

# Poem of the Week

{ 45 Poems with Audio & Video recordings,  
the way they were meant to be experienced.

# Teachers:

## How to EDIT and SAVE this Slideshow!

- **Friendly Reminder...**
  - You may modify this as much as you want for your students, but do NOT upload or post this slideshow, even your modified one, for sale online.
  - Please do not claim it as your own to others.
  - Please do not share this PPT with other teachers for THEIR use; please redirect them to [my store](#), or let them buy a discounted second license through you on TpT.
- **If you have a Google account...**
  - Go to File>Make a Copy
  - Find the copy in your drive and rename it (if you wish)
  - Proceed with editing your copy as much as you want, such as removing entire slides, changing questions, adding directions, etc.
  - Note: Do NOT delete or modify this original copy of the slideshow!
- **If you do NOT have a Google account...**
  - Option 1: Make an account! It's free and wonderful! Then follow the instructions above.
  - Option 2: Email me at [tptsara@gmail.com](mailto:tptsara@gmail.com). I might be able to email you back with an editable Microsoft PPT copy. :-)

# Teachers:

## Having trouble accessing YouTube?

- **Option #1: Download videos to your computer (in advance, at home)**
  - I know this is much more inconvenient, but there is download software you get for free that can do this, and then you could make a folder of videos on your computer.
  - This would be time intensive at first, but might not be bad if you're only using a few of them, anyway.
- **Option #2: Bypass your firewall (shhh...)**
  - To whatever extent you can LEGALLY and ETHICALLY do so, you can always try to bypass your school's firewall. Want to know how? Ask your students! (Mine helped me do this...)
- **Option #3: Assign the video watching as homework!**
  - Using the directions from the previous slide to make your own copy of this slideshow, distribute a link to this slideshow to your students and ask them to watch it at home! It might become their favorite (and easiest) homework ever.
  - Flip the Classroom: After students watch the video at home, have them complete the 3 questions at school!

# READ ME: About this PowerPoint

- 🐦 Copyright: Only links (not full text) are provided to protect the original authors. Email me with any questions on this.
- 🐦 Grade Levels: This could be easily used with middle or high school, but some poems are definitely harder and/or more mature. Remember not EVERY poem has to be assessed 😊
  - 🐦 The Taylor Mali poem and the Jesse Parent poem may not be appropriate for your middle school (or maybe they are!)
- 🐦 Poems Chosen: This PPT includes the CCSS exemplar poems for grades 6-8 and 9-10, along with other favorites of mine that I chose for more subjective reasons.
- 🐦 Answers: I am of the belief that poetry is open to interpretation; therefore, there is no official Answer Key. Most of the questions are inference, summary, or opinion-based ones that render an answer key less necessary anyway. Let me know if you feel an answer key is needed, and I will work on making one available to you for free at a later time: [tptsara@gmail.com](mailto:tptsara@gmail.com)

Angelou, Maya: "Still I Rise"  
Auden, W.H.: "Musée de Beaux Arts"  
Baca, Jimmy Santiago: "I Am Offering This Poem"  
Bradstreet, Anne: "To My Dear and Loving Husband"  
Brooks, Gwendolyn: "We Real Cool"  
Browning, Elizabeth Barrett: "How do I love thee?"  
Burns, Robert: "To a Mouse"  
Carroll, Lewis: "The Jabberwocky"  
Collins, Billy: "Budapest", "Forgetfulness", and "Some Days"  
Collins, Billy: "Introduction to Poetry"  
Cullen, Countee: "Yet Do I Marvel"  
Dickinson, Emily: "The Railway Train"  
Dickinson, Emily: "We grow accustomed to the Dark"  
Donne, John: "Song" (Go and catch a falling star)  
Frost, Robert: "Nothing Gold Can Stay"  
Frost, Robert: "The Road Not Taken"  
Henley, William Ernest: "Invictus"  
Housman, A.E.: "Loveliest of Trees"  
Hughes, Langston: "I, Too, Sing America"  
Johnson, James Weldon: "Lift Every Voice and Sing"  
Kay, Sarah: "If I should have a daughter"  
Keats, John: "When I have fears that I may cease to be"

