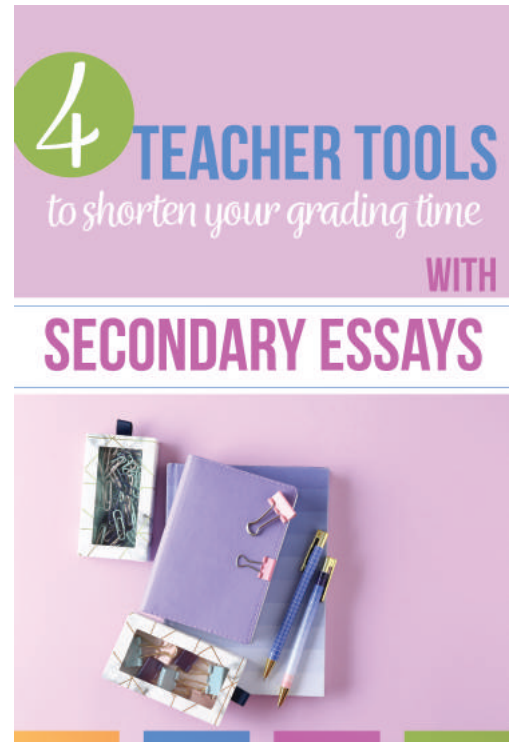
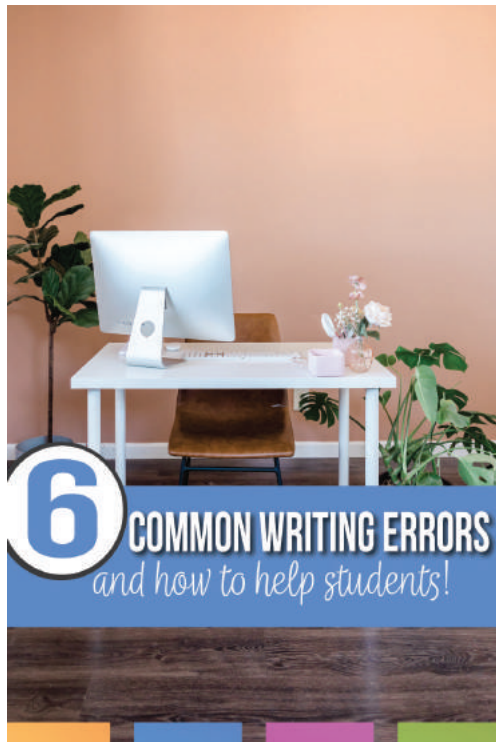
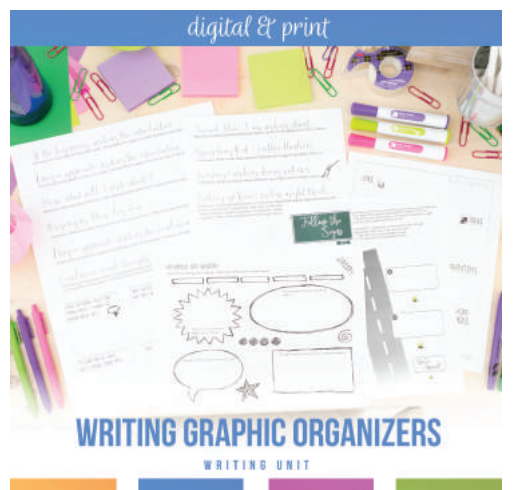
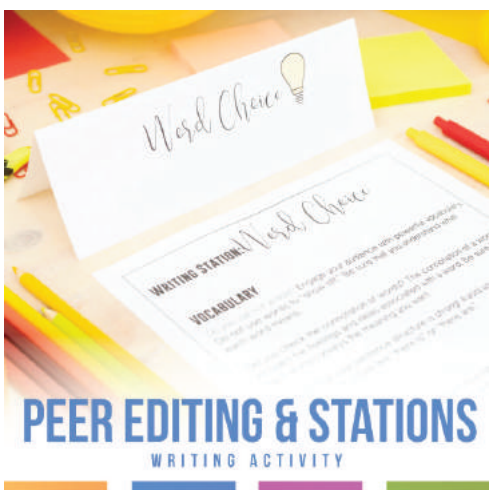
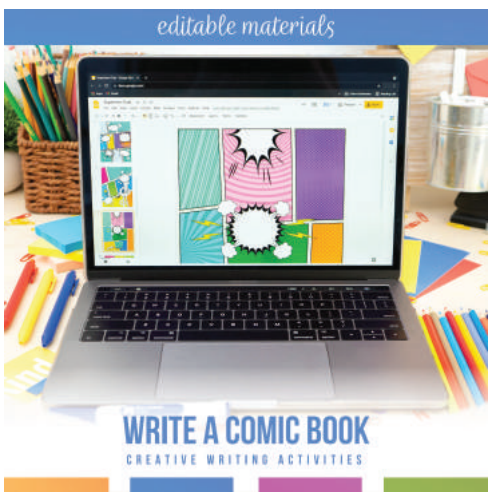


