

GRAMMAR  
OF POETRY  
TEACHER'S EDITION

## IMITATION IN WRITING SERIES

**Grammar of Poetry is part of the *Imitation in Writing* series, designed to teach the art and discipline of crafting delightful prose and poetry.**

### POETRY

Poetry Primer  
Grammar of Poetry

### LITERATURE

Aesop's Fables  
Fairy Tales  
Medieval Legends  
Greek Myths  
Greek Heroes

Published by Canon Press  
P.O. Box 8729, Moscow, ID 83843  
800.488.2034 | [www.canonpress.com](http://www.canonpress.com)

Matt Whitling, *Grammar of Poetry: Teacher's Edition*  
Copyright © 2000 by Matt Whitling.  
Copyright © 2012 by Canon Press.  
First Edition 2000 by Logos Press  
Second Edition 2012 by Canon Press  
Cover design by Rachel Hoffmann.  
Interior layout and design by Lucy Zoe.  
Printed in the United States of America.

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Whitling, Matt.  
Grammar of Poetry: Teacher's Edition / Matt Whitling ;  
ISBN-13: 978-1-59128-120-7  
ISBN-10: 1-59128-120-2

*Library of Congress Cataloging-in-Publication Data*  
The Student Edition has been catalogued as follows:

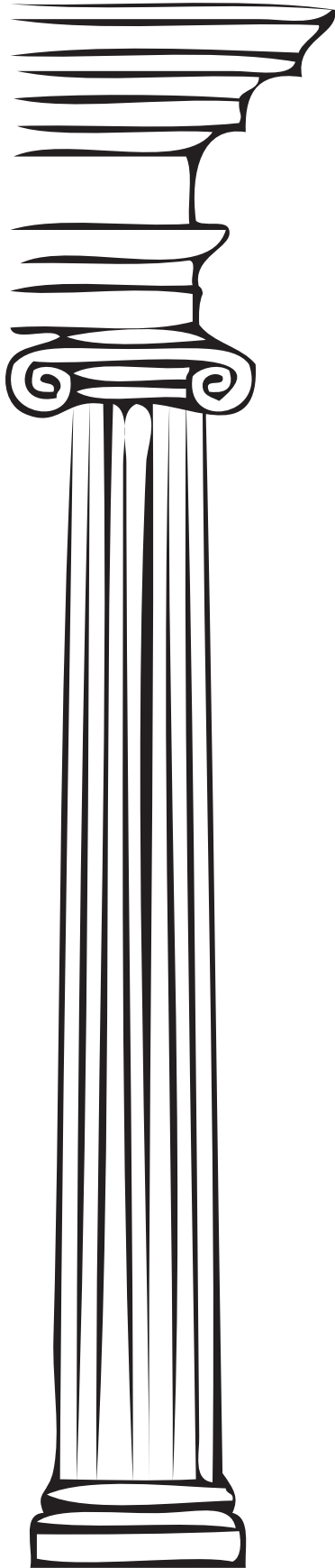
Whitling, Matt.  
Grammar of poetry : student edition / Matt Whitling. --  
2nd ed.  
p. cm. -- (Imitation in writing)  
Includes bibliographical references and index.  
Audience: Grade: 7-8.  
Previous ed.: 2000.  
ISBN 978-1-59128-119-1 (alk. paper) -- ISBN 1-59128-119-9  
(alk. paper)  
1. Poetry--Authorship. 2. Creation (Literary, artistic, etc.) 3.  
Poetics. I. Title.  
PN1059.A9W45 2012  
808.1--dc23

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**Matt Whitling**

Lovers and madmen have such seething brains,  
Such shaping fantasies, that apprehend  
More than cool reason ever comprehends.  
The lunatic, the lover, and the poet  
Are of imagination all compact:—  
One sees more devils than vast hell can hold, —  
That is the madman: the lover, all as frantic,  
Sees Helen's beauty in a brow of Egypt:  
The poet's eye, in a fine frenzy rolling,  
Doth glance from heaven to earth, from earth to heaven;  
And, as imagination bodies forth  
The forms of things unknown, the poet's pen  
Turns them to shapes, and gives to airy nothing  
A local habitation and a name.  
Such tricks hath strong imagination,  
That, if it would but apprehend some joy,  
It comprehends some bringer of that joy;  
Or in the night, imagining some fear,  
How easy is a bush supposed a bear!

