as deep as the ocean. _____ | c. oxymoron |
| d) I am a rock; I am an island. _____ | d. alliteration |
| e) The wind whispered through the trees. _____ | e. simile |
| f) There are a million colours to choose from. _____ | f. metaphor |
| g) That part of the movie was seriously funny. _____ | g. personification |

Part 2: Writing Literary Devices. Write your own sentence that demonstrates the literary device, using the word provided. You have been given a topic for each device. For example, in number 1, you would write a hyperbole about people. In number 2, you'd write an oxymoron using the word pretty, and so on. (7 marks)

1. (Hyperbole: people)

_____.

2. (Oxymoron: pretty)

_____.

3. (Personification: tree)

_____.

4. (Onomatopoeia: door)

_____.

5. (Simile: hill)

_____.

6. (Alliteration: red)

_____.

7. (Metaphor: sun)

_____.



Part 3: You're on your own! Write a sentence that demonstrates the literary device, using words of your own choosing. (7 marks)

1. (Hyperbole)

2. (Oxymoron)

3. (Personification)

4. (Onomatopoeia)

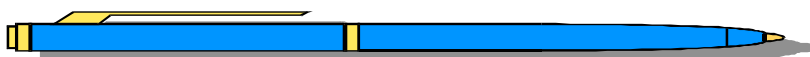
5. (Simile)

6. (Alliteration)

7. (Metaphor)

Assessment Break #3

As in the previous two assignments, there is one mark for each correct response in this assignment, for a total of 21 marks. Make sure you understand each of the terms you've learned so far before doing this assignment to ensure you do the best you possibly can!



Haiku

Haiku are Japanese poems that you probably already know about. Often, they are about nature, but they don't have to be. If they are about nature, they usually hint at the season somewhere in the poem.

Here is a refresher on how haikus work:

- * Haikus have 3 lines
- * The first line is 5 syllables
- * The second line is 7 syllables
- * The third line is 5 syllables.

Here is an example of a haiku:

The Doe

All sunlight speckled,
She opens startled amber eyes
And bounds to safety.

Try to write your own haiku poems in the next assignment.



Assignment 4: The Haiku

Complete the assignment below on looseleaf paper. Be sure to label correctly before handing it in!

1. Write your own haiku about the summer. Remember, 5 syllables, 7 syllables, 5 syllables. It's okay if a phrase or sentence rolls over from one line to the next.

2. Write your own haiku about the winter.

Assessment Break #4

This assignment is out of 5 marks and will be marked according to the scale below, for each poem. Your total will then be divided by 2 to arrive at a total value of 5 marks.

0 Marks	1-2 Marks	3-4 Marks	5 Marks
Does not demonstrate understanding of the form (haiku).	Create original texts to communicate and demonstrate some understanding of forms and techniques.	Create original texts to communicate and demonstrate understanding of forms and techniques.	Create original texts to precisely/artistically communicate and demonstrate understanding of forms and techniques
<i>Poem does not follow the 5-7-5 pattern at all.</i> <i>Poem is plagiarized.</i>	<i>Poem may not follow the 5-7-5 pattern precisely, but is close</i> <i>Poem communicates an undeveloped idea about a topic</i>	<i>Poem follows the 5-7-5 pattern</i> <i>Poem communicates an idea about a topic</i>	<i>Poem follows the 5-7-5 pattern</i> <i>Poem has impact in terms of language choice or message</i>



Biopoems

Now that you've started with a fairly simple way of writing poems, we're going to stretch our poetic muscles a little bit. The next type of poetry we will look at is called a **biopoem**.

A biopoem is a poem that is all about you. It has a very specific structure, which makes it a nice way of introducing yourself to writing poetry if you have never done it before. At the same time, because it is about you, you can still express yourself and show your own personality through your poem. A biopoem is a **free verse** poem, because the lines do not rhyme with one another.

Here is your formula we are going to follow for our biopoem:

- Line 1** Your first name
- Line 2** Relative of / Friend of (List 3/4 friends/relatives)
- Line 3** List 4 character traits for yourself
- Line 4** Position or job (put student if you don't have a job - or something else if it fits you better)
- Line 5** Lover of (3 things, people, activities, etc.)
- Line 6** Who feels (3 emotions/explanations)
- Line 7** Who has been (3 places or events you have been to)
- Line 8** Who needs (3 descriptions of things you need)
- Line 9** Who fears (3 descriptions of things you fear)
- Line 10** Who gave (3 things you have given to family/friends/etc.)
- Line 11** Who longs for (3 descriptions)
- Line 12** Who would like to see (3 things you would like to see in your lifetime)
- Line 13** Synonym (one meaningful word that describes you)
- Line 14** Resident of (place/time/etc.)
- Line 15** Your last name

On the following page, you will see a biopoem for Melinda Sordino, from *Speak*.



