

PREFACE TO STUDENTS AND TEACHERS

This book is the companion to Intermediate Poetry. We have put it together to help you organize your poetry studies. The layout is simple and straightforward. Since it is designed to be used in conjunction with Intermediate Poetry, you will not find any instruction in this book, only lesson overviews, models, blank tables, and diagramming space. Teachers may wish to purchase their own student guide to do the analysis and imitation exercises - they are FUN!

Poetry is a subject that is easy to overlook or put aside when schedules get busy and life gets too full. Yet, I have come to realize in my own homeschool, it is one of the most necessary ingredients for our successful and satisfying home education experience. All around me I see moms growing weary, losing their joy, and "burning out" by the demands and rigors of giving their children an excellent education. I truly believe that giving time and space to the fine arts, including poetry, is a great defense against this.

"A man should hear a little music, read a little poetry, and see a fine picture every day of his life, in order that worldly cares may not obliterate the sense of the beautiful which God has implanted in the human soul." ~ Johann Wolfgang von Goethe

Reading literature together, and particularly poetry, binds our family together with strong cords indeed. Having graduated two young men from our homeschool, who are now off to pursue their own God-ordained paths, has made me very grateful for the relationships we have forged, in large measure, by our shared love of the spoken word. And this also gives me great incentive to not grow weary with my younger children, for I have already begun to reap the due reward. It is sweet indeed.

I pray that this book will provide students and teachers with many hours of joy and pleasure in poetry, and that in doing so, they will not only "sense the beautiful" but seek the Author of all that is good, pure, and lovely.

Soli Deo Gloria!

kpw
August 2007

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Week 1 Assignment Overview						
	Day 1	Day 2	Day 3	Day 4		
Reading Assignment <i>(optional)</i>	Read poems by Shelley or Longfellow this week. Note the poem(s) you read each day in the spaces below. You can find these poets in a poetry anthology or online at The Poet's Corner: www.theotherpages.org/poems					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Lessons and Exercises Unit 1 Reading and Understanding Poetry <i>(See the Introduction to this guide for instructions on filing your work)</i>	Lessons 1 and 2 <input type="checkbox"/> Make your commonplace book (see additional instructions on the next page) <input type="checkbox"/> Read Lesson 2 on paraphrasing	Lesson 3 <input type="checkbox"/> Read and discuss <i>Ozymandias</i> with your teacher <input type="checkbox"/> Paraphrase <i>Ozymandias</i>	Lesson 4 <input type="checkbox"/> Do background research on Shelley <input type="checkbox"/> Write an essay on Shelley and <i>Ozymandias</i> <i>(work on the computer, save, print, and file in your binder)</i>	Lesson 5 <input type="checkbox"/> Read and discuss <i>Excelsior</i> with your teacher <input type="checkbox"/> Do background research on Longfellow <input type="checkbox"/> Essay on Longfellow and <i>Excelsior</i> <i>(work on the computer)</i>		
Commonplace Book		Narrative Poems <input type="checkbox"/> <i>Ozymandias</i>		Narrative Poems <input type="checkbox"/> <i>Excelsior</i>		
Poetry Terms, Definitions, and Concepts	<p>The list below contains poetry terms you learned in <i>Poetry for Beginners</i>. As new concepts are learned in this course, they will be added to this list. Use this list as a reminder for things you can add to your commonplace book.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;"><u>Types of Meter</u></p> <p><input type="checkbox"/> Iambic Meter <input type="checkbox"/> Trochaic Meter</p> <p style="text-align: center;"><u>Figures of Speech</u></p> <p><input type="checkbox"/> Rhyme Scheme <input type="checkbox"/> Onomatopoeia <input type="checkbox"/> Simile <input type="checkbox"/> Metaphor <i>(Identification, Renaming, "Of" and Possession, Replacement, Unstated)</i> <input type="checkbox"/> Personification <i>(First-degree, Second-degree, Third-degree)</i></p> </td> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;"><u>Narrative Poems</u></p> <p style="text-align: center;"><u>Lyrical Poems</u></p> <p style="text-align: center;"><u>Stanza Forms</u></p> <p><input type="checkbox"/> Couplet <i>(Heroic, Closed, Open)</i> <input type="checkbox"/> Tercet <i>(Haiku, Enclosed, Welsh Triad, Terza Rima)</i> <input type="checkbox"/> Quatrain <i>(Ballad, Hymn - Common Meter, Long Meter, Short Meter)</i></p> </td> </tr> </table>				<p style="text-align: center;"><u>Types of Meter</u></p> <p><input type="checkbox"/> Iambic Meter <input type="checkbox"/> Trochaic Meter</p> <p style="text-align: center;"><u>Figures of Speech</u></p> <p><input type="checkbox"/> Rhyme Scheme <input type="checkbox"/> Onomatopoeia <input type="checkbox"/> Simile <input type="checkbox"/> Metaphor <i>(Identification, Renaming, "Of" and Possession, Replacement, Unstated)</i> <input type="checkbox"/> Personification <i>(First-degree, Second-degree, Third-degree)</i></p>	<p style="text-align: center;"><u>Narrative Poems</u></p> <p style="text-align: center;"><u>Lyrical Poems</u></p> <p style="text-align: center;"><u>Stanza Forms</u></p> <p><input type="checkbox"/> Couplet <i>(Heroic, Closed, Open)</i> <input type="checkbox"/> Tercet <i>(Haiku, Enclosed, Welsh Triad, Terza Rima)</i> <input type="checkbox"/> Quatrain <i>(Ballad, Hymn - Common Meter, Long Meter, Short Meter)</i></p>
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Additional Instructions for Making and Organizing your Commonplace Book