—Shakespeare  
A Midsummer Night's Dream



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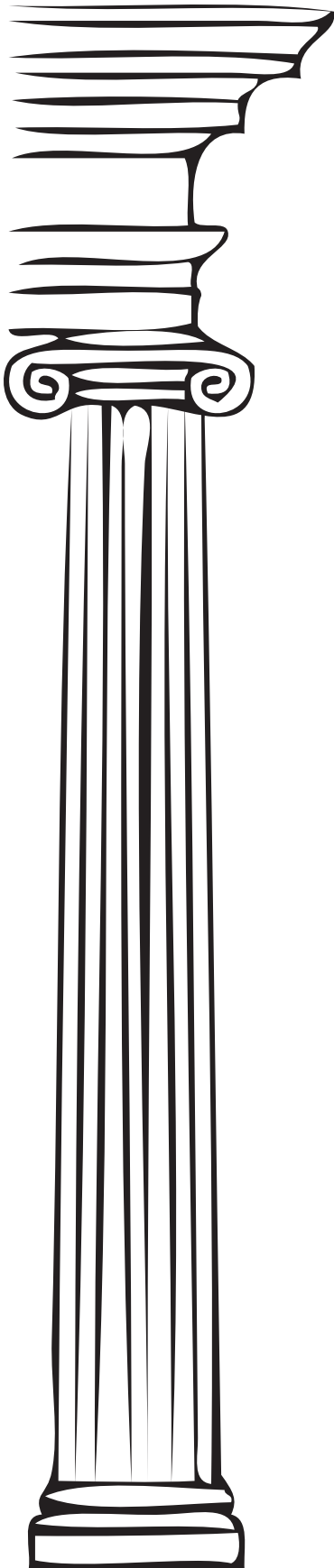
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# PREFACE

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## A DEFENSE OF THE CLASSICAL TOOL OF IMITATION

Scripture commands us to imitate the Lord Jesus Christ. We are also commanded to imitate those brothers and sisters who, through faith and patience, have inherited the promises. To imitate something or someone means:

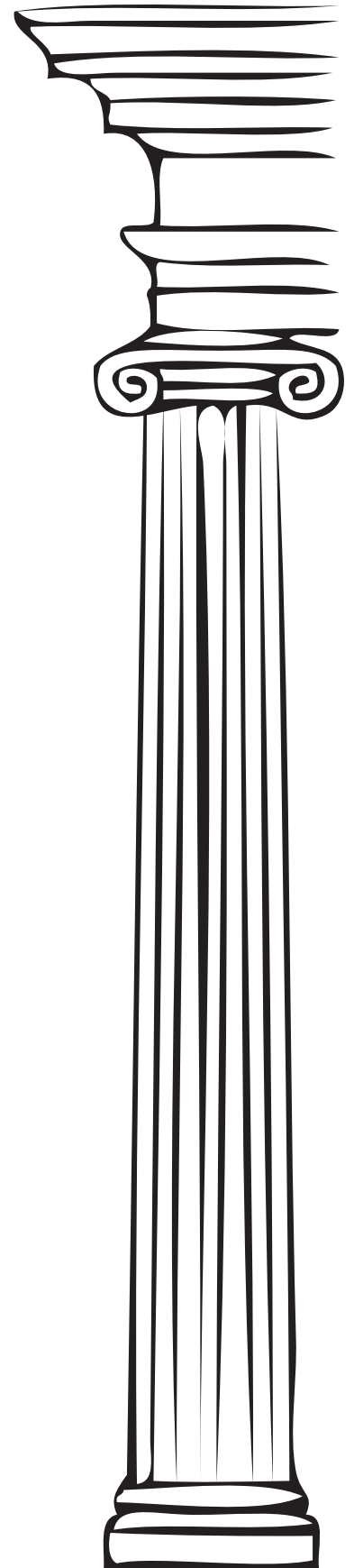
- To do or try to do after the manner of; to follow the example of; to copy in action.
- To make or produce a copy or presentation of; to copy, reproduce.
- To be, become, or make oneself like; to assume the aspect or semblance of; to simulate.

This God-sanctioned method of learning is an essential tool for educating young people. Consider how we go about teaching a child to perform skills such as throwing and catching.

*"Hold your hands like this," we say. "Step forward as you throw like this."*  
*"Look at this 'A'. Trace this letter. Now, you try to make an 'A' like this one."*

This is imitation, and it extends beyond writing. At Logos School, for example, students learn how to paint by imitating master painters of the past. "Students, this is a good painting. Let's see if you can reproduce it." Regardless of whether we are teaching music, reading, or math, imitation very often provides the best starting block in instruction in any of these areas.

Educators in seventeenth century England valued imitation as a tool to teach style, particularly in the area of writing. These English grammar schools primarily employed a method of imitation called the Double Translation.



Consider these steps that were used in a Double Translation after the teacher translated a Latin work into English:

1. The student copied the English translation over paying close attention to every word and its significance.
2. The student wrote the English and Latin together one above the other making each language answer to the other.
3. The student translated the original Latin to English on his own. (This was part one of the Double Translation).
4. Ten days later the student was given his final English translation and required to turn it back into good Latin.

Benjamin Franklin wrote of a similar exercise that he employed to educate himself a century later. As a young man, he came across a particular piece of writing that he delighted in, *The Spectator*, a series of 555 popular essays published in 1711 and 1712. These essays were intended to improve manners and morals, raise the cultural level of the middle-class reader, and popularize serious ideas in science and philosophy. These well written essays contained a style Franklin felt eager to emulate. Here Franklin explains his method of “double translation” regarding *The Spectator*:

With the view (imitating this great work) I took some of the papers, and making short hints of the sentiments in each sentence, laid them by a few days, and when, without looking at the book, tried to complete these papers again, by expressing each hinted sentiment at length, and as fully as it had been expressed before, in any suitable words that should occur to me. Then I compared my *Spectator* with the original, discovered some of my faults, and corrected them.

