

The Grammar
of
Poetry
Primer

IMITATION IN WRITING

by Matt Whiting

IMITATION IN WRITING

The Grammar of Poetry Primer is the seventh book in a growing series of Imitation in Writing materials designed to teach aspiring writers the art and discipline of crafting delightful prose and poetry. This primer was created to provide introductory level instruction and practice before the student begins *The Grammar of Poetry*.

Aesop's Fables

Fairy Tales

Medieval Legends

Greek Myths

Greek Heroes

The Grammar of Poetry Primer

The Grammar of Poetry Primer Teacher's Edition

The Grammar of Poetry

The Grammar of Poetry Teacher's Edition

C089 Imitation in Writing - The Grammar of Poetry Primer

ISBN 1-930443-59-5 20.00

Logos School Materials

110 Baker Street

Moscow, Idaho 83843

Toll Free 866-562-2174

www.logosschool.com or materials@logosschool.com.

Call, write, or email for a free catalog of our Classical, Christian educational materials for schools and home schools.

The purchase of this book entitles an individual teacher to reproduce pages for classroom use only.
Any other use requires permission from the publisher.

The Grammar of Poetry Primer

The Lady of Lorien! Galadriel!” cried Sam. “You should see her, indeed you should, sir. I am only a hobbit, and gardening’s my job at home, sir, if you understand me, and I’m not much good at poetry – not at making it: a bit of comic rhyme, perhaps, now and again, you know, but not real poetry – so I can’t tell you what I mean...

It ought to be sung. You’d have to get Strider, Aragorn that is, or old Mr. Bilbo, for that.

But I wish I could make a song about her...

Beautiful she is, sir! Lovely! Sometimes like a great tree in flower, sometimes like a white daffadowndilly, small and slender like. Hard as di’monds, soft as moonlight. Warm as sunlight, cold as frost in the stars. Proud and far-off as a snow-mountain, and as merry as any lass I ever saw with the daisies in her hair in springtime.

But that’s a lot o’ nonsense, and all wide of my mark.”

– Master Samwise (*The Two Towers*)

TABLE OF CONTENTS

Lesson:	Content:	Page:
1	Introduction	6
2	How to Read Poetry	8
3	Simile	10
4	Rhyme	12
5	Metaphor	14
6	Meter (Part 1)	15
7	Meter (Part 2)	17
8	Personification	19
9	Iamb (Part 1)	21
10	Iamb (Part 2)	22
11	Iambic Imitation	24
12	Iambic Fable	25
13	Inclusion	26
14	Trochee	28
15	Trochaic Imitation	30
16	Trochaic Fable	31
17	Rhetorical Question	32
	Final Exam	34
	Anthology	36

What To Think About Poetry?

Many young people today, especially boys, think that poetry is something that only wimps and sissies are interested in. After all, who wants to lie around in the daisies all day writing stupid love notes about flowers, kisses, and butterflies? While I was growing up, I had heard enough poetry to know that I was not for it and that it was certainly not for me. Consider the following stanza from a poem titled *Little Girls are Best*.

*Little girls are mighty nice,
Take 'em any way they come;
They are always worth their price;
Life without 'em would be glum;
Run earth's lists of treasures through,
Pile 'em high until they fall,
Gold an' costly jewels, too –
Little girls are best of all.*

Now, imagine that this is the first real glimpse a young man has of poetry. His seventh grade English teacher requires all of her pupils to memorize this little poem as an introductory exercise, and she's frustrated each year by the poor response of the boys in the class. We should all be very concerned for him or any other boy in seventh grade who finds this sort of stuff tolerable. Let's change the scenario and pretend that the following stanza about the Red Cross Knight fighting a dangerous dragon, is the first that our young lad comes across.

*Which when the valiant Elf perceived, he leapt
As Lion fierce upon the fleeing prey,
And with his trenchand blade her boldly kept
From turning back, and forced her to stay.
Therewith enraged, she loudly gan to bray,
And turning fierce, her speckled tail advanced,
Threatening her angry sting, him to dismay.
Who, not aghast, his mighty hand enhanced.
The stroke down from her head unto her shoulder glanced.*

This encounter would produce an entirely different effect on the student. So, the first lesson is this, "Don't judge poetry based on some fluffy piece you heard once – take the time to investigate what poetry really is, and determine to like it." There will certainly be some types of poems that you prefer over others, this just makes the search more interesting.

What is poetry?

Poetry has been defined in many different ways. **For our purposes, we will define poetry as a language of pictures and music.** A good poet paints pictures with his words, and those words are written in such a way that makes them sound like a song. The pictures of poetry are called tropes or figures of speech, while the music is called meter.

