

Important Concepts . . .

Preview Review



Language Arts Grade 8 TEACHER KEY

W1 - Lesson 2: Poetic Elements

Important Concepts of Grade 8 Language Arts

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Materials Required

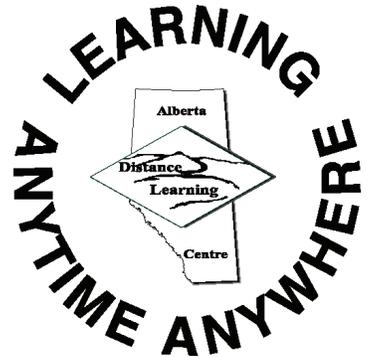
Textbooks:

1. *ResourceLines 7/8*
2. *SightLines 8*

Language Arts Grade 8
Version 5
Preview/Review W1 - Lesson 2 TEACHER KEY

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Preview/Review Concepts for Grade Eight Language Arts

TEACHER KEY



***W1 - Lesson 2:
Poetic Elements***

OBJECTIVES

By the end of this lesson, you should

- use appropriate capitalization in a variety of situations
- identify the rhyme schemes of poems
- describe the following types of poetry: free verse, haiku, limerick, and sonnet

GLOSSARY

free verse - a common form of modern poetry that does not follow a set rhythmical pattern

haiku - originated in Japan; a three line poem that captures a moment in nature

limerick - a five line poem with a distinct rhyme pattern

rhyme scheme - the pattern of rhyme in a poem

sonnet - a poem of fourteen lines that usually follows a set rhyme scheme and metrical pattern

W1 - Lesson 2: Poetic Elements

Review

In Lesson 1, you learned or reviewed six types of figurative language: similes, metaphors, personification, alliteration, hyperbole, and onomatopoeia. You also learned about rhythm, how to scan a piece of poetry, and rhyme. If necessary, review these concepts. As you work through this lesson, use your thesaurus to make your writing as precise and descriptive as possible.

Activity 1

1. The following subjects might be improved with figurative language. Select **two** and write sentences that embellish each with a simile, metaphor, or personification to convey the idea more vividly to the reader.
 - a. wind
 - b. house
 - c. dog
 - d. trees
 - e. homework

Answers will vary. Examples:

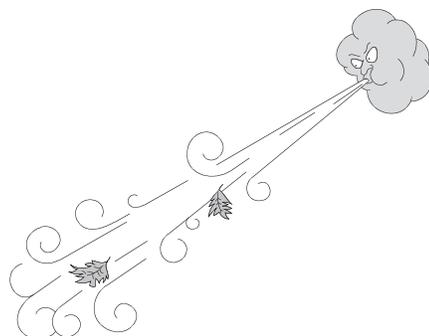
The biting wind and blowing snow made the walk to school miserable.

The house was a lonely widow, standing on a hill.

My dog is a ferocious bear.

The tree shivered in the wind.

My homework is a monster that follows me home from school.



2. Now choose **one** of your sentences from exercise 1 on the previous page and embellish it using **hyperbole**.

Answers will vary. Examples:

The wind was so cold even the polar bears wore coats.

My brother is as big as a house.

Jake's dog is as old as the hills.

The tree in my backyard is as tall as the Empire State Building.

I had so much homework I needed a pickup truck to carry it home.

3. Write a sentence about a student's morning routine. Use onomatopoeia to create a clear image. (drip, hiss, whir, buzz, croak, squeal, creak, slap...)

Answers will vary.

Examples: *When the insistent buzz of the alarm broke through the fog in*

Sue's head, she recognized the sounds of another school day: the drip of

the coffee pot, the hiss of bacon and eggs in the frying pan, the creak of

her brother's footsteps on the stairs before he slammed the bathroom door.

Too late again!

4. In Lesson 1, you learned about end rhyme and internal rhyme. Identify the rhymes in these lines from "The Raven" by Edgar Allan Poe:

Once upon a midnight dreary, while I pondered, weak and weary
Over many a quaint and curious volume of forgotten lore –
While I nodded, nearly napping, suddenly there came a tapping,
As of someone gently rapping, rapping at my chamber door –



'Dreary' and 'weary' and 'napping' and 'tapping' are internal rhyme.

'Lore' and 'door' are end rhyme.

