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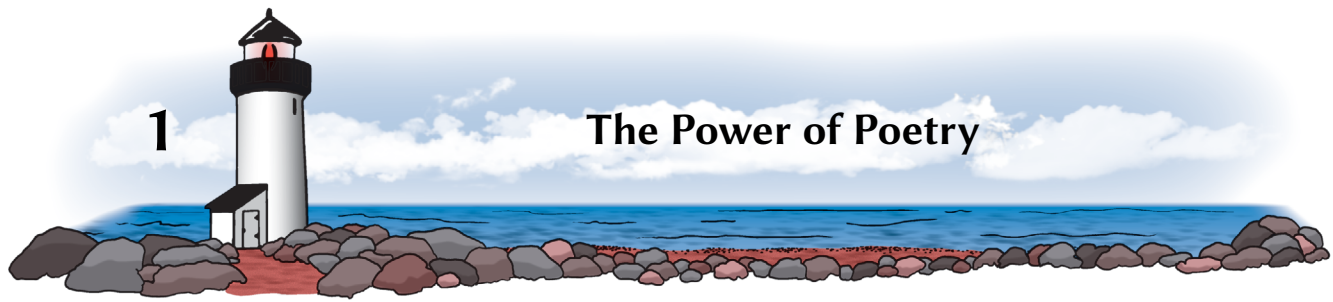
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The Power of Poetry

imagery: the use of words and figures of speech that appeal to one or more of the senses

personification: a comparison that gives human characteristics to nonhuman things

alliteration: repeated beginning consonant sounds of accented syllables



Poetry condenses language to express common ideas in fresh ways. Poetry is crafted with various elements: meter, imagery, figures of speech, theme, sound and rhyme, and form.

Poetry is pictures in words. **Imagery** is the use of concrete words to create vivid pictures and express emotions. Imagery helps one smell, taste, see, and hear common things in fresh ways: *playful sunbeams*. Figures of speech are words or phrases that cannot be taken literally but that give specific mind pictures. **Personification** is a figure of speech that gives human characteristics to objects: *the April morning creeps*.

Poetry relies on the sounds and rhythm of words; the soul connects deeply with music and we notice musical words. **Alliteration** is a technique using words that begin with the same sound: *frightful, force, foundation*. The rhythm of a poem affects the mood of a poem. Iambic meter gives an even measured tone while trochaic feels emphatic, almost commanding.

Sounds and images are important in poetry but also the form. Short lines appear snappy, brisk, and brief, while longer lines invite one to hear a story. Whether poetry is inspirational, sobering, or humorous, it is best experienced read aloud, read thoughtfully by phrases. Glean the truth in each poem, but most of all enjoy the musical flow.

In this descriptive poem, “The Sunset City,” notice how Gilman employs imagery and personification to describe a devastating earthquake that shook California in 1906.

Unconscious of approaching doom, old San Francisco sleeps
While from the east, all smilingly, the April morning creeps.
See! Playful sunbeams tinge with gold the mountains in the sky,
And hazy clouds of gray unfold—but, hark! What means that cry?
The ground vibrates with sudden shock. The buildings tremble, groan and rock.
Wild fears the waking senses mock, and some wake but to die.



Lesson 1

A frightful subterranean force the earth's foundation shakes;
The city quivers in the throes of fierce, successive quakes,
And massive structures thrill like giant oaks before the blast;
Into the streets with deafening crash the frailer ones are cast.
Half garbed, the multitude rush out in frantic haste, with prayer and shout,
To join the panic-stricken rout. Ho! DEATH is marching past.

A rumbling noise! The streets upheave, and sink again, like waves;
And shattered piles and shapeless wrecks are strewn with human graves.
Danger at every corner lurks. Destruction fills the air.
Death-laden showers of mortar, bricks, are falling everywhere.

A hundred tiny tongues of flame forth from the ruins burst.
No water! God! What shall we do to slake their quenchless thirst?
The shocks have broken all the mains! "Use wine!" the people cry.
The red flames laugh like drunken fiends; they stagger as to die,
Then up again in fury spring, on high their crimson draperies fling;
From block to block they leap and swing, and smoke clouds hide the sky.

—from "The Sunset City" by Isabel Ambler Gilman

A Read the poem. Complete each exercise.

Daffodils

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced, but they
Out-did the sparkling waves in glee:
A poet could not be but gay,
In such a jocund company:
I gazed, and gazed, but little thought
What wealth the show to me had brought;

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

—William Wordsworth

1. What is Wordsworth describing? _____
- ☐ 2. Write an example of alliteration from this poem. _____



- 3. Write an example of personification from the second verse. _____
- 4. If you would sum this poem up in one word, what would it be? _____
- **B** **Begin memorizing “Nobility” on page 60 of your LightUnit.** Be ready to recite the first verse in Lesson 2, the first two verses in Lesson 4, the first three verses in Lesson 6, and all four verses from memory in Lesson 8.

Review

- C** Write *prep* for **prepositional phrase** or *inf* for **infinitive** to label each set of underlined words.
5. _____ This peace lily does not appear to have any bugs or disease, but it is completely wilted.
6. _____ Maybe if I give some water to it, it will revive.
7. _____ Margaret carefully cared for her orchids, and they soon began to bloom again.
- D** Put brackets around each dependent clause. Circle the introductory word of each dependent clause. Write *adjective* or *adverb* to label each clause.
8. _____ The eastern United States would be extremely crowded if people had not moved West.
9. _____ The nurse who was wearing pink scrubs could not get the IV started properly.
10. _____ When I think of Grandmother, I remember her reading her Bible.
- E** Rewrite the sentence correctly.
11. The agent sold a book to the collector that was three hundred years old.
- _____
- _____
- F** Write a complex sentence from the set of simple sentences. Decide which sentence to use as the dependent clause.
12. It rained. We don't need to water the garden.
- _____
- _____



Lesson 1

G Underline each collective noun in the paragraph.

13. In the hot African sun, a pride of lions dozed lazily while a herd of impalas grazed in the distance. A pack of wild dogs fought over the remains of a warthog and a swarm of flies buzzed around a wound on a bull wildebeest.

H Underline each appositive or appositive adjective. Write *ap* above each appositive and *app adj* above each appositive adjective.

14. Henry Wadsworth Longfellow, an American, was a well-loved poet of the nineteenth century.
15. Randall's alarm clock ring, loud and obnoxious, woke up everyone in the cabin but him.

I Underline the correct word.

16. Austin did not watch where he was backing the skid loader, and he ran straight **in, into** the water hydrant.
17. He should **of, have** paid closer attention and avoided breaking the hydrant.
18. Always be sure **and, to** check what is around you before moving a piece of equipment.

J Diagram the sentence.

19. Miners, who needed sturdy clothing, inspired the invention of denim jeans.

Penmanship

You will be copying a poem for Penmanship. Add the new line from each lesson to the poem.

K Using your best handwriting, copy the title and first line of this poem.

A Day Well Spent

If you sit down at set of sun