

# DAY SEVEN | Poetic Devices

## Core Curriculum Standards

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### Reading Literature: Craft, and Structure

- RL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

### Reading Informational Text: Key Ideas and Details

- RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### Reading Informational Text: Craft and Structure

- RI.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

### Reading Informational Text: Integration of Knowledge and Ideas

- RI.7.7** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

### Speaking and Listening: Comprehension and Collaboration

- SL.7.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.7.2** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue

### Speaking and Listening: Presentation of Knowledge and Ideas

- SL.7.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.7.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### *Adapted from:*

Kawasaki, Emi. "Poetic Devices." Bookbuilder.cast.org. Bookbuilder, n.d. Web. 26 July 2013.  
<[http://bookbuilder.cast.org/view\\_print.php?book=72815](http://bookbuilder.cast.org/view_print.php?book=72815)>.

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## Lesson Goals

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### Outcomes

Students will be able to define several key poetic devices/figurative language: alliteration, metaphor, hyperbole, personification, onomatopoeia, simile, refrain. They will be able to use this knowledge to find these devices in poems.

### Themes, Issues, Concepts

poetic devices, poetry in music

### Literary Terms

simile, refrain, anaphora, alliteration, metaphor, hyperbole, personification, onomatopoeia

### Materials

Schooltube, YouTube

Poetic Devices Worksheet

Poetry collections (Poetry on Their Terms, online collections, poetry collections from a library, etc.)

Poetry on Their Own Terms (2013 edition)

“Cowboy Forever” by Seth Shorb (105)

“Muddin’ in Missouri” by Tyler Shuman (54)

“They Lied” by Jermell Howard (85)

“Different” by Tanveer Sandhu (42)

Poetry on Our Terms (2014 edition)

“Click Clack” by Amber Draayer (64)

“Do I Matter” By Isabelle Clawson (optional)

Poetry on Our Terms (2015 edition)

“Shoes From the Past” by Tajai Gude (66)

“My Place” by Jeri Hautzig (86)

“Recuerdo” by Edna St. Vincent Millay

“As I Walked Out One Evening” by W. H. Auden (optional)

“O Captain! My Captain!” by Walt Whitman

Writer’s notebooks

**Teacher Tips** — *Most students absorb, comprehend, and internalize language through music, so here’s an idea that may continue to engage students in their thinking of poetic devices:*

- Implement a “Lyric of the Week” using music that the students love or are familiar with. Each week present the students with a particular song lyric to be analyzed with a partner for various poetic devices, themes, word choice, tone, mood, etc.
- Take it a step further by having the students come together to discuss their annotations in a Socratic Seminar that fosters critical thinking, shared dialogue, and active listening skills. To see a Socratic seminar in action: [https://www.youtube.com/watch?v=6pGVR6ZF\\_2M](https://www.youtube.com/watch?v=6pGVR6ZF_2M). The Socratic method may be used to analyze student poems as well.

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**Lesson Plan** *This lesson covers a variety of poetic devices. It may be better to split this lesson up into two days.* **PAGE 1**

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## **DO NOW** (5 minutes)

Ask students to free write about the following prompt:

Think about your favorite song right now. Based on what we've learned so far, how might you compare your favorite song to poetry? Do you think it could be considered as a poem? Why or why not?

## **WHOLE GROUP** (20 minutes)

Students will be introduced to various poetic devices as well as be reminded of devices previously discussed (like personification).

Students will watch the following SchoolTube videos. Please note: you may choose whatever music selections you think your students will relate and respond to best. All videos are on SchoolTube.

A fun and catchy rap with figurative language/poetic devices

<http://bit.ly/1aLLukJ>

Metaphors, idioms, hyperbole, and similes in Alicia Key's "This Girl is On Fire"

<http://bit.ly/12ES3P9>

Hyperbole, similes, personification, metaphor, and alliteration in several Selena Gomez songs

<http://bit.ly/YIUD4A>

Hyperbole, alliteration, and personification in Coldplay's "Stars"

<http://bit.ly/P8zCAF>

Additional videos with poetic devices

<http://www.schooltube.com/search/?term=poetic+devices>

Together as a class, fill out the poetic devices worksheet (the name and short description) to ensure that everyone understands what each device is and its function. You might have to replay some of the videos since the videos tend to go through the devices fairly quickly.

