

Poetry

Objective

Students will:

- create poems expressing facts, feelings and emotions about animals, animal issues, and the human-animal bond.

Rationale

Poetry is an excellent tool to teach and encourage humane education. Poetry can help students deal with their feelings and express emotions regarding humane education topics including extinction, animal suffering, pet loss as well as care and protection of all animals.

Poetry allows students to practice skills in language development, grammar, syllables, and figurative language.

Curriculum Connection

**Alberta Education Program of Studies:
Language Arts (2000)**

Grade 3: SLO 2.1 Use Strategies and Clues

Apply word analysis strategies to segment words into parts or syllables, when reading unfamiliar texts

Grade 4: SLO 4.1 Expand Knowledge of Language

Use an increasing variety of words to express and extend understanding of concepts related to personal interest and topic of study

Grade 5: SLO 2.3: Understanding Forms and Genres

Experiment with words and sentence patterns to create word pictures, identify how imagery and figurative language such as simile and exaggeration convey meaning

Grade 6: SLO 1.1 Discover and Explore

Engage in exploratory communication to share personal responses and develop own interpretations

SLO 2.2 Respond to Texts

Experiment with sentence patterns, imagery and exaggeration to create mood and mental images

Grade 7: SLO 2.3 Understand forms and genres

Identify various forms and genres of oral, print and other media texts and describe key characteristics of each

Materials

- Handouts
- Dictionaries

Activities

Types of Poetry

1 Limericks

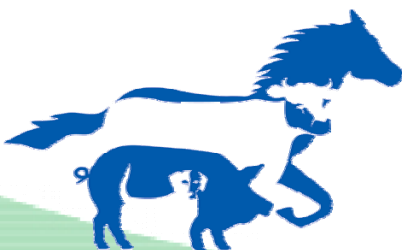
Popularized by Edward Lear, this short and humorous form of verse provides a good opportunity for students to practice syllable counting and rhyming. A limerick consists of two rhyming lines, usually of eight or nine syllables; two more rhyming lines of five or six syllables; and a final line of eight to ten syllables that rhymes with the first two lines.

Limericks are generally thought of as humorous therefore are a good method for relating basic knowledge about animal facts and behaviours.

In the Classroom:

Ask students to pick an interesting animal and research its habits. Students can then select the most unique characteristics and create a limerick.

A chameleon when he's feeling blue,
Can alter his glum point of view
By changing his hue
To a colour that's new
I'd like to do that, wouldn't you?
-Eve Merriam



This cautions collapsible cow
 Gives milk by the sweat of her brow;
 Then under the trees
 She folds her front knees
 And sinks fore and aft with a bow

-Arthur Guiterman

For young children a limerick will be too difficult. In this case ask students to create riddle rhymes that ask questions or give hints about an animal's identity, habitat, food, colour, or size.

2 Cinquain

Is a five-line, unrhyming poem that is easy to write and helps students to practice different parts of speech.

Cinquains are an excellent form of poetry for students to use to express their appreciation for animals and their understanding of animal habits and behaviours.

Cinquain form:

Noun
 Adjective, Adjective
 Three verbs or verb phrase

Four words that describe how you feel about the animal
 One word that sums up the whole poem

In the classroom:

A method in which you can integrate the use of cinquains is to show your students large pictures of animals in their natural environment. Discuss the different and beneficial ways in which the animal interacts with their environment. Ask the students to choose one or more animals and create a cinquains based on that animal. Compare the sentiments expressed in the cinquains.

3 Haiku

Spiders	Tree frogs
tiny, busy	brown, glistening
spinning, moving, floating	prowling, leaping, hanging
building fragile wispy webs	stretching throats to sing
artists	wood sprites

An ancient Japanese verse form consisting of only three lines; the purpose of a Haiku is to convey emotion. Although a haiku looks simple, it is actually a complex verse form. The writer is required to convey complex thoughts in a concise and simple fashion. The poem is often divided into two sections, the first providing a description of a scene

and the second describing the emotion or mood of the scene.

In the classroom:

Ask students to create a haiku to demonstrate their understanding of a relationship between a wild or pet animal and it's environment, another animal or people.

The hawks' shadow glides swiftly over the meadow grass— Freeze! A mouse stops still.	A lost puppy sits Alone on the street corner The crowd passes by
---	--

An old silent pond... A frog jumps into the pond, Splash! Silence again. -Basho	The whale surfaces, joy- fully blowing sea spume. A gray death ship waits.
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4 Free Verse

Is a form of verse unrestricted by rules that generally limit a poem stylistically. It can rhyme, but it isn't necessary. It can contain patterns, alliteration and figurative language at the writers discretion. Children often find free verse the easiest poetic medium to use when they want to express deep thoughts of empathy and connection with animals.

In the classroom:

Ask students to "become" their favourite animal or an animal they are studying in a novel and write a poem from the animals perspective describing how the animal feels about a particular situation in its life.

A Dog Midwinter

This dog barking at me now—
 do I really bother him or is he acting out
 the old faithful watch dog routine?
 Or (and I hope it's this) is he so lonely
 locked up in the snow-filled yard that the sight
 of another living thing stirs him?
 For I can truly say
 I'm as lonely now
 as you, dog, so
 speaking for both of us
 bark your crazy head off.
 -Charlotte Zolotow

Poem Credits:

Brewton, Sara and John E., eds. "A Chameleon..." *Laughable Limericks*. New York: Thomas Y. Crowell, 1965

Behn, Harry, translator "An Old Silent..." *Cricket Songs*. New York: Harcourt Brace Jovanovich, 1964

Cole, William, ed. "Dog, Midwinter," *Good Dog Poems*. New York: Charles Scribner's, 1981

Haiku

Name: _____

Date: _____

A haiku is a Japanese poem consisting of three lines. Traditional haiku is often about nature but all haiku is meant to express emotion.

Five syllables

Example:

A spark in the sun

Seven syllables

This tiny flower has roots

Five syllables

Deep in the cool earth

*Using the following images for inspiration,
create your own haiku!*







Cinquain

Name: _____

Date: _____

A cinquain is a five-line unrhyming poem that follows the following form:

Noun

Example:

Adjective, Adjective

spiders

Three verbs or verb phrase

tiny, busy

Four words that describe how you feel about the animal

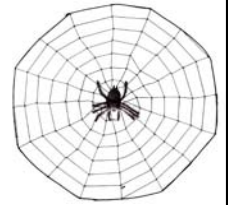
spinning, moving, floating

building fragile wispy webs

One word that sums up the whole poem

artists

Now write your own!



1. What is your favorite animal? (**noun**) _____

2. List some words that *describe* that animal (**adjectives**) _____, _____

_____, _____, _____

3. List some words that tell us about the animal's *actions* (**verbs** or verb phrases)

4. Why do you appreciate this animal?

Now, using these words, write your own cinquain!

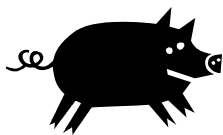


_____ Noun



_____ Adjective

_____ Adjective



_____ Three verbs or a verb phrase



_____ Four words that describe how you feel about the animal

Try another one! This time use a different animal.