Biopoem for Melinda

Melinda

Friend of no one, family to strangers

Paralyzed, lonely, afraid, frustrated

Loner

Lover of art, bunnies, gardening

Who feels terrified, overwhelmed, voiceless

Who has been to the mall, to the hospital, to the burrow

Who needs someone to listen, her friends to care, a voice to speak up with

Who fears IT, a night to remember, clans

Who gives her talent, her compliance, her voice up

Who longs for the right moment to say something, for her tree to be just right,
for this never to happen to anyone else

Who would like to see her graduation day, a chance to move on, a way to heal

Helpless

Resident of Merryweather High

Sordino

Now that you have seen an example in action, it is time to write one yourself!

Assignment 5: Biopoem

On looseleaf paper, write a biopoem about yourself. Remember to follow the instructions on the previous page carefully! Your poem should follow the outline, so it should have 15 lines and tell the reader all about you! Remember, poetry is a chance to show the world what's inside of you that they might not always see - take a chance and try to really share about your thoughts and personality. Don't forget to go back and edit it before making your final copy. There may be some words you'd like to change, or to check the spelling on. Change is good - it allows you to be the best version of yourself that you can be!



Assessment Break #5

This assignment is out of a total of 20 marks. The following scale will be used to assess your poem, and will be multiplied by 4, to arrive at a total of 20 marks.

0 Marks	1-2 Marks	3-4 Marks	5 Marks
Does not experiment with sentence patterns and figurative language.	Experiment with a variety of sentence patterns and figurative language.	Experiment with a variety of sentence patterns and figurative language for effect.	Experiment with a variety of sentence patterns and figurative language for impact.
<i>Poem does not follow the biopoem pattern at all.</i> <i>Poem is plagiarized.</i>	<i>Poem may not follow the biopoem pattern precisely, but is close</i> <i>Ideas may be undeveloped or repetitive in communicating about the student.</i>	<i>Poem follows the biopoem pattern as outlined in the assignment.</i> <i>Ideas are developed and effective in communicating about the student.</i>	<i>Poem follows the biopoem pattern as outlined in the assignment.</i> <i>Ideas are developed and have impact in communicating about the student.</i>



Rhyme Scheme

When a poem rhymes (or even when it doesn't), we sometimes use what is called a **rhyme scheme** to keep track of which lines rhyme together. We do this by using letters. The first line is labelled "A," and then any lines which rhyme with it are also labelled "A." The next different line is labelled as "B," as are any lines which rhyme with it, and so on. So to take a simple example, consider the poem below:

Roses are red,
Violets are blue,
Sugar is sweet,
And so are you.

If we were to label the rhyme scheme at the end of each line, it would be as follows:

Roses are red, (A)
Violets are blue, (B)
Sugar is sweet, (C)
And so are you. (B)

The reason for this is that "blue" and "you" rhyme, so that are both labelled "B." "Red" and "sweet" do not rhyme, so they are labelled A and C. We will look at rhyme scheme again in the next lesson, about sonnets.



Sonnets

A sonnet, like a haiku, is a very specific type of poem. The sonnet, however, is more complicated than the haiku. It has a certain number of lines, syllables, rhyme scheme, and even the emphasis on the syllables follows a certain pattern. Sonnets were extremely popular in the 15-1800s - Shakespeare was considered a master of sonnets, but he wasn't the only one that wrote them. There were many other sonnet poets, and each of them put their own "trademark" on the way they wrote their sonnets.

The rules for a sonnet:

- * A sonnet has 14 lines
- * It is written in iambic pentameter (we'll explain this in a minute)
- * It has a very specific rhyme scheme
- * The last 2 lines are a **couplet** (2 lines that rhyme with each other)

14 Lines

Sonnets always have 14 lines - never more, and never less. The final 2 lines are ALWAYS a couplet, 2 lines that rhyme with each other. The other 12 lines have a very specific rhyme scheme, which varies from poet to poet.

