Suggested Usage

This is a choice board of nine activities related to poetry with all of the necessary materials included. I designed the choice board so that all of my students would have to choose one of the more challenging activities (shaded in gray), and complete a total of three activities by a set deadline.

This choice board can be used as an alternate assessment at the end of a poetry unit. It can also be used to allow students to work independently while you work with small groups of students. The activities are designed to allow the student to utilize their strengths/interests with little to no instruction from the teacher.

A day or two before I want my students to begin working on their choice board activities, I introduce all of the choice on the choice board and give students time to select the ones that most interest them. The students return their choice board, marked with their selections, to me so I can make the appropriate number of copies. I always make a few extras of each activity in case some one changes their mind.
Suggested Usage

Directions for each activity are on the choice board. Activities include:
- Writing a letter to a poet. Sample included.
- Reading and writing free verse poems. Reading guide and writing prompt included.
- Creating a podcast recording of a poem written by another poet. Graphic organizer for poem and podcast directions included.
- Reading and writing a sonnet. Reading guide and writing prompt included.
- Creating an illustrated poetry glossary.
- Illustrating a storyboard for a poem. Samples included.
- Reading and writing odes. Reading guide and writing prompt
- Writing an "Add To" poem.
- Creating a podcast recording of a poem written by the student. Graphic organizer for poem and podcast directions included.

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ELA Common Core Standards

• CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
• CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
• CCSS.ELA-LITERACY.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
• CCSS.ELA-LITERACY.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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ELA Common Core Standards

• CCSS.ELA-LITERACY.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

• CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

• CCSS.ELA-LITERACY.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<table>
<thead>
<tr>
<th><strong>Poetry Choice Board</strong></th>
</tr>
</thead>
</table>
| **Directions:** Circle three activities of your choice from the choice Board. You MUST complete AT LEAST one shaded box and one non-shaded box. All activities are due by ____________________________.

| Compose a letter to a poet. Read at least three poems by a poet and write a letter expressing which poems you enjoy and why you enjoy them. Many modern poets are still living; see if you can find a mailing address and mail your letter.  
Poet: ____________________  
Date Completed: ________________ | Read two poems, *Nikki-Rosa* by Nikki Giovanni and *Hanging Fire* by Audre Lorde, focused on the poets’ childhood and teenage years. Then write a catalog poem about your own childhood memories.  
Date Completed: ________________ | Create a podcast recording of a poem by a poet of your choice. You will then add sound effects, music, and images to reflect the tone of the poem.  
Poem: ____________________  
Poet: ____________________  
Date Completed: ________________ |

| Read William Shakespeare’s *Sonnet 18* comparing his love to a summer’s day. Then write your own sonnet following Shakespeare’s rhyme scheme.  
Date Completed: ________________ | Create a mini-poetry glossary book. Choose ten terms for which you will provide a definition, two examples and an illustration. Your mini-poetry glossary must imitate a book by including a cover and page numbers.  
Date Completed: ________________ | Read two poems, *Ode to My Socks* by Pablo Neruda and *Abuelito Who* by Sandra Cisneros, dedicated to special things or people. Then write an ode celebrating a person that is important to you.  
Date Completed: ________________ |

| Illustrate a storyboard for a poem of your choice. A storyboard gives a series of illustrations (at least 3) that follow the action of a story or poem. Include a copy of the poem and poet’s name. A storyboard contains few words if any at all.  
Poem: ____________________  
Poet: ____________________  
Date Completed: ________________ | Write an “Add to” poem. Choose a poem that you like that is at least 10 lines long. Rewrite it leaving plenty of space between each line. Then make a new poem by adding a line of your own between each pair of original lines. Identify the poem and the poet.  
Poem: ____________________  
Poet: ____________________  
Date Completed: ________________ | Record a poem you have written. You will then create a podcast by adding sound effects, music, and images to reflect the tone of the poem.  
Date Completed: ________________ |
Mr. Orr,

First, I wanted to say thank you for your essay, broadcast Monday February 20th, on the NPR segment, “This I Believe.” I want to add that you should feel no obligation to respond to this letter or these gifts.

I have known of your work since 2002. After a reading a poem I’d written a friend asked if I’d ever read your poetry and suggested I do so. The poem I read deals with an accident. When I was 18, I was in a car accident that resulted in the death of a child. I am 37 now. It could be said that I caused the accident. Two versions of the poem appear in the books I am sending along with this letter.