- ❑ Open to the first blank page. Center the title, Poetry Commonplace Book, on the first line, your name on the next line, “Begun (insert today’s date) on the next line, and then skip a line and copy the entire quote from *Intermediate Poetry*.

Poetry Commonplace Book

Ethan Charles Weitz

begun February 22, 2007

“Beyond the melody...”

- ❑ Turn to the next page. Center the title “Table of Contents” in large capital letters in the big margin at the top of the page.
- ❑ Number all the remaining pages, and divide them into five sections. Using the division titles listed in *Intermediate Poetry*, turn to the first page of each section and write the title at the top of the page.
- ❑ Turn to the Narrative Poems’ section. Copy the following definition, beginning on the first line.

A narrative poem recounts an event or sequence of events. It tells a story, either non-fiction or fiction.

When you are instructed to copy a narrative poem into your commonplace book, skip a line or two below the last entry in this section and begin.

- ❑ Turn to the Lyrical Poems section. Copy the following definition, beginning on the first line.

A lyrical poem describes something concrete (a person, place, or thing), or something abstract (a feeling, thought, or idea).

When you are instructed to copy a lyrical poem into your commonplace book, skip a line or two below the last entry in this section and begin.

- ❑ In the remaining sections, reserve the first two pages for terms and definitions. You will be instructed in *Intermediate Poetry*, as well as the Assignment Overviews in this guide, to add terms and definitions to the appropriate sections as you cover the concepts in this course. Some of these will be review from *Poetry for Beginners*.
- ❑ Finally, go back and complete your Table of Contents with correct page numbers.

Ozymandias

*I met a traveler from an antique land
Who said: Two vast and trunkless legs of stone
Stand in the desert. Near them, on the sand,
Half sunk, a shattered visage lies, whose frown,
And wrinkled lip, and sneer of cold command,
Tell that its sculptor well those passions read
Which yet survive, stamped on these lifeless things,
The hand that mocked them, and the heart that fed;
And on the pedestal these words appear:
"My name is Ozymandias, King of Kings:
Look on my works, ye Mighty, and despair!"
Nothing beside remains. Round the decay
Of that colossal wreck, boundless and bare
The lone and level sands stretch far away.*

~ Percy Bysshe Shelley

SPACE FOR DIAGRAMMING "OZYMANDIAS"

SPACE FOR DIAGRAMMING "OZYMANDIAS"

Excelsior

*The shades of night were falling fast,
As through an Alpine village passed
A youth, who bore, 'mid snow and ice,
A banner with the strange device,
Excelsior!*

