You will write five (5) poems by the end of this quarter. Each poem must reflect a piece of literature we have studied as a class this year. You must include a minimum of two of the following literary devices in each poem:

- Alliteration
- Allusion
- Couplet
- Hyperbole
- Imagery
- Metaphor
- Onomatopoeia
- Personification
- Refrain
- Simile
- Reftain
- Oxymoron

Please note that you must end up using all of the literary devices named above throughout your five poems, although you do not have to use all of them in each poem. You must also adhere to the following guidelines of all of your poems:

- Type all poems
- Highlight examples of the literary devices within your poem
- Identify by name (simile, etc.) the literary devices highlighted
  - Do not identify a literary device without highlighting exactly where it is present within the poem
- Turn in this packet stapled to the top of your poems
  - The packet must be complete with annotations for each poem type (except the I AM poem)
- Have fun with your poetry as you revisit the literature we read this year!

You must write one (1) of each of the following types of poems:

- Sonnet
- Acrostic
- I AM
- Haiku
- Ode

This packet contains examples and directions for each of the above poems. Read each poem and annotate it in order to gain a better understanding of each poetic form. Mimic each form as best as you can. Please note: yes, you may reuse your sonnet from earlier in the year, but you must correct any errors found in it, and you must name the type of sonnet being used. You must also ensure that it contains at least two of the above literary devices.

Your completed packet is due: May 28th / May 29th
Sonnet

Review your sonnet notes for information about sonnets. **Read and annotate the following sonnet.** What type of sonnet is it? What is the problem and what is the solution?

How do I love thee? Let me count the ways.
I love thee to the depth and breadth and height
My soul can reach, when feeling out of sight
For the ends of being and ideal grace.
I love thee to the level of every day's
Most quiet need, by sun and candle-light.
I love thee freely, as men strive for right.
I love thee purely, as they turn from praise.
I love thee with the passion put to use
In my old griefs, and with my childhood's faith.
I love thee with a love I seemed to lose
With my lost saints. I love thee with the breath,
Smiles, tears, of all my life; and, if God choose,
I shall but love thee better after death.

Now, write your own sonnet. You may reuse your sonnet from earlier in the year, but you must correct any errors found in it, and you must name the type of sonnet being used. All sonnets must adhere to the strict rhyme scheme set by its type, must have a problem and a solution, and must contain exactly ten syllables per line. You must also ensure that it contains at least two of the literary devices named on the front of this packet.
Acrostic

An acrostic poem is a poem in which the first letter of every verse consecutively forms a word or message (typically the name of a person). The content of the poem usually provides more detailed information about the character whose name makes up the message. **Read and annotate the following acrostic poem.** What is being revealed about the character – in this case, Poe’s cousin?

“Elizabeth” by Edgar Allen Poe

Elizabeth — it surely is most fit
(Logic and common usage so commanding)
In thy own book that first thy name be writ,
Zeno and other sages notwithstanding:
And I have other reasons for so doing
Besides my innate love of contradiction:
Each poet — if a poet — in pursuing
The muses thro’ their bowers of Truth or Fiction,
Has studied very little of his part,
Read nothing, written less — in short’s a fool
Endued with neither soul, nor sense, nor art,
Being ignorant of one important rule,
Employed in even the theses of the school —
Called — — I forget the heathenish Greek name —
(Called any thing, its meaning is the same)
“Always write first things uppermost in the heart”

**Now, write your own acrostic.** You may choose any character from any of the texts we have read this year, as long as their name (first and last count) has a minimum of seven (7) letters. The poem must consist of events, traits, or actions involving the character.
I AM

Use this template to help write your own I AM poem as if you were one of the characters from any text we’ve read this year.

I am _____________________________________________________________
(Two special characteristics)

I wonder __________________________________________________________
(Something they are curious about)

I hear _____________________________________________________________
(An imaginary sound near them)

I see _____________________________________________________________
(An imaginary sight near them)

I want ____________________________________________________________
(A desire they have)

I am _____________________________________________________________
(The first line of the poem repeated)

I pretend _________________________________________________________
(Something they pretend to do)

I feel _____________________________________________________________
(A feeling about something imaginary)

I touch __________________________________________________________
(An imaginary touch)

I worry __________________________________________________________
(Something that bothers them)

I cry _____________________________________________________________
(Something that makes them sad)

I am _____________________________________________________________
(The first line of the poem repeated)

I understand ______________________________________________________
(Something they know is true)

I say _____________________________________________________________
(Something they believe in)

I dream __________________________________________________________
(Something they dream about)

I try _____________________________________________________________
(Something they make an effort on)

I hope ____________________________________________________________
(Something they hope for)

I am _____________________________________________________________
(The first line of the poem repeated)
Haiku

Haikus use just a few words to capture a moment and create a picture in the reader’s mind. It is like a tiny window into a scene much larger than itself. **Read and annotate the following haikus:**

First autumn morning
the mirror I stare into
shows my father's face.
- Murakami Kijo

An old silent pond...
A frog jumps into the pond,
splash! Silence again.
- Basho

Over the wintry
forest, winds howl in rage
with no leaves to blow.
- Soseki

**Now, write your own haiku.** You must adhere to the $5, 7, 5$ syllable count. Your haiku must provide a “snapshot” of a scene from one of the text we read this year.
An ode is a form of lyric poetry — expressing emotion (typically praise and adoration) and it addresses someone or something, or it represents the poet's musings on that person or thing. The tone of an ode is typically very serious and formal. **Read and annotate the following ode:**

“To Autumn” by John Keats

Season of mists and mellow fruitfulness,
Close bosom-friend of the maturing sun;
Conspiring with him how to load and bless
With fruit the vines that round the thatch-eyes run;
To bend with apples the moss’d cottage-trees,
And fill all fruit with ripeness to the core;
To swell the gourd, and plump the hazel shells
With a sweet kernel; to set budding more,
And still more, later flowers for the bees,
Until they think warm days will never cease,
For summer has o’er-brimm’d their clammy cells.

Who hath not seen thee oft amid thy store?
Sometimes whoever seeks abroad may find
Thee sitting careless on a granary floor,
Thy hair soft-lifted by the winnowing wind;
Or on a half-reap’d furrow sound asleep,
Drowsed with the fume of poppies, while thy hook
Spar’s the next swath and all its twined flowers:
And sometimes like a gleaner thou dost keep
Steady thy laden head across a brook;
Or by a cider-press, with patient look,
Thou watchest the last oozings, hours by hours.

Where are the songs of Spring? Ay, where are they?
Think not of them, thou hast thy music too,—
While barred clouds bloom the soft-dying day,
And touch the stubble-plains with rosy hue;
Then in a wailful choir the small gnats mourn
Among the river sallows, borne aloft
Or sinking as the light wind lives or dies;
And full-grown lambs loud bleat from hilly bourn;
Hedge-crickets sing; and now with treble soft
The redbreast whistles from a garden-croft,
And gathering swallows twitter in the skies.

Now, write your own ode. This poem must be about a non-human element in a story. For example: if you write about *In the Time of the Butterflies* you may choose to write an ode to a butterfly. You must consider the symbolism in the novel and relate your ode to the piece of literature. You would not just write an ode to a butterfly and discuss how pretty they are; your ode must address enough of the novel to make it clear how/why this something is important to the piece of literature.