Poetry Portfolio

This poetry project is worth a test grade. If you do the minimum that is required of you, you will receive a minimum result. Effort will be rewarded! This is not a group activity, so work in a respectful fashion and be considerate of your classmates.

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Description of Assignments

All assignments should first be planned and completed on separate paper, then typed on computer paper at home. The entire portfolio must be typed (unless prior arrangements have been made). Any part that is hand written will cause your overall grade to drop. Wasting your time in class means you will receive even less time to finish the project. All poetry must be tasteful and appropriate (no violence, drugs, sexual content, etc.). Any violations will bring your grade down dramatically. Plagiarizing will result in a 0 that cannot be made up and disciplinary action.

This poetry portfolio is due on Friday, October 20th at the VERY START OF CLASS.
1. **Title Page** – Your title page should include:
   a. Your name
   b. A title for your book of poetry (preferably the name of your best poem)
   c. English 9th PAP – Cooper and your period number
   d. A neat and well-thought out symbol representing your poetry (picture or drawing)

2. **Lyric Poem** – Write a lyric poem about something that would make your life different.
   a. Three stanzas with six verses per stanza
   e. a a b b a (rhyme scheme)
   f. Be creative
   g. See the poem “One Inch Tall” for help

3. **Haiku** – Write two haikus meeting the following requirements:
   h. Three verses
   i. 17 syllables (5, 7, 5)
   j. About any topic you choose

4. **Ode** – Write one ode (a poem of praise) to *something* you love (dog, car, shoes, etc.).
   k. 15 verses – they do not need to rhyme
   l. Use plenty of detail and create imagery
   m. Use lots of adjectives to describe the item
   n. See “Ode to My Socks” handout for help

5. **Limerick** – Write two limericks (funny poems) meeting the following requirements:
   o. 5 lines each
   p. a a b b a (rhyme scheme)
   q. About any topic you choose, except a person!
   r. See the limericks handout for help
6. Sonnet – Write one sonnet about someone or something you love
   s. 14 verses
t. 7 couplets (the first two lines rhyme, then the next two, and so on) or if you really want to impress, try this:
      a b a b
c d c d
e e
u. Be sure the topic is appropriate and suitable
v. See the sonnets handout for help

7. Ballad – Write one ballad that contains metaphor (ex. ) and similes
   w. Please include as many lines as possible – minimum 20
   x. Be sure all lyrics are appropriate and suitable

8. Poem Report – Read and analyze a poem you find that interests you.
   a. Use the three-column handout from class to complete this part of the portfolio.

9. About the Author – This page should include
   y. Information about yourself
   z. How great a poet you are
   aa. How you got your poetic beginning
   bb. A self-portrait (make sure the picture is of you, not a cartoon - does not have to be in color)
Lyric Poem

- Originally a composition meant for musical accompaniment. The term refers to a short poem in which the poet, the poet's persona, or another speaker expresses personal feelings.

Example:

One Inch Tall

If you were only one inch tall, you'd ride a worm to school.
The teardrop of a crying ant would be your swimming pool.
A crumb of cake would be a feast
And last you seven days at least,
A flea would be a frightening beast
If you were one inch tall.

If you were only one inch tall, you'd walk beneath the door,
And it would take about a month to get down to the store.
A bit of fluff would be your bed,
You'd swing upon a spider's thread,
And wear a thimble on your head
If you were one inch tall.

You'd surf across the kitchen sink upon a stick of gum.
You couldn't hug your mama, you'd just have to hug her thumb.
You'd run from people's feet in fright,
To move a pen would take all night,
(This poem took fourteen years to write--
'Cause I'm just one inch tall).

Shel Silverstein

After reading the above, label the rhyme scheme.

Why might the author use this rhyme scheme? What is the affect it has on the sound of the poem?

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Continue on to the back of this page...
For your portfolio you have to write your own lyric poem using the same rhyme scheme. Brainstorm below to help you come up with topics your lyric poem could be about.

