Sounds Of Silence

(lyrics) Simon & Garfunkel

1

Hello darkness, my old friend

I've come to talk with you again

Because a vision softly creeping

Left its seeds while I was sleeping

And the vision that wa

s planted in my brain

Still remains

Within the sound of silence

2

In restless dreams I walked alone

Narrow streets of cobblestone

'Neath the halo of a street lamp

I turned my collar to the cold and damp

When my eyes were stabbed by the flash of a neon light

That split the night

And touched the sound of silence

3

And in the naked light I saw

Ten thousand people, maybe more

People talking without speaking

People hearing without listening

People writing songs that voices never share

And no one dared

Disturb the sound of silence

4

"Fools", said I, "You do not know

Silence like a cancer grows

Hear my words that I might teach you

Take my arms that I might reach you"

But my words, like silent raindrops fell

And echoed

In the wells of silence

5

And the people bowed and prayed

To the neon god they made

And the sign flashed out its warning

In the words that it was forming

And the sign said, "The words of the prophets are written on the subway

walls

And tenement halls"

And whispered in the sounds of silence

Questions:

1. What is the songwriter commenting on in each verse?

(2) What do the following expressions mean:

*the flash of a neon light |*

*people talking without speaking |*

*no one dared disturb the sound of silence|*

*And the people bowed and prayed/ To the neon god they made|*

*tenement halls|*

(3) Discuss or look up any words or expressions that you are not familiar with.

The Dangling Conversation

(lyrics) Simon & Garfunkel

1

It's a still life water color,

Of a now late afternoon,

As the sun shines through the curtained lace

And shadows wash the room.

And we sit and drink our coffee

Couched in our indifference,

Like shells upon the shore

You can hear the ocean roar

In the dangling conversation

And the superficial sighs,

The borders of our lives.

2

And you read your Emily Dickinson,

And I my Robert Frost,

And we note our place with bookmarkers

That measure what we've lost.

Like a poem poorly written

We are verses out of rhythm,

Couplets out of rhyme,

In syncopated time

And the dangling conversation

And the superficial sighs,

Are the borders of our lives.

3

Yes, we speak of things that matter,

With words that must be said,

"Can analysis be worthwhile?"

"Is the theater really dead?"

And how the room is softly faded

And I only kiss your shadow,

I cannot feel your hand,

You're a stranger now unto me

Lost in the dangling conversation.

And the superficial sighs,

In the borders of our lives.

Questions

:

(4) What does the singer think is happening to the

art of conversation

these days?.

(5)

Explain the following phrases:

couched in our indifference

You can hear the ocean roar

dangling conversation

borders of our lives

(6) Discuss or look up any words or expressions that you are not familiar with.

Echoes from the Sixties and Nineties

14

Sounds Of Silence

(lyrics)

Simon & Garfunkel

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people talking without speaking | no one dared disturb the sound of silence

|

And the people bowed and prayed To the neon god they made

|

tenement halls

(3) Discuss or look up any words or expressions that you are not familiar with.

Echoes from the Sixties and Nineties

15

The Dangling Conversation

(lyrics)

Simon & Garfunkel

Best Of Simon And Garfunkel

1

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Echoes from the Sixties and Nineties

16

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hour:\_\_\_\_\_\_\_\_

Poetry

During the month of January, you will be reading, writing, writing about,

memorizing, studying, discussing, and collecting poems. During this process

you will put together a poetry scrap book. You unit grade will be based on

primarily three projects:

1. the work done on this poetry booklet

2. your memorization of a poem

3. your grade on the poetry test.

It is essential that you keep all handouts neat, organized, and in your

possession. I will not make additional copies to replace lost handouts.If

you misplace a handout, you will need to copy it over by hand. You are

responsible for making a cover for this booklet.

William Cullen Bryant (1794-1878) defined poetry as "the art of exciting the

imagination and touching the heart by selecting and arranging symbols and

thoughts." In order to understand poetry, you will need to experience the

process of writing poetry. The poems you write will be included in this

poetry packet. Although I do not expect you to gain world-wide acclaim with

your poems, I do expect that you will attempt to write every poem demonstrated

for you, I expect you to include your work in this poetry booklet, and I

expect your efforts to be sincere. You will select your best poem to share

with others. Also, you will be expected to submit at least three (3) entries

to the Writingwood contest. This packet will go in your portfolio when

complete.

