

Teacher Lesson Plan 1

Objectives:

- identify common devices used in poetry
- write poems using common poetic devices

Materials: Poetic Devices

Student Resource Sheet, poetic device examples to display, teacher-selected artwork

Time: one to two 40-minute class period(s)

Essential Question: How can poetic devices add meaning to a poem?

Lesson Steps:

- 1 **Define** “poetic device” as a tool that can give shape to a poem, add to its meaning, or intensify its mood.
- 2 **Display** an example of each poetic device (either the example from the Student Resource Sheet or a teacher-selected example). A student or the teacher will identify the device and explain the definition.
- 3 **Distribute** the Student Resource Sheet. Ask students to put a check mark next to any of the terms they already know well and an X next to any of the terms that are unfamiliar.
- 4 Students can **record** their own examples of each poetic device in the last column on the Student Resource Sheet.
- 5 **Tell** students that they will now have a chance to practice using these devices in their own poetry. Display a work of art—for example, a famous painting such as *Starry Night* by Vincent Van Gogh or a famous photograph such as *Migrant Mother* by Dorothea Lange.
- 6 **Assign** each student a particular device from the list. Provide students with 1–2 minutes to describe the painting using that device.
- 7 Students can **share** their writing with the class. For additional practice, students could be asked to identify the device that their classmates used in their writing.
- 8 **Repeat** steps 5 and 6, assigning different devices for students to use each time.
- 9 When students have had an opportunity to use and identify several of the devices, **explain** that they will now have a chance to write a full-length poem based on a work of art.



- 10 **Display** a new painting or photograph for students to examine. Provide 10–15 minutes for them to write their poems and encourage them to use as many of the new poetic devices as possible.
- 11 Finished poems can be displayed in the classroom, or students can swap poems and search for the poetic devices used.

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Poetic DEVICES

TERM	DEFINITION	EXAMPLES	MY EXAMPLE
Rhyme	words that end with the same sound	“I never saw a Purple Cow, I never hope to see one, But I can tell you, anyhow, I'd rather see than be one!” — <i>Gelett Burgess</i>	
Onomatopoeia (on-o-mat-o-pee-ah)	a word whose sound matches its meaning	Splat! Buzz!	
Alliteration	the same sound used at the beginning of words	Peter Piper picked a peck of pickled peppers.	
Rhythm	the beat of a poem	“Once upon a midnight dreary, while I pondered, weak and weary...” — <i>Edgar Allan Poe, “The Raven”</i>	
Repetition	the same words or lines used in a poem again and again	“First I saw the white bear, then I saw the black; Then I saw the camel with a hump upon his back” — <i>William Makepeace Thackeray, “At the Zoo”</i>	
Simile	comparing two unlike things using <i>like</i> or <i>as</i>	“An emerald is as green as grass; A ruby red as blood” — <i>Christina Rossetti, “Flint”</i>	
Metaphor	comparing two unlike things without using <i>like</i> or <i>as</i>	“Fame is a bee. It has a song— It has a sting— Ah, too, it has a wing.” — <i>Emily Dickinson</i>	
Personification	giving human qualities (like feelings) to something that isn't human	“The mountain and the squirrel had a quarrel” — <i>Ralph Waldo Emerson, “Fable”</i>	
Hyperbole	creating an exaggerated version of reality	“Till a' the seas gang dry, my dear, And the rocks melt wi' the sun; I will love thee still, my dear, While the sands o' life shall run.” — <i>Robert Burns, “A Red, Red Rose”</i>	