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# Grade 8

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## Unit 5

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Refer to Unit 1 for BLMS  
for  
Activities 1-3

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## Unit 5, Activity 5, Poetry Terms

NAME \_\_\_\_\_ # \_\_\_\_\_

### POETRY TERMS –POETRY OR PROSE?

**Prose** is the ordinary form of written language that uses sentences and paragraphs. For example, textbooks and newspapers are written in prose.

**Poetry** is the art of expressing one's thoughts in verse. Usually briefer or shorter than prose, poetry is written in lines and stanzas, with a lot of white space on the page. The two major genres (kinds) of poetry are narrative poetry and lyric poetry.

- **narrative:** A narrative poem tells a story. Narrative poems often have all the elements of a short story, including characters, dialogue, setting, conflict, and plot. Ballads and epics are different kinds of narrative poems.
- **lyric:** A lyric poem expresses the thoughts and feelings of the poet. Lyric poems create a single, unified impression. A lyric poem may resemble a song in form or style. A sonnet and an ode are two kinds of lyric poetry. Although its name, from the word *lyre*, implies that it is meant to be sung, this is not always the case; much lyric poetry is purely meant to be read. It is not exclusively love poetry. Many poets also wrote lyric poems about war and peace, nature and nostalgia, grief and loss.

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### BASIC POETRY ELEMENTS

**form:** the shape or structure of a poem; the way a poem looks on the page

**lines:** the arrangement of words; lines may or may not be sentences

**mood:** the feeling that a poem creates in the reader. The mood colors the whole poem.

*Ex – dark, mysterious, cheery, happy.*

**poet:** one who writes poetry

**speaker:** the imaginary voice a poet uses when writing a poem. The speaker is the character telling the poem and is often not identified. There can be important differences between the poet and the poem's speaker.

**stanza:** a group of lines that usually develop one idea. Poets use stanzas to give their poems structure and to help emphasize different ideas. Stanzas can signal the beginning of a new image, thought, or idea.

**symbol:** anything that stands for or represents something else. *Examples – eagle/freedom; heart/love; dove/peace.*

**style:** the distinctive way that a poet uses language, including word choice, line length, figurative language, and imagery.

**theme:** central message the poet gives the reader. The theme is the central idea that the writer communicates.

**tone:** a poet's attitude toward the subject of the poem. *Ex – sarcastic, serious.*

**verse:** one line of poetry written in meter; a stanza of a long poem or hymn. Verse is named according to the number of patterns of accented and unaccented syllables in the line.



## Unit 5, Activity 5, Poetry Techniques

Name \_\_\_\_\_

### POETRY TECHNIQUES

*Sounds of poetry: A poem is like a parade of sounds through your ears.*

**alliteration:** the **repetition** of the same or **similar sounds** at the beginning of words. Some famous examples of alliteration are tongue twisters such as *She sells seashells by the seashore* and *Peter Piper picked a peck of pickled peppers*. *Examples – silver sails, satin slippers, creamy and crunchy, helpful hand. Waves want to be wheels.*

- **assonance:** the repetition of vowel sounds in words that are close to each other
- **consonance :** The repetition of similar consonant sounds, especially at the ends of words, as in *lost* and *past* or *confess* and *dismiss*.

**onomatopoeia:** words are used to imitate **sounds**. Words sound like the noises they describe. Examples- *buzz, hiss, zing, clippity-clop, cock-a-doodle-do, pop, splat, thump, tick-tock, whirl*

**rhyme:** the occurrence of the same of similar sounds at the end of two or more words. When words rhyme, they have the same sound.

- **end rhyme:** occurs at the **end** of lines.  
*Example – I went to town  
to see a clown.*
- **internal rhyme:** occurs when a word in the **middle** of a line rhymes with a word at the end *Example – Jack Sprat could eat no fat.*

**rhyme scheme:** the **pattern of rhyme** in a stanza or poem will usually be shown by using a different letter for each final sound. In a poem with an aabba rhyme scheme, the first, second, and fifth lines end in one sound, and the third and fourth lines end in another.

