Title: Poetic Devices #3 (Police)

Objectives		Time frame to Complete			
Students will be able to identify poetic devices in a poem. Students will be able to summarize and explain a poem in		45 minutes			
their own words.	imanze and explain a poem in	ND0 551			
		NRS EFL			
		4			
Stackable Cert. Documentation Technology Study / Life skills EL-Civics	Police Paramedic Fire Rescue Medical Asst. EKG / Cardio	Practical Nursing Healthcare Admin Pharmacy Tech IMT AMT HVAC Welding Other:			
×	$ \times $				

Standard(s) Addressed in Lesson

Read with Understanding

Benchmark(s) Addressed in Lesson

- R.4.5. Use context clues (for example, cause and effect and compare and contrast relationships) to determine the meaning of words in texts.
- R.4.7. Use word relationships (for example, connotation, denotation) to determine word meaning.
- R.4.8. Understand meaning of some specialized content vocabulary (for example, "constitution").
- R.4.9. Identify and explain the use of figurative language (for example, hyperboles, personification, mixed metaphor) in text.
- R.4.13. Analyze literary elements and characteristics that define genres of writing (for example, prose, poetry, drama).

Materials

- "A Part of America Died Today" poem available from http://www.policepoems.com/APartOfAmericaDiedToday.htm
- Poetic Devices handout
- Dictionary

Learner Prior Knowledge

It is beneficial if students have some basic knowledge of poetry and/or figurative language. If students are not aware that poetry differs from prose or "academic" writing, explain that it is similar to the difference between an essay and a song. Both communicate a message, but there are significant differences in arrangement, length, and word choice.

Activities

<u>Step 1</u> Distribute *Poetic Devices* handout. Review with students, clarifying or providing examples as necessary.

<u>Step 2</u> Students read the poem "A Part of America Died Today". Poem available online: http://www.policepoems.com/APartOfAmericaDiedToday.htm. As needed, students may use a dictionary to define any unknown words within the poem.

<u>Step 3</u> After reading the poem, students identify four poetic devices in the poem. Students should copy the examples, label each device, and explain the meanings and/or how each device contributes to the meaning of the poem.

Step 4 Students share and discuss their examples.

Assessment/Evidence

Correct identification and explanation of poetic devices within the poem.

Class discussion.

Adaptations for Beginning Students

Beginning students may work with a partner and/or explain fewer (two) examples of poetic devices.

Adaptations for Advanced Students

Teacher Reflection/Lesson Evaluation

This lesson was created by Middletown ABLE.

Poetic Devices

Poetry is a means of expressing one's ideas, emotions, or opinions. Often, the only tool an author has for creating his work is words. In poetry, the message is communicated through word choice, arrangement, sound, and rhythm. Poetry is not required to follow the same rules as prose writing, and so standard conventions such as capitalization and punctuation are choices that contribute to the form and meaning of the poem.

Poetic devices are ways in which words can be used and arranged to communicate a specific feeling or meaning. Common poetic devices are listed below:

- o alliteration intentional repetition of a consonant sound
- o allusion a reference to a person, place, or event of which most people are aware
- assonance intentional repetition of a vowel sound
- hyperbole an exaggeration or overstatement
- imagery words, phrases, or details that appeal to the senses
- o **internal rhyme** the use of rhyme within one line of poetry
- o **metaphor** comparison of unlike things without using *like* or as (e.g. stating one thing *is* another)
- o **meter** rhythm or pattern of stressed and unstressed syllables
- o **onomatopoeia** a word that imitates a sound
- o **personification** giving human characteristics to the non-living
- repetition the re-use or repeating of words, phrases, lines, or stanzas
- rhyme the similarity of ending sounds in two words
- o rhyme scheme the pattern by which lines of poetry are grouped
- simile comparison of unlike things using like or as
- stanza grouping of two or more lines of poetry by length, rhythm, rhyme, and/or idea (also called a verse)
- symbol an object or action that represents something other than its literal meaning

Read the selected poer	n two	times.
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- 1. In the first reading, concentrate on understanding the poem.
 - a. Look up unfamiliar vocabulary words.

b. Think about what message the poet is communicating. What idea or feeling are you left with after reading the poem?

- 2. As you reread the poem, look for <u>four</u> examples of poetic devices. For each example, write the following:
 - a. Type of poetic device
 - b. Copy the line (or lines) in which it occurs.
 - c. What does it mean OR what effect does it have on the poem?

Example #1

Example #2

Example #3

Example #4