Iambic Pentameter

Iambic pentameter is a very complicated way of saying that each line in the poem has 10 syllables. Really, what it means is that there are 5 sets of 2 beats (which is where "penta" - 5 - comes from). In these 2 beats, one is unstressed and one is stressed, so the the poem seems to bounce along: da DUM da DUM da DUM da DUM da DUM. The emphasis is on the 2nd syllable.

Let's look at one of Shakespeare's sonnets to get a better idea of how sonnets work. Don't worry about whether you understand what the poem is saying - the example is more to show the structure of the sonnet. Note that in the example, the rhyme scheme has been labelled for you.



Shakespeare's Sonnet 138

When my love swears that she is made of truth (A)
I do believe her, though I know she lies, (B)
That she might think me some untutor'd youth, (A)
Unlearned in the world's false subtleties. (B)
Thus vainly thinking that she thinks me young, (C)
Although she knows my days are past the best, (D)
Simply I credit her false speaking tongue: (C)
On both sides thus is simple truth suppress'd. (D)
But wherefore says she not she is unjust? (E)
And wherefore say not I that I am old? (F)
O, love's best habit is in seeming trust, (E)
And age in love loves not to have years told: (F)
 Therefore I lie with her and she with me, (G)
 And in our faults by lies we flatter'd be. (G)

Notice that the rhyme scheme is fairly simple, but that it is also very specific - each line alternates, until we get to the end of the poem, when the last 2 lines rhyme (called a couplet).

Also note that each line is written in iambic pentameter. Take the first line for example:

When MY love SWEARS that SHE is MADE of TRUTH

Of course, we wouldn't read it out loud this way, but you can see that each line has 10 syllables, and each syllable alternates between unstressed and stressed.

Lastly, there are 14 lines in the poem - 12 lines with a careful rhyme scheme, and 2 final lines that rhyme with each other.



Assignment 6: Rhyme Scheme and Sonnets

Complete the following assignment on looseleaf paper, in full sentences where appropriate.

Look through the poems that follow the questions. Again, it is not important that you necessarily understand what each poem is about - we are looking more at your understanding of rhyme scheme and how to identify sonnets. In fact - you probably just need to skim over them rather than read through each poem carefully. Then, answer the following questions.

1. For each poem, identify the rhyme scheme. You don't need to write out each poem, but just the letters for the rhyme scheme. Write the letters for each stanza on a new line. For example, with Shakespeare's Sonnet 138, your answer would look like this:

ABAB
CDCD
EFEF
GG

Each stanza = 1 point. There are 12 stanzas total = 12 marks for this question.

2. Which of the poems below use iambic pentameter?
3. Which of the three poems are sonnets?

Assessment Break #6

As with the first few assignments in this unit, the assessment for this assignment is quite straightforward. The first question is out of 12 marks - the majority of the marks for this assignment - so make sure to be careful and spend lots of time on it! As explained in the question, each stanza's rhyme scheme is worth 1 point, for a total of 12 points. The other 2 questions are worth 1 mark each. Make sure to answer the 2nd and 3rd questions in full sentences!



Shakespeare's Sonnet 3

Look in thy glass, and tell the face thou viewest
Now is the time that face should form another;
Whose fresh repair if now thou not renewest,
Thou dost beguile the world, unbless some mother,

For where is she so fair whose unear'd womb
Disdains the tillage of thy husbandry?
Or who is he so fond will be the tomb
Of his self-love, to stop posterity?

Thou art thy mother's glass, and she in thee
Calls back the lovely April of her prime:
So thou through windows of thine age shall see
Despite of wrinkles this thy golden time.

But if thou live, remember'd not to be,
Die single, and thine image dies with thee.

Happy ye leaves! whenas those lily hands
by Edmund Spenser

Happy ye leaves! whenas those lily hands,
Which hold my life in their dead doing might,
Shall handle you, and hold in love's soft bands,
Like captives trembling at the victor's sight.

And happy lines on which, with starry light,
Those laming eyes will deign sometimes to look,
And read the sorrows of my dying sprite,
Written with tears in heart's close bleeding book.

And happy rhymes! bathed in the sacred brook
Of Helicon, whence she derived is,
When ye behold that angel's blessed look,
My soul's long lacked food, my heaven's bliss.

Leaves, lines, and rhymes seek her to please alone,
Whom if ye please, I care for other none.



