Unit 3: Chapter 7

Chapter Literary Focus

SKILL BUILDER

FORMS OF POETRY  Match the definition on the right with the form of poetry on the left. On the line provided, write the letter of the word or phrase that best defines each form of poetry.

_____ 1. lyric poem  A) three-line poem with seventeen syllables
_____ 2. free verse  B) presents a list of many different images
_____ 3. haiku  C) a short poem focused on the speaker’s feelings
_____ 4. sonnet  D) a fourteen-line lyric poem
_____ 5. catalog poem  E) a song that tells a story
_____ 6. ballad  F) poetry that does not have a regular meter or rhyme scheme

Choose the word in parentheses that best completes each sentence. Draw a line under that word.

7. Every poem has a (metaphor, speaker), the voice that talks to us.

8. An (image, implied metaphor) is a word or phrase that appeals to one or more of our five senses.

9. In a (simile, metaphor), two dissimilar things are compared using a word such as like, as, than, or resembles.

10. A special kind of metaphor in which human qualities are given to something that is not human is called (alliteration, personification).

11. The repetition of the sound of the stressed vowel and any sounds that follow it in words that are close together in a poem is called (rhyme, rhythm).

12. The musical quality based on repetition in a poem is called (rhyme, rhythm).

13. A (foot, meter) usually consists of one stressed syllable and one or more unstressed syllables.

SOUNDS OF POETRY  Circle the letter of the word that best completes each sentence.

14. A regular pattern of stressed and unstressed syllables is called ______.
   a. foot       b. meter       c. rhyme scheme   d. iamb

15. A/an ______ is a foot that has an unstressed syllable followed by a stressed syllable.
   a. iamb       b. trochee      c. anapest      d. spondee

16. A foot that has two unstressed syllables, then a stressed syllable, is a/an ______.
   a. iamb       b. trochee      c. anapest      d. spondee

17. Using words that sound like what they mean is ______.
   a. tone       b. alliteration  c. onomatopoeia   d. assonance
Activity 1: Reading a Poem
Write T or F next to each statement to tell whether it is true or false.

_____ 1. Reading a poem is just like reading a story.

_____ 2. When you read a poem, look for punctuation telling you where sentences begin and end.

_____ 3. Finding the subject, verb, and object of a sentence in poetry can help you understand the poem.

_____ 4. Because of the way poetry is written, paraphrasing a poem is not very helpful.

_____ 5. Reading a poem aloud helps you appreciate the sounds and rhythms of the poem.

_____ 6. Not every word in a poem is important.

Activity 2: Analyzing Word Choice
Choose the word in parentheses that best completes each sentence. Draw a line under that word.

7. The (denotation, connotation) of a word is the emotions and associations that have come to be attached to it.

8. The (denotation, connotation) of a word is its literal dictionary definition.

9. When you analyze a poem, the poet’s (word, stanza) choice is very important.

10. When you read a poem, look at its word order and grammar, which is the poem’s (stanzas, syntax).

11. The line “Cold is the night” is an example of (inverted, denoted) word order.
Unit 3: Chapter 7

Literary and Academic Vocabulary

SKILL BUILDER

Activity 1: Literary Vocabulary
Write words from the Word Bank to complete the sentences below.

rhyme scheme    simile    figurative language    lyric poem    metaphor
meter           sonnet    ballad    personification    free verse

1. A _______________________ focuses on the speaker’s feelings; a
   _______________________ is a fourteen-line lyric poem usually written in iambic
   pentameter.

2. Poems written without a regular rhyme scheme are called
   _______________________; a poem that tells a story, uses strong rhymes, steady
   rhythm, and repetition is called a ________________________.

3. A figure of speech that uses like or as to compare is a
   _______________________; comparing two different things in which one thing is said to be another is a
   ________________________.

4. Poets use ______________________, such as metaphors, to express things
   imaginatively; ________________________ is a type of this in which human
   qualities are given to something that is not human.

5. A regular pattern of end rhymes in a poem is its ________________________;
   ________________________ is a regular pattern of stressed and unstressed syllables.

Activity 2: Academic Vocabulary
Match each word in the Word Bank to a group of related words. Write each
word on the line.

nuances         associate    evoke    elaborate

_________________  6.   link, relate, connect
_________________  7.   clarify, discuss, go into greater detail
_________________  8.   hints, suggestions, shades of meaning
_________________  9.   stir up, raise, recall a memory

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A Blessing  James Wright

Activity 1: Semantic Mapping
Creating a semantic map can help you represent different types of word knowledge in graphic form. Based on the example, create a semantic map for each of these vocabulary words from “A Blessing” on your own paper: bounds, nuzzled, caress.

