POETRY

GRADE 7—Term 4

SURNAME, NAME: __________________________________________________

CLASS: ____________________________________________________________

Poetry is when an emotion has found its thought and the thought has found words.

Robert Frost
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## Term 4 Calendar

### April 2017

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<th>Sun</th>
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**Notes:**
- 10th-16th April: Spring Break
- Apr 23rd: National Sovereignty and Children’s Day
- Apr 17th: Term 4 starts

### May 2017

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**Notes:**
- 1st May: Labour Day
- 19th May: The Commemoration of Atatürk - Youth and Sports Day
- 17th May: Term 4 Assessment
- 22nd May: Take Home - 29th May: Hand in Take Home

### June 2017

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<th>Sun</th>
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**Notes:**
- 16th June: Term 4 Ends

16th June: Term 4 Ends
Throughout this school year, we have read a wide variety of different types of writing—novels, essays, stories, newspaper articles and more. We have learned how each type of text, and each writer, has used different tricks and tactics to get across the main points. In the final term of the year, we are going to look at one of the oldest and most celebrated types of literature: **poetry**.

In this unit, we will be studying the **purpose and meaning of poetry**. We will look at some of the most famous and beloved poems of all time, and look at the characteristics that help make each one special. When you complete this workbook, you will understand:

- how to discover the meaning of a poem using the author’s tone and imagery
- the language used in poetry and how it contributes to the overall meaning and effect
- the cultural and historical importance of different pieces of poetry
- how to use figurative language and knowledge of your audience to create poetry
- the grammar, punctuation and spelling rules of poetry

... and much more! If you work hard and stay on task, you will be rewarded with a very interesting, fulfilling poetry experience. We hope you enjoy! :)

To be a poet is a condition, not a profession.

Robert Frost
REMEMBER ROBERT FROST?

Robert Frost was an American poet during the early 1900s. He wrote some of the most important and beloved poetry in recent history, and he was well-known for depicting rural American life in his poems. He spent most of his life in the Northeast of America, also known as New England, and many of his poems are based in that area.

Frost’s most well-known poetry usually revolved around nature, and how humans interact with it. He uses beautiful language to describe nature. Robert Frost is one of the most influential poets in American history. He died in 1963.

Read the poem on the following page, then come back to complete the exercises below.

EXERCISES/QUESTIONS

1) Go back to the poem and label the rhyme scheme in the blanks next to each line. Use letters to label each line that rhymes, starting with A.

2) Why do you think the man stops to look at the woods? What do the woods represent to the narrator?

______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________

3) What are the “promises” the narrator mentions in the final stanza? Do you think the narrator is excited about keeping those promises? Why or why not?

______________________________________________________________________________________________
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4) Why do you think the author repeats the final two lines? What is the purpose of this repetition? Does the author mean different things each time he says the line? If so, what does he mean?

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**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 sounds 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. ___

**Vocabulary**

Queer: strange or unusual
Harness: straps attached to a horse or carriage that the driver holds to steer
Downy: soft as a feather; like a pillow

**Mood of the poem**: The mood refers to the atmosphere of the poem. The mood evokes certain feelings and emotions in the reader. The mood of a poem may be described as idealistic, romantic, realistic, optimistic, gloomy, imaginary or mournful.

**WHAT’S IS THE MOOD OF THIS POEM? WHY?**

For additional information & support please visit

https://www.youtube.com/watch?v=EtMLqP7tpA


http://www.sparknotes.com/poetry/frost/section10.rhtml
**HAIKU**

Haiku is a type of poetry that was created in ________ perhaps as long as thousands of years ago. Haiku poems are very short—only _____ lines long—and each line must be a specific number of syllables. The first line is _____ syllables, the second line is _____ syllables, and the third line is again _____ syllables. Mood is changed usually after the second line.

Because Haiku poems are so short, they usually seem very simple and easy to read. Haiku normally is about single moments, feelings or images. There isn’t room in a Haiku to tell a story or explain something very closely (usually), as you will see in the sample haiku on the next page—a frog jumps into a pond, a cold wind blows in a forest, and someone smells a plant at night.

Although Haiku can often seem very simple and easy to understand, there is almost always more than one meaning to a haiku poem. They are open to interpretation and different ideas. Keep that in mind when you read Haiku, and when you write your own—which we will be doing later.

*Read the Haiku poems on the following page, then come back to answer the questions below.*

**EXERCISES/QUESTIONS**

1) What do you **picture in your mind** when you read each Haiku? Draw what you see when you read.

1.  

2.  

3.  

4.  

2) How do you think the short length of Haiku **helps** these poems? How do you think it **hurts** them?

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3) Pick one of the poems, and explain how it could **mean two different things**. What is the simple meaning of the poem, and what is a **more complex meaning**? How can readers discover a second meaning?

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Analyze these HAIKU poems. What’s the **theme**? What’s the **mood**? What **message** does it have?

1. Everything I touch
   with tenderness, alas,
   pricks like a bramble.
   - Kobayaski Issa

2. An old silent pond...
   A frog jumps into the pond,
   splash! Silence again.
   - Basho Matsuo

3. Over the wintry
   forest, winds howl in rage
   with no leaves to blow.
   - Natsume Soseki

4. First autumn morning
   the mirror I stare into
   shows my father’s face.
   - Murakami Kijo

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**Vocabulary**

- **Tenderness**: care and love
- **Bramble**: thorn
- **Alas**: an expression of sadness
- **Wintry**: of winter
**WILLIAM WORDSWORTH**

William Wordsworth was a British poet, and was one of the most important poets in English history. He lived from 1770 to 1850 and one one of the first writers of “romantic poetry,” poems using lots of drama. He began writing poetry when he was just 8 years old and published his last book just three months before he died.