Lenore

by Edgar Allan Poe

Ah, broken is the golden bowl! the spirit flown forever!
Let the bell toll!--a saintly soul floats on the Stygian river;
And, Guy de Vere, hast *thou* no tear?--weep now or never more!
See on yon drear and rigid bier low lies thy love, Lenore!
Come! let the burial rite be read--the funeral song be sung!--
An anthem for the queenliest dead that ever died so young--
A dirge for her the doubly dead in that she died so young.

"Wretches! ye loved her for her wealth and hated her for her pride,
And when she fell in feeble health, ye blessed her--that she died!
How *shall* the ritual, then, be read?--the requiem how be sung
By you--by yours, the evil eye,--by yours, the slanderous tongue
That did to death the innocence that died, and died so young?"

Peccavimus; but rave not thus! and let the Sabbath song
Go up to God so solemnly the dead may feel no wrong!
The sweet Lenore hath "gone before," with Hope, that flew beside,
Leaving thee wild for the dear child that should have been thy bride--
For her, the fair and *debonnaire* , that now so lowly lies,
The life upon her yellow hair but not within her eyes--
The life still there, upon her hair--the death upon her eyes.

Avaunt! to-night my heart is light. No dirge will I upraise,
But waft the angel on her flight with a paeon of old days!
Let *no* bell toll!--lest her sweet soul, amid its hallowed mirth,
Should catch the note, as it doth float up from the damnèd Earth.
To friends above, from fiends below, the indignant ghost is riven--
From Hell unto a high estate far up within Heaven--
From grief and groan, to a golden throne, beside the King of Heaven."



Ballads

A ballad is a type of poem that tells a story, and it is often set to music. They were also popular through medieval times up till the 1800s, although there are certainly many modern ballads today.

Ballads tend to focus on the details of the story, rather than on the emotions of the speaker (like in modern ballads/songs). They also have a **refrain**, a section that is repeated throughout the poem/song. Many also have **incremental repetition**, where the same phrase appears over and over with minor differences as the story goes along.

Like sonnets, ballads have a very careful rhyme scheme. Like sonnets, many ballads were written in variations of iambic but ballads vary much more from poet to poet - some had up to 14 beats in a line, others had only 10, some alternate between 14 and 10 throughout the ballad.

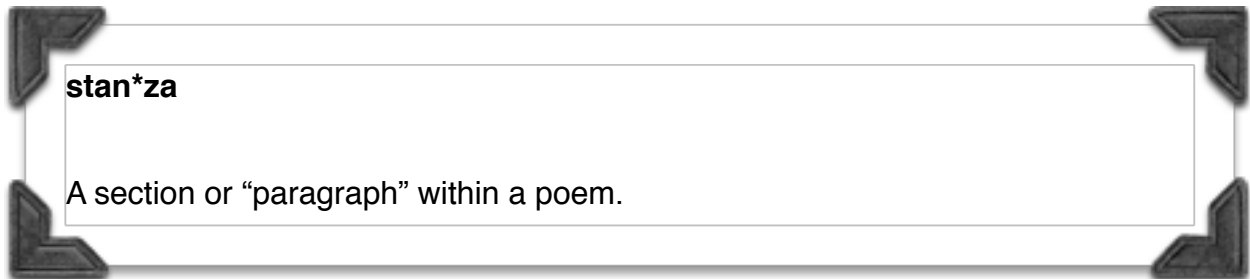
The next assignment uses a modern Canadian ballad, “The Wreck of the Edmund Fitzgerald” by Gordon Lightfoot. The song is about a ship wreck that happened on Lake Superior on November 10, 1975.



Assignment 7: The Wreck of the Edmund Fitzgerald

Complete the following assignment on looseleaf paper and in full sentences, where appropriate. If you need to look back in the unit at some of the literary term definitions, feel free to do so. The song follows on the next 2 pages.

1. Identify a simile from the song.
2. Identify an example of personification from the song.
3. Identify a metaphor from the song.
4. A ballad tells a story. In your own words, what is the story that is told in the song? Your answer should be a short paragraph when you are finished. (5)
5. In this case, the refrain is at the beginning and end of the song. What is the refrain?
6. In this song, the incremental repetition revolves around the word November. Can you identify the incremental repetition phrases, IN ORDER? Note the stanza number for each phrase (it's in brackets beside each stanza for your reference).
(1/2 mark each x 6 = 3 marks total)



7. Identify the rhyme scheme for the first stanza.
8. You may notice that the rhyme scheme doesn't seem to follow a very strict pattern, and yet it does rhyme. Look at the first, third, fifth and seventh lines of the same stanza. What do you notice?