**rhythm:** the **patterns of beats** or a series of stressed and unstressed syllables; the musical quality.

**refrain:** a **line or group of lines that is repeated** throughout a poem, usually after every stanza.

**repetition:** the **repeating of a word, sounds, or phrases** to add rhythm or to focus on an idea.

**meter:** the arrangement of a line of poetry by the number of syllables and the rhythm of accented (or stressed) syllables.

**stress:** the prominence or **emphasis given to particular syllables**. Stressed syllables usually stand out because they have long, rather than short, vowels, or because they have a different pitch or are louder than other syllables.



Name \_\_\_\_\_



### IMAGERY in POETRY—Painting with Words

**allusion:** a reference to a famous person, place, event, or work of literature or art

**imagery:** language that appeals to the **five senses** – sight, hearing, smell, taste, and touch; sensory details.

**idiom:** common phrase made up of words that can't be understood by their literal, or ordinary, meanings. *Example – cat got your tongue, frog in my throat.*

**oxymoron:** a seeming contradiction of two words put together (jumbo shrimp).

**figurative language:** language that has meaning **beyond the literal meaning**; also known as “figures of speech.” --you have to figure out the meaning

- **simile:** comparison of two things using the words “**like**” or “**as**,” e.g., “*Her eyes were as sparkly as diamonds.*”
- **metaphor: direct comparison** between two things. It does not use “like” or as,” e.g., “*Her eyes were diamonds.*”
- **hyperbole:** a purposeful **exaggeration** for emphasis or humor. *Example – tons of money, waiting for ages, a flood of tears.*
- **personification: human qualities** given to an animal, object, or idea, e.g. *The wind exhaled. The sky is crying. Dead leaves dance in the wind. Blind justice.*



**Unit 5, Activity 9, TP-CASTT**

NAME \_\_\_\_\_ Per \_\_\_\_\_

<b>TP-CASTT</b>	
<b>Analyzing Poetry</b>	
T	<b>Title:</b> Read the TITLE and write what you THINK it means before you read it.
P	<b>Paraphrase:</b> After reading the poem, what does it mean literally in your own words? Put the poem, line by line, in your own words; <b>do not analyze the poem for figurative meaning. DO NOT READ INTO THE POEM.</b> Only read on surface level. Look at the number of sentences/lines in the poem, your paraphrase should have exactly the same number.
C	<b>Connotation:</b> It does NOT simply mean “negative” or “positive.” Consider imagery, figures of speech (simile, metaphor, personification, hyperbole, symbolism, allusion), diction, point of view, and sound devices (alliteration, onomatopoeia, rhythm, and rhyme)
A	<b>Attitude:</b> What is/are the feeling(s) expressed by the author? What feelings does it arouse in you, the reader (mood)? What emotions do you think the poet wanted to awaken? Watch punctuation, word choice and sound usage for clues. Examination of diction, images, and details suggests the speaker's attitude and contributes to understanding. (Soft words like "slide," "feather," "laughter" usually add a gentle feel, while words with harsh sounds like "corked," "guzzle," "battled" can lend a clipped, acrimonious atmosphere.)
S	<b>Shift:</b> What changes in speakers and attitudes occur in the poem? Where does the shift in thought arrive? There should be a break, when the speaker ends one manner of speech, changes point of view, or pauses to consider something other than the subject. This is known as the shift, referring to the shift in thought. That place is generally the turning point of the poem, and it's important to understand where and why the shift occurred in your poem.
T	<b>Title:</b> After unlocking the puzzle of the poem itself, return to the title. The connotations you uncovered before analyzing the body can now be matched up to your results to see if they apply, or add any fresh perspectives.
T	<b>Theme:</b> What does the poem mean? What is it saying? How does it relate to life?