He became aware of his need for a greater stock of words in order to add variety and clarity of thought to his writing.

Therefore I took some of the tales in the *Spectator*, and turned them into verse; and, after a time, when I had pretty well forgotten the prose, turned them back again. I also sometimes jumbled my collection of hints into confusion, and after some weeks endeavored to reduce them into the best order, before I began to form the sentences and complete the subject. This was to teach me method in the arrangement of thoughts. By comparing my work with the original, I discovered many faults and corrected them; but I sometimes had the pleasure to fancy that, in particulars of small consequence, I had been fortunate enough to improve the method or the language, and this encouraged me to think that I might in time become to be a tolerable English writer, of which I was extremely ambitious.

This Imitation In Writing series seeks to provide instruction in writing using the classical tool of imitation. As we begin imitation in poetry, we will employ a similar method to what Franklin described. We will find poems of truth, beauty, and goodness and emulate them, and maybe if we're diligent, we might in time become tolerable writers, too.

# INSTRUCTIONS

---

## THE SCHEDULE:

There are thirty lessons in this text. I have found it profitable to cover three lessons per week (Monday, Wednesday, and Friday), each lesson lasting approximately thirty minutes.

## THE LESSON:

It is helpful for the teacher to read through the new information at the top of each lesson with the class in order to clarify and check for understanding; although, a sharp student could progress through much of this text individually with a minimum of help.

## THE PRACTICE:

After reading and discussing the new material, the teacher should direct the class to consider the example for that lesson. The class will then work through each practice activity together to insure that the students have a thorough understanding of the concept.

## THE REVIEW:

After the first few lessons there will be review questions for the student to complete on his own. This helps to keep the important information familiar, and it provides additional practice of previously covered concepts.

## THE IMITATION:

It is important that each imitation exercise be properly scanned by the student prior to his imitating it (Lessons Eleven, Fourteen, Seventeen, Twenty, Twenty-Three, Twenty-Six, and Twenty-Nine). Therefore, scan the poem together as a class to insure that each student is imitating the correct meter. I do not require my students to reproduce the exact rhyme scheme.

## THE EXAM:

A final exam is included in this text. It is imperative that the students keep their poetry sheets in order to refer to them throughout the review exercises and so that they will be prepared to study effectively for the cumulative final exam. Keeping a poetry folder is a good idea.

## COMMENCEMENT:

The completion of this text should not mark the graduation of your students from poetry. Once your students have completed this book and understand the "grammar of poetry," they are then ready to take the training wheels off and begin writing their own. This is one reason for studying poetry toward the beginning of the year.

**IDEAS FOR ADDITIONAL POEMS:**

After your student have completed this text and they are ready to tackle writing poetry on their own, here are a few ideas to keep them churning out witty, wise, and well-formed verse:

**Prose-Poetry-Prose:** Give the students an Aesop's Fable, Fairy Tale or Greek Myth and have them take down a few notes to help them remember the content. (See other *Imitation in Writing* books for more detail.) After turning in the prose text of the story, have the students compose a poetic version of the same. Later, this poem can be translated back into prose. This is a wonderful way to get students started on superb poetry and prose, especially if they have a difficult time generating ideas of their own.

**Historical Poetry:** Have the students write a poem about some aspect of what you are studying in history. The more history they know, the easier it will be to craft it into verse.

**Poetic Book Report:** After reading a literature book, have the students compose a poem based on the book. It could summarize the book, describe one character or give a description of a favorite scene.

**Cartoon Poetry:** One of our favorite poetry themes is cartoon poetry. Pass out a different Far Side cartoon to each student or have each bring in his own to write poetry about, and you will have a highly motivating and entertaining assignment to grade.

**Epiphany Graph:** Another good idea to get your students writing poetry is to simply have them turn to their epiphany graphs and select a good topic that they are familiar with. Most students can go on and on about some high point, low point, or turning point in their lives.

**PARTING COMMENTS:**

Some students (and teachers) are very tidy-minded and want everything, including scansion, to work out in a mathematically precise fashion, every time, for every line of verse. Poetry will give them fits unless they begin to learn to appreciate the variation, intricacy, and mystery of pictures and music as they communicate truth honestly, goodness well, and beauty in its cleanest figure.

Make sure that your students can accurately "hear" the music of a poem before they begin throwing breves and stresses around. Those who are gifted musically or who have musical training will have a distinct advantage when it comes time to scan, while others need to take their time and learn to "listen" as the poem sings.

# LESSON 1

# INTRODUCTION

## POETRY

is a language  
of pictures  
and music.

## TROPE

is a  
specific figure  
of speech.

The music of poetry  
contains two parts  
**METER & RHYME.**

This book consists of nine modules. In each module we will typically study one trope, one element of meter, and then do an imitation. This will give you the opportunity to master each poetic element as you add to your knowledge incrementally.

