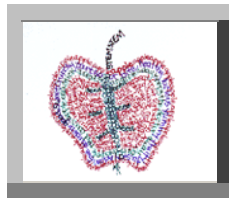


# Day 1

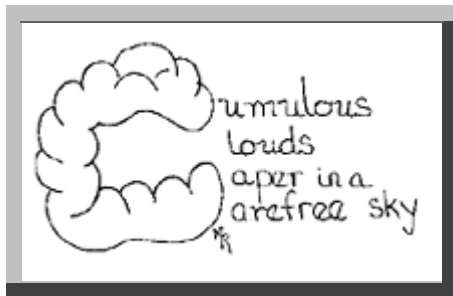
## Concrete Poetry

**Concrete Poetry** is the use of words and their physical formation to convey meaning. This may be done with color, the shape of the letters, and/or the arrangement of words. Samples below show some of the many variations available.

**Directions:** Graphically create a scene using only words. From a distance this will look like a picture, but up close it will consist only of words and phrases. No extra lines or shapes should be used. A light pencil line might be drawn first as a guide. Use colors, shapes, and sizes that will enhance the meaning of words.



An alternative is to use a letter of the alphabet and create a phrase in which most of the words begin with that letter. The major letter should be drawn so that it suggests the object you are describing.



# Day 2

## Synonym Poetry\*:

**Choose any word. Write that word in capital letters on the first line. In a thesaurus look up the word and find three to five synonyms for it. Write the synonyms on the second line. On the third line, write a descriptive phrase about the word. The last two lines of the poem should rhyme.**

### Student Examples:

#### LOVE

Attachment, adoration, warmth, adore  
Love is so pure, right down to the core.  
---Kimiko Brantley (Grade 10)

#### NOISE

Clamor, uproar, hullabaloo.  
These things can really annoy you.  
---Shasta Inman (Grade 9)

\*The Synonyms were suggested by Paul Janeczko in workshops sponsored by NNWP.

# Day 3

## Antonyms:

Choose two things that are antonyms. It could be the opposite sides of a question. Humor is good. The poem should be two or four lines long. The first two and the last two lines should rhyme. Sight rhymes are acceptable.

### OPPOSITES

What is the opposite of love?

Maybe it is as beautiful as a white dove,  
Because love is so fine,  
This is something that I know is mine.

What is the opposite of a smile?

Maybe it is a frown that hasn't been seen in a while,  
Because a great smile brightens up the day,  
This has made my day better in every way.

What is the opposite of true?

It could be purple, or even blue.  
Because truth is better than a lie,  
I want the truth even from my special guy.  
---Kimiko Brantley (Grade 10)

# Day 4 - Just Because...

Just Because... poems ask you to describe yourself in the first line of the poem. The next three lines in each stanza tell what you are NOT. The final line restates the first line and adds a tag directing the reader to do something. Student Examples:

Just because I'm scared

Don't laugh and giggle behind my head

Don't kid and play when I'm not there

Still ask me because I might play

Just because I'm scared

It doesn't mean I can't do it

It doesn't give you the right to talk about me

It doesn't stop me from having fun

Just because I'm scared

Still tell me everything you did

Can't wait until I get big

Just because I'm scared -- please try to be my friend

---Brandon Womack (Grade 10)

Just because I'm an only child

I'm not a freak

I'm not shy

Just because I'm an only child

I'm not lonely

I'm not selfish

I'm not spoiled

Just because I'm an only child

I know I'm not perfect

I can't always be the best friend

I'm not a nerd

Just because I'm an only child -- let me be me.

---Liz Webster (Grade 9)

# Day 5 - Diamonte

**Diamonte:** The French word *diamont* means *diamond*. A *DIAMONTE* is a seven-line poem that gradually changes from one idea to a direct opposite idea. When it is completed, its total appearance is diamond shaped.

There are two patterns you can follow in writing a diamonte.