**Unit 5, Activity 9, TP-CASTT**

Name \_\_\_\_\_ Period \_\_\_\_\_

**TP-CASTT Practice**

<b>Title</b>	Read the title and write what you THINK it means before you read it.
	This poem's title is called "The Road Not Taken" and without reference to the poem, it gives me feeling of loneliness. Also, it makes me think about regretting moments in the life time.
<b>Paraphrase</b>	Rewrite the poem in your own words in the space below.
	Two roads separated inside the yellow wood and I felt disappointed that I could not travel both I stood for a while and thought... I looked as far as I could see to the point that it bent in to the undergrowth finally, I made the choice because it looked better than the others also because it was grassier and it seemed not so many people had chosen this way but, eventually they will be the same They were the same in the morning and seemed like nobody passed by I will keep the other road for another day I didn't know where I was going I didn't think I would ever come back and someday I will be telling the story with the regretting feeling that there were two roads separated in the forest I took the one people didn't go on and it made all the difference.
<b>Connotation</b>	Write the connotative or interpretive meaning of the poem. What's below the surface?
	I think the road in this poem represents the life. Like we need to make choice when we are walking, there are also time that we need to make choice in our life. Since human only can take one way, there will be disappointing moments. Also, people need to give up other choice by choosing one way. Also, the poem shows that people usually look back at their life and regrets.
<b>Attitude</b>	How does the speaker/poet use words to express his or her attitude toward the subject (tone, diction, images, mood, etc.)
	I think the writer is speaking in a tone of telling old story and looking back at author's own life.
<b>Shifts</b>	Note shifts in speakers and in attitudes (are there any changes?)
	At first author was writing poem like as it was present and kind of satisfying with the choice but at last stanza, it became kind of negative and creates the feeling of wishing to go back.
<b>Title</b>	Now look at the title again and discuss the meaning on an interpretive level.
	After analyzing the poem, the title seems like, as what I said before, remembering mournful moments in the life time.
<b>Theme</b>	What is the main idea behind the poem? What is the poet saying?
	I think the theme of this poem is that there will be a point where everyone needs to make a choice in their life time. Also, we need to be careful at our choice.

*Unit 5, Activity 9, TP-CASTT*

Name \_\_\_\_\_ Period \_\_\_\_

**TP-CASTT *Personal Poem***

<b>Title</b>	Ponder the title before reading the poem
<b>Paraphrase</b>	Translate the poem into your own words
<b>Connotation</b>	Contemplate the poem for meaning beyond the literal (Interpretation)
<b>Attitude</b>	Observe both the speaker's and the poet's attitude (tone, diction, images, mood, etc.)
<b>Shifts</b>	Note shifts in speakers and in attitudes (are there changes?)
<b>Title</b>	Examine the title again, this time on an interpretive level
<b>Theme</b>	Determine what the poet is saying

*Unit 5, Activity 10, Sense Chart*






Name \_\_\_\_\_ Period \_\_\_\_\_

**Five Senses**

**Sensory Chart**

A sensory chart can help you think about details that can be seen, heard, smelled, tasted or felt. Read the poem several times. Fill in each box.

Poem \_\_\_\_\_ Poet \_\_\_\_\_

				
I see...	I hear...	I smell...	I taste...	I touch...



## ***Unit 5, Activity 12, Poetry Response***

### **Poetry Response**

1. How does the poem make you feel?
2. Does the poem make you see something in a different way? Explain.
3. Tell me a part of the poem that you like/dislike and why.
4. Which words help you to see pictures in your mind?  
(*imagery*)
5. What part of the poem surprises you?
6. Voice
  - a. Who is the speaker?
  - b. What point of view is the speaker?
  - c. Is the speaker involved in
  - d. the action or reflection of the poem?
  - e. What perspective (social, intellectual, political) does the speaker show? The voice and perspective of the speaker tells of what world the poem is in.
7. Theme
  - a. What is the poem about?
  - b. What are the obvious and less obvious conflicts?
  - c. What are the key statements and relationships of the poem? The thesis gives an indication of what tone the poem is written in: historical, social, emotional.
8. Structure
  - a. What is the poem's 'formal structure' (number of meters, stanzas, rhyme scheme)?
  - b. What is the 'thematic structure' (the plot)?
9. Setting
  - a. What type of 'world' is the poem set in?
  - b. The time, place -- is it concrete, tonal, connotative, symbolic, allegorical?