## WHAT IS POETRY?

Although poetry can be defined in many different ways, for our purposes, we will define poetry as a language of pictures and music. A good writer paints pictures with his words in figurative language. A specific figure of speech is called a **trope**. Think of tropes as the pictures poets paint with words. Poetry uses meter as the music presenting the pictures. The music of poetry contains two parts: **meter** and **rhyme**. Meter and rhyme combine to produce the lilting sound and rhythm that most poems contain.

## EPIPHANY CHART

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

In the columns on the next page, fill each section with as many ideas as you can:

- **High Points** – the best things that have ever happened to you (success, honor, happiness, etc.)
- **Low Points** – the worst things that have ever happened to you (injuries, failures, embarrassing moments, etc.)
- **Turning Points** – events that have changed you in some way (a lesson you learned, an idea that finally “clicked,” etc.)
- **Special People** (relatives, friends, heroes, historical characters, etc.)
- **Special Places** (home, vacation spot, etc.)
- **Special Possessions** (books, games, toys, weapons, etc.)

# EPIPHANY CHART

HIGH POINTS
LOW POINTS
TURNING POINTS
SPECIAL PEOPLE
SPECIAL PLACES
SPECIAL POSSESSIONS





## LESSON 2

# HOW TO READ POETRY

### THANKFULNESS IN POETRY

Avid poetry readers grow into good poets. 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 taste and drive you away? You will find in your study of poetry, as in other subjects, if you determine to set your affections upon it from the beginning, you will have a delightful time learning to read and write poetry along the way.

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. In order to do this, choose to be thankful for the chance to learn about poetry. Poetry will not always be easy, but thankfulness and perseverance as you study will bring you greater learning and enjoyment. In short, teach yourself to love poetry.

### READING POETRY

In this lesson you will learn how to *read*, *memorize*, and *recite* poetry that interests you. The first thing you should do, when you attempt a poem, is to read the title. This might seem too obvious to point out, but consider for a moment the importance of the title.

Often in poetry, the title contains information that must be understood in order for the reader to comprehend the poem. 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 describes. After reading the title, guessing what the poem is about helps you to understand the title more fully. Then, read the poem quietly to yourself. As you read it, try to figure out how the poem should sound.

## POETRY

read,  
memorize,  
and recite.

The **TITLE**  
often contains info that  
must be understood in  
order for the reader to  
comprehend the poem.

## SETTING

is the time in  
which the poem  
takes place.

Just like in prose, when you read poetry, you pay attention to the punctuation. You shouldn't stop at the end of a line. Poetry, like music, 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.

**Here are the steps again:**

- STEP ONE: Read the **title** and guess what the poem is about.  
 ──► The title is the key that unlocks the meaning of the poem.
- STEP TWO: Read the poem silently to yourself to detect the **rhythm**.  
 ──► Where should the beats be?
- STEP THREE: Read the poem out loud to determine the **meaning**.  
 ──► Pay attention to the punctuation.

When considering the poem's meaning, it is helpful to think in terms of *poetic categories*. These categories are based on the main subject or theme of the poem. Ask yourself what the poem was about. Most poems will naturally fall into at least one of the categories listed below. Of course, some poems will be a combination of the categories. Many historical poems tell a story resulting in what is called a *historical narrative*. If the story is a funny one, it could be described as a humorous historical narrative. If you are able to detect the type(s) of poetry you are reading, it helps you to understand its meaning.

## POETIC CATEGORIES

NARRATIVE POETRY	Poems that tell stories
NATURE POETRY	Poems about creation
LOVE POETRY	Poems that sing of friendship or romantic love
DESCRIPTIVE POETRY	Poems that explain or describe something
HISTORICAL POETRY	Poems about countries, peoples, wars, etc.
RELIGIOUS POETRY	Poems about God or man's relationship with Him
HUMOROUS POETRY	Poems to make you laugh

## PRACTICE

Read the following poems using all three steps described on the facing page, and then label the poetic category.

POETIC CATEGORY:

Descriptive Poetry

**THE OWL AND THE FOX**

There was an old Fox  
 That lived under the rocks  
 At the foot of the huge oak tree;  
 And of all of the foxes  
 That ever did live  
 There was none so bad as he.  
 His step was soft,  
 With his padded feet,  
 But his claws were sharp beneath;  
 And sharp were his eyes,  
 And sharp were his ears,  
 And sharp were his terrible teeth.

And the dreariest place  
 You ever did see,  
 Was this old Fox's den;  
 It was strewn with the down  
 Of the tender Chick,  
 And the quills of the mother hen,  
 Where he dragged them in  
 This dismal den  
 And piled their bones together,  
 And killed them dead,  
 And sucked their blood,  
 And ate their flesh,  
 And picked their bones,  
 And warmed his bed with the feathers...

– Unknown

POETIC CATEGORY:

Nature Poetry / Religious Poetry

**FRAGMENT**

Flower in the crannied wall,  
 I pluck you out of the crannies,  
 I hold you here, root and all, in my hand,  
 Little flower – but if I could understand  
 What you are, root and all, and all in all,  
 I should know what God and man is.

