

Important Concepts . . .

Preview Review



Language Arts

Grade 7

W3 - Lesson 2: Forms of Poetry

Important Concepts of Grade 7 Language Arts	Materials Required
W1 - Lesson 1 Communication Skills	Textbooks
W1 - Lesson 2 Sentence Structure	<i>ResourceLines 7/8</i>
W1 - Lesson 3 Punctuation Skills	
W1 - Lesson 4 Writing Paragraphs	
W1 - Quiz	<i>SightLines 7</i>
W2 - Lesson 1 What's a Short Story?	
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W2 - Lesson 4 Essays	
W2 - Quiz	
W3 - Lesson 1 Poetic Structure	
W3 - Lesson 2 Forms of Poetry	
W3 - Lesson 3 Letters	
W3 - Lesson 4 Writing Poetry About Letters	
W3 - Quiz	

Language Arts Grade 7
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Preview/Review W3 - Lesson 2

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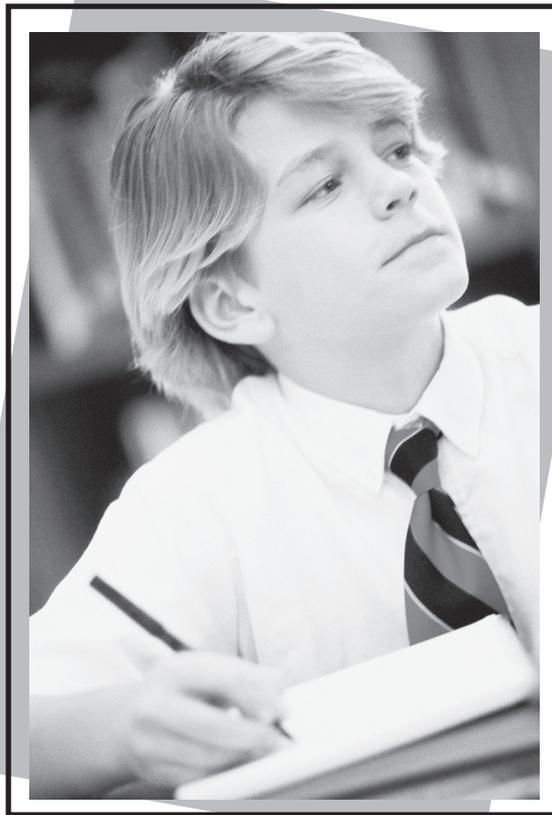
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Preview/Review Concepts for Grade Seven Language Arts



***W3 - Lesson 2:
Forms of Poetry***

OBJECTIVES

By the end of this lesson, you should

- understand lyric poetry
- understand free verse
- recognize acrostic poetry
- recognize a limerick
- recognize a haiku

GLOSSARY

Refer to *ResourceLines* 7/8

free verse – a modern approach to poetry, not following standard rules of rhyme and rhythm patterns (page 63)

lyric poetry – descriptive and emotionally charged poetry

W3 - Lesson 2: Forms of Poetry

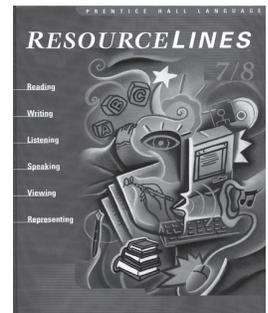
Poetry comes in many shapes and sizes. Think about how you might choose to wear certain clothing to communicate an image or idea about yourself. You might make a choice because of a required dress code, or you might decide on a certain style because you feel like expressing your creativity. Your emotions and what you want to communicate influence your choices. Poets choose certain forms to help communicate meaning. Some poems, such as the haiku, have definite line arrangements and syllable patterns. Other poems, such as a free verse poem, do not follow set rhythmical patterns.



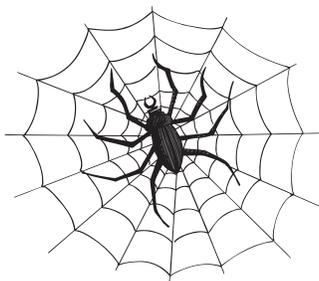
A **lyric** was originally a song performed in ancient Greece to the accompaniment of a small harp-like instrument called a lyre. The term lyric now refers to a short poem expressing intense emotion. Therefore, many poems can be called lyric poetry.

This lesson looks at three specific forms of poetry: **acrostic poetry**, the **limerick**, and **haiku**.

Please read pages 63 and 64 in *ResourceLines 7/8*.