*His brow was sad; his eye beneath,
Flashed like a falchion from its sheath,
And like a silver clarion rung
The accents of that unknown tongue,
Excelsior!*

*In happy homes he saw the light
Of household fires gleam warm and bright;
Above, the spectral glaciers shone,
And from his lips escaped a groan,
Excelsior!*

*"Try not the Pass!", the old man said:
"Dark lowers the tempest overhead,
The roaring torrent is deep and wide!"
And loud that clarion voice replied,
Excelsior!*

*"Oh stay," the maiden said, "and rest
Thy weary head upon this breast!"
A tear stood in his bright blue eye,
But still he answered, with a sigh,
Excelsior!*

"Beware the pine-tree's withered branch!

Beware the awful avalanche!"

This was the peasant's last Good-night,

A voice replied, far up the height,

Excelsior!

At break of day, as heavenward

The pious monks of Saint Bernard

Uttered the oft-repeated prayer,

A voice cried through the startled air,

Excelsior!

A traveller, by the faithful hound,

Half-buried in the snow was found,

Still grasping in his hand of ice

That banner with the strange device,

Excelsior!

There in the twilight cold and gray,

Lifeless, but beautiful, he lay,

And from the sky, serene and far,

A voice fell, like a falling star,

Excelsior!

~ Henry Wadsworth Longfellow

Week 7 Assignment Overview				
	Day 1	Day 2	Day 3	Day 4
Reading Assignment <i>(optional)</i>	Read a few poems each day from a poetry anthology or online resources. Try to identify the poem's meter and look for figures of speech. Note the poems you read in the space below:			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lessons and Exercises Unit 3 Figures of Speech	Lessons 9 and 10 <input type="checkbox"/> Finish analysis of <i>Agnus Dei</i> and <i>Sanctus</i> <input type="checkbox"/> Imitate refrain from <i>The Wind</i> , <i>A Little Pain</i> , <i>Trust and Obey</i> , <i>Agnus Dei</i> , and/ or <i>Sanctus</i>	Lesson 11 <input type="checkbox"/> Look for and mark hyperbole in <i>Sir Joseph Porter's Song</i> <input type="checkbox"/> Browse poetry anthologies for more examples of hyperbole	Lesson 12 <input type="checkbox"/> Imitate hyperbole in <i>Song of Mr. Toad</i> by paraphrasing in prose, substituting synonyms in poetic form, and using antonyms	Lesson 13 <input type="checkbox"/> Write hyperbolic statements for three qualities from <i>The Song of Mr. Toad</i>
Commonplace Book	Figures of Speech <input type="checkbox"/> <i>Trust and Obey</i> , <i>Agnus Dei</i> , and <i>Sanctus</i>	Figures of Speech <input type="checkbox"/> definitions and example: hyperbole <input type="checkbox"/> Examples of hyperbole from <i>Sir Joseph Porter's Song</i> and anthologies	Figures of Speech <input type="checkbox"/> Examples of hyperbole from <i>Song of Mr. Toad</i>	Figures of Speech <input type="checkbox"/> Browse your anthology for more examples of hyperbole
Poetry Terms, Definitions, and Concepts	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p style="text-align: center;"><u>Types of Meter</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Iambic Meter <input type="checkbox"/> Trochaic Meter <input type="checkbox"/> Dactylic Meter <input type="checkbox"/> Anapestic Meter <p style="text-align: center;"><u>Figures of Speech</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Rhyme Scheme <input type="checkbox"/> Onomatopoeia <input type="checkbox"/> Simile <input type="checkbox"/> Metaphor <i>(Identification, Renaming, "Of" and Possession, Replacement, Unstated)</i> <input type="checkbox"/> Personification <i>(First degree, Second degree, Third degree)</i> <input type="checkbox"/> Alliteration <input type="checkbox"/> Refrain <input type="checkbox"/> Hyperbole </div> <div style="width: 48%;"> <p style="text-align: center;"><u>Narrative Poems</u></p> <p style="text-align: center;"><u>Lyrical Poems</u></p> <p style="text-align: center;"><u>Stanza Forms</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Couplet <i>(Heroic, Closed, Open)</i> <input type="checkbox"/> Tercet <i>(Haiku, Enclosed, Welsh Triad, Terza Rima)</i> <input type="checkbox"/> Quatrain <i>(Ballad, Hymn - Common Meter, Long Meter, Short Meter)</i> </div> </div>			