Epiphany Graph

In order to write a good poem, you will need to have a topic to write about. Below is an epiphany graph designed to help you organize your topics. The word epiphany means to “show” or “reveal.” By completing the graph, you will be listing items that show or reveal something significant about you.

Directions: In the columns below, write down as many ideas as you can in each section. Start off with things that are true to your life; if you run out of ideas, you may use your imagination to create additional topics.

TOPIC IDEAS FOR POETRY		
PEOPLE I RESPECT	SPECIAL OCCASIONS	SPECIAL POSSESSIONS
SPECIAL PLACES	BEST DAY IN MY LIFE	WORST DAY IN MY LIFE

RIDDLE RENDEZVOUS #1

From time to time there will be a riddle at the bottom of your poetry worksheet. Some are posers and others are chestnuts, but all are just for fun and should be attempted after the worksheet has been completed!

*Thirty white horses upon a red hill,
Now they tramp, now they champ,
now they stand still.*

Thankfulness in Poetry

In order for you to become a good poet, you will need to become an avid reader of poetry. Reading lots of great poetry will not be much fun unless you enjoy it; this brings up a very important point. Whenever you begin to study something for the first time, you have a choice to make. Are you going to like this subject and relish it or will it be sour to your tastes and drive you away? You will find in your study of poetry, as in other subjects, that if you determine to set your affections upon it from the beginning that you will have a delightful time learning to read and write poetry along the way. In order to do this, be thankful for the chance to learn about poetry. When it is time to study poetry during the course of your week, think of it as a time in which you *get* to learn poetry instead of a time when you *have* to. Poetry will not always be easy, but the more thankful and tenacious you are when you study it, the more you will learn and enjoy as you study it. In short, teach yourself to love poetry.

Reading Poetry

In this lesson you will learn how to read and recite poetry that you are interested in. The first thing you should do when you attempt a poem is to read the title. This might seem too obvious to need pointing out, but consider for a moment the importance of the title. Oftentimes in poetry the title contains information that must be understood in order for the reader to comprehend what the poem is about. The title might contain the setting of the poem, the time in which the poem takes place, or the name of a person the poem is describing.

After reading the title, make a guess at what the poem is going to be about. Next, read the poem quietly to yourself. As you read it, try to figure out how the poem should sound. Do not stop at the end of each line; pay attention to the punctuation as you read. When a line ends with a comma you should pause briefly, if the line ends with a period your pause should be longer. Poetry is very similar to music in that it has a distinct rhythm or beat that you need to detect.

Finally, read the poem aloud, this time paying very close attention to what the poem means. As you read aloud be careful not to overemphasize the rhythm of the words, your reading should be natural, not forced. The rhythm or beat of the poem should not be so obvious that everyone in the room begins bobbing their heads as you read.

If you are reciting poetry for a group it is a common practice to state the title and author, recite the poem, and then restate the title and author. This restating helps to wrap the poem up and provide a firm conclusion to the performance.

Practice

A. Practice reading the following stanzas and see if you can guess what the rest of the poem is about. Remember to follow the guidelines above (read the title, read quietly, read aloud naturally).

The Building of the Ship

by Henry Wadsworth Longfellow

“Build me straight, O worthy Master!
Staunch and strong, a goodly vessel,
That shall laugh at all disaster,
And with wave and whirlwind wrestle!”

The Flesh and the Spirit

by Anne Bradstreet

In secret place where once I stood,
Close by the banks of lacrym flood,
I heard two sisters reason on
Things that are past and things to come.

Eldorado

by Edgar Allan Poe

Gaily bedight,
A gallant knight,
In sunshine and in shadow,
Had journeyed long,
Singing a song,
In search of Eldorado.

But he grew old –
This knight so bold, –
And o’er his heart a shadow
Fell as he found
No spot of ground
That looked like Eldorado.

The Faerie Queene
(a selection)
by Edmund Spenser

A Gentle Knight was pricking on the plain,
Clad in mighty arms and silver shield,
Wherein old dents of deep wounds did remain,
The cruel marks of many a bloody field;
Yet arms until that time did he never wield.
His angry steed did chide his foaming bit,
As much disdainful to the curb to yield.
Full jolly knight he seemed, and fair did sit,
As one for knightly giusts and fierce encounters fit.

Adieu, Farewell Earth's Bliss
by Thomas Nashe

Adieu, farewell earth's bliss;
This world uncertain is;
Fond are life's lustful joys;
Death proves them all but toys;
None from his darts can fly;
I am sick, I must die.
 Lord, have mercy on us!

