

*Important Concepts . . .*

# **Preview Review**



***Language Arts Grade 7 TEACHER KEY***

***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	<i>SightLines 7</i>
W1 - Lesson 4 ..... Writing Paragraphs	
<b>W1 - Quiz</b>	
W2 - Lesson 1 ..... What's a Short Story?	
W2 - Lesson 2 ..... Short Story Analysis	
W2 - Lesson 3 ..... Literary Techniques	
W2 - Lesson 4 ..... Essays	
<b>W2 - Quiz</b>	
W3 - Lesson 1 ..... Poetic Structure	
W3 - Lesson 2 ..... Forms of Poetry	
W3 - Lesson 3 ..... Letters	
W3 - Lesson 4 ..... Writing Poetry About Letters	
<b>W3 - Quiz</b>	

Language Arts Grade 7

Version 5

Preview/Review W3 - Lesson 2 Teacher Key

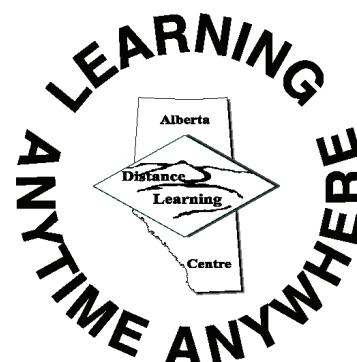
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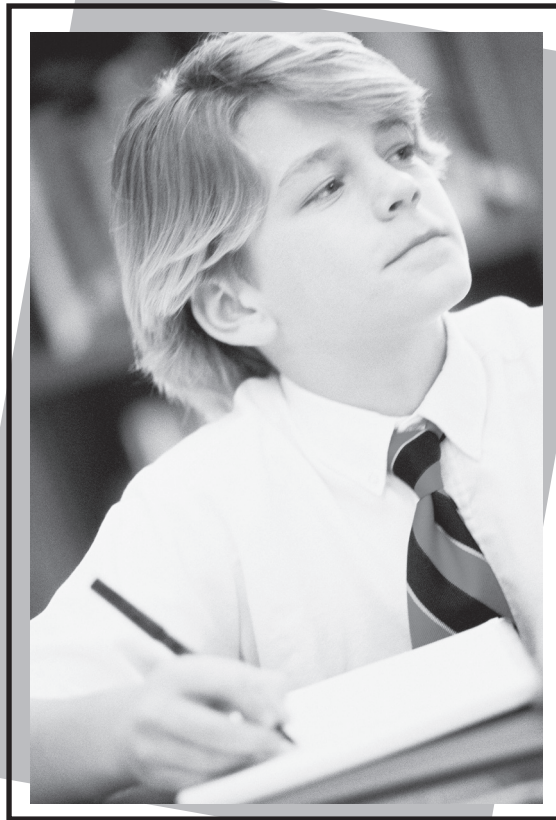
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# Preview/Review Concepts for Grade Seven Language Arts

## ***TEACHER KEY***



***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

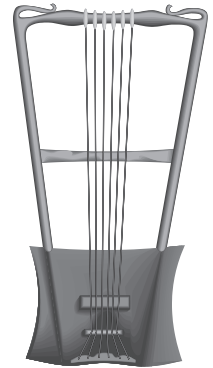
Refer to *ResourceLines* 7/8

**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

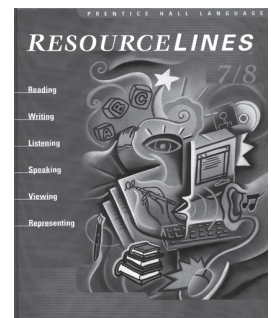
Poetry comes in many shapes and sizes. Think about how you might choose to wear certain clothing to communicate an image or idea about yourself. You might make a choice because of a required dress code, or you might decide on a certain style because you feel like expressing your creativity. Your emotions 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.



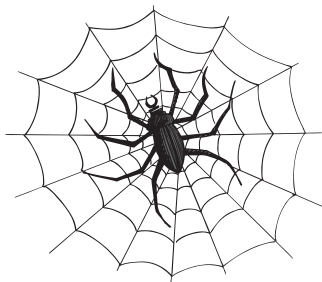
A **lyric** was originally a song performed in ancient Greece to the accompaniment of a small harp-like instrument called a lyre. The term lyric now refers to a short poem expressing intense emotion. Therefore, many poems can be called lyric poetry.