We will study a wide variety of poems which are recognized for their

excellence. You will take notes on these poems, and keep the notes in this

booklet. All of the material covered by the test will be in this poetry

packet. In addition, you will memorize the poem "Trees."

A final but important part of our poetry unit will be your independent study

of one poem. Because this poem may not be one of the poems in your textbook

or one of the poems we are studying in class, you will need to find the poem

on your own. For this reason, and for some of the other work we will be doing

in class, you will need to find an anthology (collection) of poetry. It is

recommended that this book of poems be as diverse as possible. Should you

find an anthology containing poems by only one author, for example, you may

need to share books with other members of the class.

Once you have selected a poem to study, you will write a paper about the

poem, read the poem to the class, and explain the poem to the class.

FINAL WARNING: KEEP YOUR PAPERS NEAT AND ORGANIZED!

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My Best Poem

Please write below your selection for the best poem you have written in this

unit. The poems you have written will be evaluated according to whether or

not you have followed the model provided. This poem will be evaluated according

to creativity, effort, and imagination.

Introduction Poem

This poem should introduce yourself and should begin and end with the following

line:

I am \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_.

In between, you should write 4 truthful statements about yourself and 4 lies. Then, the idea is to

mix them up so that telling truth from fiction may be difficult.

Example:

I am Paula Jones.

I am sixteen years old.

I ride wild stallions.

I collect foreign coins.

My sister has six fingers on her left hand.

My mother and I always get along.

Time has stood still for me.

An arsonist destroyed my home.

My father is a mole in the CIA.

I am Paula Jones.

Circle Poem

A. Write a poem where your title "triggers" the word or phrase of your first line, which in turn

"triggers" the next line,

and so forth.

B. Try to surprise us with each new line, taking us each time to a new world

- - taking us on a rich various trip through time, place, ideas, objects,

colors, tastes, names, and so forth.

C. Your poem will end when your last line "circles back" to the beginning,

approximating your title.

D. Look at the examples. Your poem should have at least 10 words.

Snow Tracks Vikings

\* \*

Bird madness Scandinavia

\* \*

Petroglyphs snow

\* \*

Tombstones white

\* \*

Stonehenge elves

\* \*

The Great Wall magic

\* \*

Yin-Yang night

\* \*

Lost & Found owl

\* \*

Wedding gown wise

\* \*

No sound man

\* \*

Wet windowpane primates

\* \*

Snowbound orangutan

(Dana Cargill, 7th grade) \*

red

\*

autumn

\*

leif

(Calvin Nii, 8th grade)

Your Circle Poem:

Extended Metaphor Poem

1. Define metaphor

2. What is an extended metaphor?

3. Using extended metaphor, write a poem about poetry, the poet, or the poem.

4. First, establish through a simile what the poet is like.

For example, you might compare the poet to an athlete. Then,

throughout the remainder of the poem, talk about the poet exclusively

in terms of the athlete - - how he or she trains, practices, performs,

does well, and does poorly.

Example: Flaming Poetry

\*

Poetry

is like

flames,

which are

swift and elusive

dodging realization.

Sparks, like words on the

paper, leap and dance in the

flickering firelight. The fiery

tongues, formless and shifting

shapes tease the imagination.

Yet for those who see,

through their mind's

eye, they burn

up the page.

-Daniel Rosenthal (8th grade)

Concrete Poem

1. Concrete poetry uses the words and the form of the poem to convey the

same meaning so that they are difficult to separate one from the other. Form is meaning.

2. Read the example, and then create your own concrete poem. Do not choose

a simple object such as a circle, pencil, or a table.

A

poem

can play

with the wind

and dart and dance

and fly about in the mind

like a kite in the cloudy white

sky at so dizzy a height it

seems out of reach but

is waiting to be

very gently

pulled

down

to

the

page

below

by a

string

of

musical

words

Shakespearean Sonnet

A sonnet is a fouteen-line stanza form consisting of iambic pentameter lines.

The two major sonnet forms are the Italian or Petrarchan and the English or Shakespearean

sonnet.