The Wind

*I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass—
O wind, a-blowing all day long,
O wind, that sings so loud a song!*

*I saw the different things you did,
But always you yourself you hid.
I felt you push, I heard you call,
I could not see yourself at all—
O wind, a-blowing all day long,
O wind, that sings so loud a song*

*O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?
O wind, a-blowing all day long,
O wind, that sings so loud a song:*

~ Robert Louis Stevenson

Sir Joseph Porter's Song

When I was a lad I served a term

As office boy to an Attorney's firm.

*I cleaned the windows and I swept the floor,
And I polished up the handle of the big front door.*

I polished up that handle so carefuller

That now I am the Ruler of the Queen's Navee!

CHORUS.--He polished up that handle so carefuller

That now he is the Ruler of the Queen's Navee!

As office boy I made such a mark

That they gave me the post of a junior clerk.

*I served the writs with a smile so bland,
And I copied all the letters in a big round hand--*

I copied all the letters in a hand so free,

That now I am the Ruler of the Queen's Navee!

CHORUS.--He copied all the letters in a hand so free,

That now he is the Ruler of the Queen's Navee!

In serving writs I made such a name

That an articled clerk I soon became;

I wore clean collars and a brand-new suit

For the pass examination at the Institute,

And that pass examination did so well for me,

That now I am the Ruler of the Queen's Navee!

CHORUS.--And that pass examination did so well for he,

That now he is the Ruler of the Queen's Navee!

Of legal knowledge I acquired such a grip

That they took me into the partnership.

And that junior partnership, I ween,

Was the only ship that I ever had seen.

But that kind of ship so suited me,

That now I am the Ruler of the Queen's Navee!

CHORUS.--But that kind of ship so suited he,

That now he is the Ruler of the Queen's Navee!

I grew so rich that I was sent

By a pocket borough into Parliament.

I always voted at my party's call,

And I never thought of thinking for myself at all.

I thought so little, they rewarded me

By making me the Ruler of the Queen's Navee!

CHORUS.--He thought so little, they rewarded he

By making him the Ruler of the Queen's Navee!

Now landsmen all, whoever you may be,

If you want to rise to the top of the tree,

If your soul isn't fettered to an office stool,

Be careful to be guided by this golden rule--

Stick close to your desks and never go to sea,

And you all may be rulers of the Queen's Navee!

CHORUS.--Stick close close to your desks and never go to sea,

And you all may be rulers of the Queen's Navee!

~ W. S. Gilbert, HMS Pinafore

The Song of Mr. Toad

*The world has held great Heroes,
As history-books have showed;
But never a name to go down to fame
Compared with that of Toad!*

*The clever men at Oxford
Know all that there is to be knowed.
But they none of them know one half as much
As intelligent Mr. Toad!*

*The animals sat in the Ark and cried,
Their tears in torrents flowed.
Who was it said, "There's land ahead"?
Encouraging Mr. Toad!*

*The army all saluted
As they marched along the road.
Was it the King? Or Kitchener?
No. It was Mr. Toad.*

*The Queen and her Ladies-in-waiting
Sat at the window and sewed.
She cried, "Look! Who's that HANDSOME man?"
They answered, "Mr. Toad."*

~ Kenneth Grahame

IMITATION WITH HYPERBOLE FROM "THE SONG OF MR. TOAD"

Diagram Stanza:

Suggested stanza: 3

Paraphrase:

Synonym Imitation:

Antonym Imitation:

WORKING WITH HYPERBOLE
Quality from <i>The Song of Mr. Toad</i> :
Prose Sentence:
Hyperbolic Statement 1:
Hyperbolic Statement 2:

WORKING WITH HYPERBOLE
Quality from <i>The Song of Mr. Toad</i> :
Prose Sentence:
Hyperbolic Statement 1:
Hyperbolic Statement 2:

WORKING WITH HYPERBOLE
Quality from <i>The Song of Mr. Toad</i> :
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