

We only have 3 weeks left! We are going to end the year with our Poetry and Monologues unit!

In this unit, you will read and analyze a variety of poems by different poets. You will recall poetic devices, annotate poems and monologues, as well as make creative choices about how to write and share a collection of poems or a monologue. As we work through this unit, think about the following questions:

How do readers' personal experiences enable them to connect with poems?

How do poetic devices, imagery, symbolism and sensory details help engage readers?

Activity #1: What is Poetry?

Let's start by thinking about poetry and what we know about it. Watch this 5-minute video, [What is Poetry?--From Shmoop](#)

and respond to the journal prompt in at least 3 sentences:

What do you know about poetry? How do you feel about poetry?

Just as the video states, I urge you to give poetry a chance and go into this unit with a positive mindset! If you're feelings are negative, try to leave them here on this page. 😊

Activity #2: Poetic Devices Refresher

To be successful in this unit, you will need to start with a review of **figurative language** terms. When used in poetry, these are commonly referred to as **poetic devices**. You might need to access the [SpringBoard Glossary](#) to find the BEST definitions!

1. Define metaphor:
2. Identify the 2 metaphors in the poem "Dreams" and explain the meaning of each (you can **highlight** them or # them to identify).

Dreams-Langston Hughes

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.
Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.

3. Define **Personification**:

4. **Highlight** at least two examples of personification in the poem, "It's Spring".

It's Spring-John Foster

It's Spring

And the garden is changing its clothes,

Putting away its dark winter suits,

Its dull scarves and drab brown overcoats.

Now, it wraps itself in green shoots,

Slips on blouses sleeved with pink and white blossoms,

Pulls on skirts of daffodil and primrose,

Then dances in the sunlight.

5. Define **simile**:

6. Identify 3 similes in the poem, "I feel like a puppy" and explain the meaning of each (you can **highlight** them or # them to identify).

I feel like a puppy that
can't keep up with his mother.

Like a creek that runs fast
but can't reach the ocean.

Like a runner who stays all day
in the starting line.

My mind is like an empty box.

Time running like a race car
running at the speed of light.

7. Define **Alliteration**:

8. Many common tongue twisters use alliteration. For example, Peter Piper picked a peck of pickled peppers. Share or create a tongue twister that uses alliteration.

9. Define **onomatopoeia**:

10. **Highlight** all the onomatopoeias in the poem, “Noises”

Noises-Shel Silverstein

Let's have one day for girls and boys
When you can make the grandest noises.
Screech, scream, clang a bell,
Sneeze-- hiccup-- whistle-- shout,
Laugh until your lungs wear out,
Toot a whistle, kick a can,
Bang a spoon against a pan,
Sing, yodel, bellow, hum,
Blow a horn, beat a drum,
Try and bounce your bowling ball,
Ride a skateboard up the wall,
Chomp your food with a smack and a slurp,
Chew-- chomp-- hiccup-- burp.
One day a year do all of these,
The rest of the days-- be quiet please.

You can access the [Poetic Devices Quizlet](#) in your free time to review definitions and further familiarize yourself with key terms for this unit.

Activity #3: Fast Break Poem

Poetry is often about personal experiences or activities people love to do. One such poem is “Fast Break” by Edward Hirsch. Watch the video>>>[Fast Break Video](#) to hear the poem and learn more about what inspired the poem to take shape.

[Fast Break](#) <<Click the link, scroll the bottom for audio

—In Memory of Dennis Turner, 1946-1984

A hook shot kisses the rim and
hangs there, helplessly, but doesn't drop,
and for once our gangly starting center
boxes out his man and times his jump
perfectly, gathering the orange leather
from the air like a cherished possession
and spinning around to throw a strike
to the outlet who is already shoveling
an underhand pass toward the other guard
scissoring past a flat-footed defender
who looks stunned and nailed to the floor
in the wrong direction, trying to catch sight
of a high, gliding dribble and a man
letting the play develop in front of him
in slow motion, almost exactly
like a coach's drawing on the blackboard,
both forwards racing down the court
the way that forwards should, fanning out
and filling the lanes in tandem, moving

together as brothers passing the ball
between them without a dribble, without
a single bounce hitting the hardwood
until the guard finally lunges out
and commits to the wrong man
while the power-forward explodes past them
in a fury, taking the ball into the air
by himself now and laying it gently
against the glass for a lay-up,
but losing his balance in the process,
inexplicably falling, hitting the floor
with a wild, headlong motion
for the game he loved like a country
and swiveling back to see an orange blur
floating perfectly through the net.

After watching the video and reading the poem again, answer the following questions:

1. What are your experiences with basketball? Did you feel your experiences affected your connection to the poem? Explain.
2. Compare the form of the poem and the form of an actual fast break, what do you notice? How are they similar?
3. "Fast Break" begins: "A hook shot kisses the rim...." What type of poetic device is this?
4. Identify two other poetic devices found in the poem (Hint: look for the ones we reviewed in the Poetic Devices Refresher):

5. The poem has a dedication, "In Memory of Dennis Turner, 1946-1984" and it focuses on a play that is, as its name states: "fast." Reflect on the race against time in this poem. What larger issues of time does the poem introduce? How much can we learn about Dennis Turner from reading this poem?

6. What is the author's message or theme of the poem?

Activity #4: Craft a Poem

Craft a free verse poem based on an activity you like to do (a sport, hobby, class etc.).

Be sure to:

- include at least 2-3 poetic devices (metaphor, simile, personification, alliteration etc.) in your poem.
- Make it at least 5+ lines
- Give it a title