The English sonnet is a fourteen-line stanza consisting of three quatrains

and a couplet (three sets of four and one set of two lines.) Notice how the poet's

thoughts are organized around these 4 sets of lines. The rhyme scheme is

ababcdcdefefgg.

My mistress' eyes are nothing like the sun;

Coral is far more red than her lips' red;

If snow be white, why then her breasts are dun;

If hairs be wires, black wires grow on her head.

I have seen roses damask'd, red and white,

But no such roses see I in her cheeks,

And in some perfumes is there more delight

Than in the breath that from my mistress reeks.

I love to hear her speak, yet well I know

That music hath a far more pleasing sound;

I grant I never saw a goddess go,

My mistress when she walks treads on the ground.

And yet, by heaven, I think my love as rare

As any she belied with false compare.

Model Poem

1. Find a poem which we have not studied in class and on which you are not writing your

explication paper, and which is not in your literature book. Once you

find the poem you want to use, check in the author or title index as to

whether or not the poem is in your text.

2. Copy the poem down in the space below. A suggestion might be to select

a narrative poem. Put the definition of a narrative poem in your notes.

3. Using this poem as a model, rewrite the poem using your own words. This,

of course, is plagiarism; for this assignment, however, you are permitted to do

this. Put the final copy of your poem on the bottom of this page, or on

another piece of paper.

Haiku Poem

Haiku is a type of Japanese poetry that has seventeen syllables and just

three lines. It is a short poem that captures a moment in nature.

Line 1 Five syllables

Line 2 Seven syllables

Line 3 Five syllables

Examples:

A bitter morning

Sparrows sitting together

Without any necks.

How beautifully

That kite soars up to the sky

From the small boy's hand.

Write three haiku poems about one aspect of nature; include a one

sentence description of what all three poems are about. For example,

you could write three haiku poems about three different types of birds or

three different types of flowers. Your one sentence description would

tell both what the poems are about, and what point you are making in your

poems.

Cinquain Steps (sin-kan steps)

Cinquain Steps are much like Haiku in that they are a "syllable count" poem. Your subject can be

about anything, and it doesn't even have to rhyme.

Example:

1st line: 2 syllables

2nd line: 4 syllables

3rd line: 6 syllables

4th line: 8 syllables

5th line: 2 syllables

Write at least one Cinquain Step poem below.

Number Poem

For this poem, you will use a number (telephone, social security, birthday,

etc.) that has some meaning for you. This will determine the number of

syllables per line. You must have at least six lines, and zeros (0) count

as ten (10).

Example:

254-5672

Line 1: 2 syllables

Line 2: 5 syllables

Line 3: 4 syllables

Line 4: 5 syllables

Line 5: 6 syllables

Line 6: 7 syllables

Line 7: 2 syllables

Write your number poem below.

Pantoums

A Pantoum is a poem where you write eight lines of a sixteen line poem with

a preset rhyme scheme. Don't let all the lines confuse you. This is

really fairly simple if you follow the directions.

Step 1: Write the first four lines with a rhyme scheme of abab.

Step 2: Copy lines 2 and 4 to lines 5 and 7.

Step 3: Write lines 6 and 8 (rhyme = c)

Step 4: Copy lines 6 and 8 to lines 9 and 11.

Step 5: Write lines 10 and 12 (rhyme = d)

Step 6: Copy lines 10 and 12 to lines 13 and 15

Step 7: Copy lines 3 and 1 to lines 14 and 16 ( in that order)

PANTOUMS

Line # Rhyme Scheme

1 a

2 b

3 a

4 b

2 5 b

6 c

4 7 b

8 c

6 9 c

10 d

8 11 c

12 d

10 13 d

3 14 a

12 15 d

1 16 a

Trees

by Joyce Kilmer

I think that I shall never see

A poem as lovely as a tree.

A tree whose hungry mouth is prest

Against the earth's sweet flowing breast;

A tree that looks at God all day,

And lifts her leafy arms to pray;

A tree that may in Summer wear

A nest of robins in her hair,

Upon whose bosom snow has lain;

Who intimately lives with rain.

Poems are made by fools like me,

But only God can make a tree.