Use the format below to help you write your rough draft:

A ______________________________________
A ______________________________________
B ______________________________________
B ______________________________________
A ______________________________________
A ______________________________________

A ______________________________________
A ______________________________________
B ______________________________________
B ______________________________________
A ______________________________________

A ______________________________________
A ______________________________________
B ______________________________________
B ______________________________________
A ______________________________________
Haiku

- A Haiku is an unrhymed verse form of Japanese origin having three lines containing usually five, seven, and five syllables respectively. Sometimes these types of poems have a seasonal reference.

- The origins of haiku can be traced back as far as the 9th century. Haiku is more than a type of poem; it is a way of looking at the physical world and seeing something deeper, like the very nature of existence.

- Haikus use "moras." A mora is a sound unit. It isn't exactly identical to a syllable, but in English speaking languages haikus use syllabus as a counting method since there isn't a good translation for moras.

- Haiku started out as a popular activity during the 9th to 12th centuries in Japan. It was a progressive poem, where one person would write the first three lines with a 5-7-5 structure, and the next person would add to it a section with a 7-7 structure.

Traditional Examples:

Matsuo Basho

Here are three examples of haiku from Basho Matsuo (1644-1694), considered the greatest haiku poet:

An old silent pond...
A frog jumps into the pond,
splash! Silence again.

Autumn moonlight—
a worm digs silently
into the chestnut.

In the twilight rain
these brilliant-hued hibiscus -
A lovely sunset

After reading these, write how they fit with the traditional haiku definition:
Non-traditional examples:

1. I'll be your savior, your knight in shining armor... emotionally.
   - *Emotional Rescue (1980)*
   *Rolling Stones*

2. Move over Lucifer
   I’m more ruthless, huh
   leave you toothless
   - *Notorious B.I.G. on alpha male tendencies*

You have to write TWO haikus of your own. One needs to be traditional, and the other can be non-traditional if you would like. Both can be traditional, too.

Begin brainstorming topics below for your haikus:

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Non-traditional</th>
</tr>
</thead>
</table>

Begin writing your rough drafts below:

Haiku One:
____________________________________ (5)
_______________________________________________________________ (7)
____________________________________ (5)

Haiku Two:
____________________________________ (5)
_______________________________________________________________ (7)
____________________________________ (5)
Ode

- An ode is a lyric poem expressing feelings or thoughts of a speaker; often celebrating a person, event, or a thing.

Example:

**Ode to My Socks**

*Pablo Neruda, 1904 - 1973*

Maru Mori brought me a pair of socks which she knitted herself with her sheepherder’s hands, two socks as soft as rabbits. I slipped my feet into them as though into two cases knitted with threads of twilight and goatskin. Violent socks, my feet were two fish made of wool, two long sharks sea-blue, shot through by one golden thread,

two immense blackbirds, two cannons: my feet were honored in this way by these heavenly socks. They were so handsome for the first time my feet seemed to me unacceptable like two decrepit firemen, firemen unworthy of that woven fire, of those glowing socks. Nevertheless I resisted the sharp temptation to save them somewhere as schoolboys keep fireflies, as learned men collect sacred texts,

I resisted the mad impulse to put them into a golden cage and each day give them birdseed and pieces of pink melon. Like explorers in the jungle who hand over the very rare green deer to the spit and eat it with remorse, I stretched out my feet and pulled on the magnificent socks and then my shoes. The moral of my ode is this: beauty is twice beauty and what is good is doubly good when it is a matter of two socks.

During Reading “Ode to My Socks”: Mark the text to identify the figurative language (similes, extended metaphor).

What is the function and effect of this figurative language?

____________________________________________________________________________________________

____________________________________________________________________________________________

Speculate: Why do you think that Neruda felt the need to pay homage to his socks?

____________________________________________________________________________________________

____________________________________________________________________________________________

Brainstorm topics for your own ode poem below and begin your rough draft on the next page.
Ode Rough Draft:

1 __________________________________________

2 __________________________________________

3 __________________________________________

4 __________________________________________

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6 __________________________________________

7 __________________________________________

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9 __________________________________________

10 _________________________________________

11 _________________________________________

12 _________________________________________

13 _________________________________________

14 _________________________________________

15 _________________________________________

Obviously your ode can be longer. The amount of lines provided would meet the minimum requirement.