– Alfred Tennyson

POETIC CATEGORY:

Historical Poetry

**AMERICA THE BEAUTIFUL**

O beautiful for spacious skies,  
 For amber waves of grain,  
 For purple mountain majesties  
 Above the fruited plain!  
 America! America!  
 God shed His grace on thee  
 And crown thy good with brotherhood  
 From sea to shining sea!

– Katherine Lee Bates

POETIC CATEGORY:

Religious Poetry

**TRINITY SUNDAY**

Lord, who hast form'd me out of the mud,  
And hast redeem'd me through thy blood,  
And sanctifi'd me to do good;

Purge all my sins done heretofore:  
For I confess my heavy sore,  
And I will strive to sin no more.

Enrich my heart, mouth, hands in me,  
With faith, with hope, with charity;  
That I may run, rise, rest with thee.

-George Herbert

POETIC CATEGORY:

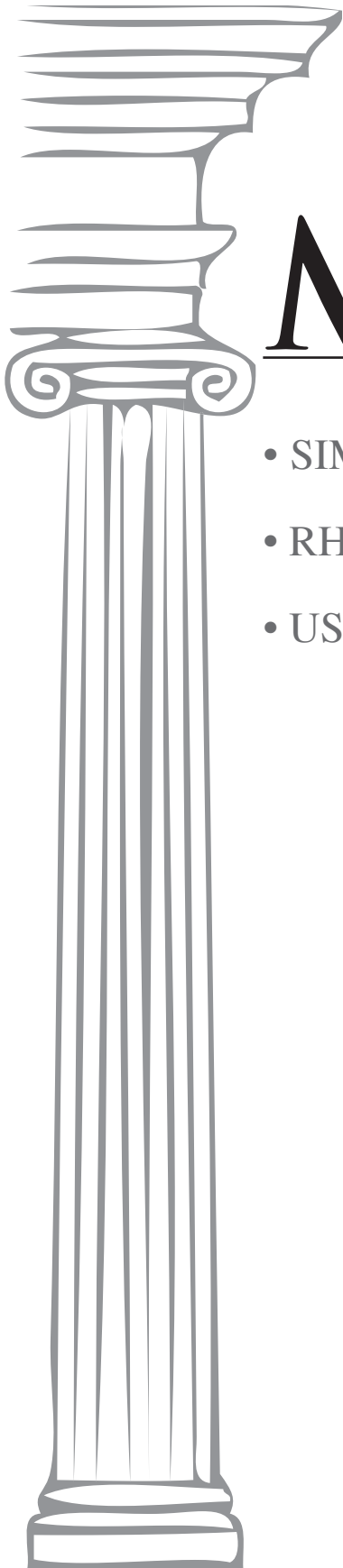
Love Poetry

**SONNET XVIII**

Shall I compare thee to a Summer's day?  
Thou art more lovely and more temperate:  
Rough winds do shake the darling buds of May,  
And Summer's lease hath all too short a date:  
Sometime too hot the eye of heaven shines,  
And often is his gold complexion dimm'd;  
And every fair from fair sometime declines,  
By chance or nature's changing course untrimm'd:  
But thy eternal Summer shall not fade  
Nor lose possession of that fair thou ow'st;  
Nor shall Death brag thou wander'st in his shade,  
When in eternal lines to time thou grow'st:

So long as men can breathe, or eyes can see,  
So long lives this, and this gives life to thee.

- William Shakespeare



# MODULE I

- SIMILE
- RHYME
- USING A RHYMING DICTIONARY



## LESSON 3

---

# SIMILE

### TROPE

is a specific figure of speech.

### 1. SIMILE

Compares two dissimilar things using the words *like*, *as*, or *than*.

When a poet compares two dissimilar things using the words *like*, *as*, or *than*, we call this trope a **simile**. A simile is a way of speaking that is not literal—not exactly true.

The words *like*, *as*, or *than* make these types of comparisons explicit comparisons because it's obvious these two things are being compared.

Remember, to form a simile you must compare two *un-alike* things.

If I were to say,

“That hog eats like an animal,”

I would not have formed a simile because a hog is an animal.

Whereas, if I said,

“That man eats like a hog,”

the two things being compared are different enough to produce an effective picture in our minds.

An effective simile often produces a mental picture of the two compared objects.

## PRACTICE

Circle the two dissimilar things being compared and underline *like*, *as*, or *than* in the following similes.

## EXAMPLE

The poorly-mannered schoolboy ate like a pig.

