Unit 3 Name:

Date:

3-2 Reader’s Notebook: Section 1: Poetry Reflection

**Instructions**

Using **one** of the poems below, answer the following questions.

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| **Eleanor** By Gottfried August BurgherAnd brush, brush, brushThe ghostly crew came wheeling o’er their heads,All rustling like the withered leavesThat wide upon the whirlwind spreads.Halloo, Halloo away they go,Unheeding wet or dry;And horse and rider snort and blow,And sparking pebbles fly.And all that in the moonshine layBehind them fled afar;And backward scudded overheadThe sky and every star.Tramp, tramp across the land they speed;Splash, splash across the sea:Hurrah the dead can ride apace;Dost fear to ride with me? | **Stars** By Sara TeasdaleAlone in the nightOn a dark hillWith pines around meSpicy and still,And a heaven full of starsOver my head,White and topazAnd misty red;Myriads with beatingHearts of fireThat aeonsCannot vex or tire;Up the dome of heavenLike a great hill,I watch them marchingStately and still,And I know that IAm honored to beWitnessOf so much majesty. | **The Night was Creeping** By James StevensThe night was creeping on the ground;She crept and did not make a soundUntil she reached the tree, and thenShe covered it, and stole againAlong the grass beside the wall.I heard the rustle of her shawlAs she threw blackness everywhereUpon the sky and ground and air,And in the room where I was hid:But no matter what she didTo everything that was without,She could not put my candle out.So I stared at the night, and sheStared back solemnly at me.  | **The Relativity of Beyond** By Sandra M. HaightBacteria, too small for human eyesEngage their fight for life within our midst,So unaware of Earth's gigantic spiesWith microscopes and slides, who co-exist.And tiny fish contained by walls of glass,Oblivious to all that thrives outside,In world of colored sand and plastic grassKnow not of ocean's roar or rhythmic tide.And we, the wisest brothers of life's sea,Who travel well the wonders of our home,Are blinded by the endless mysteryOf space and time--horizons we can't roam.What great dimension of the vast beyondMakes Earth a microscopic vagabond? |

1. Identify one simile from one of the poems above. What two objects are being compared? ( /2 marks)

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1. Identify one metaphor from one of the poems above. What two objects are being compared? ( /2 marks)

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1. Identify one example of personification in one of the poems above. ( /1 mark)

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1. Identify one hyperbole from one of the poems above. ( /1 mark)

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Total of Section 1: /6 marks

Reader’s Notebook: Section 2: Poetry Writing

Write a four to six line shape, cinquain, or free verse poem about The Wonders of Space.

* Identify concrete space words and phrases that you'd like to use in your poem (e.g.: atmosphere, orbit, astronaut, bands of pink, blazing hot) and think about how these might fit together to create a short poem.
* Use words that appeal to the five senses: sight, taste, touch, smell, and sound.
* Before you hand in your poem, go through your poem and circle two or three plain words. Use a thesaurus to replace them with more interesting words. Be sure each new word has the precise meaning you need.
* Use figures of speech such as a simile, metaphor, hyperbole, or personification. Avoid clichés.
* Use a sound technique such as alliteration.
* Recite your poem aloud until the words and rhythm sound how you think it should.

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| 3-2 Short Poem Rubric |

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| Criteria | Excellent5 | Proficient4 | Satisfactory3 | Limited2 |
| **Content** **/5** | * I developed *unique* ideas *effectively* using poetic devices.
* I used *precise, well-chosen* words.
 | * I developed *credible* ideas *thoughtfully* using poetic devices.
* I used *logical, thoughtful* words.
 | * I developed *predictable* ideas *satisfactorily* using poetic devices.
* I used *general* *basic* words.
 | * I developed *confusing* ideas *haphazardly without* using poetic devices.
* I used *limited, confusing* words.
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| **Presentation****/5** | * I communicated *engagingly* with *no* errors.
 | * I communicated *thoughtfully* with *few* errors.
 | * I communicated *clearly* with *some* errors.
 | * I communicated *unclearly* with *many* errors.
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| **Insufficient** | Your attempt to respond is *insufficient*. **Contact your teacher** to discuss suggestions for improvement. |
| **Total: /10** |
| **Assessment** | **Areas of Strength:** |
| **Target for Improvement:** |

Total of Section 2: /10 marks

Overall Total: /16 marks

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