Pattern:	Pattern:
Line 1 = Noun	Line 1 = Opposite of line 7
Line 2 = Adjective, Adjective	Line 2 = Describe line 1
Line 3 = Verb, Verb, Verb	Line 3 = Action about line 1
	Line 4 = 2 nouns about line 1
Line 4 = Noun, Noun, Noun, Noun	2 nouns about line 7
	Line 5 = Action about line 7
Line 5 = Verb, Verb, Verb	
Line 6 = Adjective, Adjective	Line 6 = Describe line 7
Line 7 = Noun	Line 7 = Opposite of line 1

Love  
Bright, Passionate  
Charming, Drifting, Growing  
Cherish, Infatuation, Antipathy, Uncaring  
Animosity, Falling, Dead  
Dark, Disgust  
Hate

# Day 6 - Cinquain

A *CINQUAIN* is a poem with five lines.

There are a few things to remember NOT to do with a *CINQUAIN* or any short poem: (1) don't be tempted to add extra words of syllables to fill out the form; (2) if every line sounds "finished," there is a full stop at its end and it sounds boring; and (3) a *CINQUAIN* should build to a climax and have a surprise at the last line.

*CINQUAIN*s can be of either of two patterns: one is built on the number of words in a line; the second is based on the number of syllables in a line.

WORD PATTERN:	SYLLABLE PATTERN:
Line 1 = One Word (noun) Subject & title of poem	Line 1 = 2 syllables
Line 2 = Two Words (adjectives)	Line 2 = 4 syllables
Line 3 = Three Words (verbs)	Line 3 = 6 syllables
Line 4 = Four words that relate feelings	Line 4 = 8 syllables
Line 5 = One word that repeats or refers to line 1 (subject)	Line 5 = 2 syllables

The ideal Cinquain would combine the elements of both columns.

# Day 7 - Formula Poems

# Day 8 - More Formula Poems

Formula poems help you use words effectively. Using parts of speech and literary devices help to make your work lively and exciting.

## Formulas:

- #1: Participle, participle, participle
- #2: Noun
- #3: Adverb (how)
- #4: Verb
- #5: Adverb (where or when)

Title: Pick a color

- #1: Describe something associated to it
- #2: Simile or metaphor
- #3: Adverb or adverb phrase (where)

Title: Feeling

- #1: Three verbs
- #2: Adverb (where)
- #3: Who has the feeling

## Samples:

- #1: Leaping, soaring, flying
- #2: The superhero
- #3: Nonchalantly
- #4: Crashed
- #5: Into the wall

Title: Green

- #1: Makes me think of Spring
- #2: Like a tree covered with leaves
- #3: In a wooded forest.

Title: Silly

- #1: Tickle, wiggle, giggle
- #2: Lying on the floor
- #3: My baby sister

Formula poems help you use language effectively. Knowing grammar and literary terms helps you to write vivid poems that show your reader a mental image. The better your reader can see what you are talking about, the more s/he will like it.

## Formulas:

- Title: Noun
- #1: Verb
- #2: Verb phrase
- #3: Three adjectives

- Title: Participle
- #1: Three nouns that do it
- #2: Two adjectives
- #3: Simile

- Title: Earliest Memory
- #1: Adverb (where)
- #2: Doing what
- #3: Two or three words showing emotion
- #4: Detail from the setting
- #5: Skip a line
- #6: Tell how you feel

PAPA VINC

Can you guess what the eight letters of PAPA VINC stand for? Write eight lines, beginning each one with a different part of speech.

## Samples:

- Title: Giraffes
- #1: Munching
- #2: Loping in the grass
- #3: Stately, long-necked, silent.

- Title: Jumping
- #1: Frogs, kangaroos, Mexican beans
- #2: Happy, playful
- #3: Like a single heart

- Title: Earliest Memory
- #1: At the easel
- #2: Painting a sailboat
- #3: Intense, quiet, relaxed
- #4: Too much water on the brush
- #5:
- #6: Frustrated!