Thanks for the download!

Check out these blog posts that highlight writing lesson ideas:



These are other writing activities:



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Thanks again,

Lauralee, Language Arts Classroom

Poetry Graphic Organizers

LANGUAGE ARTS CLASSROOM

POETRY ACTIVITIES

OVERALL:

The graphic organizers can be used with a variety of poems. I have included some of my favorite poems that work well with students and the graphic organizers. For the questions, please make a copy from [THIS LINK](#).

Since classes typically need scaffolding with concepts like figurative language, a variety of graphic organizers are included. Some require more depth in-replies.

IDEAS FOR IMPLEMENTATION:

Writing:

Give, or ask students to choose, an example from the organizer. On the back of their graphic organizer, ask students to write a poem using a piece they identified from the front. (Students will already have a model for their choice.)

As a twist, ask students to write only a few lines of a poem, and then pass the poem to a peer for the next student to add to the poem.

Evaluate:

After students find the examples, ask them to evaluate a piece. How does a particular example of a poetic device influence a poem? Did the author choose wisely? Did the figurative language provide an image? How?

Application:

Take the application of these terms further. How are these examples prevalent in students' music? Musicians use figurative language and other devices in their songs. Now that students have "hunted" for these literary devices in poetry, ask them to find them in popular music.

Analysis:

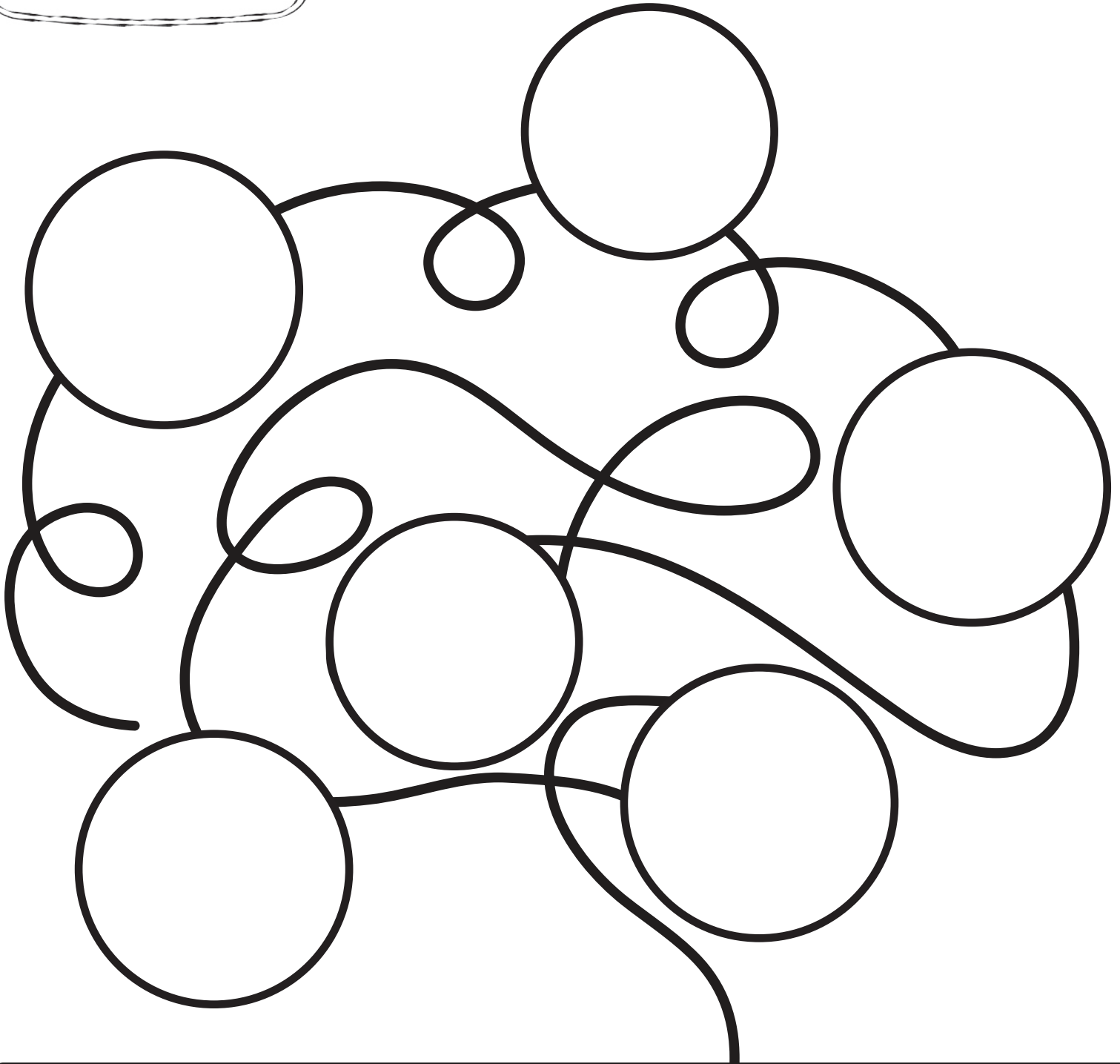
This download also includes ten poems that are readily available on the Internet. Divide students into partners or groups, and assign the poems. Ask students to paraphrase and annotate the poems. Draw conclusions as a class together.

Special note:

The graphic organizer with the tree attempts to work on language, which is often difficult for students. I use language from "The Raven" because Poe utilizes a variety of gerunds, participles, and infinitives. Students normally are familiar with that poem, and we can switch gerunds for infinitives (for example) and discuss the effects.

JUST THINK!

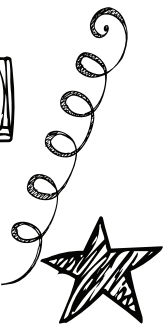
Directions: Sometimes with poetry, the best action is to think about what you notice, feel, and appreciate. As you read your poem, jot down ideas that come to mind in the circles. Then, draw a final conclusion about the poem as a whole.



CONCLUSION *conclusion*

BASICS

Directions: Explain the basics of your poem by labeling the pieces below.



TITLE & AUTHOR

THEME

INTERESTING

PUNCTUATION

STANZAS

RHYME SCHEME

MOOD CREATED

SPEAKER

BIG PICTURE



WHAT'S THAT SOUND?

Directions: In your poem, identify alliteration, assonance, and consonance. Write example(s) of each in the left column. In the right column, explain the effect of the poet's use of the sound device.

PROVIDE AN EXAMPLE

EXPLAIN THE EFFECT

Alliteration
ALLITERATION

REPETITION OF ANY SOUND AT THE BEGINNING OF A WORD.

Assonance
ASSONANCE

REPETITION OF VOWEL SOUNDS ANYWHERE IN THE WORD.

Consonance
CONSONANCE

REPETITION OF CONSONANT SOUNDS ANYWHERE IN THE WORD.