I purchased both Poetry as Survival and The Caged Owl and have found your words comforting and reassuring. But I kept putting off sending you a letter of thanks. I don’t know all the reasons for this. Maybe not wanting to really let go of my story? Maybe not wanting to intrude? I don’t know.

Over the years, I kept trying to get away from the poem and the accident. But, as the introduction to the anthology I’ve sent in a separate package (Weathered Pages) makes clear, the story keeps finding me. Keeps coming back in unexpected ways.

This fall will be twenty years from the accident and ten from writing and publishing the poem that dealt with it. After hearing you read your essay yesterday, I was finally moved to respond. Our community is not small— anyone who has been to war is part of it, for example. But little has been studied or written about Perpetration Induced Traumatic Stress, as it has been called in clinical terms. Even smaller is the circle of people who have attempted to articulate this experience in poetry or prose. Because of the reach of your poetry and teaching, I assume you have come into contact with others who share similar experiences, but as far as I know, there are less than a handful of poems. I have sometimes found solace through identification with stories about families who have suffered a loss. But, as an unrelated participant in the accident, this was always an uncomfortable leap to make. There was no support group to join. So, the sense of “human isolation” has at times been overwhelming. Your poems and prose help me overcome this feeling.

Thank you for continuing to talk about your accident, Mr. Orr.

Sincerely,
Dan Peters
Nikki-Rosa by Nikki Giovanni

1) Name three activities or memories listed by the speaker in this poem.
   1) _____________________________________________________
   2) _____________________________________________________
   3) _____________________________________________________

2) How would you describe the speaker’s childhood based on what you learned as you read this poem?
   _____________________________________________________________________________________
   __________________________________________________________________________________________

3) Based on this list of memories, who is the speaker in this poem (consider age, gender, race, etc.)?
   _____________________________________________________________________________________
   __________________________________________________________________________________________

4) Is this poem based on the poet’s life or is the poet pretending to be someone else?
   (Circle one):   AUTOBIOGRAPHICAL   or   PERSONA

5) What does the speaker mean when she says “they’ll/ probably talk about my hard childhood / and never understand that / all the while I was quite happy?” Why would other people see her childhood as hard? Why was she happy anyway?
   _____________________________________________________________________________________
   __________________________________________________________________________________________

6) What type or types of poem is this? _____________________________________________________________________________________

Hanging Fire by Audre Lorde

1) Name three things the speaker is worried about or thinking about in this poem.
   1) ___________________________________________________________
   2) ___________________________________________________________
   3) ___________________________________________________________

2) Who is the speaker in this poem? (Consider age, gender, race, etc.)
   _____________________________________________________________________________________

3) What are two clues from the poem that helped you to identify the speaker?
   1) ___________________________________________________________
   2) ___________________________________________________________
4) What is the tone in this poem? How does the speaker feel about herself? ___________________

__________________________________________________________________________________________

5) Is this poem based on the poet’s life or is the poet pretending to be someone else?
   (Circle one): AUTOBIOGRAPHICAL or PERSONA

6) What is the repeated phrase in this poem? _______________________________________________
   ______________________________________________________________________________________

7) What does that phrase show about the relationship between the speaker and her mother?
   ______________________________________________________________________________________
   ______________________________________________________________________________________

8) What is a possible theme, or message about life, in this poem? ____________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________

9) What type or types of poem is this? ______________________________________________________

WRITING EXTENSION: Create your own list of childhood memories. They can be positive as well as negative. What do these experiences show about you as a person? You could start with *Childhood memories are...* Then list the things – such as “block parties and cook outs” – that were a part of your childhood.

Line 1: Childhood memories are _____________________________________________________________
Line 2: and _____________________________________________________________________________
Line 3: and _____________________________________________________________________________
Line 4: You always remember things like _____________________________________________________
Line 5: and ______________________________________________________________________________
Line 6: and ______________________________________________________________________________
Line 7: And if you become famous or something, they never talk about __________________________
Line 8: or ________________________________________________________________________________
Line 9: or ________________________________________________________________________________
Line 10: And somehow when you talk about home, it never gets across how ______________________
Line 11: or ______________________________________________________________________________
Line 12: Even though you remember __________________________________________________________
Line 13: and ______________________________________________________________________________
Line 14: and ______________________________________________________________________________