Wow!

Clouds are floating across the blue sky anxiously reminding all of us to smile.

# Day 9 - Month Metaphors

hobble flutter skulk slip  
canter lurch crawl saunter

---

You can use a metaphor as a springboard to write a Month Metaphor poem. The format is the same as when you did WRITING ABOUT WEATHER.

## DIRECTIONS:

1. Choose a month -- or a season -- and picture how it would arrive if it were a person OR an animal. The list of MOTION WORDS below may help you, or you may use another word to show how the month or season arrives.
2. Add a few words to make the picture seem more complete. Tell how OR where it arrives. Use adverb or prepositional phrases. If you wish, use a THESAURUS to find synonyms to replace overworked words.
3. Tell something else the month or season does while it is here.
4. Tell how the month or season leaves.

**NOTE:** be sure you keep the same comparison (metaphor) throughout the poem. Don't change to a different picture.

## MOTION WORDS

march wobble creep steal  
staggersneak stumblebound  
skip zoom trot bounce  
prance tramp totter dart  
float dance strut lope  
tiptoe shuffleskate trudge  
gallop scurry slide plod  
hop spring leap advance  
limp glide slink drag

JULY trudges  
right in  
with a bang.  
It crawls around  
on the hot ground,  
leaps around  
spreading warmth,  
then glides right  
out of the way.  
---Tierra Jones (Grade 10)

SEPTEMBER  
creeps in quietly  
and unnoticed.  
It just sits there  
waiting,  
watching for something  
to happen.  
Then, just a quickly  
as before,  
it creeps back out.  
---Elia Miller (Grade 9)

NOVEMBER  
slides in  
on clouds of snow  
and rain.  
It blows away  
the warmth,  
and sneaks in  
the cold,  
then drags away.  
---Liz Webster (Grade 9)

# Day 10 - Image Poems

It is the purpose of this lesson to help you to "see" things you can write about. The same formula can be used in writing about pictures, people, and things. This basic "formula" is:

- Line #1: Describe the object with two or three adjectives
- Line #2: Give the object an action
- Line #3: Put the object somewhere

## DIRECTIONS:

1. Choose a picture that is not too "busy." It should have only one or two subjects in it.  
Use the formula above to write about one object in the picture.
2. Can you imagine the object doing something really silly -- or someone doing something silly with it?  
Use the formula to write about that.
3. Imagine something strange happening to the object or with it.  
Where is it happening?  
Use the formula to write about it.
4. Imagine the object in a sad way. Where is this happening?  
Use the formula to write once more.
5. Look at the four poems you have written. Are they four stanzas of one poem? If they are, combine them into one poem.

Here are some other possibilities for combining thoughts about the photo:

- Imagine "Real and Beautiful"
- Imagine "Unreal and Beautiful"
- Imagine "Unreal and Strange"
- Imagine "Unreal and Silly"

Instead of doing this with an object, do this with a real person or a character from literature.

# Day 11 - Sense Poems

Think of a place that is special. Form an image in your mind of this place. If you need to, cluster this image. Then complete the following statements.

- |                  |                                      |
|------------------|--------------------------------------|
| a. I see _____   | I see the sage-covered desert        |
| b. I smell _____ | I smell the freshness of the morning |
| c. I hear _____  | I hear the scream of the hawk        |
| d. I feel _____  | I feel the caress of a breeze        |
| e. I taste _____ | I taste the dew on the wind          |
| f. I think _____ | I think the new day is born          |

After you have written out the sentences, remove the pronouns, verbs, and articles as you need to:

sage-covered desert  
freshness of morning  
scream of the hawk  
caress of a breeze  
dew of the wind  
new day born

# Day 12 - Contrast Poems

Often we see things in two different, contrasting ways. This can be expressed in poetry.