Example

Activity 2: Exploring Deeper Meanings
Choose the statement that provides an accurate example of the meaning of each vocabulary word.

1. twilight
   A) The sun had begun to wane in the thick fog, and the air became a bit cooler.
   B) We stayed at the picnic until the sun began to go down and the light became soft.

2. bounds
   A) When Noah runs that fast and smoothly, it seems as if he is flying.
   B) The squirrel leaps through the trees and over the fence.

3. nuzzled
   A) The cat rubbed his nose gently on my hand.
   B) Our cat likes to snuggle on my lap and have his head rubbed.

4. caress
   A) The toddler reached up and put his arms around his mother’s neck.
   B) The new mother gently touched the baby’s cheek.
Activity 3: Changing Contexts

Each vocabulary word from “A Blessing” is used at least once in the following paragraphs. Fill in each word where it best fits the context.

Example

Sometimes a deer **bounds** energetically from out of the forest.

| twilight | bounds | nuzzled | caress |

In the summer, Camryn and I often ride our bikes to Mr. Grierson’s farm just before (5) _________________. Sometimes a squirrel or chipmunk (6) ________________ out of the woods right onto the path. I wish I could (7) ________________ a chipmunk, but I do not think they like to be held.

Mr. Grierson lets us go to his farm to (8) ________________ the baby rabbits that he raises. Last year, we were able to pick them up gently, and they (9) ________________ our hands and faces with their noses. Even though it was summer, the evening (10) ________________ did not last nearly long enough, and we had to leave to get back home before it got dark. The rabbits (11) ________________ our cheeks with their noses one last time, and we hopped back onto our bikes. It was a special time for us.
**A Blessing**  James Wright

**ANALYZING POETIC EFFECTS**  As you read this poem, think about how certain images helped you share the speaker’s experience. What images especially helped you see what the speaker saw, hear what he heard, even touch what he touched? List these images in the chart below.

<table>
<thead>
<tr>
<th></th>
<th>Sight</th>
<th>Hearing</th>
<th>Touch</th>
<th>Taste</th>
<th>Smell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imagery</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tone</td>
<td></td>
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</tbody>
</table>

**AFTER YOU READ**  When you complete the chart, describe the tone created by the images: How does this speaker feel about what he had experienced on the highway to Rochester, Minnesota? Write your response on a separate sheet of paper.
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Selection Reading Focus

Women  Alice Walker

ANALYZING POETIC EFFECTS  After you read “Women,” note the words and figures of speech that Alice Walker uses to bring these women to life. Then, describe how those words and figures of speech affect you. Use the chart below to keep track of your responses.

<table>
<thead>
<tr>
<th>Words / Phrases from Poem</th>
<th>My Responses</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

AFTER YOU READ  Complete the chart above. Review the words and phrases you wrote down as well as your responses. Then, add a row to the bottom of your chart, and describe the speaker’s tone, or attitude, toward the subject of the poem.
Activity 1: Semantic Mapping
Creating a semantic map can help you represent different types of word knowledge in graphic form. Based on the example, create a semantic map for each of these vocabulary words from “I Wandered Lonely as a Cloud” on your own paper: glee, pensive, solitude.

Example

<table>
<thead>
<tr>
<th>meaning:</th>
<th>examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>lively; full of spirit</td>
<td>a puppy; a happy child</td>
</tr>
<tr>
<td>synonyms:</td>
<td>sentence:</td>
</tr>
<tr>
<td>bouncy; vivacious</td>
<td>The polar bear cub is sprightly and curious.</td>
</tr>
</tbody>
</table>

Activity 2: Exploring Deeper Meanings
Choose the statement that provides an accurate example of the meaning of each vocabulary word.

1. glee
   A) The children at the birthday party cheered excitedly when the clown arrived.
   B) Dominic was very pleased when he heard that you were coming to visit us.

2. pensive
   A) I thought a lot about what I wanted to say in my speech.
   B) Since my sister has started filling out college applications, she has become thoughtful and serious about her future.