Now, rewrite your poem on a separate piece of paper. Be sure to put your name on it.
| Poem Title: __________________________ |
| Poet: ________________________________ |
| **Directions:** Write out your poem below. |

| Imagery & Sound |

| **Directions:** For each stanza of your poem, describe the images you see and the sounds you hear. |
Directions for Creating a Podcast

- **Go to Finder**
  - Choose Applications
  - Choose GarageBand
  - Choose New Project
  - Choose Podcast
  - Click “Choose” in the bottom right hand corner
  - Save as “Title of Poem_Your Name”
    - Save to the Desktop
    - Click “Create”

- **To record your poem**, first choose “male voice” or “female voice” on the left
  - Click the red circular button to start recording
  - Click the blue play button to stop recording
  - If you make a mistake, don’t delete your whole record
    - Drag the red bar back to right before your mistake
    - At the top, choose “Edit”
    - Then choose “split”
    - Then click on the split part you want to delete and delete it
    - Start your recording from there to finish

- **To add music or sound effects**, look through the choices in the loop browser on the right hand side of the screen
  - There are three buttons at the bottom right of the window, make sure the one that looks like a loop is selected. It is the first of the three buttons. It is blue when selected.
  - Once you find a jingle or effect you like, drag it into the “Jingles” track (below male and female voice)
  - Adjust how long the music or sound will play by making its bar shorter or longer
  - Repeat to add as many sounds as you like

- **To add images**, go to Google Images
  - Find the images that match the mood of your poem
  - Drag the images onto your desktop
  - Then drag the images into the “Podcast Track” (above male and female voice)
  - Adjust how long the image will appear by making its bar shorter or longer
  - Repeat to add as many images as you like

- **To turn your podcast into a movie**, click “share” at the top
  - Choose “Send Podcast to iTunes”
  - Name the iTunes Playlist “Title of Poem_Your Name”
  - Click “Share” at the bottom right
  - iTunes will open. Let your poem play. When it is finished, drag it to the desktop.
  - The file ending will be “.m4a.” Click on the file name to rename it.
  - Change the “.m4a” to a “.mov” and click the desktop
  - A window will pop up asking you if you are sure you want to change it. Click “use .mov.”
  - Now double click on your podcast to watch it as a movie. You should hear your poem and music/sound effects, and see your images.

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The sonnet is a form of poetry that flourished in England during the Elizabethan period. William Shakespeare wrote poetry as well as plays like *Romeo and Juliet*; his series of 154 sonnets is just as famous as his plays.

<table>
<thead>
<tr>
<th>Shakespeare’s Sonnet 18</th>
<th>Modern Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Shall I compare thee to a summer's day?</td>
<td>Shall I compare you to a summer's day?</td>
</tr>
<tr>
<td>2 Thou art more lovely and more temperate:</td>
<td>You are more lovely and more moderate:</td>
</tr>
<tr>
<td>3 Rough winds do shake the darling buds of May,</td>
<td>Harsh winds disturb the delicate buds of May,</td>
</tr>
<tr>
<td>4 And summer's lease hath all too short a date:</td>
<td>and summer doesn't last long enough.</td>
</tr>
<tr>
<td>5 Sometime too hot the eye of heaven shines,</td>
<td>Sometimes the sun is too hot,</td>
</tr>
<tr>
<td>6 And often is his gold complexion dimm'd;</td>
<td>and its golden face is often covered by clouds.</td>
</tr>
<tr>
<td>7 And every fair from fair sometime declines,</td>
<td>All beautiful things eventually become less beautiful,</td>
</tr>
<tr>
<td>8 By chance, or nature's changing course, untrimm'd;</td>
<td>either by life experiences or by the passing of time.</td>
</tr>
<tr>
<td>9 But thy eternal summer shall not fade,</td>
<td>But your eternal beauty won't fade,</td>
</tr>
<tr>
<td>10 Nor lose possession of that fair thou owest;</td>
<td>nor lose any of its quality.</td>
</tr>
<tr>
<td>11 Nor shall Death brag thou wander'st in his shade,</td>
<td>And you will never die,</td>
</tr>
<tr>
<td>12 When in eternal lines to time thou growest;</td>
<td>as you will live on in my poetry.</td>
</tr>
<tr>
<td>13 So long as men can breathe, or eyes can see,</td>
<td>As long as there are people still alive to read poems</td>
</tr>
<tr>
<td>14 So long lives this, and this gives life to thee.</td>
<td>this sonnet will live, and you will live in it.</td>
</tr>
</tbody>
</table>

**Line 2:** The speaker opens the sonnet by wondering if he should compare his lover to a summer’s day. What reason does he give for not using the comparison?