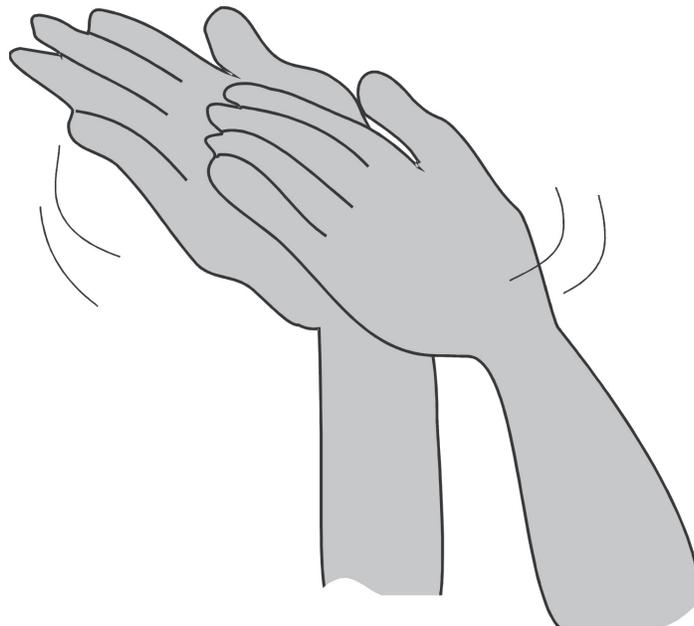
5. In Lesson 1, you also learned how to scan a poem (divide a line of poetry into feet and mark the stressed syllables). The nursery rhyme that follows has six stresses in each line and a varying number of non-stressed syllables between the stresses. Scan and mark the beat:

 u / u / u / u u / u / u /
There was / a crook / ed man / and he went / a crook / ed mile

 u / u / u / u u / u / u /
He found / a crook / ed six / pence beside / a crook / ed stile

 u / u / u / u / u / u /
He had / a crook / ed cat / which caught / a crook / ed mouse

 u u / u u / u / u / u / u /
And they all / lived togeth / er in / a lit / tle crook / ed house.

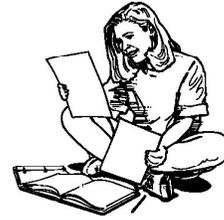


Capitalization

Capitalize the first word of a direct quotation.

Example:

- Mary said, "Let's go to a movie."



Capitalize the first, last, and all the important words in the titles of books, poems, stories, and songs.

Examples:

- Anne of Green Gables
- Twinkle, Twinkle, Little Star

Activity 2

Correct the following sentences.

1. the graduation class picked "forever young" by rod stewart to be played as the first song of the evening.

The graduation class picked "Forever Young" by Rod Stewart to be played as the first song of the evening.

2. john wanted to know who wrote the poem "butterfly".

John wanted to know who wrote the poem "Butterfly".

3. did you enjoy the book "homecoming"?

Did you enjoy the book "Homecoming"?

Capitalize a person's title when it comes before a name.

Examples:

- Ms J. Roberts
- Dr. Smith

Capitalize abbreviations of days, months, parts of addresses, provinces, and postal codes.

Examples:

- Tues.
- Dec.
- Main St.
- N.S.

Activity 3

Correct the following.

1. do you think mr. and mrs. young will be coming to hear dr. claire speak tonight?

Do you think Mr. and Mrs. Young will be coming to hear Dr. Claire speak tonight?

2. mrs. jane miller
242 parkhill dr.
camrose, ab s9r 5t8

Mrs. Jane Miller

242 Parkhill Dr.

Camrose, AB S9R 5T8

3. lobster festival
july 23 – 27
charlottetown, p.e.i.

Lobster Festival

July 23 – 27

Charlottetown, P.E.I.

Capitalize days of the week, months, and holidays.

Examples:

- Monday
- March

Capitalize celestial bodies.

Examples:

- Earth
- Mars

Capitalize all the letters in acronyms (words that are made up of the first letter of title).

Examples:

- DEW (Distance Early Warning)
- RCMP (Royal Canadian Mounted Police)

Activity 4

Correct the following sentences.

1. rebecca and justine were both born on monday, july 10, 1989.

Rebecca and Justine were both born on Monday, July 10, 1989.

2. steve and jason hope to play in the nhl someday.

Steve and Jason hope to play in the NHL someday.

3. your homework during the easter holidays is to research about jupiter .

Your homework during the Easter holidays is to research about Jupiter.

Capitalize all proper nouns (specific persons, places, or things).

Examples:

- Mary Smith
- Alberta
- June
- Rocky Mountains

Capitalize all proper adjectives. A proper adjective is an adjective that is made from a proper noun.