1. What is the rhyme scheme of this poem?

2. What simile is used early in the poem?

3. Where is there an example of poetic license?

4. Where is there an example of personification?

5. How many stanzas are there in the poem?

If

Rudyard Kipling

If you can keep you head when all about you

Are losing theirs and blaming it on you;

If you can trust yourself when all men doubt you,

But make allowance for their doubting too;

If you can wait and not be tired by waiting,

Or, being lied about, don't deal in lies,

Or being hated don't give way to hating,

And yet don't look too good, nor talk too wise;

If you can dream-and not make dreams your master;

If you can think - and not make thoughts your aim,

If you can meet with Triumph and Disaster

And treat those two impostors just the same;

If you can bear to hear the truth you've spoken

Twisted by knaves to make a trap for fools,

Or watch the things you gave your life to, broken,

And stoop and build 'em up with worn-out tools;

If you can make one heap of all your winnings

And risk it on one turn of pitch-and-toss,

And lose, and start again at your beginnings,

And never breathe a word about your loss;

If you can force your heart and nerve and sinew

To serve your turn long after they are gone,

And hold on when there is nothing in you

Except the Will which says to them, "Hold on!"

If you can talk with crowds and keep your virtue,

Or walk with Kings - nor lose the common touch,

If neither foes nor loving friends can hurt you,

If all men count with you, but none too much;

If you can fill the unforgiving minute

With sixty seconds' worth of distance run,

Yours is the Earth and everything that's in it,

And - which is more - you'll be a Man, my son!

Notes on "If"

I. Notes about the author:

A. English short story writer, poet and novelist

B. At the age of six, he was forced to live with foster parents

C. Perhaps best known for the children's book called The Jungle Book

D. Awarded the Nobel prize for literature in 1907

II. Concerning the structure of the poem

A. How many stanzas?

B. What is the rhyme scheme?

C. Euphony is a sequence of smooth, harmonious sounds. Can you find any examples of

euphony in this poem?

D. What is the rhythm of this poem? How many syllables are in each line?

III. Concerning the content of the poem

A. Is there anything about the author's life that might influence why he wrote the poem?

B. What is the theme or main idea of the poem?

C. Do you agree with what is written? Why or why not?

D. Study the first and last two lines of the poem for your test. Write them below.

Seven Ages of Man

1. Read the poem on page 391 of your literature book.

2. Note who the author is and write it below.

3. From which Shakespearean comedy is this taken?

4. What is the theme of this poem? Summarize it below.

5. Write the last three lines of the poem in the space below.

6. Explain what the last three lines mean.

7. What does the word "pantaloon" mean? Write the definition below.

8. How many syllables are in most lines?

9. What is the definition of blank verse? Is this poem an example of blank verse?

10. How is this poem similar to the poem "If"?

11. How is it different?

"I'm Nobody! Who are You?"

"I'm Nobody"

Emily Dickenson

I'm nobody! Who are you?

Are you nobody, too?

Then there's a pair of us - don't tell!

They'd banish us, you know.

How dreary to be somebody!

How public like a frog

To tell your name the livelong day

To an admiring bog!

1. In order to understand this poem, you need to know a little about

Emily Dickinson. She was very shy and introverted; she only spoke with

close friends. Although she wrote over 2,000 poems in her life time, only

6 were published while she was alive. Of these 6, only two were published

with her permission.

2. What do you think Dickinson means by "being a nobody"? What does Emily

Dickinson write about "being a nobody"? How do you think she really feels

about it?

3. What do you think Dickinson means by "being a somebody"? What does

Emily write about being somebody? How do you think she really feels

about it?

4. What are the advantages of being a nobody?

"Charge of the Light Brigade"

1. Read the poem on page 367 of your literature book.

2. Why did the men follow their leader into battle, even though they knew

someone had made a "blunder?

3. Explain what Tennyson means when he says in lines 31 and 52 that "all the world wondered."

4. Option 1: Write a brief newspaper-style article describing the events in the poem.

5. Option 2: Write your own short poem as a tribute to the men of the Light Brigade.

"Shall I Compare Thee to a Summer's Day?"

Shall I compare thee to a summer's day?

Thou art more lovely and more temperate:

Rough winds do shake the darling buds of May,

And summer's lease hath all too short a date:

Sometime too hot the eye of heaven shines,

And often is his gold complexion dimm'd,

And every fair from fair sometime declines,

By chance or nature's changing course untrimm'd:

But thy eternal summer shall not fade,

Nor lose posssession of that fair thou ow'st,

Nor shall Death brag thou wand'rest in his shade,

When in eternal lines to time thou grow'st.