__________________________________________________________________________________________
__________________________________________________________________________________________

**Lines 3-8:** The speaker is still considering the comparison. What image does he use to show that weather is unpredictable?

__________________________________________________________________________________________
__________________________________________________________________________________________

**Line 5:** What is the modern equivalent of the words, “eye to heaven?”

This is an example of (CIRCLE ONE): SIMILE  METAPHOR  PERSONIFICATION

**Lines 7-8:** What can happen to any kind of beauty?

__________________________________________________________________________________________

**Lines 9-10:** The poet makes a bold statement about his love. What does he promise her?

__________________________________________________________________________________________

**Lines 11-12:** Why will his lover never die?

__________________________________________________________________________________________

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In Line 12: What is the original equivalent of the word “poetry?”

This is an example of (CIRCLE ONE): SIMILE METAPHOR PERSONIFICATION

Line 13-14: What prediction does the poet make about his poetry?

RHYME SCHEME: The formula for writing a sonnet is very strict. Label the rhyme scheme of this poem.

1. 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: 
5. 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; 
10. Nor shall Death brag thou wander'st in his shade, 
   When in eternal lines to time thou growest; 
   So long as men can breathe, or eyes can see, 
   So long lives this, and this gives life to thee.

Which lines make up the first quatrain? Lines _______
Which lines make-up the second quatrain? Lines: _______
Which lines make-up the third quatrain? Lines: _______
Which lines make-up the rhyming couplet? Lines: _______

WRITE YOUR OWN SONNET

Fill in the blanks to create a love sonnet. Follow Shakespeare’s rhyme scheme of ABAB CDCDEFEFGG and be sure to end with a couplet!

(A) I love you like I love a sunny Saturday
(B) I love you like a fat kid loves cake
(A) I love you like __________________________
(B) What a perfect couple we would make
(C) I love your _____________________________
(D) And when I see you my heart skips a beat
(C) I love your _____________________________
(D) I even love your stinky feet
(E) Without you my whole world is grey
(F) I just sit and cry and cry
(F) I wish ________________________________
(E) I feel like ______________________________
(G) If you would say you want to be with me
(G) I would _______________________________

Now, on a separate paper, write a sonnet following Shakespeare’s rhyme scheme of ABAB CDCDEFEFGG.
SAMPLE POETRY STORYBOARDS

**ROSEMARY.**
Rosemary, sweet Rosemary,
When crying for the lost;
She knew not if her heart
Was made of stone or glass;
She only knew she’d walked and waited
A long way from the door.
And she was very “unmasculine.”
For she was only four.
Rosemary, the heroine’s twist, “maid.”
She never thought at all.
What brought her to this strange place?
She was so extremely small.
She’d never seen a lady like
The tall one dressed in white—
She was so sure of herself—
Was looking lost without fright.
Rosemary, sweet Rosemary,
Was held at arm’s length by
An old man with a white beard.
And she fell down with a flash.
And when some take responsibility.
Bide large go no up
She have her mysterious rose
Open the bridgeWave.

**Newspaper, puff:**

**Twelve geese**
**From row**
**Goshawk**
**Always go**
**Downhill**
**They roosted**
**That’s all**
**Fright the gander,**
**She the latest,**
**As they walked**
**To the end.**

**Suddenly stopped the throng**
**Fright is the wrong**
**Stop a little white**
**No guilt.**

**Clear to sight.**
**(Till’s alarm)**
**When you’ve said**
**Tear a newspaper old.**

**Grander spoke,**
**Breast bird**
**Never broke**
**Egg I’ve heard.**

**Stand here**
**Steadily,**
**Never fear,**
**Wait some.”**

**Fruit, harvest,**
**Cautious, cold,**
**Body bent,**
**Head low,**
**All there:**
**Good day,**
**Waiting for**
**What fall.**

**Wind came,**
**With a paper,**
**Caught fame**
**Daily paper.**

**Up it failed,**
**In the air,**
**Courage failed,**

**Then and there,**
**Hard well out of the window,**
**News fell into the air.**

**Off they sped,**

**(Till they’d find**

**Under shelter.**

**Buy geese,**
**Never mind!**

**Other geese**
**Cloaked from the wind,**
**Cloth fame**
**From the paper.**

**An angry wind**
**In a paper.**

**Owl Light**

A shark’s eye light the buckled stone,
Winnowing some mystic circumstance.
Gains its beauty only to quit,
With it still above and below and all.
And seek a hollering place.