## Unit 5, Activity 12, Poetry Analysis

### Literary Analysis Handout

*How to analyze and write about poetry*

Handout adapted from [http://www.studyguide.org/poetry\\_tips.htm](http://www.studyguide.org/poetry_tips.htm)

For additional tips on how to analyze literary devices go to

[http://www.studyguide.org/poetry\\_tips.htm](http://www.studyguide.org/poetry_tips.htm)

#### Interpreting Poetry Tips

In your **INTRODUCTION**, you may choose to talk about the following:

**Voice** Who is the speaker? From what point of view is the poem written? Is the speaker involved in the action or reflection of the poem? What perspective (social, intellectual, political) does the speaker show? The voice and perspective of the speaker tells of what world the poem is in.

**Theme** What is the poem about? What are the obvious and less obvious conflicts? What are the key statements and relationships of the poem? The thesis gives an indication of what tone the poem is written in: historical, social, emotional.

**Structure** What is the poem's 'formal structure' (number of meters, stanzas, rhyme scheme)? What is the 'thematic structure' (the plot)?

**Setting** What type of 'world' is the poem set in? The time, place -- is it concrete, tonal, connotative, symbolic, allegorical?

Below are some suggestions to include in the **BODY** of your literary analysis essay. *Examples of sentences in your body*

**Claim:** In the \_\_\_\_\_ stanza, a \_\_\_\_\_ (literary device) is used.

**Claim:** Towards the (beginning, middle, or end) of the poem, the author uses a \_\_\_\_\_ (literary device)

**Evidence:** In line \_\_\_\_\_, the poet uses \_\_\_\_\_ (literary device) when he/she writes that "\_\_\_\_\_” (use quotations for the phrase that comes from the poem)

**Analysis:** The poet seems to say that \_\_\_\_\_

An analysis of this type of literary device indicates that

The idea behind this type of **figurative language** is \_\_\_\_\_

The **sound effect** that the poet is trying to produce is \_\_\_\_\_

The **imagery** that the poet is using appeals to the sense of \_\_\_\_\_

The comparison that the author is making is between \_\_\_\_\_ and \_\_\_\_\_ is \_\_\_\_\_

By choosing to use a \_\_\_\_\_ (literary device), the poet is trying to tell the readers that \_\_\_\_\_

#### A SAMPLE ANALYSIS

**For example**, "The woman moved **like** a fish--she moved **as though** she were as weightless **as** a fish in water. Her movements were certainly **as** graceful and fluid **as** those of a sea creature. She **seemed** ready to swim away at any moment, **like** a startled school of fish." Here, the woman is the **literal** term, while the fish, sea creatures, and school of fish are all **figurative** terms.

Below are some suggestions to include in the **CONCLUSION** of your literary analysis essay.