## FORMULA:

**Title:** Name of object, tradition, environment, etc.

**Lines #1-2-3:** Write three lines that paint a vivid picture of the title

**Skip a line**

**Lines #4-5-6:** Write three lines that paint a different picture

Follow the same pattern in the second three lines you did in the first. For example, if line #2 contains two adjectives and a noun, line #4 should also have two adjectives and a noun.

# Day 13 - Object Poems

1. Select a picture of an object.
2. Read the following excerpt from *Gift from the Sea* by Anne Morrow Lindbergh. As you read, notice the comparisons and the descriptions of those comparisons.

This snail shell, round, full and glossy as a horse chestnut. Comfortable and compact, it sits curled up like a cat in the hollow of my hand. Milky and opaque, it has the pinkish bloom of the sky on a summer evening, ripening to rain. On its smooth symmetrical face is pencilled with precision a perfect spiral, winding inward to the pinpoint center of the shell, the tiny dark core of the apex, the pupil of the eye. It scares me, this mysterious single eye -- and I stare back.

Now, it is the moon, solitary in the sky, full and round, replete with power. Now it is the eye of the cat that brushes noiselessly through long grass at night. Now it is an island, set in ever-widening circles of waves, alone, self-contained, serene.

3. **ASSIGNMENT:** In poetic form write a meditation on your object like the one Anne Morrow Lindbergh did in which you compare the object to as many things -- *sights, sounds, tastes, textures, smells* -- as you can imagine. Let your imagination run free. Think of the most unique comparisons that you can. Then write a poem, including six (or fewer) of these comparisons and their descriptions (how does your object look like a mountain, etc.). Do not use rhyme.

4. To help you begin, answer the following questions about your object: What does it look like? How or why does it look like that? What colors do you see? What do the colors remind you of? What does it smell like? What does it feel like?

5. Here is a guide to help you structure your poem. It is a poetic frame based loosely on the Lindbergh passage above:

First it is....  
And then it is like....  
And then it is like....  
And now it becomes....  
And now it is....  
And now it is....  
And now I am....

# Day 14

---

## List Poems\*:

There are so many things that can be written about in lists, that sometimes we cannot think of a thing to write. To help, some ideas for lists are below.

Lists can be either rhyming or not. It is up to the writer to decide which style s/he uses. In at least one of the poems you write, make the list humorous or far-fetched. Then, in the final line, give the poem a serious turn.

### Ideas for List Poems

#### The Sources of:

grayness  
stiffness  
softness  
redness  
squeaks  
cold  
sights

#### Things That:

ring  
light  
you find in the  
grocery  
hear in your house  
smell in the school  
are round/square  
are  
red/blue/green/blacksmall

#### Things:

to do waiting for the  
bus  
to do trying to fall  
asleep  
you should have done  
you should not have  
done  
that make you feel  
tall  
that make you feel  
that you tell your  
mother

## Student Examples:

THINGS KIDS SAY WHEN THEY WANT  
TO GET OUT TO PLAY

--I did all my homework.  
--I picked up my toys.  
--I emptied the trash.  
--My bed is made. No, there are no  
lumps.  
--I ate all my vegetables.  
--But everyone else is.  
--Bobby's mom doesn't make him.  
--But, Mom.  
--No, my dirty clothes aren't under the  
bed.  
--Yes, Mom, I'm sure.  
--Yeah, I'll be careful.. No, I won't  
poke an eye out.  
--Oh, please!  
---Steve Schlatter (Grade 10)

### CAN YOU IMAGINE...

A city without violence  
This classroom in silence

Basketball without a ball  
Reno without a mall

Ducks wearing lipstick  
No barbecue at a picnic

Sky without stars  
Jail with no bars

Thursdays without New York Undercover  
Being born without having a mother

Pepsi without caffeine  
Every night having the same dream?  
---Tierra Jones (Grade 10)



# Day 15

## Three Word Forms:

Each line of this form is made up of three words. The last two words become the first two words in the next line. In the poem, there will be a progress of images and a story will be told.