Examples:

- Chinese food
- Canadian tourist

Activity 5

Correct the following sentences.

1. does your mother live in edmonton or prince albert?

Does your mother live in Edmonton or Prince Albert?

2. ralph klein is the premier of alberta

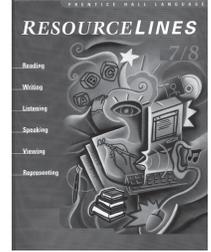
Ralph Klein is the premier of Alberta.

3. do you like chinese cooking?

Do you like Chinese cooking?

Rhyme Scheme

The **rhyme scheme** of a poem is determined by identifying each line of poetry with a letter of the alphabet, beginning with the letter “a”. Lines that rhyme are given the same letter. Page 60 of *ResourceLines 7/8* explains how to “Locate the Rhyme”.



Example:

Casey At The Bat by Ernest L. Thayer

The outlook wasn't brilliant for the Mudville nine that day,	<u>a</u>
The score stood four to two, with but one inning more to play.	<u>a</u>
And then when Cooney died at first, and Barrows did the same,	<u>b</u>
A pall-like silence fell upon the patrons of the game.	<u>b</u>
A straggling few got up to go in deep despair. The rest	<u>c</u>
Clung to that hope which springs eternal in the human breast.	<u>c</u>
They thought, "If only Casey could but get a whack at that.	<u>d</u>
We'd put up even money now, with Casey at the bat."	<u>d</u>

Activity 6

Try this piece for yourself. Put in letters to show the rhyming pattern.

The Road Not Taken by Robert Frost

Two roads diverged in a yellow wood,	<u>a</u>
And sorry I could not travel both	<u>b</u>
And be one traveler, long I stood	<u>a</u>
And looked down one as far as I could	<u>a</u>
To where it bent in the undergrowth;	<u>b</u>

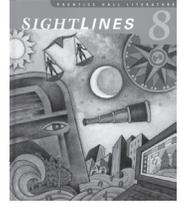
Activity 7

Today's songwriters, especially rappers, work very diligently on rhymes and rhyme schemes. Write out the first verse or chorus to a song that you are familiar with. Then, identify the rhyme scheme.

Answers will vary.

Types of Poetry

By quickly scanning through your text, *SightLines 8*, identify which of the selections are poems. Write the titles in the space below.



Ragged Sonnet #64, The Child Who Walks Backwards, Who is Disabled?, My

Guilt, Dust Devil, You Have Two Voices, My Mother Who Came from China Where

She Never Saw Snow, My Hero Mandela, Black Patent Leather Shoes, Poet, It's

Different Now, An Evening Walk, At White Island, When I was a Little Girl, While

I was Looking at the Background You Walked Out of the Picture, The Earth-ling,

Song of the Dream People, Night on Gull Lake, The Circle Game.

Poetry is longer than a sentence, leaner-looking than a paragraph, and shorter than a short story. Physically, poetry is set up to look different from other types of writing. It is most recognizable in your textbook as column-like. When you start reading, the real differences start to stand out; rhyme and rhythm suddenly appear.

This lesson looks at four different types of poems: haiku, limerick, sonnet, and free verse.



Haiku

Haiku is a three-line form of poetry that originated in Japan. It usually describes a moment in nature. The essential characteristic of haiku is that it has **seventeen syllables** in **three lines** that are arranged in a **five – seven – five** syllable pattern. Page 63 in *ResourceLines 7/8* has another example of traditional haiku.

A giant firefly:
that way, this way, that way, this –
and it passes by.

By Issa (1762 – 1826)

Although traditional haiku describes an aspect of nature, contemporary haiku may address almost any topic. Here is an example of a computer problem message written in haiku:

Serious error.
All shortcuts have disappeared.
Screen. Mind. Both are blank.

By Craig Smith

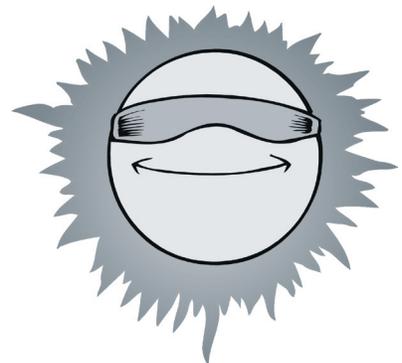


Limerick

A limerick is a silly, humorous poem of five lines that follows a distinct pattern. The first, second, and last lines rhyme, and each line has three strong beats. The third and fourth lines rhyme. These two lines, which are usually shorter than the other three, have only two strong beats in each line. The rhyme scheme of a limerick is *aabba*.*

There was a young lady whose eyes
 Were unique as to color and size
 When she opened them wide
 People all turned aside
 And started away in surprise

By Edward Lear



Activity 8

Write one of your own poems in the space provided on the next page. You may choose either a limerick or a haiku.