*What is the **tone** of the speaker*

*How many **stanzas** does the poem have? What does this indicate about the form? (Are the ideas expressed ongoing, or are there several ideas which are broken into various stanzas?)*

*Summarize the main theme*

*Summarize the three literary terms.*

*What does the poet say about issues? What are the values and basic ideals of the world that are expressed? What sort of learning or experience does the poem give its reader?*

*Unit 5, Activity 12, Poetry Analysis*

<b>A Sample ANALYSIS of THE POEM</b> <i>Preludes by T.S. Eliot</i>	
The winter evening settles down With smell of steaks in passageways. Six o'clock. The burnt-out ends of smoky days. And now a gusty shower wraps The grimy scraps Of withered leaves about your feet And newspapers from vacant lots; The showers beat On broken blinds and chimney-pots, And at the corner of the street A lonely cab-horse steams and stamps.	And then the lighting of the lamps. The morning comes to consciousness Of faint stale smells of beer From the sawdust-trampled street With all its muddy feet that press To early coffee-stands. With the other masquerades That time resumes, One thinks of all the hands That are raising dingy shades In a thousand furnished rooms.
<b>A SAMPLE ANALYSIS: PHRASES IN BOLD MAY BE ADAPTED FOR YOUR OWN PAPER</b> <i>Source: <a href="http://www.essortment.com/all/howtounderstan_rhuk.htm">http://www.essortment.com/all/howtounderstan_rhuk.htm</a></i>	
<p>The <b>first lines</b> suggest a feeling of decline and despair. How does the <b>imagery</b> help to achieve this effect? Notice <b>the use of "winter"</b> images. Winter is usually associated with a lack of growth and a loss of vitality. <b>The poem is suggesting</b> that the modern city is in a state of "winter" and has lost its direction and vitality. <b>The poet builds on this image to suggest</b> a further delineation of the modern state of mental societal decadence. <b>The image of "smell of steaks" paints a picture of</b> a polluted and mundane environment. <b>The fourth line emphasizes</b> this feeling of loss of vitality coupled with urban squalor. The day, and the society, is associated with an image of a burnt-out (read loss of energy) cigarette end. The poet carefully couples images of decadence with images that we usually associate with the modern urban milieu, like steaks and cigarettes. He places these ordinary images into a context that suggests a criticism of the modern world and lifestyle. The point is again emphasized with another image of decadence and dirt in "The grimy scraps."</p> <p><b>The image of "withered leaves"</b> again points to the winter motif and paints a clear picture of death and decline. Always remember that the poet is not only referring to leaves here; he is using this image, through association, to connect to the general idea of loss of meaning in the modern urban world.</p> <p><b>The second stanza</b> intensifies its attack on the modern world. The first two lines clearly express the idea that modern life is little more than a drunken hangover. The feeling of personal and social decadence is strengthened by the images in these lines: "The morning comes to consciousness Of faint stale smells of beer" The final image of the second stanza achieves a brilliant but shocking image of the essence of the poem. "One thinks of all the hands/That are raising dingy shades/In a thousand furnished rooms." This image presents us with a particularly clear impression of the intention of the poem. We can imagine all the people repeating the same meaningless actions. They all raise "dingy shades" to greet the day. Note the use of the adjective to describe the shades, which again points to the sense of squalor and decadence of the modern city. More importantly, this image suggests a sense of repetitive meaninglessness.</p> <p><b>Throughout the poem the poet uses the images to</b> bolster and construct his impression of the modern city. Once the function of these images is understood, then the meaning of the poem becomes clear.</p>	

## Unit 5, Activity 13, Poetry Forms

Name \_\_\_\_\_

### Traditional Poetry Forms

**ballad:** short, musical, narrative, poem; similar to a folk tale or legend and often has a repeated refrain. Ballads are usually written in four-line stanzas called quatrains. Examples- Alfred Noyes' "The Highwayman"; "Lord Randal"; "Tom Dooley"; "Ballad of Birmingham"

**blank verse:** unrhymed poetry with meter. The lines in blank verse are 10 syllables in length. Example- Robert Frost's "Birches"

**cinquain:** a 5 line stanza, varied in rhyme and line, usually with the rhyme scheme ababb.

- Line 1: Title 2 syllables, 1 word
- Line 2: Description of title 4 syllables, 2 words
- Line 3: Action about the title 6 syllables, 3 words
- Line 4: Feeling about the title 8 syllables, 4 words
- Line 5: Synonym for title 2 syllables, 1 word