TAKE THREE

Directions: In your poem, identify rhythm, repetition, and rhyme. Write example(s) of each in the left column. In the right column, explain the effect of the poet's use of the literary device.

DEVICE	EXPLAIN THE EFFECT
<i>Rhythm</i> RHYTHM	THE BEAT OR FLOW OF A POEM.
<i>Repetition</i> REPETITION	THE INTENTIONAL REPETITION OF WORDS, PHRASES, LINES, OR STANZAS.
<i>Rhyme</i> RHYME	THE REPETITION OF SYLLABLES, TYPICALLY AT THE END OF A VERSE LINE.

QUESTIONS



Directions: Answer the following questions to learn more about your poem.

What is the tone?
How do you know?

Explain the impact of the setting
on the overall poem.

Choose an interesting word.
Define it & explain its importance.

Find an example of imagery.
Explain how this image
impacts the overall poem.

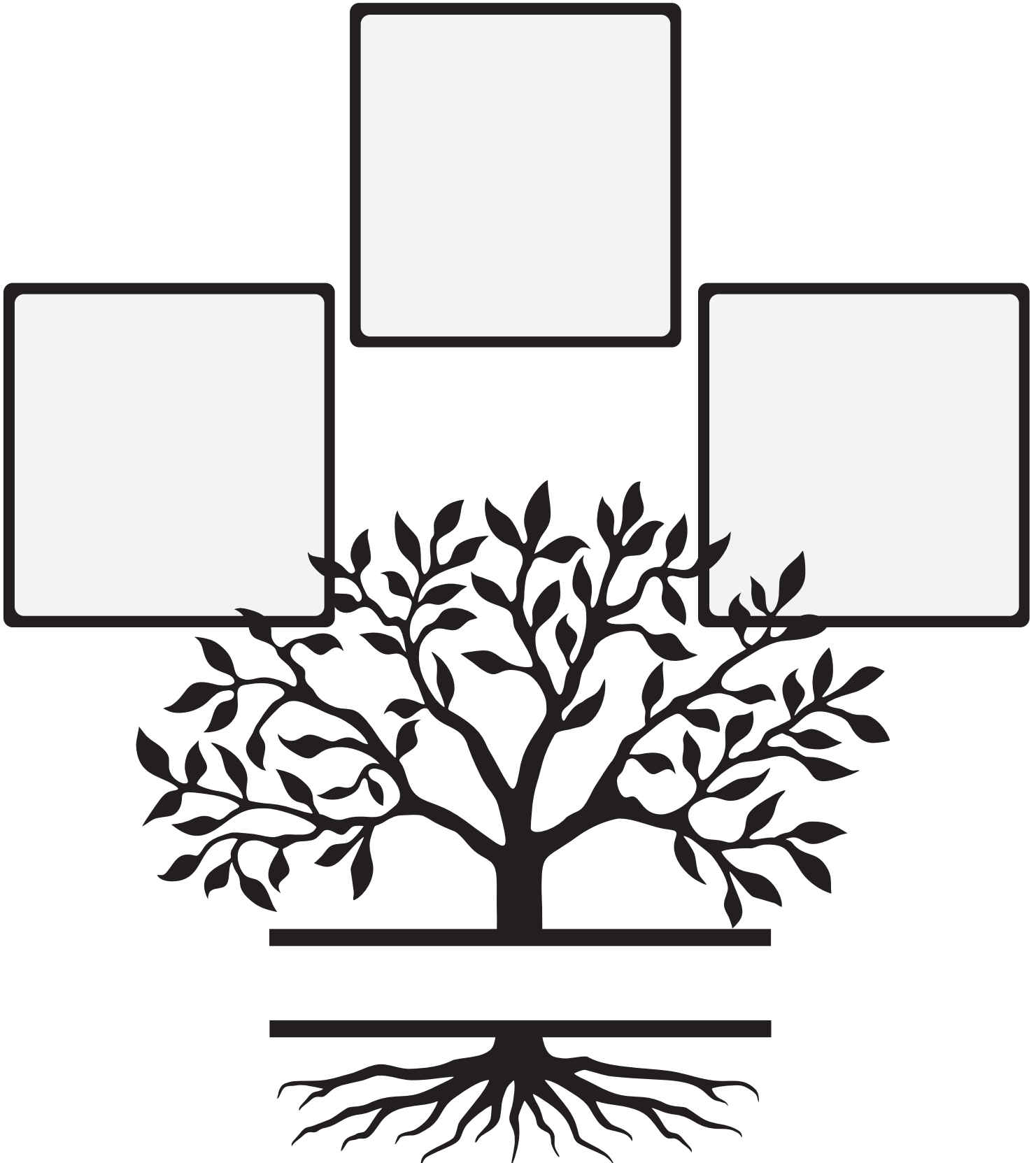
Find a symbol and explain
its meaning.