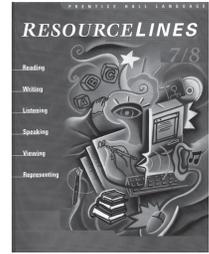
If you are having difficulty selecting a topic, you may choose one from the list below.

- | | | |
|------------------------------|----------------------------|--------------------------|
| fishing | playing basketball | dirt bike riding |
| horseback riding | being at the lake | camping in the mountains |
| dogs | babies | the ability to fly |
| first kiss | too long in a car | your crazy grandmother |
| your dad | a storm approaches | catching a cold |
| a rainy day | what a hand looks like | sunrise |
| lighted windows | the wind | cloud shapes |
| elephants | telephones | leaves in the spring |
| escalator | fire | your favourite food |
| your best shirt | church | your sister |
| getting a letter in the mail | the night before Christmas | fireworks |
| marshmallows | sunflower seeds | daisies |
| smile | sidewalks | gum |
| waking up | punch | favourite sport |

**English Language Arts Handbook for Secondary Students Alberta Learning 2004, p.221.*

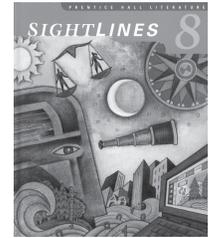
Sonnet

A **sonnet** is a fourteen-line poem with a regular rhythm and rhyme scheme. Turn to page 64 in *ResourceLines 7/8* and read the section titled “Sonnet”.



Activity 9

Turn to page 28 in *SightLines 8* and read a great modern interpretation about an unlikely topic – football – in “Ragged Sonnet #64”. Then, answer the following questions:



- 1. In your opinion, what makes a great athlete great?

Answers will vary. Strength, speed, ability, poise under pressure, knowledge...

- 2. a. Who was Jim Thorpe?

He was a defensive football player.

- b. Explain what he did in this particular situation.

He stood and watched the pass instead of intercepting it.

- c. What was the reaction of the coach?

He was furious.

3. Suggest a reason for the poet choosing this title for this poem.

Answers will vary. This poem does not follow the traditional rhyme scheme for a sonnet. However, it does have 14 lines. It is not about a traditional subject. It is written by a contemporary poet. Sixty-four was the age at which Jim Thorpe died, but this could have been his number when playing...

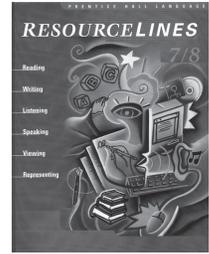
4. Individuals who are heroic, athletic, or artistic are often heralded for their actions. However, sometimes avoiding an action requires even more courage. How do you think the poet feels about this incident? What evidence is there in the poem to support your opinion?

Answers will vary. The poet probably admires Joe for this. "Like a patient man driven to explain the obvious to a fool..." "We knew what greatness was by what it would not do."



Free Verse

Not all poetry follows strict rhyme or rhythmic patterns. **Free verse** is poetry free of traditional poetic restrictions. Some free verse poets even omit punctuation and/or capitalization. Turn to page 63 in *ResourceLines* 7/8 and read “Elephants”.



Activity 10

Turn to page 213 in *SightLines* 8 and read “While I was Looking at the Background You Walked Out of the Picture”, which is a poem about a young girl’s longing to have her traveling father pay more attention to her.

- 1. What picture has the girl drawn for her father?

Answers will vary. The girl has drawn a tropical scene with a tiger, frogs, and lush vegetation.

- 2. Why does the girl decide to become an archeologist?

Answers will vary. She would then be able to visit the places from which her father brings home gifts.

- 3. This poem is written in free verse and tells the story about a young girl’s feelings towards her father’s occupation. How do you think her father feels? Imagine that you are the father and write a free verse poem to your daughter about how you miss her and how important she is to you.

Answers will vary.

Learning Log

Take time to reflect on and record your learning process for this lesson.

1. What do I understand about using capital letters?

Answers will vary.

2. What have I learned about poetry?

Answers will vary.

3. What more would I like to know about poetry?

Answers will vary.