1. Her hair drooped round her pallid cheek, like seaweed on a clam.
2. On the abandoned and lifeless rocky island, a single lighthouse guarded the coastline like a loyal, solitary sentry.
3. The staff of his spear was like a weaver's beam.
4. She had cheeks like roses.
5. A fatal habit settles upon one like a vampire and sucks his blood.
6. A merry heart doeth good like a medicine, but a broken spirit drieth the bones. (Prov. 17:22)
7. The wrath of a king is as messengers of death: but a wise man will pacify it. (Prov. 16:14)

## ACTIVITY 1

Write three of your own similes:

## EXAMPLE

1. My bike is as precious as a treasure chest.
2. Jackson, my friend, is as fast as a race car.
3. I am as thin as a pole.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## ACTIVITY 2

This is a poem of similes. We will discuss rhyming patterns in Lesson Four; however, it will help you to fill in the blanks if you first identify the words ending in exact sounding vowels and consonants. Fill in each blank so that the rhyming pattern is not broken.

1. As wet as a fish—as dry as a bone;                    B
2. As live as a bird—as dead as a stone;                    B
3. As plump as a partridge—as poor as a rat                    A
4. As strong as a horse—as weak as a cat;                    A
5. As hard as a flint—as soft as a mole;                    C
6. As white as a dove—as black as coal;                    C
7. As plain as a staff—as rough as a bear;                    D
8. As light as a drum—as free as the air;                    D
9. As heavy as lead—as light as a feather;                    E
10. As steady as time—uncertain as weather;                    E
11. As hot as an oven—as cold as a frog;                    F
12. As gay as a lark—as sick as a dog;                    F
13. As savage as tigers—as mild as a dove;                    G
14. As stiff as a poker—as limp as a glove;                    G
15. As blind as a bat—as deaf as a post ;                    H
16. As cool as a cucumber—as warm as toast;                    H
17. As flat as a flounder—as round as a ball;                    I
18. As blunt as a hammer—as sharp as an awl;                    I
19. As brittle as glass—as tough as gristle;                    J
20. As neat as a pin—as clean as a whistle;                    J
21. As red as a rose—as square as a box;                    K
22. As bold as a thief—as sly as a fox.                    K

## ACTIVITY 3

Label each one of the following sentences as *simile* or *other*.

- |   |               |
|---|---------------|
| 1. The rain looks like pearls upon a string   | <u>simile</u> |
| 2. My love is like a red, red rose.           | <u>simile</u> |
| 3. That lion eats like an animal.             | <u>other</u>  |
| 4. Mother smiled as she walked in the room.   | <u>other</u>  |
| 5. The lips of the adulteress drip honey.     | <u>other</u>  |
| 6. Her speech is as smooth as oil.            | <u>simile</u> |
| 7. Your father's commandment is a lamp.       | <u>other</u>  |
| 8. Your words are sharp as a two-edged sword. | <u>simile</u> |
| 9. He looks like he is hungry.                | <u>other</u>  |
| 10. Children are like poppies spread about.   | <u>simile</u> |

## REVIEW

Define the following words in complete sentences.

- |             |   |
|-------------|---|
| 1. poetry   | <u>Poetry is a language of pictures and music.</u>  |
| 2. trope    | <u>A trope is a specific figure of speech.</u>  |
| 3. epiphany | <u>Epiphany means to show or reveal.</u>  |
| 4. simile   | <u>A simile is a comparison of two dissimilar things using the words like, as, or than.</u> |

## RIDDLE RENDEZVOUS

From time to time there will be one or two riddles 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 your work is completed! Can't figure it out? The answers are in the Teacher's Edition.



### RIDDLE NO. 1

Runs over fields and woods all day  
Under the bed at night sits not alone,  
With long tongue hanging out,  
A-waiting for a bone.

**Answer:** a shoe

### RIDDLE NO. 2

The beginning of eternity  
The end of time and space  
The beginning of every end,  
And the end of every place.

**Answer:** the letter "e"



# LESSON 4

## RHYME

### A RHYME SCHEME

is a combination of letters which represent the rhyming pattern of a poem. These letters are called variables.

### STANZA

is a paragraph of poetry.

**BLANK VERSE** is poetry that doesn't rhyme.

### RHYME

when a pair of words begin with different sounds and end with the same sounds.

When a pair of words begin with different sounds and end with the same sounds, we call it rhyme. Poetry doesn't have to rhyme; in fact, some of the best poetry (known as blank verse) does not rhyme. Rhyme, however, does help to cement lines together, to add beauty and additional layers of meaning to a poem.

The two different types of rhyme that we will initially concern ourselves with are full rhyme and slant rhyme. Skillful poets use full and slant rhyme to communicate the feelings they want the words to convey.

**FULL RHYME:** a pair of words ending with exact-sounding vowels and consonants (e.g. spring-wing, cat-hat). Full rhyme produces a clean and predictable effect.

**SLANT RHYME:** a pair of words ending with approximate-sounding vowels or consonants (e.g. death-earth, lectures-directors). Slant rhyme creates a feeling of tension or unease.

## RHYME SCHEME

A rhyming poem's stanzas (paragraphs) follow a certain scheme. A rhyme scheme is a combination of letters which represent the rhyming pattern of a poem. These letters are called variables.

In order to determine the rhyme scheme of a poem, listen to the sound of the last word of the line. Label this line with an A. Read the next line. Does the last word of that line end with the same sound as the previous line? If it does, label it A. If it doesn't, label it with a B. Progress through the poem line by line labeling the matching end sounds with matching letters.