Map the rhyme scheme.

BRANCHING OUT

Directions: How can we consider the language in poetry? Language functions in different contexts. When looking at certain language in a poem, readers can see how it branches to influence other portions of the poem.

Choose three pieces of language from your poem. Explain the effect of the language on the rest of the poem at the bottom of the tree.



FIGURATIVE LANGUAGE

Directions: Provide an overview of the poem in the rectangle—title and main idea. Then add examples of figurative language in the appropriate ovals.

POEM OVERVIEW


SIMILE

ALLUSION

METAPHOR

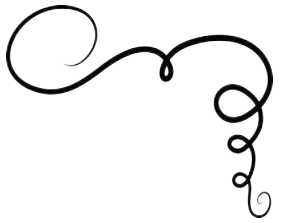
HYPERBOLE

PERSONIFICATION



**FIGURATIVE
LANGUAGE**

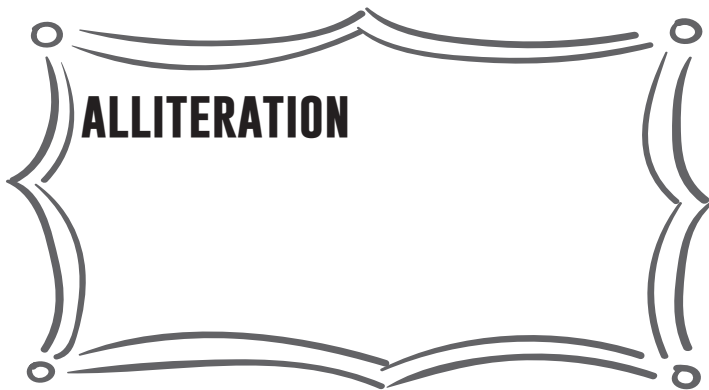