## **PARTNERS/SMALL GROUPS** (15 minutes)

Students should be put into groups of 2 to 3 people with mixed language and academic levels. Each group will choose 3 poems from a collection of poetry. Students could use *Poetry on Their Terms*, collections online, poems from other lessons in this plan, or you could bring some collections from the local or school library from which they can choose.

"Cowboy Forever" and "Muddin' in Missouri" from *Poetry on Their Terms* (2013) and "Click Clack" from *Poetry on Our Own Terms* (2014) as well as W. H. Auden's "As I Walked Out One Evening" have been provided. Students will find at least two lines that match each of the poetic devices from the WHOLE GROUP exercise. Then, students will write the examples they find in the "Example" section of the poetic device sheet.

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## Lesson Plan

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### EXTRA — Alliteration

“Recuerdo” by Edna St. Vincent Millay is great example of alliteration.

Watch Millay reading “Recuerdo” on YouTube: [http://youtu.be/mYQkEkB\\_fhk](http://youtu.be/mYQkEkB_fhk)

### EXTRA — Anaphora

“Recuerdo” and “They Lied” are good examples of anaphora. Anaphora is the use of repetition a word or group of words (in the Millay poem it is “We” and “and”, in “They Lied” it is “They said” and “They lied”) at the beginning of each line of a poem. Anaphora can be used to create a driving sound, giving the reader a sense of momentum or to heighten emotion in a poem. Anaphora is most successful when it heightens emotion and creates tension.

### EXTRA — Interdisciplinary Approach

If you’d like to take an interdisciplinary approach, you could use “They Lied” by Jermell Howard, “Different” by Tanveer Sandhu, and “Do I Matter” by Isabelle Clawson. “They Lied” was inspired when learning about the Holocaust. The poet of “Different” was influenced by the Little Rock Nine. “Do I Matter” was inspired by a poet studying astronomy. In addition, Walt Whitman’s “O Captain! My Captain!” is another poem that would fit well with the interdisciplinary approach because it was inspired by Lincoln’s assassination and the mourning of a country.

### INDEPENDENT (10 minutes)

Students will choose two to three of the poetic devices (like onomatopoeia, metaphor, simile, etc.) and then come up with their own examples.

### REFLECTION (10 minutes)

Students will share their examples. Have a conversation with the students on what they learned today that they didn’t know about poetry. What sort of poetic devices have they seen in poems from previous lessons? What does this say about poetry as a whole?

### HOMEWORK

Going back to the **DO NOW** exercise, ask students to look at their favorite song and find at least two different poetic devices. List the poetic device and the clues that show which device is being used.



Remind students this is their chance to write a poem for the contest. They are the author and they can choose any topic and any style. Winning poems are due and must be submitted to 7GP no later than January 29, 2016.

# Cowboy Forever

by Seth Shorb (7GP Winner, 2013)

An old cowboy  
Grizzled gray beard  
And hair  
Blue watchful eyes  
Everything from his sweat-stained hat  
To his holey pants covered with old leather chaps  
A worn wooden Colt handle hung on his weathered leather holster  
His boots worn with wear.  
A wool lined leather coat for warmth to fight the cold  
In his pocket:  
12 silver dollars  
A pocketknife from when he was eight  
And his grandpappy's silver pocket watch.  
He watched the cold midnight stars  
Atop his bay mare  
Singing and tending to the restful cattle.  
He sat there  
Regretting that he didn't go west like he said he would.  
Disappointed in himself that he only trailed cattle.  
Thinking with the frost of his breath  
The row of smoke from his cigarette.  
Time to move on  
With the clothes on his back  
His horse and saddle with his rope  
Canteen and saddlebags with pliers  
Some jerky and hard tack.  
Only to ride out on one last cattle drive  
That ended with a cold pelting rainstorm  
Ear cracking lightning  
That stampeded the cattle  
Trampling the old cowboy  
Who finally realized that he was only meant to be...  
A cowboy.  
And he rode off to heaven.