Limerick
• A humorous, frequently bawdy, verse of three long and two short lines rhyming aabba, popularized by Edward Lear.
• Poets use limericks to convey and create funny and humorous images. The purpose of using this form is to replace everyday expression with unusual alternative to express emotion and a particular mood by adding eccentricity and weirdness.
• It also is used frequently in nursery rhymes to make kids love reading.

Examples:

1. There was a young lady of station
   "I love man" was her sole exclamation
   But when men cried, "You flatter"
   She replied, "Oh! no matter!
   Isle of Man is the true explanation."
   — Lewis Carroll

2. There was an Old Man with a beard,
   Who said, "It is just as I feared!
   Two Owls and a Hen,
   Four Larks and a Wren,
   Have all built their nests in my beard!

3. A wonderful bird is the pelican,
   His bill can hold more than his beli-can.
   He can take in his beak
   Food enough for a week
   But I'm daunted if I see how the heli-can.
   — Ogden Nash
What is the real meaning of the first limerick?

______________________________________________________________________________

______________________________________________________________________________

The second limerick?

______________________________________________________________________________

______________________________________________________________________________

The second limerick?

______________________________________________________________________________

______________________________________________________________________________

What limericks might you know but didn’t realize they were a limerick?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Begin brainstorming APPROPRIATE topics you could write you limericks about:


Begin your rough drafts below (continued to the back of this page as well):

______________________________________________________________________________ A
______________________________________________________________________________ A
______________________________________________________________________________ B
______________________________________________________________________________ B
______________________________________________________________________________ A
Sonnet:

- The word sonnet is derived from the Italian word “sonetto”. It means a small or little song or lyric. In poetry, a sonnet has 14 fourteen lines and is written in iambic pentameter. Each line has 10 syllables. It has a specific rhyme scheme and a “ volta” or a specific turn.

- Generally, sonnets are divided into different groups based on the rhyme scheme they follow. The rhymes of a sonnet are arranged according to a certain rhyme scheme. The rhyme scheme in English is usually abab-cdcd-efef-gg and in Italian abba-abba-cde-cde.

Example:

Sonnet 18
By William Shakespeare

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 dimmed;
And every fair from fair sometime declines,
By chance, or nature’s changing course untrimmed.
But thy eternal summer shall not fade
Nor lose possession of that fair thou ow’st;
Nor shall death brag thou wand’rest 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.

---

1 *thee, thou*: you
2 *untrimmed*: stripped of beauty
3 *fair thou ow’st*: beauty you possess

About the Author:
Little is known about the early life of William Shakespeare (1564-1616) except that he was born and grew up in Stratford-on-Avon in England. He is considered one of the greatest playwrights who ever lived. In addition to thirty-seven plays (comedies, tragedies, and histories), he also wrote a series of 154 sonnets in a style that has become known as the Shakespearean sonnet, which includes three quatrains and a couplet.
Step 1: Diffuse difficult words

Cross out any words you do not know and replace with words you are familiar with.
Make sure to replace all the “thees,” “thous,” and “thys” with “you” and “your.”
Replace all the footnoted words.
Replace: art, hath, shall, wand’rest, grow’st

What is your initial interpretation of the poem?

Step 2: Chunk the text

Chunk 1: Put a blue box around the first quatrain.
Chunk 2: Put a red box around the second quatrain.
Chunk 3: Put a green box around the third quatrain.
Chunk 4: Put an orange circle around the rhyming couplet.

Step 3: Mark the rhyme scheme.

Step 4: Count the syllables in each line as you read aloud and tap the beat of each syllable.

Pentameter:

Iambic Pentameter:

Mark the iambic pentameter.

Step 5: Summarize each quatrain.

What is the speaker trying to say? What is the purpose of each quatrain?

Step 6: Summarize the couplet.

How does the couplet bring closure to ideas presented in the poem?

Step 7: Mark the shift.

What is the purpose of the shift? How does it give deeper meaning to the speaker’s message?

Step 8: Give the sonnet a title.

What do you think it should be?