The Sick Rose
by William Blake

O Rose, thou art sick!
The invisible worm
That flies in the night,
In the howling storm,
Has found out thy bed
Of crimson joy:
And his dark secret love
Does thy life destroy.

I Wandered Lonely as a Cloud
by William Wordsworth

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The Village Blacksmith
by Henry Wadsworth Longfellow

Under a spreading chestnut tree
The village smithy stands;
The smith, a mighty man is he,
With huge and sinewy hands;
And the muscles of his brawny arms
Are strong as iron bands.
His hair is crisp, and black, and long,
His face is like the tan;
His brow is wet with honest sweat,
He earns whate'er he can,
And looks the whole world in the face,
For he owes not any man.

SIMILE

In our first lesson we defined poetry as a language of pictures and music. The pictures of poetry are called tropes, otherwise known as figures of speech. The first trope, or picture, that we will discuss is the simile. **A simile is a comparison of two dissimilar things using the words *like, as, or than*.** It is important to remember that the two items being compared must be very dissimilar in order for it to be a simile. If I were to say, “That trout swims like a fish,” it would not be a simile because a trout is a fish. Whereas, if I said, “That boy swims like a fish,” the two things being compared are dissimilar enough to produce an effective picture in our minds, and therein lies the power of a simile.

Practice and Review

A. In each simile, circle the two dissimilar things being compared, and underline *like, as, or than*.

Example: That slippery young (man) swims (like) a (fish).

1. Oh my love’s like a red, red rose.
2. The muscles of his brawny arms, are strong as iron bands.
3. Apollo descends like the night.
4. His eyes twinkled in his head aright, as do the stars in a frosty night.
5. I wandered lonely as a cloud.
6. Thetis rises out of the sea like a mist.
7. Mary had a little lamb, Its fleece was white as snow.
8. He was as snug as a bug in a rug.
9. Her hands were colder than ice on a lake.
10. All Robin Hood’s anger was passing away like a breath from the window pane.

B. Write three of your own similes.

C. Label each one of the following sentences as *Simile* or *Other*.

1. Keep my law as the apple of your eye. _____
2. He ran to the armory, then no one could stop him. _____
3. The fish swam like torpedoes shot from a sub. _____
4. As clouds across the sky, so effortlessly the raven flew home. _____
5. After the cast was removed, his arm smelt like rotten fish. _____

D. Define the following words in complete sentences.

1. poetry

2. trope

3. simile

RIDDLE RENDEZVOUS #2

*Two legs sat upon three legs, With one leg in his lap; In comes four legs, And runs away with one leg.
Up jumps two legs, Catches up three legs, Throws it after four legs, And makes him bring back one
leg.*

B. Fill in the blanks with rhyming words so that the rhyme scheme is accurate.

AABB

The dogs ran fast behind the mailman, trying hard to bite his _____ (socks, belt, shoes) A
But the mailman ran far faster, all the while throwing rocks. A
Soon he tired of that fleeing, panting, slowing, soon he'd lose, B
Dogs came barking, drooling, marking all the paths that he could _____ (pick, choose, find) B

ABAB

The dogs ran fast behind the mailman, trying hard to bite his _____ (socks, belt, shoes) A
But the mailman ran far faster, all the while throwing sticks. B
Soon he tired of that fleeing, panting, slowing, soon he'd lose, A
Dogs came barking, drooling, marking all the paths that he could _____ (pick, choose, find) B

C. Similes are easy to identify because they contain one of the following three words: _____, _____ or _____ . Choose three topics from your epiphany graph and write a simile about each one.

Example: My father is as strong as a bear.

1. _____
2. _____
3. _____

D. Define the following words in complete sentences.

1. simile _____
2. rhyme _____
3. stanza _____

RIDDLE RENDEZVOUS #3

*As I went through the garden gap,
Who should I meet but Dick Red-cap!
A stick in his hand, a stone in his throat,
If you'll tell me this riddle, I'll give you a goat.*

METAPHOR

The second trope, or picture that we will discuss is the metaphor. A **metaphor** is a figure of speech in which one object is being called something, which it is not, because of a similarity between the two. An important point to remember is that the two items being compared must be very dissimilar in order for it to be a metaphor.

Practice and Review

A. Underline the objects being compared to each other in the following metaphors.

Example: The road was a ribbon of moonlight.

1. O my love is a red, red rose.
2. The moon is a pendulum resting silent in the sky.
3. The royal guards stood rigid, trees unmoving in sheltered boxes.
4. The team was a swarm of bees hovering around the ball and kicking wildly.
5. John is a pig.
6. Men hovered around the tavern, large flies seeking to consume that which attracted them.
7. I am the vine, ye are the branches.
8. When it comes to business, Alfred is a fox.
9. The classroom is an icebox.
10. When I am on my horse, I am a hawk.