## PRACTICE

Determine the rhyme schemes of the following stanzas. Label the last word of each line with a letter on the corresponding line. Lines whose last words share the same sound also share the same letter. In addition, write the rhyme scheme on the corresponding line.

### EXAMPLE

RHYME SCHEME:                   A B A B C C C C                  

Sweetest Saviour, if my soul	<u>                  A                  </u>
Were but worth the having,	<u>                  B                  </u>
Quickly should I then control	<u>                  A                  </u>
Any thought of waiving.	<u>                  B                  </u>
But when all my care and pains	<u>                  C                  </u>
Cannot give the name of gains	<u>                  C                  </u>
To thy wretch so full of stains,	<u>                  C                  </u>
What delight or hope remains?	<u>                  C                  </u>

RHYME SCHEME:   A A  

### COUPLET: A STANZA WITH TWO LINES

Who read a chapter when they rise,	<u>                  A                  </u>
Shall ne're be troubled with ill eyes.	<u>                  A                  </u>

RHYME SCHEME:   A A A  

### TRIPLET: A STANZA WITH THREE LINES

Winds still work: it is their plot,	<u>                  A                  </u>
Be the season cold, or hot:	<u>                  A                  </u>
Hast thou sighs, or hast thou not?	<u>                  A                  </u>

RHYME SCHEME: \_\_\_\_\_ A B C B \_\_\_\_\_

**QUATRAIN: A STANZA WITH FOUR LINES**

As Robin Hood in the forest strayed,	A
All under the greenwood tree,	B
He was aware of a brave young man,	C
As fine as fine might be.	B

But that thou art my wisdom, Lord,	A
And both mine eyes are thine,	B
My mind would be extremely stirr'd	C
For missing my design.	B

**ACTIVITY**

Choose three topics from your epiphany graph and write a simile about each one.

<b>EXAMPLE</b>
My father is as strong as a bear.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## REVIEW

Define the following words in complete sentences.

1. simile: A simile is a comparison of two dissimilar things using the words, like, as, or than.
2. rhyme: A rhyme is a pair of words which end with the same sounds but begin with different ones.
3. full rhyme: A full rhyme is a pair of words which end with exact-sounding vowels and consonants.
4. slant rhyme: A slant rhyme is a pair of words which end with approximate-sounding vowels and consonants.
5. stanza: A stanza is a paragraph of poetry.

## RIDDLE RENDEZVOUS



## RIDDLE NO. 3

Without a bridle or a saddle,  
 Across a ridge I ride and straddle;  
 And every one, by help of me,

Though almost blind, is made to see  
 Then tell me pretty dame,  
 And witty master, what's my name?

**Answer:** eyeglasses



## LESSON 5

# USING A RHYMING DICTIONARY

As a budding poet, you should familiarize yourself with a rhyming dictionary. A good rhyming dictionary will aid in providing that difficult rhyme that has you stumped, and it will help to develop your vocabulary as you write.

In this lesson you will have an opportunity to better understand your rhyming dictionary and to practice using it. Take a look at your rhyming dictionary. There are two different types of rhyming dictionaries available.

The first type of rhyming dictionary is arranged phonetically with one syllable rhymes at the beginning, two syllable rhymes toward the middle, and three syllable rhymes at the back. An example of this type of dictionary is *The Complete Rhyming Dictionary*, by Clement Wood. In order to use this dictionary you must search for the phonetic sound that you are trying to match. Let's pretend that we want to rhyme the word *goat*:

**STEP ONE:** We must look in the monosyllable section under the sound /ōt/. You'll notice that the beginning of the monosyllable section starts with rhymes with the /a/ sound. Turn past /a/, /e/, and /i/ to get to /o/.

**STEP TWO:** Locate /ōt/ under which you should see entries such as *afloat*, *anecdote*, *antidote*, etc. These words may be used to rhyme with *goat*.

There are two types of **RHYMING** dictionaries:

1. The **FIRST** type is arranged **PHONETICALLY** with one-syllable rhymes at the beginning, two-syllable rhymes toward the middle, and three-syllable rhymes at the back.

2. The **SECOND** type is arranged **ALPHABETICALLY** just like a regular dictionary or thesaurus.

Now let's see if we can find two syllable words to rhyme with *waiting*. Remember the dictionary is arranged phonetically so you will need to look for the sound /ating/ which will come after the end of the monosyllable section of /u/ rhymes. If you are not sure about the phonetic spelling of a sound, check the front of your dictionary; it will have a phonetic key for vowels and consonants.

The second type of rhyming dictionary available is arranged alphabetically just like a regular dictionary or thesaurus (for example, *The Penguin Rhyming Dictionary*, by Rosalind Ferguson.) This rhyming dictionary will have two sections: the index where you look up the word you want to rhyme and the front section of rhyming groups.

With this dictionary, you simply look up the word in the index in the back and note the number listed after it. Then, you use the index number to locate the rhyming group in the front, and you will have a list of potential rhymes! The advantage to this type of dictionary is that you do not need to concern yourself with phonetic spellings at all.

