**Discovering Poetry**

Sound and Repetition  
Task Card

To create music in poems poets often use *repetition*. They repeat groups of words, sounds and rhythms. Song lyrics often use repetition. Repetition can be like the drum beat of the poem.

Read Gwendolyn Brooks’ poem *We Real Cool*.

* Who is Brooks describing in this poem? What are they doing? How do you think the poet feels about them?

* How does Brooks use repetition in her poem, and what does the repetition add to it?
* If you were to set this poem to music, what instruments would you use? Why?

Compose a rap or select a song that uses repetition **and** has a powerful ending. Perform the rap or song for the class. In your performance, include movement that reinforces the message of the rap or song.

**Evaluation Criteria for Group Project:**

* Song or rap has a message, at least eight lines with some repetition, and a clear ending that clarifies and reinforces its message.
* Song or rap is performed with movement by all members of the group.

**Discovering Poetry**

Sound and Repetition  
Poetry Card

***We Real Cool***

**The Pool Players**

**Seven at the Golden Shovel**

We real cool. We

Left school. We

Lurk late. We

Strike straight. We

Sing sin. We

Thin gin. We

Jazz June. We

Die Soon.

*Gwendolyn Brooks (American, b. 1917)*

Name

**Discovering Poetry**

Sound and Repetition  
Individual Report

***We Real Cool***

**The Pool Players**

**Seven at the Golden Shovel**

We real cool. We

Left school. We

Lurk late. We

Strike straight. We

Sing sin. We

Thin gin. We

Jazz June. We

Die Soon.

*Gwendolyn Brooks (American, b. 1917)*

How does Gwendolyn Brooks use repetition in her poem, *We Real Cool*? What does the repetition add to the poem?

**Evaluation Criteria for Individual Report:**

* Answer uses at **least** two examples of repetition from the poem and **at least** one explanation of how the repetition adds to the poem.
* Answer includes at least **three complete sentences.**

**Discovering Poetry**

Metaphors and Similes  
Task Card

Look at the picture(s) of fog as you read Sandberg’s poem *Fog.* Discuss the following questions:

* How is the fog brought to life by the metaphor of the cat?
* In what ways does fog *move* and *behave* like a cat?
* What other metaphors could be used to describe fog? What other things could be described using the metaphor of a cat?

As a group, compose an original poem using a metaphor to capture an aspect of weather. Then, create a pantomime that brings either your poem, or Sandberg’s poem *Fog*, to life. One member should speak the poem as everyone else in the group acts it out.

**Evaluation Criteria for Group Project:**

* Pantomime is presented by the whole group and includes details from the text of the poem.
* Pantomime uses a variety of movements to demonstrate the metaphor(s).

**Discovering Poetry**

Metaphors and Similes  
Poetry Card

***Fog***

The fog comes

on little cat feet.

It sits looking  
over harbor and city

on silent haunches

and then moves on.

*Carl Sandberg (American, 1878-1967)*

Name

**Discovering Poetry**

Metaphors and Similes  
Individual Report

***Fog***

The fog comes

on little cat feet.

It sits looking  
over harbor and city

on silent haunches

and then moves on.

*Carl Sandberg (American, 1878-1967)*

In Sandberg’s poem *Fog* how is the fog brought to life by the metaphor of the cat?

**Evaluation Criteria for Individual Report:**

* Answer uses **at least** two examples to show how the poet brings *Fog* to life.
* Answer will include at least **three complete sentences**.

**Discovering Poetry**

Metaphors and Similes  
Task Card

Read Hughes’ poem, *Dream Deferred* and discuss the following questions:

* Hughes selects vivid images to create his similes and metaphors. What senses does he appeal to? What are some of the feelings you get from the images?
* What is the difference between a **simile** and a **metaphor**? Which images use similes and which use metaphors? What does the metaphor make you feel?
* What kinds of dreams might Hughes be referring to in this poem?

As a group, create a collage or a mobile that illustrates Langston Hughes’ poem *Dream Deferred*. Use different shapes, images, colors, textures, and materials inspired by the poem. Be ready to explain your choices.

**Evaluation Criteria for Group Project:**

* The collage/mobile uses **at least** four different shapes and images.
* Explanation includes a description of how each of the different aspects of the collage/mobile relate to the poem.

Explanatio

**Discovering Poetry**

Metaphors and Similes  
Poetry Card

***Dream Deferred***

What happens to a dream deferred?

Does it dry up

like a raisin in the sun?

Or fester like a sore—

and then run?  
Does it stink like rotten meat?  
Or crust and sugar over—

like a syrupy sweet?

Maybe it just sags

like a heavy load.

*Or does it explode?*

*Langston Hughes (American, 1902-1967)*

Name

**Discovering Poetry**

Metaphors and Similes  
Individual Report

***Dream Deferred***

What happens to a dream deferred?

Does it dry up

like a raisin in the sun?

Or fester like a sore—

and then run?  
Does it stink like rotten meat?  
Or crust and sugar over—

like a syrupy sweet?

Maybe it just sags

like a heavy load.

*Or does it explode?*

*Langston Hughes (American, 1902-1967)*

In Langston Hughes’ poem *Dream Deferred* which images use similes, which use metaphors? What do these images make you feel?

**Evaluation Criteria for Individual Report:**

* Answer has **at least** two examples of similes and one of metaphors, and describes the feelings that the images bring to mind.
* Answer will include at least **three complete sentences**.

**Discovering Poetry**

Sound and Rhythm  
Task Card

Look at Breughel’s painting as someone reads Williams’ poem *The Dance*.   
Then discuss the following questions:

* Find the “ing” words. What are the “ing” words describing? Connect the “ing” words to images in the painting. How do these words help describe the peasants as they dance?
* Read the poem out loud again, listening for the beat: “In BREUghel’s great PICture, The KERmess, the DANCers go ROUND…” etc. Why do you think the poet chose this beat? How does it relate to the dancing?
* What mood do the sound and rhythm create in this poem? What do you think the peasants are feeling at this festival?

As a group, look through the collection of pictures/ paintings of dance or dancers. Pick one picture, and then create several lines of poetry that bring out the sound and rhythm of the activities, event, or content of the picture. Be ready to share your poem out loud.

**Evaluation Criteria for Group Project:**

* The poem relates to one of the pictures and has **at least** five lines.
* The **sounds** of the poem’s words and its **rhythm** are clearly related to the picture.

**Discovering Poetry**

Sound and Rhythm  
Poetry Card

***The Dance***

In Breueghel's great picture, The Kermess,  
the dancers go round, they go round and  
around, the squeal and the blare and the  
tweedle of bagpipes, a bugle and fiddles  
tipping their bellies (round as the thick-  
sided glasses whose wash they impound)  
their hips and their bellies off balance  
to turn them. Kicking and rolling about   
the Fair Grounds, swinging their butts, those  
shanks must be sound to bear up under such  
rollicking measures, prance as they dance  
in Breueghel's great picture, The Kermess.

*William Carlos Williams (American, 1883-1963)*

Name

**Discovering Poetry**

Sound and Rhythm  
Individual Report

***The Dance***

In Breueghel's great picture, The Kermess,  
the dancers go round, they go round and  
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shanks must be sound to bear up under such  
rollicking measures, prance as they dance  
in Breueghel's great picture, The Kermess.

*William Carlos Williams (American, 1883-1963)*

Williams’ poem uses sound and rhythm to create a vivid picture of the dancing and merrymaking at Kermess. What is the mood of his poem, and how did his sounds (words) and rhythm (beat) help create that mood?

**Evaluation Criteria for Individual Report:**

* Answer gives a clear description of the mood of the poem, and **at least** one example **each** of how the words and the beat of the poem help to create the mood.
* Answer will include at least **three complete sentences**.

**Discovering Poetry**

Pattern  
Task Card

Poets may use the form of the poem to accentuate its meaning or change the way we read it. Some of the poems amuse us when we look at them, some puzzle, and some dare us to figure out the meaning of the pattern.

Read Guillaume Apollinaire’s poem *The Mirror* and e.e. cumming’s poem  
*the sky was*.

* Why is Apollinaire’s poem called *The Mirror*?
* What kind of picture is cummings trying to create with his whimsical poem? What is cummings describing?
* In both poems, how does the pattern connect with the meaning of the poem?

As a group, write/design two poems in which the words/lines in the poems create a visual image of what each poem describes. The two poems do NOT have to be related.

**Evaluation Criteria for Group Project:**

* Each poem has a clear subject and **at least** ten words.
* The design of each poem’s words creates a picture of the poem ‘s subject.

**Discovering Poetry**

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*Guillaume Apollinaire (French, 1880-1918)*

**Discovering Poetry**

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*e.e. cummings (American, 1894-1962)*

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**Discovering Poetry**

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*Guillaume Apollinaire*

*(French, 1880-1918)*

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*e.e. cummings (American, 1894-1962*)

In both poems, how does the pattern connect with the meaning of the poem?

**Evaluation Criteria for Individual Report:**

* Answer has **at least** two examples of how the patterns in each poem connect with the poem’s meaning.
* Answer will include at least **three complete sentences**.