

Name: _____

Pd: _____

Date: _____

Whitman and Dickinson Poetry Assignment

Due: _____

You will be writing 2 poems: one modelled after Walt Whitman and one after Emily Dickinson

Whitman poem: At least 20 lines written in free verse.

- Uses parallel structure (repetition of initial words or phrases).
- Uses imagery (show don't tell)
- Uses at least two of these other poetic devices we learned: figurative language (metaphor, simile, personification, hyperbole), alliteration, assonance, consonance and/or onomatopoeia.
- **Annotation:** Required elements are **highlighted and labeled** to show you've written with intention.
- Short paragraph (5 sentences) explaining the inspiration and intent of your poem and explaining its connection to Walt Whitman.

Dickinson poem: At least 12 lines written with a rhyme scheme (traditional or slant).

- Experiment with capitalization, punctuation, and line breaks
- Uses imagery (show don't tell)
- Uses at least two of these other poetic devices we learned: figurative language (metaphor, simile, personification, hyperbole), alliteration, assonance, consonance and/or onomatopoeia.
- **Annotation:** Required elements are **highlighted and labeled** to show you've written with intention.
- Short paragraph (5 sentences) explaining the inspiration and intent of your poem and explaining its connection to Emily Dickinson.

You will choose **one** poem to present to the class on _____

Scoring

- Adequately utilizes **style** of Whitman/Dickinson: 15 points
- Correctly used & **annotated** poetic devices: 20 points
- Thoughtfully expresses a deeper **meaning**, explained in paragraph: 15 points
= 50 points x 2 = 100 points
- **Presentation:** 20 points = 120 total points

Try to express some "deeper" meaning; avoid trite, cliché and overdone ideas. Try to make your images express something **beyond themselves** the way that Emily Dickinson uses a beheaded flower to represent the callous indifference of nature, or Whitman uses his every day people to represent the democratic spirit of America.

Annotation Example:

I felt a Funeral, in my Brain, (340)

BY EMILY DICKINSON

Rhyme

A	I felt a Funeral, in my Brain,	Consonance: F
B	And Mourners to and fro	
C	Kept treading - treading - till it seemed	Consonance: R
B	That Sense was breaking through -	
D	And when they all were seated,	Assonance: "eh"
E	A Service, like a Drum -	Simile
F	Kept beating - beating - till I thought	
E	My mind was going numb -	Consonance: M
G	And then I heard them lift a Box	
H	And creak across my Soul	Onomatopoeia; Consonance: Cr
I	With those same Boots of Lead, again,	Metaphor
H	Then Space - began to toll,	
J	As all the Heavens were a Bell,	Assonance: "ah," "uh"
K	And Being, but an Ear,	Alliteration
L	And I, and Silence, some strange Race,	Consonance: S, R
K	Wrecked, solitary, here -	
M	And then a Plank in Reason, broke,	Consonance: D, R
N	And I dropped down, and down -	
O	And hit a World, at every plunge,	
N/	And Finished knowing - then -	

Having trouble starting? Try this:

1. The first thing you should do is to think of the subject you'd like to write a poem about and begin brainstorming.
2. Try to choose a **topic** that would appeal to a **romantic poet**: truth, beauty, nature, nostalgia, youth, desire, independence, feelings and emotions (over logic and facts), the nature of life and death...
3. Write down anything at all that you associate with that subject: images, smells, sounds, tastes, feelings, memories, experiences, people, places, anything at all that you associate with your main subject.
4. Then, begin to transform those things into poetic verse.