Snowman  
Chubby, cheerful  
Waiting, grinning, winking  
Icy weather keeps him smiling  
Frosty

**clerihew:** humorous or light verse, consists of two rhyming couplets usually about a famous person; Example- Louis Untermeyer's

Alfred, Lord Tennyson  
Lived upon venison  
Not cheap, I fear,  
Because venison's dear

**concrete:** poem's shape suggests its subject expresses its meaning or feeling

concrete poems: play with letters form  
space words fonts ideas shapes image.  
concrete block forms filled with water  
words images poems  
words images poems  
words images poems  
words images poems  
gravel sand cement gravel sand gravel.  
concrete poems: play with letters form  
space words fonts ideas shapes image.

**couplet:** two lines of verse that are the same length and usually rhyme and form a complete thought. Shakespearean sonnets usually end in a couplet. Example— Kilmer's "Trees"

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

**diamante:** unrhymed poetry with meter; historically, it consisted of an arrangement of carefully chosen words featuring either contrasting historic cultures, figures or events or two conflicting sides of one historic figure, culture, or event;

Modern Diamante Pattern:

- Line 1. Noun (beginning topic)
- Line 2. Adjective, Adjective (about beginning topic)
- Line 3. Gerund, Gerund, Gerund (-ing words about beginning topic)
- Line 4. Four nouns -OR- a short phrase (about both beginning and ending topics)
- Line 5. Gerund, Gerund, Gerund (-ing words about ending topic)
- Line 6. Adjective, Adjective (about ending topic)
- Line 7. Noun (ending topic)

Autumn  
Brisk, Cool,  
Raking, planting, hibernating,  
Football weather, Flower power—  
Blooming, watering, growing,  
Bright, warm,  
Spring

## Unit 5, Activity 13, Poetry Forms

### Traditional Forms of Poetry

**elegy:** poem simply sad and thoughtful about the death of a person, or one that is. Example- Whitman's "O Captain, My Captain"

**epic:** a long, serious poem that traces the adventures of a heroic figure. Examples- Homer's *Iliad* and *Odyssey*

**free verse:** poetry composed of either rhymed or unrhymed lines that have no set meter; most common verse form in modern poetry. Example- Whitman's "I Hear America Singing"

**haiku:** a Japanese poem composed of three unrhymed lines of five, seven, and five syllables. Haiku often reflect on some aspect of nature. Ex.-

Oh, little blue bird  
gracefully soaring on high  
you make me want wings

**limerick:** a light, humorous poem of five lines with the rhyme scheme of *aabba*. Ex.- Edward Lear's

There was an old man with a beard.       a  
Who said: "It is just as I feared.       a  
Two Owls and a Hen,                       b  
Four Larks and a Wren,                       b  
Have all built their nest in my beard!"   a

**ode:** a lyric poem with a serious and thoughtful tone; has a very precise, formal structure. Ex.-John Keat's "Ode to a Grecian Urn"

**sonnet:** a 14-line poem that states a poet's personal feelings. English (or Shakespearean) sonnets are composed of three quatrains and a final couplet, with a rhyme scheme of *abab cdcd efef gg*. English sonnets are written generally in iambic pentameter.

**tanka:** A Japanese poem of five lines, the first and third composed of five syllables and the rest of seven.

Line one - 5 syllables  
Line two - 7 syllables  
Line three - 5 syllable  
Line four - 7 syllables  
Line five - 7 syllables

Beautiful mountains  
Rivers with cold, cold water.  
White cold snow on rocks  
Trees over the place with frost  
White sparkly snow everywhere.



### Invented Poetry Forms

**acrostic poetry:** a poem or series of lines, where the letters spell another word; uses a word for its subject; doesn't have to rhyme.