Wordsworth’s parents died when he was in primary school, and he grew up in an orphanage with his four siblings. He used his experiences in his poetry and became famous for writing about the “common man” of Britain.

Read the poem on the next page, then come back and complete the exercises below.

**EXERCISES/QUESTIONS**

1. Label the **rhyme scheme** of the poem in the blanks next to each line.

2. Underline and label one example of each of these **poetic devices** listed below. Then, explain why the author uses each one.

<table>
<thead>
<tr>
<th>Simile</th>
<th>Hyperbole</th>
<th>Repetition</th>
<th>Personification</th>
<th>Imagery</th>
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3. What does the speaker find **special about the daffodils**? Why does he or she remember them so clearly?

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2. The speaker says, “I gazed—and gazed—but little thought / What wealth the show to me had brought.” What wealth did the daffodils bring to the speaker? Why did he not realize this when he first saw the daffodils?

______________________________________________________________________________________________

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3. List as many **descriptive adjectives** as you can from the poem. What do these adjectives do for the reader of the poem?

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________
I wandered lonely as a cloud ____
That floats on high o'er vales and hills, ____
When all at once I saw a crowd, ____
A host, of golden daffodils; ____
Beside the lake, beneath the trees, ____
Fluttering and dancing in the breeze. ____

Continuous as the stars that shine ____
And twinkle on the milky way, ____
They stretched in never-ending line ____
Along the margin of a bay: ____
Ten thousand saw I at a glance, ____
Tossing their heads in sprightly dance. ____

The waves beside them danced; but they ____
Out-did the sparkling waves in glee: ____
A poet could not but be gay, ____
In such a jocund company: ____
I gazed—and gazed—but little thought ____
What wealth the show to me had brought: ____

For oft, when on my couch I lie ____
In vacant or in pensive mood, ____
They flash upon that inward eye ____
Which is the bliss of solitude; ____
And then my heart with pleasure fills, ____
And dances with the daffodils. ____

**Vocabulary**

**Vales**: valleys

**Sprightly**: lively; alive

**Jocund**: cheerful; light-hearted

**Oft**: often

**Vacant**: empty

**Pensive**: thoughtful

**Bliss**: pure joy

**Solitude**: isolation; alone-ness

**Gay**: happy / joyful

**Glee**: pleasure

For extra support:

http://www.sparknotes.com/poetry/wordsworth/

section7.rhtml

http://www.gradesaver.com/wordsworths-poetical-

works/study-guide/summary-i-wandered-lonely-as-a-

cloud

For extra support:

http://www.sparknotes.com/poetry/wordsworth/

section7.html
WRITE YOUR OWN POETRY

Now, you will get a chance to write your own poetry in each of the styles we have learned. Use what you have learned about poetry so far to help guide you—and get creative!

HAIKU

Write four different haiku poems below. They can be on the same or different topics. It’s up to you! You may use any of the topics in the box for inspiration if you want, or make up your own topic. And remember the syllable limits—5 in the first line, 7 in the second, 5 in the third. Total of 17!

<table>
<thead>
<tr>
<th>Water</th>
<th>A season</th>
<th>Fear of thunder</th>
<th>Sunlight</th>
<th>Rivers</th>
<th>Remorse</th>
<th>Fog</th>
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<tr>
<td>Forgetfulness</td>
<td>Bird songs</td>
<td>Contempt</td>
<td>Love</td>
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RHYMING VERSE

Now, you are going to write a poem that rhymes. You may follow the rhyme scheme of the previous poems or make your own rhyme scheme.

Please circle at least two of the poetic devices in the box to use in your poem.

Poetic Devices

Simile
Metaphor
Imagery
Hyperbole
Repetition
Personification
Alliteration

FREE VERSE

Congratulations! You’ve followed all the rules—now you get to break them, and write whatever and however you want. This space is yours for your poems. Be creative!

____________________________
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EXTENSION TASKS

Here are some extra tasks related to POETRY.

Choose from the tasks below and complete.

1. **Watch the video on POETIC DEVICES in POP CULTURE!**
   Note down the poetic devices mentioned and give an example. Use the notes page.

2. **Read and think...** Which of these poetry styles have you learnt / heard before?
   Choose one style and write your own poem.

   ___________________________________
   ___________________________________
   ___________________________________
   ___________________________________
   ___________________________________
   ___________________________________
   ___________________________________
   ___________________________________
   ___________________________________

3. **MAYA ANGELOU**

   An American poet, storyteller, activist, and autobiographer, Maya Angelou was born in St. Louis, Missouri in 1928. Angelou had a broad career as a singer, dancer, actress, composer, and Hollywood’s first female black director, but is most famous as a writer, editor, essayist, playwright, and poet. She had a very tough life. As a civil rights activist, Angelou worked for Dr. Martin Luther King Jr. and Malcolm X. Forest University. She died in 2014.

   **I RISE**

   We read this poem in Grade 6. Let’s see if you can remember.

   Read and listen to her very famous poem ‘I RISE’ once again by visiting the link given.

   Analyze her poem. Take your notes on the notes section.

   - What’s the THEME ? * What is the MOOD/TONE? * What’s her MESSAGE ?
   - Have you spotted any literary devices (figurative language use) ?

https://www.poets.org/poetsorg/poem/still-i-rise
What parts of the booklet were easy? | What parts were ok? | What parts were difficult?
---|---|---
| | | 

What stuck with you?

Write at least 3 things you have learnt in this poetry booklet without looking back.

____________________________________________________________________________________________________

____________________________________________________________________________________________________

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Do you have any other comments or feedback about the booklet?

____________________________________________________________________________________________________

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