3. solitude
   A) When I am trying to write a poem, I like to be alone in a quiet and peaceful place so I can think.
   B) If you have a faithful dog as a companion, you will never feel alone.
Activity 3: Changing Contexts

Each vocabulary word from “I Wandered Lonely as a Cloud” is used at least once in the following paragraph. Fill in each word where it best fits the context.

**Example**  
Our secluded camping site in the mountains was a great place to think in **solitude**.

**solitude**

The trail through the field of flowers looked like just the place to find a little

(4) _______________________ away from my noisy family. I observed with

(5) _______________________ the lively and (6) _______________________ movements of butterflies and bees. As I sat there in

(7) _______________________, my mood became

(8) _______________________ as I saw the trash someone had dumped in the meadow. I began to think about conserving the environment, and how important it is to keep places like this clean and beautiful. Just then, a deer passed by me with

(9) _______________________ light-footed grace. This unexpected sight filled me with (10) _______________________. My brief time spent in

(11) _______________________ inspired me to work hard to save our planet.
I Wandered Lonely as a Cloud  William Wordsworth

READING ALOUD  Reading a poem aloud can help you understand a poem’s basic meaning. Oral reading will also help you analyze its rhythm and meter. Scan the lines of Wordsworth’s poem. Mark each stressed syllable (´) and each unstressed syllable (¨).

| Text of Poem and Scan Marks |
Legal Alien / Extranjera legal  Pat Mora

READING A POEM  To fully appreciate a poem, you should read it several times: for enjoyment, for comprehension, and for analysis, in which you look for significant elements of style and how they affect meaning. Read “Legal Alien” at least three times. After each reading, fill in the chart below describing certain elements of Mora’s style.

<table>
<thead>
<tr>
<th>Parallel Structures</th>
<th>Word Play</th>
<th>Tone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

AFTER YOU READ  English and Spanish may have more in common than you think. Take a look at “Extranjera legal”—the Spanish version of “Legal Alien.” List the words you recognize as similar to English words.

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
Comparing Texts: Historical Accounts Across Genres

Activity 1: Semantic Mapping
Creating a semantic map can help you represent different types of word knowledge in graphic form. Based on the example, create a semantic map for each of these vocabulary words from “The History Behind the Ballad,” and “4 Little Girls” on your own paper: infamous, charisma, rationalizations.

Example

![Semantic Map Example]

Activity 2: Exploring Deeper Meanings
Choose the statement that provides an accurate example of the meaning of each vocabulary word.

1. infamous
   A) Al Capone was a gangster who was well known for doing bad things.
   B) Until today, I had not heard about the horrible deeds of that group of bank robbers.

2. charisma
   A) Patty has a lot of friends both in and outside of school.
   B) Lucy is so friendly that everyone seems to like her immediately.

3. rationalizations
   A) Martin always seems to find reasons to justify his misdeeds.
   B) Your reasons for being tardy to class are still questionable.
Activity 3: Changing Contexts
Each vocabulary word from “The History Behind the Ballad,” and “4 Little Girls” is used at least once in the following sentences. Fill in each word where it best fits the context.

Example The gangster in that movie is an infamous criminal.

literally infamous charisma rationalizations

4. I do not understand how Blake thinks his continual __________________ for not doing his work will be accepted.

5. You were not supposed to take her suggestion so __________________, and now we have a real problem to solve.

6. No one will ever forget that ____________________ incident in which eleven civilians were killed.

7. Although I may not agree with his political views, that candidate certainly speaks well and has ____________________.

8. History is filled with __________________ leaders, incidents, and battles. It makes for exciting reading!

9. Our school principal could not believe all the __________________ she heard when students failed to finish their term papers on time.

10. Marissa takes everything she hears so ______________________ that we have begun to think that she has no sense of humor.
The History Behind the Ballad  Taylor Branch
Ballad of Birmingham  Dudley Randall
4 Little Girls  Roger Ebert

COMPARING HISTORICAL ACCOUNTS ACROSS GENRES  Many works are written as an account of a historical event or period. As you read, think about the strengths and limitations of each form. Use the chart below to gather your ideas.

<table>
<thead>
<tr>
<th>Genre</th>
<th>Strengths</th>
<th>Limitations</th>
</tr>
</thead>
<tbody>
<tr>
<td>historical account</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ballad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>movie review</td>
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<td></td>
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</tbody>
</table>

AFTER YOU READ  Add a column to your chart. In it, comment on the effect each work had on you. What feelings did the work evoke? How did it give you a deeper understanding of history?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________