Tall and stately  
Reaching ever upward  
Elegant and proud  
Embracing the land  
Showering it with shade

**alphabet poetry:** states a creative or funny idea, written as a list; uses letters of the alphabet

Beautiful  
Children  
Danced  
Elegantly

**biopoem:** focuses on the characteristics of a person or an animal, anything or anyone

Line 1: First Name  
Line 2: Four descriptive traits  
Line 3: Sibling of...  
Line 4: Lover of  
Line 5: Who fears...  
Line 6: Who needs...  
Line 7: Who gives...  
Line 8: Who would like to see...  
Line 9: Resident of...  
Line 10: Last Name

**definition poetry:** defines a word or idea creatively

Popcorn  
edible treat  
hard kernels that burst  
when heated to form  
irregularly shaped puffs

**formula poems:** uses parts of speech and literary devices to make writing lively and exciting; uses words effectively.

Example:

#1: Participle, participle, participle  
#2: Noun  
#3: Adverb (how)  
#4: Verb  
#5: Adverb (where or when)

Gliding, flying, soaring  
The bald eagle  
Majestically  
Rules  
Over the land

**found poetry:** shaped from a collection of words or phrases found in one text; may be created after a text has been read, in part or in whole; choose at least eight interesting words or short phrases

**headline poetry:** formed by creatively using the words cut from a newspaper or magazine

**list poetry:** lists words or phrases. Lists can be either rhyming or not.

Shoes  
There are shoes to walk in  
Shoes to run in  
Shoes to dance in  
Shoes to look good in  
Shoes to get married in  
Shoes to loaf in

**name poetry:** the letters of a name begin each line

Jovial  
Athletic  
Muscular  
Energetic  
Shy

## Unit 5, Activity 13, Poetry Forms

**personal poetry-I Am...:** a poem which expresses personal thoughts and focuses on personal characteristics

I am (two special characteristics)  
I wonder (something you are actually curious about)  
I hear (an imaginary sound)  
I see (an imaginary sight)  
I want (an actual desire)  
I am (the first line of the poem restated)  
I pretend (something you actually pretend to do)  
I feel (a feeling about something imaginary)  
I touch (an imaginary touch)  
I worry (something that really bothers you)  
I cry (something that makes you very sad)  
I am (the first line of the poem repeated)  
I understand (something you know is true)  
I say (something you believe in)  
I dream (something you actually dream about)  
I try (something you really make an effort about)  
I hope (something you actually hope for)  
I am (the first line of the poem repeated)

**opposite poetry:** a poem that is two or four lines long, featuring words/concepts are opposite in meaning; the first two and the last two lines should rhyme.

Example:

The opposite of honest  
What some politicians do the best.

**riddle poetry:** reader must guess the poem's subject. Ex.-Dickinson's "I Like to See It Lap the Miles"

I am inquisitive and caring  
I wonder how space walking feels  
I hear books talking  
I see myself flying over rooftops  
I want people to be carefree  
I am inquisitive and caring  
  
I pretend to have special powers  
I feel like I have weight of the world  
I touch the world with kind fingers  
I worry about violence  
I cry about world hunger  
I am inquisitive and caring  
I understand what goes up must come down  
I say everyone deserves a good life  
I dream that all children have good homes  
I try to accept others  
I hope the world will live in peace one day  
I am inquisitive and caring

**someday poems:** Begin each line with the word *Someday...* and complete it with a wish you have; the first two or three lines should say something about your everyday wishes and slowly move away from yourself to the world in general. End the poem with the word *Someday...*

SOMEDAY...

Someday I will play the piano.  
Someday I will earn a college degree.  
Someday I will play in the Arctic snow.  
Someday I will travel the Seven Seas.  
Someday I will be fast not slow.  
Someday I will be noticed.  
Someday...

**synonym poetry:** uses a word, then three to five synonyms from thesaurus, then descriptive phrase about the word. The last two lines of the poem should rhyme.

Feast  
Banquet, dinner, repast, spread  
People like to be well-fed