So long as men can breathe or eyes can see,

So long lives this, and this gives life to thee.

1. What is the rhyme scheme of this poem?

2. Summarize the theme of this poem.

3. How many syllables are in each line?

4. Why might the last two lines be indented?

5. Draw lines between the lines to show where you might create stanzas if you were the poet.

6. Copy down an excellent example of alliteration in the space below.

7. What is a sonnet? Is this a sonnet? Take notes on the back of this sheet if necessary.

8. Who do you think is the poet of this poem?

9. What metaphor is in this poem; what two things are compared?

10. Where is there an example of personification?

11. What is "this" in the last line? How long will it last?

12. What is a couplet? Is there a couplet in this poem? How are couplets used in other works of

literature?

13. Note that Shakespeare wrote 154 sonnets, and this is sonnet number 18.

Pied Beauty

"Pied Beauty"

Gerard Manley Hopkins

Glory be to God for dappled things-

For skies of couple-colour as a brinded cow;

For rose-moles all in stipple upon trout that swim;

Fresh-firecoal chestnut-falls, finches' wings;

Landscape plotted and pieced--- fold, fallow, and plough;

And all trades, their gear and tackle and trim.

All things counter, original, spare, strange;

Whatever is fickle, freckled (who knows how?)

With swift, slow; sweet, sour; adazzle, dim;

He fathers-forth whose beauty is past change:

Praise him.

1. Read the poem.

2. Who is the author?

3. What was his profession?

4. Where is he from?

5. What other poem did he write?

6. What multi-colored objects are mentioned?

7. What are three good examples of alliteration?

8. Copy down the last line of the poem in the space below.

9. Hopkins in known for the rhythm in his poetry. Rhythm is the passage of regular syllables,

accented syllables or sounds. Copy this definition onto your literary terms sheets. Hopkins did

not use traditional forms of rhythm in his poetry. Instead he developed something called "spring

rhythm." Instead of alternating between accented and unaccented syllables (iambic), he based his

rhythm on the number of stressed syllables in a line WITHOUT regard to the number of

unstressed syllables. How does rhythm affect this poem?

10. What is the theme of this poem?

11. Define the following words:

pied-

fickle-

dappled-

brinded-

fallow-

Day is Done

1. Read the poem on page 319 of your literature book. Who wrote it?

What other poems did this author write?

2. What is this poem about? What happens (is happening) in the poem?

What is the theme?

3. What is an analogy? Write the definition on your literary terms sheets. Are there any

examples of analogies in this poem? Find two examples and explain why

they are analogies.

-

-

4. What is a lyric poem (lyric poetry)? Is this an example of a lyric

poem? Why? Write the definition of lyric poetry on your literary terms sheet.

5. What is imagery? Write the definition on your pink sheet.

List at least three examples of imagery found in this poem.

-

-

-

6. Copy down the first stanza of the poem in the space below.

What literary techniques are used?

7. What does "devoid" mean?

8. What is diction? Write the definition on your literary terms sheet.

What form of diction is used in this poem? Why do you think so?

"Dream Deferred"

1. Read the poem on page 306 of your literature book.

2. Who is the author, and why is he significant to the state of Oklahoma?

3. What is the "dream" the poet is talking about? Have you heard a famous

speech that refers to this dream?

4. List the 5 senses below (sight, taste, touch, feel, hear) and list any images that apply to each in

the poem. For example, "sight- sun."

A 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 (1902-1967)

"Barbara Frietchie"

"Barbara Frietchie"

John Greenleaf Whittier

[September 13, 1862]

Up from the meadows rich with corn,

Clear in the cool September morn,

The clustered spires of Frederick stand

Green-walled by the hills of Maryland.

Round about them orchards sweep,

Apple and peach tree fruited deep,

Fair as the garden of the Lord

To the eyes of the famished rebel horde,

On that pleasant morn of the early fall

When Lee marched over the mountain-wall;

Over the mountains winding down,

Horse and foot, into Frederick town.

Forty flags with their silver stars,

Forty flags with their crimson bars,

Flapped in the morning wind: the sun

Of noon looked down, and saw not one.