Arranged upon the gilded bench,
He briskly knelt, alighting,
The proverbially busy row.
Considered another like the one
Chime him out what you get.

Then Mr. Ovi and Mrs. Ovi,
In winter maintaining cock.
To launch young Minimus in flight
And push him off into the air
Upon a cool black ghost.

Hollywood enchanting little heart.
Then circled to the finest seat.
To host its aerial wonders raise
Their bard unpretentious prime
Of another epoch.

And Mr. Ovi and Mrs. Ovi,
Automatically shuddering,
The west one’s necessity feels.
While all their proper events
A year-long time.

And if it’s a true tale that tells.
The vicissitude of age.
Muses might have lightly buried
That children should be wise.

Then I should get some sleep.

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Types of Poetry: Odes

Ode to My Socks by Pablo Neruda

1. To whom or what is this poem written? ____________________________________________________________

2. Stanza 1: What two things are being compared in the simile in these lines?
   ____________________________________________ is being compared to __________________________________________

3. Stanza 1: What two things are being compared in the metaphors in these lines?
   ____________________________________________ is being compared to __________________________________________
   ____________________________________________ is being compared to __________________________________________
   ____________________________________________ is being compared to __________________________________________
   ____________________________________________ is being compared to __________________________________________

4. Stanza 2: What two things are being compared in the simile in these lines?
   ____________________________________________ is being compared to __________________________________________

5. Stanza 3: What two things are being compared in the simile in these lines?
   _______saving his socks_______ is being compared to ____________________________________________
   and __________________________________________

6. Stanza 3: List two details that help create the metaphor comparing his socks to an exotic bird.
   1. ____________________________________________
   2. ____________________________________________

7. What is the tone or feeling in this poem? ________________________________________________________

8. Why do you think this pair of socks was so important to him? ________________________________________

Abuelito Who by Sandra Cisneros

1. To whom or what is this poem written? (in Spanish) ________________________________________________
   (in English) ____________________________________________

2. Lines 10 – 18: What do you think has happened to her abuelito? ________________________________

3. What is the tone or feeling in this poem? ________________________________________________________

4. What type or types of poem is this? _____________________________________________________________

5. In the graphic organizer on the back side of this sheet, identify examples of figurative language (2 similes and 2 metaphors) and explain their meanings.
## ANALYZING FIGURATIVE LANGUAGE IN "ABUELO WHO"

<table>
<thead>
<tr>
<th>Type of Figurative Language</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simile</td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>Metaphor</td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>

### WRITING EXTENSION:

Write an ode celebrating an important person in your life. It can be silly or serious.

**Title:** Ode to my ____________________________

**Line 1:** My __________________ who __________________________________________

(name your important person) (describe one thing this person does)

**Line 2:** and ___________________________________________________________________

(use a simile to describe another thing this person does)

**Line 3:** who is __________________________________________________________________

(use a metaphor to compare your person to something else like them)

**Line 4:** who is __________________________________________________________________

(use another metaphor to compare your person to something else like them)

**Line 5:** whose __________________________________________________________________

(describe one of his/her physical traits: hair, eyes, smile, etc.)

**Line 6:** is ____________________________________________________________________

(describe how your person is feeling)

**Line 7:** who tells me __________________________________________________________________

(state one thing this person tells you)

**Line 8:** who tells me __________________________________________________________________

(state another thing this person tells you)

**Line 9:** whose ____________________________________________________________________

(describe another one of his/her physical traits: hair, eyes, smile, etc.)

**Line 10:** my ____________________________ who _______________________________________

(name your important person)

Now, rewrite your poem on a separate piece of paper. Be sure to put your name on it.
Thank you for shopping at my store!

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For a FREEBIE, leave feedback on this resource with your email address and I will send you one of my “menu” products of your choosing. My menus are among my most popular resources and cover skills such as symbolism, conflict, author’s purpose, irony, theme, and point of view.

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