## Student Examples:

### MORNINGS

sleep, alarm, awake  
alarm, awake, shower  
awake, shower, clothes  
shower, clothes, shoes  
clothes, shoes, dog  
shoes, dog, run  
dog, run, breakfast  
run, breakfast, sunrise  
breakfast, sunrise, car  
sunrise, car, work.

---Alex Buffington (Grade 10)

ball, snap, run  
snap, run, tackle  
run, tackle, sack  
tackle, sack, pass  
sack, pass, catch  
pass, catch, 1st down  
catch, 1st down, touchdown.

---Josh Jones (Grade 10)

# Day 16

## I Don't Understand...:

Begin the poem with "I don't understand..." List three things you do not understand about the world or people. Name the thing you do not understand most of all. End the poem with an example of something you DO understand.

## Student Example:

### I DON'T UNDERSTAND...

I don't understand  
why people dislike me  
why people can't get along  
why dogs are colorblind and cats aren't

But most of all  
why people are prejudiced  
why people must move away  
why people argue over stupid stuff  
why there is wars

What I understand most is  
why trees grow  
why birds chirp  
why the sun shines  
why the car goes.

---Anita Pepper (Grade 10)

# Day 17 - I Am (Version 1)

# Day 18 - I Am (Version 2)\*

Below are line-by-line directions for writing this kind of poem:

Line

#1. I am

#2. Three nouns about which you have strong feelings. Begin each with a capital letter.

#3. A complete sentence about two things that you like.

#4. Three nouns that describe what you like to see in other people; end with "are important to me." Capitalize each noun.

#5. A sentence containing a positive thought or feeling. It can tell what you find acceptable in yourself.

#6.-#7. Sentence in which you show something negative in yourself or others, however the sentence must end by showing that out of something BAD can come GOOD. Use the word "but" to link the bad and good.

#8.-#9.-#10. Each line is a short sentence relating something about which you have strong feelings--likes or dislikes. They do not have to relate to each other or to the previous lines you have written.

#11. End with "This is me" or "I am."

Student Examples: I am

Life, Hope, Living  
I care very much about the world and life on it.  
Honesty is important to me.  
Optimism is important to me.  
Unselfishness is important to me.  
Hospitality is a good thing.  
Meanness is bad, but can be good to get people  
off your back.  
The world is getting weaker.  
The longer the days the more beautiful they are.  
People are too negative.  
I am.

--Liz Webster (Grade 9)

Below is the line-by-line set-up for this version of the "I Am..." poem:

1st Stanza

I am (two special characteristics you have)  
I wonder (something you are actually curious about)  
I hear (an imaginary sound)  
I see (an imaginary sight)  
I want (an actual desire)  
I am (the first line of the poem is repeated)

Stanza 2

I pretend (something you really pretend to do)  
I feel (a feeling about something imaginary)  
I touch (something you imagine you touch)  
I worry (a worry that is real to you)  
I cry (something that makes you very sad)  
I am (the first line of the poem is repeated)

Stanza 3

I understand (something you know is true)  
I say (something you believe in)  
I dream (a dream you actually have)  
I try (something you make an effort to do)  
I hope (something you really hope for)  
I am (the first line of the poem is repeated)

Student Example:

I AM

I am the wine and the future  
I wonder how many ripples I will have to swim  
I hear the trickle of time in a bitter bottle  
I see the translucent red drain from the wine  
I want the sweet satin liquid to stain my tongue  
I am the wine and the future.

I pretend to entertain the glowing embers  
I feel the dew that sours the grapes  
I touch the vine that grows new life  
I worry the drunkard may speak the truth  
I cry the dewdrop tears on the winery walls  
I am the wine and the future.

I understand the dust on the bottle  
I say it only makes it sweeter with time  
I dream the sponge cork may never be replaced by lips  
I try to glimmer the crack in my glass container  
I hope the sun-faded label never creases for lost identity  
I am the wine and the future.