B. Write three of your own metaphors.

C. Rewrite the following metaphors as similes.

1. Juliet is the sun!

2. The wind was a torrent of darkness.

3. The moon was a ghostly galleon.

4. A good laugh is sunshine in a house.

Poetry Primer Anthology

Author:	Poem:	Page:
Anonymous	A Knight Came Riding	33
	The Death of Admiral Benbow	33
	The Coasts of Barbary	34
	The Golden Vanity	34
	Mister Fox	35
	Casey Jones	35
	Sir Eglamour	35
Carroll, Lewis	Brother and Sister	36
	My Fairy	36
	The Palace of Humbug	36
	Acrostic (1&2)	37
	The Walrus and the Carpenter	37
	The Crocodile	38
	Father William	38
Coleridge, Samuel Taylor	Kubla Khan	39
Gibson, Wilifrid Wilson	Flannan Isle	39
Gilbert, Sir William S.	Captain Reece	41
	The Yarn of the Nancy Bell	42
Goldsmith, Oliver	An Elegy on the Death of a Mad Dog	43
Hunt, Leigh	The Glove and the Lions	43
Kipling, Rudyard	The Smuggler's Song	44
	The Ballad of East and West	45
	James I	46
Lauren, Joseph	The Frogs Who Wanted a King	46
Longfellow, Henry Wadsworth	The Skeleton in Armor	46
Noyes, Alfred	The Highwayman	49
Poe, Edgar Allen	Annabel Lee	51
	The Raven	52
Service, Robert	The Shooting of Dan McGrew	54
	The Cremation of Sam McGee	55
	The Spell of the Yukon	57
Tennyson, Alfred Lord	The Lady of Shalott	58
Watson, William	The Ballad of Semmerwater	60
Woolson, Constance Fenimore	Kentucky Belle	60

A Knight Came Riding

Anonymous

*A knight came riding from the East,
Jennifer, gentle and rosemarie,
Who had been wooing at many a place,
As the dove flies over the mulberry tree.*

*He came and knocked at the lady's gate,
One evening when it was growing late.*

*The eldest sister let him in,
And pinned the door with a silver pin.*

*The second sister, she made his bed
And laid soft pillows under his head.*

*The youngest sister was bold and bright,
And she would wed this unco' knight.*

*"If you will answer me questions three,
this very day will I marry thee.*

*"O what is louder nor a horn?
And what is sharper nor a thorn?"*

*"What is heavier nor the lead?
And what is better nor the bread?"*

*"O what is higher nor the tree?
And what is deeper nor the sea?"*

*"O, shame is louder nor a horn,
And hunger is sharper nor a thorn.*

*"And sin is heavier nor the lead,
And the blessing's better nor the bread.*

*"O, Heaven is higher nor the tree,
And love is deeper nor the sea."*

*"O, you have answered my questions three,
Jennifer, gentle and rosemarie,
And so, fair maid, I'll marry with thee,
As the dove flies over the mulberry tree."*

The Death of Admiral Benbow

Anonymous

*Come all you sailors bold,
Lend an ear,
Come all you sailors bold
Lend an ear:
'Tis of our Admiral's fame,
Brave Benbow called by name,
How he fought on the main*

You shall hear:

*Brave Benbow he set sail
For to fight,
Brave Benbow he set sail
For to fight:
Brave Benbow he set sail,
With a fine and pleasant gale,
But his captains they turned tail
In a fight.*

*Says Kirkby unto Wade,
"I will run,"
Says Kirkby unto Wade,
"I will run:
I value not disgrace,
Nor the losing of my place,
My foes I will not face
With a gun."*

*'Twas the Ruby and Noah's Ark,
Fought the French,
'Twas the Ruby and Noah's Ark,
Fought the French:
And there was ten in all,
Poor souls they fought them all,
They reaked them not at all
Nor their noise.*

*It was our Admiral's lot,
With a chain-shot,
It was our admiral's lot,
With a chain-shot:
Our Admiral lost his legs,
And to his men he begs
"Fight on, my boys," he says,
"Tis my lot."*

*While the surgeon dressed his wounds,
Thus he said,
While the surgeon dressed his wounds,
Thus he said:
"Let my cradle now in haste
On the quarter deck be placed,
That the Frenchmen I may face,
Till I'm dead."*

*And there bold Benbow lay,
Crying out,
And there bold Benbow lay,
Crying out:
"O let us tack once more,
We'll drive them to the shore,
As our fathers did before
Long ago."*

A wet sheet and a flowing sea,