Up rose old Barbara Frietchie then,

Bowed with her fourscore years and ten;

Bravest of all in Frederick town,

She took up the flag the men hauled down;

In her attic window the staff she set,

To show that one heart was loyal yet.

Up the street came the rebel tread,

Stonewall Jackson riding ahead.

Under his slouched hat left and right

He glanced; the old flag met his sight.

"Halt!" --the dust-brown ranks stood fast.

"Fire!" -out blazed the rifle-blast.

It shivered the window, pane and sash;

It rent the banner with seam and gash.

Quick as it fell, from the broken staff

Dame Barbara snatched the silken scarf.

She leaned far out on the window-sill,

And shook it forth with royal will.

"Shoot, if you must, this old gray head,

But spare your country's flag," she said.

A shade of sadness, a blush of shame,

Over the face of the leader came;

The nobler nature within him stirred

To life at that woman's deed and word;

"Who touches a hair of yon gray head

Dies like a dog! March on!" he said.

All day long through Frederick street

Sounded the tread of marching feet:

All day long that free flag tossed

Over the heads of the rebel host.

Ever its torn folds rose and fell

On the loyal winds that loved it well;

And through the hill-gaps sunset light

Shone over it with a warm good-night.

Barbara Frietchie's work is o'er,

And the Rebel rides on his raids no more.

Honor to her! And let a tear

Fall for her sake, on Stonewall's bier.

Over Barbara Frietchie's grave,

Flag of Freedom and Union, wave!

Peace and order and beauty draw

Round thy symbol of light and law;

And ever the stars above look down

On thy stars below in Frederick town!

1. Who is the author?

2. What is the rhyme scheme?

3. What type of poem is this?

4. What is the setting of the poem?

5. Write a paragraph summarizing what happens in this poem.

6. Copy down the couplet which starts with the word "Shoot."

7. Whittier once wrote a poem containing these words:

...Of all sad words of tounge or pen,

The saddest are these: "It might have been!"

Do you agree or disagree with these words? Why or why not?

"The Gamut"

1. Read the poem on page 398 of your literature book.

2. Who is the author?

3. Define "gamut"

4. What is the rhyme scheme of the poem?

5. In a paragraph, describe how the sounds of the words contribute to the meaning of the poem.

"The Mending Wall"

Read the poem on page 329 of your literature book.

Notes

The wall that the poet refers to is made of rocks. Every year moisture

gets between the cracks and gradually as it freezes and thaws, expands and

contracts, the wall falls down. The subject of his poem is the annual mending

of the stone wall.

Questions

1. Although the speaker meets with his neighbor each spring to mend the wall, he thinks that the

wall is unnecessary. Why?

2. The neighbor argues that "good fences make good neighbors." What do you think he means

by this?

3. What simile does the speaker use near the end of the poem to describe his neighbor?

Notes on Contemporary Pop Lyrics as Poetry

The following three selections are examples of modern or contemporary song lyrics which are

exemplary of how poetry affects people in their daily lives. We will listen to each song in class at

least once and discuss it. Listen carefully to each selection. Subsequent listenings will have to

occur before or after school, or you may bring a blank audiocassette to have your own copy made

for you to listen to at your convenience.

Drowning (teacher's supplement)

Hootie and the Blowfish

Cracked Rear View

Drowning

Trouble with the world is way to busy to think about it all night.

Why is the rebel flag hanging from the state-house walls?

Tired of hearing this s--- 'bout . . . .

Time won't make the world a better place.

Why must we hate on another?

Well it don't matter, we gotta live together.

Just 'cause you don't look like me;

Tell me, what do you say when we pass on the street?

What do you want to say?

Peace, come in.

All I gotta' say, I wanna turn and run away.

They just tell you how they see it.

Right or wrong. . .

Drowning in a sea of tears.

Hatred trying to hide your fears.

Living only for yourself.

Hating everybody else

'Cause they don't look like you.

Nancy's singing it's a hard life wherever you go.

'Bout some bad races living in Chicago.

Tryin' to get these kids. . ..

Tell me, is that someone you want to be your son?

Why must we hate one another?

When the people at the church tell me,

"You're my brother.

You don't walk like me;

You don't talk like me;

Why don't you go back to Africa?"