The Wreck of the Edmund Fitzgerald

by Gordon Lightfoot

The legend lives on from the Chippewa on down
Of the big lake they called 'Gitche Gumee'
The lake, it is said, never gives up her dead
When the skies of November turn gloomy
With a load of iron ore twenty-six thousand tons more (1)
Than the Edmund Fitzgerald weighed empty,
That good ship and crew was a bone to be chewed
When the gales of November came early.

The ship was the pride of the American side
Coming back from some mill in Wisconsin
As the big freighters go, it was bigger than most
With a crew and good captain well seasoned
Concluding some terms with a couple of steel firms (2)
When they left fully loaded for Cleveland
And later that night when the ship's bell rang
Could it be the north wind they'd been feelin'?

The wind in the wires made a tattle-tale sound
And a wave broke over the railing
And every man knew, as the captain did too,
T'was the witch of November come stealin'.
The dawn came late and the breakfast had to wait (3)
When the Gales of November came slashin'.
When afternoon came it was freezin' rain
In the face of a hurricane west wind.

When suppertime came, the old cook came on deck sayin'.
Fellas, it's too rough to feed ya.
At seven p.m, a main hatchway caved in, he said
Fellas, it's been good t'know ya
The captain wired in he had water comin' in (4)
And the good ship and crew was in peril.
And later that night when his lights went outta sight
Came the wreck of the Edmund Fitzgerald.

Does any one know where the love of God goes
When the waves turn the minutes to hours?
The searchers all say they'd have made Whitefish Bay
If they'd put fifteen more miles behind her.
They might have split up or they might have capsized; (5)
May have broke deep and took water.
And all that remains is the faces and the names
Of the wives and the sons and the daughters.



Lake Huron rolls, Superior sings
 In the rooms of her ice-water mansion.
 Old Michigan steams like a young man's dreams;
 The islands and bays are for sportsmen.
 And farther below Lake Ontario (6)
 Takes in what Lake Erie can send her,
 And the iron boats go as the mariners all know
 With the Gales of November remembered.

In a musty old hall in Detroit they prayed,
 In the Maritime Sailors' Cathedral.
 The church bell chimed till it rang twenty-nine times
 For each man on the Edmund Fitzgerald.
 The legend lives on from the Chippewa on down (7)
 Of the big lake they call 'Gitche Gumee'.
 Superior, they said, never gives up her dead
 When the gales of November come early!

Assessment Break #7

In the following assignment, you will be given 1 mark for each question, with the exception of #4 (5 marks) and #6 (3 marks). In #6, there is a half mark for each item in the question. In #4, you will be marked according to the table below. The total value of the assignment is 14 marks.

0 Marks	1-2 Marks	3-4 Marks	5 Marks
Does not construct and confirm meaning and interpret texts.	Construct and confirm meaning and interpret texts with limited skill.	Construct and confirm meaning and interpret texts.	Construct and confirm meaning and interpret texts with precision.
<i>No explanation of the song.</i> <i>Word for word explanation of the song.</i>	<i>Undeveloped explanation of the song in student's own words, leaving many details out.</i>	<i>Explains and summarizes the song in student's own words, leaving few details out.</i>	<i>Explains and summarizes the song thoroughly in student's own words, leaving no details out.</i>



Lyric Poetry

Lyric poetry is the most common type of poetry we know. When you think of the word, what do you think of? Music? Probably. After all, lyrics are the words to songs. In fact, the word “lyric” comes from the fact that lyric poems used to be sung to the lyre, an instrument kind of like a small, hand-held harp.

Lyric poetry has actually been around since ancient Greece and Rome. The main idea behind lyric poetry is that it communicates feelings - which also sounds a lot like our music today. Maybe we aren't so different from ancient Greeks and Romans - just think about the music on the radio today; so many of the songs you hear are about love, lost love, hopes, dreams, tragedy...the list goes on and on, but one thing is sure - these are all emotional topics, and so by definition belong to the realm of lyric poetry.

Lyric poetry has no real restraints, like other poetry does. A lots of times, when we think of poetry, we think of rhyming. As you've learned in this unit, rhyming has been an important part of poetry for hundreds (even thousands!) of years. But in the last 100 years especially, poets started experimenting more with free verse, a type of lyric poetry that did not have the same rhyming or other structural restraints. In essence, poets could just write down their thoughts and feelings on a particular topic.