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.

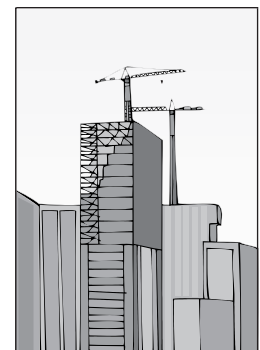


In **acrostic poetry**, the title of the poem is also written vertically, and each letter of the title begins the first word of a line. In some way each line should describe the subject of the poem. Here is an example:



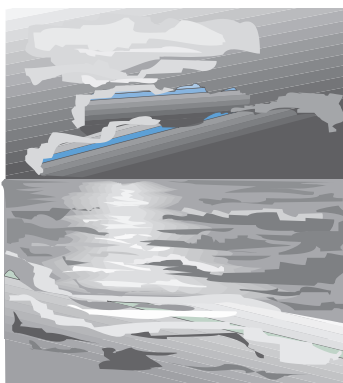
### Spiderman

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	_____ <i>a</i> _____
Who placidly sat on a post;	_____ <i>a</i> _____
But when it was cold,	_____ <i>b</i> _____
He relinquished his hold,	_____ <i>b</i> _____
And called for some hot buttered toast.	_____ <i>a</i> _____

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.



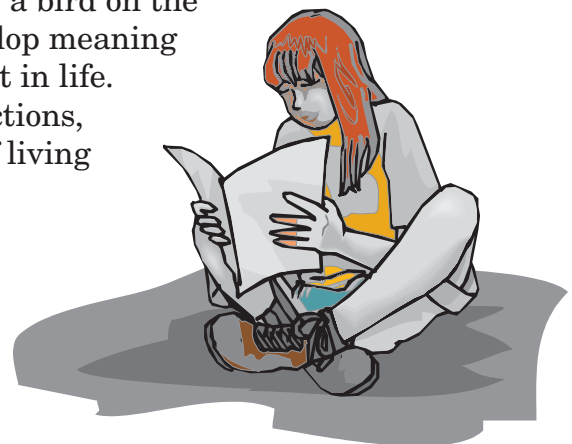
**Haiku** is a three-line poem that captures a moment in nature. It originated in Japan and was meant for meditation. You may already be familiar with haiku from your Social Studies 7 study of Japan. Haiku has three lines arranged in a five-seven-five syllable pattern. Here is an example:

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.

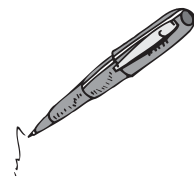
There was . . . (Name and describe the subject)

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!



## Planning

*Answers will vary.*

### *Acrostic Rubric*

- *Theme is evident*
- *Descriptive words appropriate*
- *Content amusing/thoughtful*

### *Limerick Rubric*

- *Rhyme scheme correct*
- *Rhythm appropriate*
- *Content amusing/thoughtful*

## Final Draft

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

### Activity 3

## Write a Haiku

1. Find a photograph of a scene in nature on which to base your haiku. Calendars are often good sources of this type of picture.
2. Brainstorm some descriptive words and phrases about your picture.
3. Choose the images you like best, and fit them into the haiku form. The pattern suggested below may be helpful.

A sudden shower,  
and I am riding bareback  
on a running horse.

(5 syllables describe the scene)  
(7 syllables describe some action)  
(5 syllables describe the scene again)

4. Mount your photo and a neatly printed copy of your haiku on construction or poster paper for display.

If you are in a classroom situation, give your haiku to your teacher for display in the classroom. If not, be sure to display it where your friends and family can admire your work!

## Planning and Rough Draft

*Answers will vary.*

### *Haiku Rubric*

- *Haiku form followed (5-7-5)*
- *Haiku makes sense*
- *Layout of poster*

LEARNING LOG

Reflect on and record your learning process for this lesson.

*(Note: Students' answers will match their experience with the lesson.)*

What do I know about limericks and acrostic poems?

*Answers will vary.*

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What do I know about haiku?

*Answers will vary.*

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

*Answers will vary.*

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**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: \_\_\_\_\_

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