Brainstorm below and then continue to the next page to begin your own sonnet...
Shakespearean (English)

<table>
<thead>
<tr>
<th>A</th>
<th>_____________________________________________________________</th>
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<tbody>
<tr>
<td>B</td>
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<td>A</td>
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</table>

OR (Continue to the next page)
Italian

A ______________________________________________________________

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B ______________________________________________________________

A ______________________________________________________________

A ______________________________________________________________

B ______________________________________________________________

B ______________________________________________________________

A ______________________________________________________________

C ______________________________________________________________

D ______________________________________________________________

E ______________________________________________________________

C ______________________________________________________________

D ______________________________________________________________

E ______________________________________________________________
Ballad

- A ballad is a form of verse, often a narrative set to music. Ballads derive from the medieval French custom and were originally referred to as "danced songs". Ballads were particularly characteristic of the popular poetry and song of the British Isles from the later medieval period until the 19th century. They were widely used across Europe, and later in the Americas, Australia and North Africa. Ballads are often 13 lines with an ABABBCBC form, consisting of couplets (two lines) of rhymed verse, each of 14 syllables. Another common form is ABAB or ABCB repeated, in alternating 8 and 6 syllable lines.

Example:

**Annabel Lee**

**BY** EDGAR ALLAN POE

It was many and many a year ago,
   In a kingdom by the sea,
That a maiden there lived whom you may know
   By the name of Annabel Lee;
And this maiden she lived with no other thought
   Than to love and be loved by me.

I was a child and she was a child,
   In this kingdom by the sea,
But we loved with a love that was more than love—
   I and my Annabel Lee—
With a love that the wingèd seraphs of Heaven
   Coveted her and me.

And this was the reason that, long ago,
   In this kingdom by the sea,
A wind blew out of a cloud, chilling
   My beautiful Annabel Lee;
So that her highborn kinsmen came
   And bore her away from me,
To shut her up in a sepulchre
   In this kingdom by the sea.

The angels, not half so happy in Heaven,
   Went envying her and me—
Yes!—that was the reason (as all men know,
   In this kingdom by the sea)
That the wind came out of the cloud by night,
   Chilling and killing my Annabel Lee.

But our love it was stronger by far than the love
Of those who were older than we—
Of many far wiser than we—
And neither the angels in Heaven above
Nor the demons down under the sea
Can ever dissever my soul from the soul
Of the beautiful Annabel Lee;

For the moon never beams, without bringing me dreams
Of the beautiful Annabel Lee;
And the stars never rise, but I feel the bright eyes
Of the beautiful Annabel Lee;
And so, all the night-tide, I lie down by the side
Of my darling—my darling—my life and my bride,
In her sepulchre there by the sea—
In her tomb by the sounding sea.

What rhyme scheme does this ballad follow? Label the lines and write the format below.

How does this poem fit with the definition of “ballad” at the top of your paper?

How does a ballad differ from a lyric?

Begin brainstorming ideas for your ballad below and write your rough draft on the back of this page.
Use the page below to help you analyze your chosen poem. Use Poetryfoundation.org OR Poets.org to find your poem. You may NOT use a haiku for your chosen poem. You must have your chosen poem approved by me before 10/19.

TP-CASTT Poetry Analysis

**TITLE:** Consider the title and make a prediction about what the poem is about.

**PARAPHRASE:** Translate the poem line by line into your own words on a literal level. Look for complete thoughts (sentences may be inverted) and look up unfamiliar words.

**CONNOTATION:** Examine the poem for meaning beyond the literal. Look for figurative language, imagery, and sound elements.

**ATTITUDE/TONE:** Notice the speaker’s tone and attitude. Humor? Sarcasm? Awe?

**SHIFTS:** Note any shifts or changes in speaker or attitude. Look for key words, time change, punctuation.

**TITLE:** Examine the title again, this time on an interpretive level.

**THEME:** Briefly state in your own words what the poem is about (subject), then what the poet is saying about the subject (theme).
About the Author

This page can be formatted however you’d like. It can be in first or third person.

About myself:

Where you got your poetic start:

(what grade you started learning, what grade you started caring, when you wrote your first vs. when you wrote the first poem you were/are proud of)

What about your poetry is great? Why?

Don’t forget to include your photo. Do NOT use a photo with any type of goofy filter.

Sample “About the Author” pages: