

English Language Arts 7

Module 4 Blackline Master

This blackline master package, which includes student worksheets and materials for teachers to make their own overhead transparencies, is designed to accompany Open School BC's *English Language Arts 7* course. The course was developed by BC teachers, instructional designers, and multimedia experts, with input from BC teachers, students, and historians. It is designed for use by students working in traditional classrooms as well as those studying independently. The course package consists of six modules, six Notebooks and one course CD, *Expressions*. *English Language Arts 7* can be purchased as individual components or as a complete resource and is available in print and online versions. The following supporting resources are required for both versions of the course. All are available from Open School BC.

Textbooks

None

Novels

The Breadwinner by Deborah Ellis. Groundwood Books, 2000.

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7. What pictures or images did the poem or song create in your mind?

8. How does this poem or song make you feel? Write a sentence or two about it.

Please include a copy of the poem with your assignment.

Assessment Guidelines

- You have carefully and thoroughly answered all of the questions.(3 marks)
- You have a good understanding of the poem or song and the author’s message. (4 marks)
- You have clearly stated what you like/dislike about the poem. (3 marks)

MARKS

10

Assignment 4.2A: Writing a Personification Poem

Write a poem in which you talk to something in nature. Choose a word from List A or a different word that names something in nature. Write it in the last column.

Then choose a word from List B or another word that names an action. Write this word next to your word from List A.

List A	List B	Example
Sun	Tell	Stone, listen
Moon	Show	
Stars	Remind	
Sky	Teach	
Sea	Listen	
Stone	Remember	
Night	Bring	
Mountain	Look	
Dawn	Dance	
Morning	Dream	
	Guide	
	Take	

Then expand your sentence. For example:

Stone, listen carefully to the grass as it grows around you.

Write more on the subject or describe other nature words. Then use your favourite lines in a poem. Try to write at least five or six lines.

Assessment Guidelines

- Your poem effectively incorporates each of the three sound devices. (3 marks)
- Your poem is expressive and has an emotional impact. (3 marks)
- Your poem is original and creative. (2 marks)
- Your poem is well written with few errors in spelling, punctuation, and grammar. (2 marks)

MARKS

10

Assignment 4.2C 2: Writing a Free Verse Poem

1. Cut out the words and word endings from the list provided. Rearrange the words in any way you want to start creating your own free verse poem. Don't worry if you can't use all the words.
2. While you're shaping and writing your poem, think of how you can use the poetic devices you've learned (e.g., rhythm, similes, metaphors, onomatopoeia, alliteration, repetition).
3. Write a draft of your poem. Begin by writing your thoughts all together, without stanzas. Then go back and edit the words. Remove the unnecessary ones or choose more powerful synonyms. Keep at it until you're satisfied.
4. Copy your final poem onto a piece of paper or type it into a file. Give it a title and label it Assignment 4.2C 2: *My Free Verse Poem*.

Assessment Guidelines

- Your poem is written in free verse (no rhyme, irregular rhythm). (1 mark)
- Your poem is expressive and has an emotional impact. (3 marks)
- Your poem is original and creative. (3 marks)
- Your poem is well written with few errors in spelling, punctuation, and grammar. (3 marks)

MARKS

10

though	would	terrible	full	which	creature	mean	mother	always
how	some	they	a	wind	after	am	explore	above
with	from	see	parent	she	were	sparkle	could	try
than	game	green	boy	use	beautiful	hair	I	family
brother	his	who	head	trouble	ugly	never	our	see
honest	space	princess	out	quick	sea	soon	beat	school
in	remember	will	water	immense	wonder	please	hope	recall
always	where	never	when	why	who	how	if	what
why	you	more	favourite	race	only	girl	dance	must
fun	people	then	part	friend	luck	share	song	my
in	yesterday	as	under	on	because	over	near	tomorrow
him	every	know	a	father	discover	did	too	about
family	sunrise	sister	can	music	gift	here	far	gentle
ocean	play	sunset	green	blue	come	orange	yellow	say
there	night	behind	take	here	dream	give	pleasure	day
almost	so	through	like	when	and	make	that	the
forest	sky	cause	empty	sad	sad	lonely	happy	soar
ache	leaves	sleep	shout	fly	stone	surprise	rock	Tree
ing	ed	es	ly	s's	's	d	s	

Assignment 4.2C 2: Writing a Free Verse Poem

The Sound of Poetry

Alliteration: Tangle Your Tongue in a Twist-tie

The use of repeating letters at the beginning of words in a poem is called **alliteration**. Here is an example of alliteration from the second line of the well-known children’s rhyme, “Twinkle, twinkle, little star”:

how I wonder what you are. . .

Did you notice the repeating **w** sound—**how**, **wonder**, **what**? That’s the alliteration.

Onomatopoeia

Wham, *Bang*, and *Boom* are examples of another common sound device called **onomatopoeia**. It is a long word with a weird spelling but it’s easy to figure out what it means.

Onomatopoeia describes a word whose sound is similar to its meaning. *Wham* means just what it sounds like—something has been hit hard. *Bang* is a loud noise. *Boom* is a noisy explosion.

Repetition

Repetition is the repeating of certain words in a poem for a pleasing effect or to emphasize an important idea.

Here is an example of repetition from “The Highwayman,” a famous poem by Albert Noyes.

The Highwayman

PART ONE

The wind was a torrent of darkness among the gusty trees,

The moon was a ghostly galleon tossed upon cloudy seas,

The road was a ribbon of moonlight over the purple moor,

And the highwayman came riding—

Riding—riding—

The highwayman came riding, up to the old inn-door

In this passage, the word *riding* is repeated several times. This makes us wonder where the highwayman is riding to. It creates suspense.

Imagery in Poems

Similes and Metaphors

Writers use a number of different techniques to create imagery in their poems. Two of the most common ways are by adding similes and metaphors.

Simile is the easier one to spot. It nearly always includes the word *like* or *as*. Many examples of simile have slipped into our everyday language: *cool as a cucumber*, *smart like a fox*, and *neat as a pin* (though, really, what's so neat about a pin?).

Metaphor does not use *like* or *as*. It is more direct. It implies that one thing IS the other, not just like it. Observe the differences between the following paired examples.

Metaphor: The sea is a plate of glass.

Simile: The sea was smooth as a plate of glass.

Metaphor: She had diamonds for eyes

Simile: Her eyes sparkled like diamonds.

Another device that poets use to create imagery is **personification**. Personification gives human qualities to things that aren't human.

e.g.,

The wind stroked her white curls.

Obviously wind can't stroke a girl's hair, but it's an interesting image for a poem, isn't it? The poem is much more creative and interesting than it would have been if the poet had just said, *The wind blew the girl's hair around her face.*

Personification is easy to spot in a poem. Just look for the non-human thing that is described with human qualities.

Haiku

Have you ever noticed the beauty of a snowflake? The delicacy of a butterfly's wing? The flight of a kite in the wind? **Haiku** poems try to capture and express some of these special moments in a few short lines.

Haiku:

- originated in Japan centuries ago
- are often about nature or the changing of the seasons
- are three lines long
- have five syllables in the first and third lines
- have seven syllables in the second line
- do not rhyme

Examples

*Snow, softly, slowly,
settles at dusk in a dance
Of white butterflies*

Oeharu

*Flapping into fog
an angry crows cries hoarsely
for spring to begin.*

Gyodai

Diamante Poems

Diamante poems are easy to recognize because they are written in the shape of a diamond.

Line 1: A noun

Line 2: Two adjectives that describe the noun in Line 1.

Line 3: Three verbs (ending in "ing") which describe the noun in Line 1.

Line 4: Four nouns, the first two related to the noun in Line 1, the second two related to the noun in Line 7.

Line 5: Three verbs ending in "ing" which describe the noun in Line 7.

Line 6: Two adjectives that describe the noun in Line 7.

Line 7: An antonym for the word in Line 1.

Autumn
blustery, cloudy
raking, blowing, harvesting
leaves, pumpkins, umbrellas, tulips
planting, raining, splashing
fresh, alive
spring.

As you can see in this example, each line has to have a certain number of words. These words also have to be of a certain type.

Free Verse Poems

Free verse poems are far less rigid and structured than other are other types of poetry. For example, free verse poems:

- have an irregular rhythm
- may or may not rhyme
- can be any length (no set number of lines)

Lots of people find it easier to write free verse poems than they do structured poems like haiku. There are fewer limitations, so you have more freedom to say what you want, and how you want to say it.