Today, the most familiar type of lyric poetry to us are the lyrics we listen to in our music, which usually still has some sort of rhyme scheme. In the next assignment, we will look at two different lyric poems - one a famous poem by Robert Frost, and one a popular song (even if it's old).



Assignment 8: Lyric Poetry

Complete the following assignment in full sentences, where appropriate, on looseleaf paper.

1. Identify the rhyme scheme for the first stanza of “The Road Not Taken.”
2. In “The Road Not Taken,” there is what is called an extended metaphor. An extended metaphor is one that goes on throughout the whole poem. In this poem, the road not taken is a metaphor. Explain what it is a metaphor for.
3. Explain in your own words what you think this poem is about. Your response should be a brief paragraph when you are finished. (3)

The Road Not Taken

By Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference. [



Self-Directed Learning

4. Identify the rhyme scheme for the first stanza of “The Sound of Silence,” on the next page.
5. Identify an example of personification for this song.
6. Identify a metaphor in this song.
7. Identify a simile in this song.
8. Identify an oxymoron in this song.
9. What do you think this song is about? Give an explanation for your answer.

A word in the song you might not know:

ten*e*ment An apartment rented by a tenant, often by those in poverty (this term is used much more often in Britain).

Assessment Break #8

In this assignment, there are a total of 9 questions, totaling 11 marks. Each question is worth 1 mark, except for #3, which is worth 3 marks. For that question, your answer will be marked using the table below.

0 Marks	1 Mark	2 Marks	3 Marks
No use of comprehension strategies	Limited use of comprehension strategies	Uses comprehension strategies	Use sophisticated comprehension strategies
<i>Student copies passages of the poem word for word</i>	<i>Student leaves out important aspects of the poem in explanation</i>	<i>Student explains the poem, leaving few details out</i>	<i>Student thoroughly explains the poem, leaving no details out</i>



The Sound of Silence
by Simon & Garfunkel

Hello darkness, my old friend
I've come to talk with you again
Because a vision softly creeping
Left its seeds while I was sleeping
And the vision that was planted in my brain
Still remains
Within the sound of silence

In restless dreams I walked alone
Narrow streets of cobblestone
'Neath the halo of a street lamp
I turned my collar to the cold and damp
When my eyes were stabbed by the flash of a neon light
That split the night
And touched the sound of silence

And in the naked light I saw
Ten thousand people, maybe more
People talking without speaking
People hearing without listening
People writing songs that voices never share
And no one dared
Disturb the sound of silence

"Fools", said I, "You do not know
Silence like a cancer grows
Hear my words that I might teach you
Take my arms that I might reach you"
But my words, like silent raindrops fell
And echoed
In the wells of silence

And the people bowed and prayed
To the neon god they made
And the sign flashed out its warning
In the words that it was forming
And the sign said, "The words of the prophets are written on the
subway walls
And tenement halls"
And whispered in the sounds of silence



Now It's Your Turn

Now that you've learned all the basics of poetry, it's your turn: pick a poem (or song) that is meaningful to you. A word of warning: before you pick your song, **look over the assignment** to make sure that the song you choose will fit the bill. For example, if you choose a rap song, **you must be able to complete the assignment with the song you chose**. If you can't, you'll have to start over and pick a new song that you CAN complete the assignment for.

If you choose a song, make sure that the source for your lyrics is reliable. For example, try looking on the artist's website FIRST. Sometimes there are links to lyrics on the main page. If there aren't, be cautious about using lyric websites as a source. Sometimes they contain incorrect lyrics. YOU are responsible for editing for spelling, capitalization, punctuation, etc, and verifying whether they are correct. You should also use a source that has broken the song into stanzas, rather than typing out the whole song without spaces between the verses.

Assignment 9: Your Choice

Choose a poem or song that is meaningful to you. Make sure to include the lyrics of the song with this assignment. Answer all questions below in full sentences.

1. Name the poet or artist. If you chose a song, did the artist write the song? If not, who wrote it?
2. Summarize what you think the poem/song is about. Your response should be a short paragraph by the time you are finished. (3)
3. What is the MESSAGE of the poem/song? In other words, what lesson is the poem/song trying to teach us (about life, love, etc.)?
4. Identify the rhyme scheme for the first stanza of your chosen poem/song.
5. Choose any 3 of the items below that appear in the poem and identify them: (3)

- | | |
|----------------|-------------------|
| * metaphor | * alliteration |
| * hyperbole | * oxymoron |
| * onomatopoeia | * personification |
| * simile | |



Poetry Test

This is your final test for this unit. Follow instructions carefully for each section below.
Total value = 47 marks. Good luck!