I just don't understand.

Drowning

Him tryin' to be someone else,

Eager to look like. . . .

When I walk down the street, tell me,

What do you see?

I'm a man, I'm a man, I'm a man.

Hating

Everybody else 'cause they don't look like you.

Hootie and the Blowfish

Cracked Rear View

1. A topic is what something is talking about. For example, you could write a research paper

about third-world countries that possess nuclear arms. What is the topic of this song?

2. A theme is a more specific view than a simple topic. For example, your research paper could

address the theme that third-worlds countries should not possess nuclear arms due to their

instability and lack of concern for world safety. What is the theme of this song?

3. What could one find offensive about "the rebel flag hanging from the state house walls"?

4. What is ironic about the statement the speaker makes concerning the people in his church?

5. In the final stanza, the speaker says, "When I walk down the street, tell me, / What do you see?

/ I'm a man, I'm a man, I'm a man." In your own words, explain what this phrase means for not

only black people and all other minorities, but also any other group of people against whom

discrimination is aimed.

Life by the Drop

Stevie Ray Vaughan

Notes on Stevie Ray

1. Born, raised, started musical career in Texas.

2. Played a unique style of music, a cross between rock and roll and R&B.

3. Considered one of the, if not the, greatest guitar legends in musical history.

4. Like many musical stars, fell into substance abuse during his career.

5. Shortly before his tragic death in a plane accident in 1991, Stevie had gone through rehab and

cleaned up his life.

Life by the Drop

Hello there, my old friend

Not so long ago it was 'till the end

We played outside in th' pouring rain

On our way up the road we started over again

You're livin' our dream, wo you on top

My mind is achin', Lord it won't stop

That's how it happens livin' life by the drop

Up and down that road in our worn out shoes

Talkin' 'bout good thangs, singin' the blues

You went your way, I stayed behind

We both knew it was just a matter of time

Refrain

No wasted time, we're alive today

Churnin' up th' past, there's no easier way

Time's between us, a means to an end

God it's good to be here walkin' together my friend

We're livin' our dreams

My mind stopped achin'

That's how it happens livin' life by th' drop

Lyrics by D. Bramhall and B. Logan

Sung by Stevie Ray Vaughan

Questions on "Life by the Drop"

1. Who is the speaker addressing in this song?

2. Copy down the last two lines of the second stanza.

3. These two lines indicate a transition, not only in the song, but in the speaker's life. What do

you think this transition was?

4. Copy down the last two lines of the third stanza.

5. Why is the time between them a "means to an end"?

6. Notice the change in the third and final repetition of the refrain. What is the speaker trying to

say? What comment does this make about the speaker's life?

7. In a couple of sentences, sum up your thoughts on the significance of the title.

Russians

Sting

Dream of the Blue Turtles

Russians

In Europe and America, there's a growing feeling of hysteria

Conditioned to respond to all the threats

In the rhetorical speeches of the Soviets

Mr. Kruschev said we will bury you

I don't subscribe to that point of view

It would be such an ignorant thing to do

If the Russians love their children too

How can I save my little boy from Oppnheimer's deadly toy

There is no monopoly of common sense

On either side of the political fence

We share the same biology

Regardless of ideology

Believe me when I say to you

I hope the Russians love their children too

There is no historical precedent

To put the words in the mouth of the president

There's no such thing as a winnable war

It's a lie we don't believe anymore

Mr. Reagan says we will protect you

I don't subscribe to this point of view

Believe me when I say to you

I hope the Russians love their children too

We share the same biology regardless of ideology

What might save us me and you

I that the Russians love their children too

Sting

Dream of the Blue Turtles

1. Who are the following people?

\* Nikita Kruschev

\* Oppnheimer (what is his "deadly toy"?)

\* Reagan

2. What is it that the speaker hope for and why?

3. Why does he say that there is "no such thing as a winnable war"?

4. Sting repeats the phrase, "we share the same biology regardless of ideology." What is the

significance of this phrase?

5. List at least three sound qualities that enhance the mood or musical setting of the lyrics.

Your Favorite Lyrics

1. Find your favorite lyrics to a song or lyrics that you feel have a special meaning.

2. What is the name of the song?

3. What is the name of the group? Album?

4. How would you describe this song?

5. What is the song about?

6. What is the theme?

7. Copy down your favorite lines (guess on the exact wording if you have to) and explain what

they mean to you.