--Katie Reilly (Grade 10)

\*Based on materials by Suzi Mee, Teachers & Writers Collaborative

## Day 19 - Poems, Portraits, and Pals\*

1. Color me red. List fifteen things you can think of when you think of the color RED. Include the sound of red, the feeling of red, and the taste of red.

2. List ten new sayings you would write on candy hearts.

3. "How are you feeling?" Write twelve ways to answer without using "fine!"

4. Come to your senses. Choose a human emotion or any other idea. Think about it and experience it with all five senses. Write a line that tells what color it is. Then write some other lines to describe it using just one of the senses in each line. (Color: taste, smell, sight, sound, and feel).

Joy is bright green.  
It tastes like orange juice.  
It smells like sunshine.  
And reminds me of fireworks.  
It sounds like a crackling fire.  
Joy makes me feel like giggling.

5. Hearts are like \_\_\_\_\_, or my heart is like a \_\_\_\_\_. Compare your heart or just hearts to some other object and tell how the two are alike.

6. List eight reasons why people should or should not give Valentines.

7. Write a cinquain beginning with heart, love, Valentine, or any other similar word that comes to mind.

8. Design a Valentine and send it to a friend.

9. List ten reasons why friends get into fights. What are some things you can do to become friends again?

10. Have you ever apologized for something for which you weren't really sorry? Write a poem or note that gives an apology for something you've done.

I have eaten  
the plums  
that were in  
the icebox

and which  
you were probably  
saving  
for breakfast

Forgive me  
they were delicious  
so sweet  
and so cold

11. Paint a Word Portrait of a Friendship. To gather ideas, ask people of all ages and kinds to tell you about their friendships.

12. PHOETRY is a combination of poetry and photography. Take (or bring in) a snapshot of anything that interests you. Then write poetry to describe actions, impressions, feelings or places represented in the picture.

13. Write a DIAMANTE (see Day 10) that tells about opposites.

14. Write about a romance between unusual pairs of lovers: a tennis shoe and a potato peel; a snail and a scotch tape holder.

15. Write a love letter to the "thing" you love most (stickers, baseball cap, teddy bear, chocolate marble ice cream, bed, soccer, etc. Tell your favorite thing why you love it.

Student example:

Oh, my beloved bed.  
How I love to fall  
Into you each night  
After a stressful day.  
You are still there  
With open arms  
And welcoming smile.  
Thank you for everything.  
Thank you with all my heart.  
--Elia Miller (Grade 9)

## Day 20 - Emotions and Actions

---

Sometimes it is hard to put your emotions and feelings on paper. The following patterns for poems are designed to allow you to get used to putting your emotions into writing.

Line #1: What if \_\_\_\_\_

Line #2: I might \_\_\_\_\_

*(leave a space between lines 2 & 3)*

Line #3: What if \_\_\_\_\_

Line #4: I could \_\_\_\_\_

*(leave a space between lines 4 & 5)*

Line #5: What if \_\_\_\_\_

Line #6: I would \_\_\_\_\_

*(leave a space between lines 6 & 7)*

Line #7: Ask a question.

---

Line #1: When I \_\_\_\_\_ (describe an action)

Line #2: \_\_\_\_\_ (describe where action takes place)

Line #3: (Write 2 to 3 words that describe how you feel)

Line #4: I wish I could \_\_\_\_\_ (describe an action)

Line #5: (Tell the reason why)

---

Title: EMOTION

Line #1: I \_\_\_\_\_ (describe what you did to show how you were feeling)

Line #2: (Write 3 words that describe how you felt)

Line #3: (Make a statement or ask a question with regard to what is written in the first two lines)

---

Line #1: If I could be \_\_\_\_\_

Line #2: I'd \_\_\_\_\_  
(describe what you would do)

Line #3: \_\_\_\_\_  
(describe how you would do it)

Line #4: \_\_\_\_\_  
(describe where you would do it)

Line #5: (Exclamation that shows how you would feel)