## Muddin' in Missouri

by Tyler Shuman (7GP Winner, 2013)

On my birthday, I take a trip  
To one of the coolest places on earth  
Man, I think you would flip

This place has hills, holes, and even ditches  
If you're not careful, you might even get stitches

I pull in with my F-250 Ford,  
Always ready to give her a go  
She screams and scoots and her engine roars

This place is by a backcountry pond  
Down a gravel road, only a few have found  
But those who do, let it show

Toyotas, four-wheelers, Fords, and Dodges  
And even a Chevy  
Smiles on everyone's faces because they think they're ready

The engines are loud  
The dirt is always flying  
Man, this place is great  
Without even trying

There is a Dodge flipped upon its side,  
This man in a Jeep shouldn't even be trying  
I bet my old Ford could give him a run for his money  
Oh, wait, that's a girl  
Do you need help, honey?

The trucks are amazing  
All built to the T  
When I'm in my Ford, they all stare at me.

**Muddin' in Missouri** *continued*  
**by Tyler Shuman (7GP Winner, 2013)**

A Chevy stuck all the way to his bumper  
Man, that is bad  
Oh, what a bummer

You see this place I know is called Bricks  
It's all the way in the woods  
Far back in the sticks

Say what you want about people and their misery  
There is only one place left to play  
And it's in Missouri

I know this may sound bad  
Some may think it is cruel  
I live in Missouri  
And only Ford and Dodge Rule!

## **They Lied**

**by Jermell Howard (7GP Winner, 2013)**

They told us we were going to a better place.  
They lied.

They told us we would have fun.  
They lied.

They said we would eat.  
They lied.

They said we were going to see our family.  
They lied.

They said a man named Hitler would fix this.  
They lied.

They said it's just a shower.  
They lied.



# Shoes from the Past

by TaJai Gude (7GP Winner, 2015)

*Inspired by Elie Wiesel & His Experience*

Millions of shoes walking  
Some say the shoes are talking  
Telling a story in so many ways  
But lost from their owners in a couple of days

Thousands of shoes skipping  
So many end up tripping  
These are the children you see  
None of them as happy as they should be

Hundreds of shoes running  
The owners trying to escape  
Sadly, the shoes are not fast enough  
The Nazi soldiers spit in their faces

Silence—that is all I hear  
No one there, no one here  
They all are gone, they all are dead  
Their shoes in a pile filling up a shed

Millions of shoes no longer walking  
But some say the shoes still are talking  
The shoes in the sheds can now be free  
The shoes—yes, shoes—can tell their stories to you and me

# Different

by Tanveer Sandhu (7GP Winner, 2013)

We was always treated differently  
Pushed around an' told what to do

We was always treated differently  
They thought we was like animals  
Always thinking we was lower than them

We was always treated differently  
Given nasty looks an' called ugly words

We was always treated differently  
Always separate from them, segregated

One day they will break away from the dark  
An' see the true light within us

We was always treated differently  
But one day we will be treated right

# Click, Clack

by Amber Draayer (7GP Winner, 2014)

It's a rainy day  
And I have nothing to do  
So, instead of feeling blue  
I'm going to put on my tap shoes.

When the rain falls  
It sounds like a drumbeat,  
Which makes me want to move my feet.

The toe goes click,  
The heel goes clack,  
Well, don't you like the sound of that?

Click, click, clack,  
I get my cane and hat.  
And spin around on my shoes that tap.

The raindrops stop pouring  
One by one,  
But I don't notice  
Because I am having too much fun!  
Clack, click, click, clack!

# Do I Matter?

by Isabelle Clawson (7GP Winner, 2014)

You are small.  
You are small in this nation,  
And smaller on this Earth.  
Where are you in this universe?  
No matter how small you are,  
You matter.  
Everyone does.  
You have a story,  
Though you choose to tell it or not.  
Life can be hard,  
And how you respond can define who you are,  
Not for your neighbor or friend  
for you.  
What you do does matter.  
Even though you are small,  
You make a difference.  
You might not notice it right away,  
But keep trying,  
Others will notice.  
Put yourself out there,  
Take risks,  
Be you.  
In the end, the best person you can be is yourself.

