

Poetic Terms

Match the definition to the term!

- | | |
|--------------------|-----------------|
| 1) Simile | 6) Stanza |
| 2) Metaphor | 7) Onomatopoeia |
| 3) Personification | 8) Alliteration |
| 4) Imagery | 9) Rhyme |
| 5) Structure | 10) Rhythm |

- A) Use of the senses to create a more vivid description for the reader.
- B) How the poem appears on the page, how it is constructed and organised.
- C) The use of words with matching sounds, usually at the end of a line.
- D) A comparison using like or as.
- E) A more sophisticated word for a verse in a poem.
- F) A direct comparison of two things with similar qualities.
- G) Words which sound like their meaning.
- H) The pace or beat of the poem. Reading aloud can help determine this.
- I) A type of metaphor which lends human qualities to inanimate or natural objects.
- J) A repeated sound at the beginning of two or more words.

What is Poetry?

The answer is not so obvious!

Many different poets and writers have tried to define what Poetry is: it is not just about lines that rhyme or following certain rules.

1. Read through the following definitions.

'Poetry is the best words in the best order' – Samuel Taylor Coleridge.

'Poetry is an outpouring of emotions' – William Wordsworth.

'Poets deal in writing about feelings and trying to find the language and images for intense feelings. So all Poetry is emotional' – Carol Ann Duffy.

'Poetry is language at its most distilled and powerful' - Rita Dove

'Poetry makes us see things in a different way. It can make the ordinary become magical and shows us that language itself is magical' -Pablo Neruda

2. Which of these quotations do you think is the best definition and why?

3. What else do you think makes a poem a poem? *Hint: think about how poetry is different to storytelling.*

4. Write your own definition of **poetry** using your own ideas and those shared above.

Haiku

Title: _____

A giant firefly:

that way, this way, that way, this -

and it passes by.

Reason:

Title: _____

Everywhere it drips.

Webs beaded with jewellery.

Morning is still new.

Reason:

Title: _____

Mysterious bug,

in scarlet cape with black dots,

creeps upon a leaf.

Reason:

Title: _____

*I thought of myself
under cemetery mud
and put flowers there.*

Reason:

Title: _____

*To convey one's mood
in seventeen syllables
is very difficult.*

Reason:

Challenge: use this space to write your own.

Task 3 – We Refugees – Message and Purpose (40 minutes)

Read the poem *We Refugees* by Benjamin Zephaniah, a popular British poet and novelist. Once you've done that, answer the questions below which will help you to explore the poem's message and purpose.

- 1) What is a refugee? Write a definition.
- 2) What are some of the issues or problems the speaker in the poem has experienced?
- 3) Zephaniah repeats the line 'We can all be refugees'. What do you think he means by this?
- 4) Zephaniah was not actually a refugee himself so what do you think inspired him to write this poem?

Task 4 – The Schoolboy (40 minutes)

You might relate to this poem as the poet expresses strong opinions about school! The poem imagines a schoolboy who feels that school is crushing his enjoyment of summer. The poet uses a lot of different images to show his emotions.



Your task is to pick out one key image from each stanza of the poem. Draw a quick sketch of the image and then explain in your own words what it reveals about the schoolboy's feelings.

Task 5 - Comparative writing (40 minutes)

Being able to compare and contrast poems is an important skill. Answer the questions below which are based on the two poems we have looked at so far.

- 1) The poems are both written in first person (using 'I'). Why have the poets chosen to write in this way?
- 2) What differences are there in the rhythm between the two poems? Read them both aloud and write down what you notice.
- 3) Both poems use natural imagery (images to do with nature). Find an example from each one and explain why you think the poet has used it.
- 4) Strong emotions are shown in each poem. Do you think they are similar or different emotions? Try to include quotations to support your answer.
- 5) Overall, which poem did you like the most and why?

Task 6 – Ode to my Socks (40 minutes)

An ode is usually 'a tribute' type of poem that can take any form; it has no set pattern. Odes can be about anything.

The Chilean poet **Pablo Neruda** wrote many odes on many unusual things, even his socks!



Read the poem and then complete the following:

- 1) Write a list of all the things that the poet compares his socks to.
- 2) Choose three of your favourite comparisons and explain why you think each one is effective. Think about the individual words used and what they suggest.

Challenge: Write some similes and metaphors to describe your own favourite pair of socks!