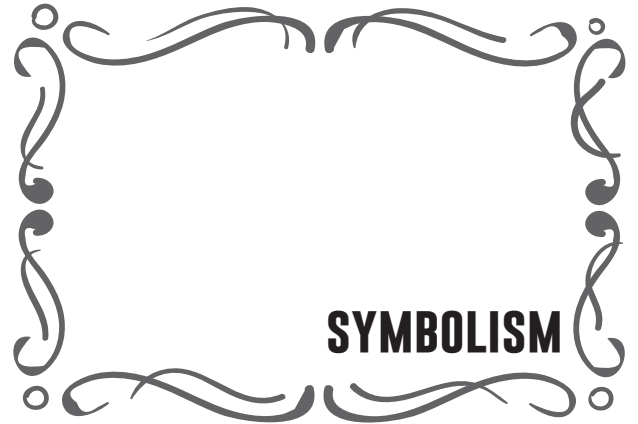
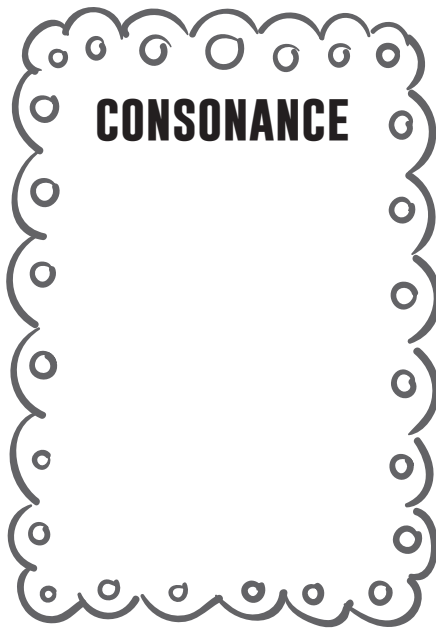
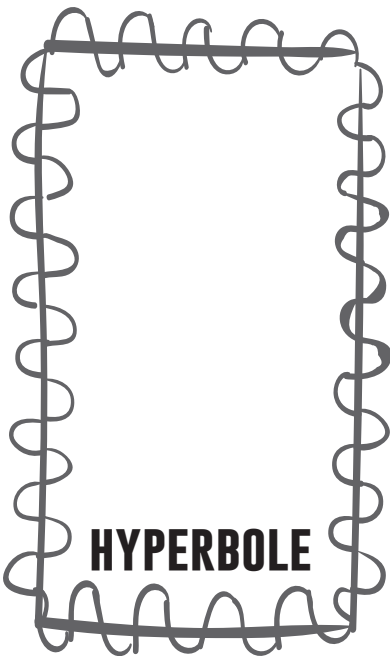
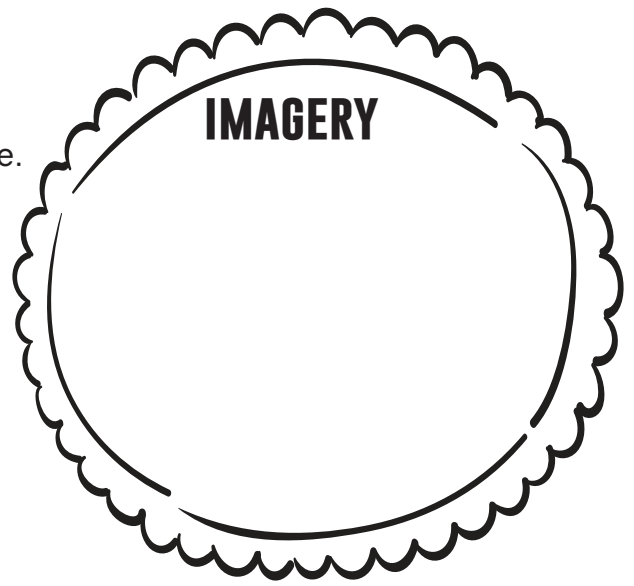
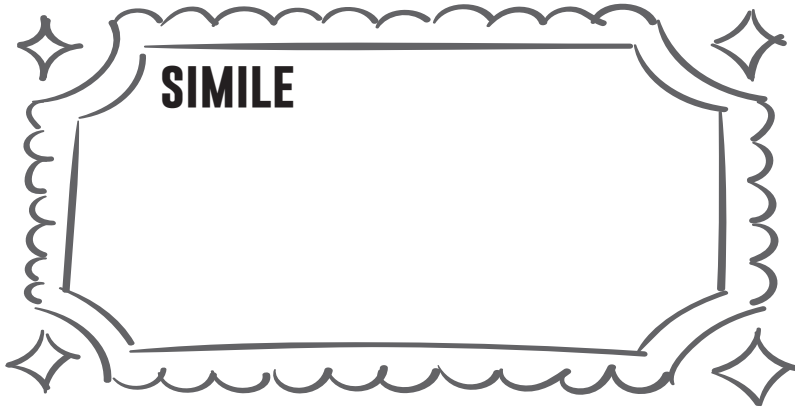
Directions: Find examples of figurative language. Write the example, and then write the language's larger meaning.



A series of eight blank, light gray sticky notes with rounded corners and a slight drop shadow. They are arranged in two rows of four. A thick, black, wavy line connects the notes, starting from the top left, looping around the first note, connecting to the second, looping around the third, connecting to the fourth, looping around the fifth, connecting to the sixth, looping around the seventh, and ending at the eighth note on the right.