**Let's give it a try. Pretend that you are trying to find a rhyme for the word goat.**

STEP ONE: Look up the word *goat* in the index.

STEP TWO: Make note of the number written after the word goat. (\_\_\_\_\_)

STEP THREE: Turn to the front of the book and find the rhyme section with the same number. You should find words such as oat, boat, coat, dote, bloat, gloat, etc. That's all there is to it!

## PRACTICE

Use your rhyming dictionary to find five words that rhyme with each of the following words and write them in the chart below. Also, list the page number where the word was found in your rhyming dictionary. Four of the words must form a full rhyme and one must form a slant rhyme. Circle each slant rhyme.

EXAMPLES							
	PAGE NBR	(a)	(b)	(c)	(d)	(e)	
1.	pot	373	dot	cot	shot	lot	sit

EXAMPLES							
	PAGE NBR	(a)	(b)	(c)	(d)	(e)	
2.	cat	69	at	bat	scat	chat	flack

	PAGE NBR	(a)	(b)	(c)	(d)	(e)
1.	pot					
2.	cat					
3.	ship					
4.	lad					
5.	chief					
6.	green					
7.	haste					
8.	air					
9.	long					
10.	way					

## ACTIVITY

1. Choose one word from the exercise on the previous page and write a poem using its rhyming words. This poem may be pure fiction and fantasy, but it should be understandable.

### EXAMPLE

There once was a pot  
 He was sitting on a dot  
 In the middle of a cot,  
 Until finally he was shot.

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2. Now select a different word and try the same activity again.

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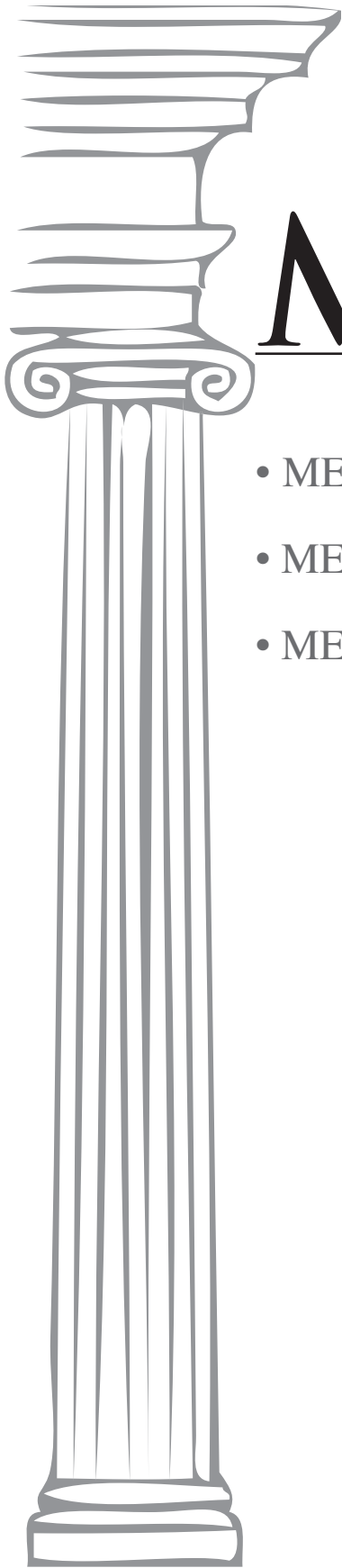


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# MODULE II

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- METAPHOR
- METER, PART 1
- METER, PART 2



## LESSON 6

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# METAPHOR

### TROPE

is a specific figure of speech.

### 1. SIMILE

Compares two dissimilar things using the words **like**, **as**, or **than**.

### 2. METAPHOR

is a figure of speech in which an object is being **CALLED** something which **IT IS NOT** because of a **SIMILARITY** between the two.

The second trope we will discuss is the metaphor. A **metaphor** is a figure of speech in which an object is being called something it is not because of a similarity between the two. When we compare two dissimilar objects without using the prepositions **like**, **as**, or **than**, we have created a **metaphor**. This trope expresses an implicit (not obvious) comparison.

As you consider the examples in the practice section, pay attention to how the objects being compared are not alike.

## PRACTICE

Underline the objects being implicitly compared in the following metaphors.

## EXAMPLE

When it comes to business, Alfred is a fox.

1. Life is a bowl of cherries.
2. The pianist's fingers, a raging storm, swirled over the keys.
3. All the world's a stage, and all the men and women merely players.
4. For the LORD God is a sun and shield. (Psalm 84:11)
5. Ye are the salt of the earth. (Matthew 5:13)
6. Take, eat; this is my body. . . this is my blood. (Matthew 26:26-28)
7. I am the bread of life. (John 6:35)
8. I am the light of the world. (John 8:12)
9. I am the door: by me if any man enters in, he shall be saved. ( John 10:9)
10. I am the vine, ye are the branches. (John 15:5)

## ACTIVITY 1

Write three of your own metaphors.

## EXAMPLE

The used car salesman was a snake.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_