Part 1: Rhyme Scheme & Sonnets (12 marks)

1. Identify the rhyme scheme for each of the following poems (for the entire poem).
Write the appropriate letters at the end of each line. For the other questions, write your response in the space provided. (4 marks for each poem x 2 = 8 marks)

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.



The Saints Are Coming

by u2

There is a house in New Orleans
They call the Rising Sun
It's been the ruin of many a poor boy
God, I know I'm one

I cried to my daddy on the telephone, how long now
Until the clouds unroll and you come home, the line went
But the shadows still remain since your descent, your descent

I cried to my daddy on the telephone, how long now
Until the clouds unroll and you come home, the line went
But the shadows still remain since your descent, your descent

The saints are coming, the saints are coming
I say no matter how I try, I realise there's no reply
The saints are coming, the saints are coming
I say no matter how I try, I realise there's no reply

A drowning sorrow floods the deepest grief, how long now
Until a weather change condemns belief, how long now
When the night watchman lets in the thief, what's wrong now?

The saints are coming, the saints are coming
I say no matter how I try, I realise there's no reply
The saints are coming, the saints are coming

I say no matter how I try, I realise there's no reply
I say no matter how I try, I realise there's no reply
I say no matter how I try, I realise there's no reply

2. What are two of the qualities required for a poem to be considered a sonnet? (2)

- 1.
- 2.

3. Which of the above poems is a sonnet? (1)



4. What is a couplet? (1)

Part 2: Matching Definitions (8 marks)

1. Match each of the devices below with the definition. You may need to use some devices twice.

Onomatopoeia Personification Alliteration Hyperbole
Metaphor Oxymoron Simile

- a. a comparison between two different things using "like" or "as" _____
- b. giving something or an idea human qualities _____
- c. a word that imitates a sound _____
- d. the use of the same sound at the beginning of words within close proximity _____
- e. a phrase that combines two contradictory terms _____
- f. making a comparison between two different things _____
- g. a huge exaggeration _____
- h. when an idea or force of nature is embodied in human form _____

Part 3: Writing your own sentences. (15 marks)

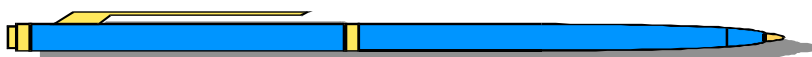
In this section, you must write your own original sentences for each of the literary terms below. You will see the word ORIGINAL in most of the questions - this means you need to try to write YOUR OWN sentences, not ones from previous examples or assignments. Good luck!

1. Write two ORIGINAL sentences using similes in the space below.

- 1.
- 2.

2. Write two ORIGINAL sentences using metaphors in the space below.

- 1.
- 2.



Self-Directed Learning

3. Write an ORIGINAL alliterative sentence.

1.

4. Write three ORIGINAL sentences using onomatopoeias.

1.

2.

3.

5. Write two ORIGINAL sentences using personification in the space below.

1.

2.

6. Write two ORIGINAL sentences with hyperboles in the space below.

1.

2.

7. Give one example of an oxymoron.

1.

Part 4: Identification (14 marks)

1. For each of the sentences below, identify which literary device(s) is/are being used on the line provided. (14)

a) He's as old as the hills! _____

b) Neptune is the god of the sea. _____

c) That shirt is a little big on you. _____



Self-Directed Learning

- d) Tina took Tom's t-shirt to the tiny tailor. _____
- e) Forget about your breakup - there are plenty of fish in the sea. _____
- f) He proudly washed his brand new Dodge Ram. _____
- g) She was talking so quickly, the words just poured out of her. _____
- h) It was eerily silent in the eye of the storm. _____
- i) He banged the table with his hand, upsetting his glass of pop. _____
- j) The bread was so stale it was like a rock. _____
- k) No man is an island - we need other people in our lives. _____
- l) The bell outside the church kept clanging till everyone was gone. _____
- m) Mary may meet me in the middle of the mall. _____
- n) I've already told you a thousand times - study for tests! _____



Poetry Test

Ask your teacher for a copy of the Poetry Test. Once it has been written, Unit 3 will be complete.