# Day 21 - Writing About Weather

Possibly the most famous poem about weather is Carl Sandburg's *Fog*. You can write about a force in nature in the style of Sandburg by following the formula below:

Title: Form of Nature chosen  
Line #1: Title + (how it arrives or begins as the animal would arrive)  
Line #2: Tell what it does  
Line #3: And how it does it  
Line #4: And where it is  
Line #5: Tell how it leaves (as the animal would leave)

Student Example:

## THUNDER

Thunder comes in loud  
Like the majestic roar of a lion.  
It answers the call  
Of lightening  
By striking fear into people.  
Away, somewhere in the sky,  
Somewhere in the unknown,  
An unknown voice,  
And then leaves without a trace  
Of its existence  
Except in peoples' stories.  
---Elia Miller (Grade 9)

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An unknown voice,  
And then leaves without a trace  
Of its existence  
Except in peoples' stories.  
---Elia Miller (Grade 9)

# Day 22 - Bull Durham Credo

Student example:

## CREDO

In the movie *Bull Durham* Kevin Costner's character is asked what he believes in. His answer provides us with a poetic format. By following the formula below, tell what you believe in.

### BULL DURHAM CREDO

I believe in the \_\_\_\_\_  
the \_\_\_\_\_  
the \_\_\_\_\_  
the \_\_\_\_\_  
the \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
\_\_\_\_\_

But (something you don't believe in, i.e. ("but the novels of Susan Sontag are self-indulgent, over-rated"))

I believe in \_\_\_\_\_  
I believe in \_\_\_\_\_  
I believe in \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
\_\_\_\_\_

And I believe  
in \_\_\_\_\_ (longest)

I believe in the wisdom of elders,  
the influence of peer pressure,  
the importance of success,  
the evil that exists in money,  
the effectiveness of hard work,  
dedication, courage, strength.

But the belief that you don't have to strive  
for your goals is just outrageous.

I believe in the truth that will set you free,  
I believe in love that will conquer all,  
I believe in respect for others,  
Courtesy, politeness, gratitude.

And I believe in the fact that tomorrow  
isn't promised to you.  
---Tierra Jones (Grade 10)

# Day 23 - Japanese-like Poems

## TANKA

Several forms of poetry are traditional to Japan. Those known in the United States are primarily haiku and tanka. In fact, there are several magazines and journals that accept these forms only for publication. We will examine both of these forms, but because you will be allowed more latitude in subject matter and form, we are calling this lesson "Japanese-like" rather than traditional Japanese forms. In the discussion below, I have linked to two haiku sites and two tanka sites on the web. Just click on the underlined words to get there.

## HAIKU

Haiku poems are characterized by content, language, and form. Of the three elements, form is the least important. The content of haiku poems is primarily nature. Usually there are no similes or metaphors, nor are there many adjectives. The most common form is three lines, the first and third being the same length and the middle one being a little longer. In English-speaking countries this has been translated into a 5/7/5 syllable structure. However, this is not set in stone. In Japanese, it is 17 sounds. In English this translates to somewhere between 12 and 15 syllables. Therefore, if you do not have EXACTLY 17 syllables it is acceptable. The most famous writer of haiku is Matsuo Basho and his most famous poem is:

old pond...  
a frog leaps in  
water's sound

A tanka is a mood piece, usually about love, seasons, sadness, or how short life is. Tankas use strong images and often have literary devices such as simile and metaphor. A tanka is short and usually has only five lines. Instead of counting syllables, you count ACCENTED syllables. The following pattern of ACCENTED syllables works well in English for a tanka: 2/3/2/3/3. Some claim the tanka contains 5/7/5/7/7 syllables. Actually, you can use either method for determining the sounds in this kind of poem.

## DIRECTIONS:

Now that you are familiar with the haiku and tanka forms of poetry, you are to write at least two of each form. By writing more than one of each kind, you become familiar with the forms and used to following set patterns for writing different kinds of poetry.



