

had been there for a long, long time

time

time

For

time

We have been waiting now forever.

we moved like muffled mummings

silence

time

coughing quietly

and

he moves at more than the slowest pace.

He is old,

increasing coldness has settled
in the scooped-out coves

restlessly

huddling

we

sway and creak

like

dismantled robots:

with unyielding arms outstretched

it is impossible to know

time

because

time

seems to depend on so many factors over which we lack control.

in fevered slowness

at last

we can hear his hearty laugh.

We

hug

the

warmth

Now that he is here there is a great flurry of activity

Paragraph Explanation

Write a short paragraph that explains the choices you made that contributed to your poem the most. Focus on the poetic techniques you incorporated.

I started by just isolating the words and phrases that I liked: I noticed right away that the word “time” was repeated quite a few times, so I tried to structure a poem around the idea of time and so repetition is used to focus the reader on this idea, and time ends up being personified because it is a character in the poem. As I continued, I kept poetic devices in the back of my mind, so when the line “we moved like muffled mummers” came up, I kept it for the alliteration. The idea that developed out of this is the passing of time when you are waiting for something to happen and how slow it can be: it’s slow and frozen and when you finally get what you’ve been waiting for, you’re excited and happy and then you move on to the next thing and wait for Time again. The restlessness we feel when waiting for something we anticipate is expressed in the simile, “we sway and creak like dismantled robots,” and when we finally get what we’re waiting for, we are metaphorically free from that “frozen in time” state and feel the warmth and joy when what we’ve been waiting for is received. I enjoyed working on the poem and as I read and re-read it, I covered up some words and phrases that didn’t fit with the overall idea that had developed. What I really like about this particular poem/format is that the idea of the poem is so different than the original text. It was challenging but enjoyable.

Complete this self-assessment of your poem and paragraph. Your teacher will provide feedback at the bottom of the page.

| 3.3 Poem & Paragraph Self-Assessment Rubric |
|---|
| <ul style="list-style-type: none"> ✓ I wrote a poem. ✓ I incorporated at least 2 poetic techniques into my poem. <ul style="list-style-type: none"> ✓ I have highlighted these in green ✓ I have incorporated at least 2 examples of figurative language into my poem. <ul style="list-style-type: none"> ✓ I have highlighted these in blue ✓ I wrote a paragraph to describe my poem, including a discussion about the specific techniques I incorporated and how these techniques enhance my poem. |
| My favourite line in my poem is.... time / coughing quietly / moves at more than the slowest pace. / He is old. |
| I like this line best because It describes how slowly time goes when you're really anticipating something and can't stand the wait for it. |
| I struggled with.... Finding an overall idea but it did develop from the words/phrases I kept. |
| Next time, I will try to.... I'm not sure what I could do next time; I feel like I had a good approach to the task and ended up with a strong poem. |

| Teacher Feedback for 3.3 Poem and Paragraph and Self-Assessment | |
|--|--|
| Assessment Poem: 10/10 Paragraph: 5/5 Total: 15/15 100% | Areas of strength: <u>I enjoyed reading your poem. Your chosen words and phrases were specific and helped to create a clear picture in my mind. The growth of time as a real entity was interesting, and I liked how you compared the feeling of finally getting what you were waiting for to warmth: it made me feel joyful! Looking at waiting for time as journey was also a strong metaphor. Your paragraph was well-written and you discussed the evolution of the process and how you incorporated poetic devices. It was a good idea to keep those in the back of your mind as you went as I think that helped you in the long run.</u> |
| | Might I suggest: <u>Remember that when you are writing for a specific audience, you want to refer to the audience and not speak directly to me, your teacher. In your rationale, as you are referring to the reader of your poem, and not necessarily me specifically, "the reader" would be more appropriate.</u> |