Metaphors and Similes

-What is a simile?

-What is a metaphor?

-Why do some metaphors and similes NOT work?

1.

2.

3.

-Find three examples of excellent similes form the poems we have studied.

-Find three exmples of excellent metaphors from the poems we have studied.

-Write two good similes of your own.

-Write two good metaphors of your own.

Poetry Illustration

Find a poem that is not in your literature book, that we have not studied in class, and that is not

the subject of your explication paper. In the space below, write the name of the poem, the author

of the poem, and the theme of the poem (THEME, not summary). After this, draw a picture to

summarize the poem or part of the poem.

Literary Terms

For each term, give either a definition or a description AND provide either an example or the title

of a poem which provides an example. Whenever possible, provide an example. Do this on your

own paper and include it in this packet.

alliteration

allusion

analogy

assonance

blank verse

connotation

couplet

denotation

diction

epic

euphony

imagery

lyric poem

metaphor

meter

narrative poetry

onomatopoeia

personification

poetic license

repetition

rhyme scheme

rhythm

free verse

simile

sonnet

stanza

symbol

tone

Poem Studied

In the space below, copy (by hand or xerox) the poem you have studied on your own. The

subsequent pages should have your notes on this poem, your paper on this poem, and your speech

outline- - in that order.

Songs as Poetry:

Play Led Zeppelin's "Stairway To Heaven"

Present the class with lyrics to the song.

C. Reader Response:

Did the class like the song?

How did it make them feel?

Did it make them think about anything?

D. While still in their groups, ask the students to find evidence

of the following formal elements in the song (To save time it is

probably advisable to have these on a handout) or to consider the

following questions:

a. Rhyme

b. Rhythm

c. Can you find evidence of rhythm or a beat without the music

(ie. by simply looking at the words)?

d. That some words or things are symbolic. Ie. they mean at lot

more than they seem to mean.

e. Vivid experiences or objects are described.

f. Metaphor/simile: things are compared in an original manner

g. The use of synonyms.

h. Language and thought are compressed.

i. Feelings are described as well as thoughts.

j. Imagination.

E. Instructor directed discussion:

jHave each group relate their findings to the class.

F. Conclusion:

Inform the class that the elements they have described are to be

found in most poems.

Share Webster's definition of a poem:

A composition in verse, esp. one characterized by a highly

developed form and the use of heightened language and rhythm to

express an imaginative interpretation of the subject.

Then ask the students whether, according to this definition, this

song is a poem?

Ask the class if they think it would be useful to develop a more

flexible definition of poetry? Why or why not?

SONG: Stairway To Heaven

There's a lady who's,sure

All that glitters is gold

And she's buying a stairway to heaven.

When she gets there she knows

If the stores are all closed

With a word she can get what she came for.

Ooh, ooh, and she's buying a stairway to heaven.

There's a sign on the wall

But she wants to be sure

'Cause you know sometimes words have two meanings.

In a tree by the brook

There's a songbird who sings,

Sometimes all of our thoughts are misgiven.

Ooh, it makes me wonder,

Ooh, it makes me wonder.

There's a feeling I get

When I look to the west,

And my spirit is crying for leaving.

In my thoughts I have seen

Rings of smoke through the trees,

And the voices of those who standing looking.

Ooh, it makes me wonder,

Ooh, it really makes me wonder.

And it's whispered that soon

If we all call the tune

Then the piper will lead us to reason.

And a new day will dawn

For those who stand long

And the forests will echo with laughter.

If there's a bustle in your hedgerow

Don't be alarmed now,

It's just a spring clean for the May queen.

Yes, there are two paths you can go by

But in the long run

There's still time to change the road you're on.

And it makes me wonder.

Your head is humming and it won't go

In case you don't know,

The piper's calling you to join him,

Dear lady, can you hear the wind blow,

And did you know

Your stairway lies on the whispering wind.

And as we wind on down the road

Our shadows taller than our soul.

There walks a lady we all know

Who shines white light and wants to show

How everything still turns to gold.

And if you listen very hard

The tune will come to you at last.

When all are one and one is all

To be a rock and not to roll.

And she's buying a stairway to heaven.