# Day 24 - Write About Yourself and Others

to see the world  
to reveal myself  
to imagine adventures  
to return to myself  
and live.

---Alex Buffington (Grade 10)

## Someday Poems:

Begin each line with the word *Someday...* and complete it with a wish you have. Make the first two or three lines say something about your everyday wishes and slowly move away from yourself to the world in general. You may end the poem with the word *Someday....*

## Student examples:

### SOMEDAY...

Someday I will play the guitar  
Someday I will have a job  
Someday I will get married  
Someday I will have kids  
Someday I will be rich  
Someday I will be noticed

---Melissa Manor (Grade 10)

## One Window Is All I Need... Poems:

Begin your poem with the line *One window is all I need....* and continue to write about this imaginary window in a personal way.

## Student examples:

### ONE WINDOW IS ALL I NEED

One window is all I need  
To see what lies ahead for me  
To lose myself in love  
For a connection to my inner world  
To see myself for who I am  
And be able to make changes.

---Tierra Jones (Grade 10)

### ONE WINDOW IS ALL I NEED...

## WRITING ABOUT OTHERS:

When you write about others, pick one important thing about them. Keep the focus positive.

Line #1: The important thing about (name) is (most striking attribute)

Line #2: S/he is also \_\_\_\_\_ (use as many lines as you need)

Last line: But the most important thing about (name) is (repeat Line #1)

## Student example:

As you become comfortable writing poetry, you will find you will want to change the format and work on your own. This is great! The following student example came from such a growth:

### THE NEW WORLD

Over 300 years ago,  
my grandfather of many greats  
moved from one world to another,  
sailed across the Atlantic  
and settled in Virginia.  
He must have felt as  
Christopher Columbus,  
discovering a new world.  
England to "The New World"  
Not too terribly far apart,  
but different in all ways.  
All his routines changed,  
his work changed,  
his life changed,  
he changed.

---Jon Mayne (Grade 10)

# Day 25 - Rhetorical Questions

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Start your poem with a rhetorical question. A rhetorical question is one that you ask but do not expect an answer from your listener; you provide it yourself.

Student example:

## RAINDROP FEELINGS

I wonder if they like being raindrops?  
I suppose they do  
They always have friends around them  
They never travel alone  
Some people save them to wash their hair  
They make trees grow  
---Tierra Jones (Grade 10)

# Day 26 - Pantoum

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The pantoum comes to us from Malayan poetry. The Western (English) version of the pantoum is a poem of indefinite length made up of stanzas that have four lines. The formula comes in where lines 2 and 4 of each stanza are repeated as lines 1 and 3 of the following stanza:

## First Stanza

Line #1  
Line #2  
Line #3  
Line #4

## Second Stanza

Line #1 (same as line #2 above)  
Line #2  
Line #3 (same as line #4 above)  
Line #4

To see an example of a pantoum, [click here](#).

## Day 27 - Sestina

A sestina has six unrhymed stanzas with six lines in each stanza. The last words of the first six lines occur in a definite pattern in all of the other stanzas. The pattern for the stanzas is below. Remember, it is the WORD that appears at the end of each line, NOT the entire line itself.

Stanza 1: Stanza 3: Stanza 5:

A	C	D
B	F	E
C	D	A
D	A	C
E	B	F
F	E	B

Stanza 2: Stanza 4: Stanza 6:

F	E	B
A	C	D
E	B	F
B	F	E
D	A	C
C	D	A

The poem ends with a Tercet:

AB  
CD  
EF

For an example of a sestina, please look at Scott Reid's *Sestina in the Computer Age*.

## Day 28-30 - Chapbooks

Your final task in this series of poetry lessons is to make what is called a Chapbook.

Choose your best 10 to 14 poems. You will have more than that to choose from if you have done all the lessons on this site. To make a Chapbook, you will use 8-1/2 x 11 paper. The following link will take you to a slide show presentation that will walk you through, step-by-step, the process of making your Chapbook.

[Making Your Chapbook](#)