# Recuerdo

by Edna St. Vincent Millay (1892–1950)

We were very tired, we were very merry  
We had gone back and forth all night on the ferry.  
It was bare and bright, and smelled like a stable  
But we looked into a fire, we leaned across a table,  
We lay on a hill-top underneath the moon;  
And the whistles kept blowing, and the dawn came soon.  
We were very tired, we were very merry  
We had gone back and forth all night on the ferry;  
And you ate an apple, and I ate a pear,  
From a dozen of each we had bought somewhere;  
And the sky went wan, and the wind came cold,  
And the sun rose dripping, a bucketful of gold.  
We were very tired, we were very merry,  
We had gone back and forth all night on the ferry.  
We hailed, “Good morrow, mother!” to a shawl-covered head,  
And bought a morning paper, which neither of us read;  
And she wept, “God bless you!” for the apples and pears,  
And we gave her all our money but our subway fares.

## As I Walked Out One Evening by W. H. Auden (1907–1973)

As I walked out one evening,  
Walking down Bristol Street,  
The crowds upon the pavement  
Were fields of harvest wheat.

And down by the brimming river  
I heard a lover sing  
Under an arch of the railway:  
“Love has no ending.

“I’ll love you, dear, I’ll love you  
Till China and Africa meet  
And the river jumps over the mountain  
And the salmon sing in the street.

“I’ll love you till the ocean  
Is folded and hung up to dry  
And the seven stars go squawking  
Like geese about the sky.

“The years shall run like rabbits  
For in my arms I hold  
The Flower of the Ages  
And the first love of the world.”

But all the clocks in the city  
Began to whirr and chime:  
“O let not Time deceive you,  
You cannot conquer Time.

“In the burrows of the Nightmare  
Where Justice naked is,  
Time watches from the shadow  
And coughs when you would kiss.

“In headaches and in worry  
Vaguely life leaks away,  
And Time will have his fancy  
To-morrow or to-day.

“Into many a green valley  
Drifts the appalling snow;  
Time breaks the threaded dances  
And the diver’s brilliant bow.

“O plunge your hands in water,  
Plunge them in up to the wrist;  
Stare, stare in the basin  
And wonder what you’ve missed.

“The glacier knocks in the cupboard,  
The desert sighs in the bed,  
And the crack in the tea-cup opens  
A lane to the land of the dead.

“Where the beggars raffle the banknotes  
And the Giant is enchanting to Jack,  
And the Lily-white Boy is a Roarer  
And Jill goes down on her back.

“O look, look in the mirror,  
O look in your distress;  
Life remains a blessing  
Although you cannot bless.

“O stand, stand at the window  
As the tears scald and start;  
You shall love your crooked neighbour  
With your crooked heart.”

It was late, late in the evening,  
The lovers they were gone;  
The clocks had ceased their chiming  
And the deep river ran on.

# O Captain! My Captain!

by Walt Whitman (1819–1892)

O Captain! my Captain! our fearful trip is done,  
The ship has weather'd every rack, the prize we sought is won,  
The port is near, the bells I hear, the people all exulting,  
While follow eyes the steady keel, the vessel grim and daring;  
    But O heart! heart! heart!  
    O the bleeding drops of red,  
    Where on the deck my Captain lies,  
    Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;  
Rise up—for you the flag is flung—for you the bugle trills,  
For you bouquets and ribbon'd wreaths—for you the shores a-crowding,  
For you they call, the swaying mass, their eager faces turning;  
    Here Captain! dear father!  
    This arm beneath your head!  
    It is some dream that on the deck,  
    You've fallen cold and dead.

My Captain does not answer, his lips are pale and still,  
My father does not feel my arm, he has no pulse nor will,  
The ship is anchor'd safe and sound, its voyage closed and done,  
From fearful trip, the victor ship comes in with object won;  
    Exult O shores, and ring O bells!  
    But I with mournful tread,  
    Walk the deck my Captain lies,  
    Fallen cold and dead.

## Poetic Devices

NAME	SHORT DESCRIPTION	EXAMPLE
<i>Similie</i>	<i>Comparing two things using "like" or "as"</i>	<i>"Boy, you play through my mind like a symphony" in "Love you Like a Love Song" by Selena Gomez</i>

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