FIGURATIVE LANGUAGE IN POETRY

Directions: Find examples of each type of figurative language.



MODERNISM

Directions: Consider your poem as a work of modernism. Complete the following pieces and then draw a conclusion about the poem.

POEM'S PUBLICATION

AUTHOR'S YEARS

POEM'S THEME

Choose one element & explain its use in your chosen poem:

INDIVIDUALIZAION, EXPERIMENTATION, OR ABSURDITY

Choose one element & explain its use in your chosen poem:

INDIVIDUALIZAION, EXPERIMENTATION, OR ABSURDITY

DRAW A CONCLUSION Consider the above concepts concerning your poem. Explain how the poem fits into modernism.

POST-MODERNISM

Directions: Consider your poem as a work of postmodernism. Complete the following pieces concerning elements of postmodernism. Then draw a conclusion about the poem.

IRONY OR PARODY

LATE-STAGE CAPITALISM

BREAKDOWN OF SOCIAL NORMS

Explain the poem's theme and its postmodern elements.

Explain how the subject of the poem is treated, and how this treatment fits into postmodernism.

DRAW A CONCLUSION Consider the above concepts concerning your poem. Explain how the poem fits into postmodernism.

FIGURATIVE LANGUAGE IN POETRY

1. Edgar Allan Poe: "Annabel Lee," hyperbole.

I started with Poe because I love him. He's dark and brooding... great features for a poet. "Annabel Lee" is sad, but students often see it as upbeat because the theme relates to love. Neither Poe nor his darling bride was a "child," making this the perfect poem for teaching hyperbole.

2. Maya Angelou: "Still I Rise," consonance.

I Know Why the Caged Bird Sings is one of my favorite books, and I introduce Angelou to students with her poetry. Students enjoy the momentum of the poem, and they can easily analyze how her use of consonance creates a flow.

3. Langston Hughes: "Harlem (Dream Deferred)," simile.

Langston Hughes is probably my favorite poet, and I sneak his poetry into class often. "Dream Deferred" has clear similes. Students have strong opinions about raisins, and the poem grosses some of them out which, I always tell them, is the point of poetry. A reader should feel emotional about poetry.

4. William Shakespeare: "Sonnet 18," metaphor.

I introduce classics to students alongside modern pieces. "Sonnet 18" is the perfect example of students enjoying classic pieces. Most students have heard part of this sonnet, and explaining the metaphor is an easy next step.

5. Elizabeth Alexander: "Butter," alliteration.

"Butter" has great examples of alliteration, but the entire poem provides a great opportunity for discussion. Teach this poem alone or with any story that reflects on childhood. Students will giggle over the poem's message.

FIGURATIVE LANGUAGE IN POETRY

6. Walter Dean Myers: "Summer," imagery.

I honestly teach this poem at the end of the school year. Students can relate to the poem because Myers has targeted exactly what summer means to youth. I like sending students to summer with a bit of imagery.

7. Gwendolyn Brooks: "Speech to the Young," alliteration, assonance, consonance.

This poem has perfect examples of alliteration, assonance, and consonance, which students often need to practice. The theme resonates with youth, too.

8. Juan Felipe Herrera. "Let Me Tell You What a Poem Brings," symbolism.

Juan Felipe Herrera is still writing poetry and winning awards. Students always like reading modern works and note that a writer is still alive. (This fact makes me laugh.) Students will also appreciate that elements in this poem could symbolize various parts of their lives.

9. Sara Teasdale: "There Will Come Soft Rains," assonance.

This poem is in Bradbury's short story, but teach it with any story about war. Teasdale was an American writer, and her work fits nicely into an American literature curriculum. Teasdale uses assonance, but students will recognize other elements as well.

10. Lord Tennyson: "Morte d'Arthur," onomatopoeia.

First, this is a fun poem. "Ripple" and "lapping" are examples of onomatopoeia. Finally, the poem is long, and I often jigsaw it with a class.