Task 7 – Write your own ode (40 minutes)

Using Pablo Neruda as your inspiration, write your own ode to something that you love. Your aim is to express your strong feelings by making effective comparisons. This can be done using simile and metaphor!

Task 8 – Haiku (40 minutes)

Haikus are short poems that were originally written in Japan. They typically have 3 lines of 5, 7 and then 5 syllables. The purpose of a haiku is to capture and share a moment, image or emotion that moves us.



Read the through the poems on the *Haiku* sheet and give each one an imaginative title. You also have to explain your decision!

Challenge: Create a few of your own haikus!

Task 9 – Share a poem (40 minutes)

Now it's your chance to share a poem you have read outside of this project. Write down the title and the poet followed by your own 100-200 word explanation of the poem. You could include:

- Who the speaker is
- What happens in the poem
- What the message/purpose is
- Any poetic techniques you can spot and their effect

Task 10 – Poetry as Expression (40 minutes)

Using the knowledge you have gained so far, write your own poem about a subject or issue that you feel strongly about. The aim is to express your emotion using a variety of poetic techniques.

Remember there are no set rules in poetry but think about which sort of layout might best suit your subject and emotions.

Challenge: Once your poem is complete, use a different coloured pen to EDIT it. This means looking at each individual line and seeing if you can improve it in any way.

We Refugees

Benjamin Zephaniah

I come from a musical place
Where they shoot me for my song
And my brother has been tortured
By my brother in my land.

I come from a beautiful place
Where they hate my shade of skin
They don't like the way I pray
And they ban free poetry.

I come from a beautiful place
Where girls cannot go to school
There you are told what to believe
And even young boys must grow beards.

I come from a great old forest
I think it is now a field
And the people I once knew
Are not there now.

We can all be refugees
Nobody is safe,
All it takes is a mad leader
Or no rain to bring forth food,
We can all be refugees
We can all be told to go,
We can be hated by someone
For being someone.

I come from a beautiful place
Where the valley floods each year
And each year the hurricane tells us
That we must keep moving on.

I come from an ancient place
All my family were born there
And I would like to go there
But I really want to live.

I come from a sunny, sandy place
Where tourists go to darken skin
And dealers like to sell guns there
I just can't tell you what's the price.

I am told I have no country now
I am told I am a lie
I am told that modern history books
May forget my name.

We can all be refugees
Sometimes it only takes a day,
Sometimes it only takes a handshake
Or a paper that is signed.
We all came from refugees
Nobody simply just appeared,
Nobody's here without a struggle,
And why should we live in fear
Of the weather or the troubles?
We all came here from somewhere.

The Schoolboy

William Blake

I love to rise in a summer morn,
When the birds sing on every tree;
The distant huntsman winds his horn,
And the skylark sings with me:
O what sweet company!

But to go to school in a summer morn, -
O it drives all joy away!
Under a cruel eye outworn,
The little ones spend the day
In sighing and dismay.

Ah then at times I drooping sit,
And spend many an anxious hour;
Nor in my book can I take delight,
Nor sit in learning's bower,
Worn through with the dreary shower.

How can the bird that is born for joy
Sit in a cage and sing?
How can a child, when fears annoy,
But droop his tender wing,
And forget his youthful spring!

O father and mother if buds are nipped,
And blossoms blown away;
And if the tender plants are stripped
Of their joy in the springing day,
By sorrow and care's dismay, -

How shall the summer arise in joy,
Or the summer fruits appear?
Or how shall we gather what griefs destroy,
Or bless the mellowing year,
When the blasts of winter appear?

Glossary

Blossom: a flower from a tree or bush.

Bower: a pleasant shady place under tree.

Dismay: concern and distress.

Mellowing: becoming calm and relaxed.

Ode to my Socks

Pablo Naruda

Mara Mori brought me
a pair of socks
which she knitted herself
with her shepherder's hands,
two socks as soft as rabbits.
I slipped my feet into them
as if they were two cases
knitted with threads of twilight and goatskin,
Violent socks,
my feet were two fish made of wool,
two long sharks
sea blue, shot through
by one golden thread,
two immense blackbirds,
two cannons,
my feet were honoured in this way
by these heavenly socks.
They were so handsome for the first time
my feet seemed to me unacceptable
like two decrepit firemen,
firemen unworthy of that woven fire,
of those glowing socks.