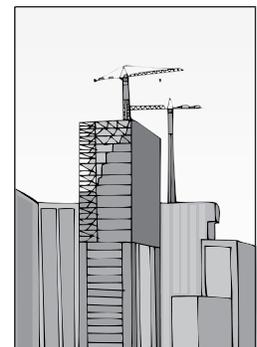


In **acrostic poetry**, the title of the poem is also written vertically, and each letter of the title begins the first word of a line. In some way each line should describe the subject of the poem. Here is an example:



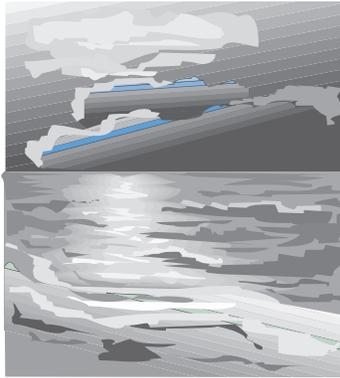
Spiderman

Swings from building to building
 Puts others safety before his own
 Inches his way to the top of a skyscraper
 Dares to do things others will not
 Everyone respects his courage and daring
 Ready to help whenever he's needed
 Many have benefited from his skill
 Always defending others
 Never hesitates to help.



The **limerick** is a form of humorous poetry made popular by the English humorist, Edward Lear. The subject may be nonsensical, but the limerick has a set pattern of rhythm and rhyme. The following from Lear's *Book of Nonsense* (1846) illustrates the form:

There was an old man of the coast
 Who placidly sat on a post;
 But when it was cold,
 He relinquished his hold,
 And called for some hot buttered toast.



Activity 1

Mark the rhyme scheme of the limerick.

There was an old man of the coast	_____
Who placidly sat on a post;	_____
But when it was cold,	_____
He relinquished his hold,	_____
And called for some hot buttered toast.	_____

Here is another example of a limerick of unknown origin, which you may find amusing:

There was a young lady of Niger,
 Who smilingly rode on a tiger,
 They returned from the ride
 With the lady inside,
 And the smile on the face of the tiger.



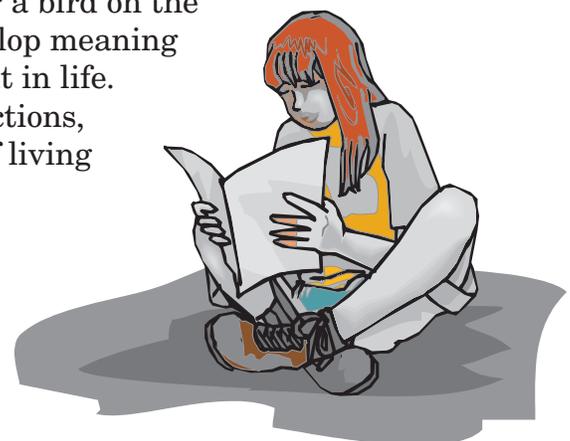
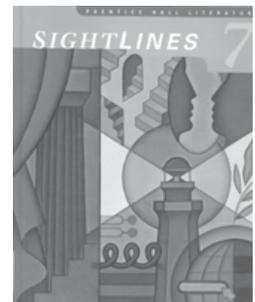
Haiku is a three-line poem that captures a moment in nature. It originated in Japan and was meant for meditation. You may already be familiar with haiku from your Social Studies 7 study of Japan. Haiku has three lines arranged in a five-seven-five syllable pattern. Here is an example:

in a quiet pond,	(5 syllables describe the scene)
the silver splash of a fish,	(7 syllables describe some action)
then rippling silence.	(5 syllables describe the scene again)

This is one example of a pattern for the content of Haiku. Although the pattern for the content may vary, the syllable pattern is always the same.

There is another example of haiku on page 63 of *SightLines 7*.

As you may have gathered when reading the poems in this lesson, the world is full of ideas for poems. Poetry can be about important events or about something as ordinary as a tree in spring or a bird on the sidewalk. Poets choose specific words that help develop meaning and rhythm to express their experience of an element in life. Poetry can be used to describe emotions, thoughts, actions, and even nature—just about anything that is part of living and earth’s environment.



Activity 2

Write an acrostic poem or a limerick. Following are some suggestions that you may find helpful. If you are in a classroom situation, be prepared to share your poem(s).

Acrostic Poetry

1. **Choose a subject** for an acrostic poem.
2. The acrostic can be more than one word. Write your subject as the title of your poem; then, **write the letters of the title vertically** on your page.
3. For each letter, **brainstorm** some words beginning with that letter, that would apply to your subject.
4. **Choose the most descriptive word** for each line, and write a phrase or sentence about your subject.
5. **Polish** your word choice and phrasing so your poem expresses an idea or a theme about your subject.

Limerick

The following pattern may be helpful as you compose your limerick. Compare the pattern with the example by Edward Lear for further clarification.

There was . . . (Name and describe the subject)

Who . . . (Describe an action)

Describe a condition the subject encounters

Describe a result of the condition in line 3.

Give further description of this result to conclude.



Be sure to use the correct rhyme scheme (a a b b a). Try to capture the appropriate rhythm, too. It's most important - have some fun with this humorous form of poetry!

LEARNING LOG

Reflect on and record your learning process for this lesson.

What do I know about limericks and acrostic poems?

What do I know about haiku?

What do I need to review so I can remember it for future use?

You should now be able to meet all the objectives listed at the beginning of the lesson. Review the list to see if there is anything you need to spend more time on.

Teacher's Comments: _____