## Table of Contents (alpha order, #1-22)

Lazarus, Emma: "The New Colossus"  
Longfellow, Henry Wadsworth: "Paul Revere's Ride"  
Lyons, George Ella: "Where I'm From"  
Mali, Taylor: "What Teachers Make"  
Navajo Tradition: "Twelfth Song of Thunder"  
Neruda, Pablo: "If You Forget Me"  
Neruda, Pablo: "The Book of Questions III"  
Parent, Jesse: "To the Boys Who May One Day Date My Daughter"  
Poe, Edgar Allan: "The Raven"  
Sandburg, Carl: "Chicago"  
Shakespeare, William: Sonnet 73  
Shakespeare, William: Sonnet XVIII  
Shakur, Tupac: "The Rose that Grew from Concrete"  
Shelley, Percy Bysshe: "Ozymandias"  
Soto, Gary: "Oranges"  
Thomas, Dylan: "Do Not Go Gentle Into That Good Night"  
Walker, Alice: "Women"  
Whitman, Walt: "I Hear America Singing"  
Whitman, Walt: "O Captain, My Captain"  
Whitman, Walt: "Oh Me! Oh Life!"  
Whitman, Walt: "Song of Myself" (52)  
Williams, William Carlos: "This is Just to Say"  
Yeats, William Butler: "The Song of the Wandering Aengus"

## Table of Contents (alpha order #23-45)

Collins, Billy: "Introduction to Poetry"  
Mali, Taylor: "What Teachers Make"  
Angelou, Maya: "Still I Rise"  
Brooks, Gwendolyn: "We Real Cool"  
Kay, Sarah: "If I should have a daughter"  
Frost, Robert: "Nothing Gold Can Stay"  
Poe, Edgar Allan: "The Raven"  
Carroll, Lewis: "The Jabberwocky"  
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Lazarus, Emma: "The New Colossus"  
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Neruda, Pablo: "If You Forget Me"  
Parent, Jesse: "To the Boys Who May One Day Date My Daughter"  
Soto, Gary: "Oranges"  
Whitman, Walt: "I Hear America Singing"

# Table of Contents

(in order of appearance, #1-20)

Hughes, Langston: "I, Too, Sing America"  
Shakespeare, William: Sonnet XVIII  
Bradstreet, Anne: "To My Dear and Loving Husband"  
Browning, Elizabeth Barrett: "How do I love thee?"  
Longfellow, Henry Wadsworth: "Paul Revere's Ride"  
Shakur, Tupac: "The Rose that Grew from Concrete"  
Cullen, Countee: "Yet Do I Marvel"  
Lyons, George Ella: "Where I'm From"  
Baca, Jimmy Santiago: "I Am Offering This Poem"  
Johnson, James Weldon: "Lift Every Voice and Sing"  
Housman, A.E.: "Loveliest of Trees"  
Shelley, Percy Bysshe: "Ozymandias"  
Donne, John: "Song" (Go and catch a falling star)  
Sandburg, Carl: "Chicago"  
Frost, Robert: "The Road Not Taken"  
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Neruda, Pablo: "The Book of Questions III"  
Walker, Alice: "Women"  
Dickinson, Emily: "The Railway Train"  
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Whitman, Walt: "Song of Myself" (52)

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(in order of appearance, #21-45)

# Being good POETRY audiences

You can follow two approaches while listening:



1. Be a good, polite, quiet audience of listeners.
2. Follow “poetry slam” protocol and “show” your approval by snapping, cheering, or “Mm-hmm”ing during the poem (when you hear something you like)... but never louder than the poet. We still need to be able to hear.



## The Poem

- [Audio](#)
- [Text](#)

### Write your own!

**PROMPT:**

Write an “Introduction to \_\_\_\_\_” poem in free verse, using this poem as an example. You can make it positive (praising the topic) or you can be critical/sarcastic, or both. Your topic may be silly or serious.

## Questions

1. How would you describe the author’s tone here? How do you know?
2. What is the author’s opinion about poetry and how it should be experienced? How can you tell?
3. How do YOU think poetry should be read, taught, and shared? Why?

# “Introduction to Poetry”

by Billy Collins

## The Poem

- [Text](#)
- [Video](#)

## Questions

1. Does this count as poetry? Why?
2. How does the poet use his body and voice to emphasize the points he makes?
3. Which of his many points is his MAIN idea? How do you know?

## Write your own!

### PROMPT:

Write a “What \_\_\_\_\_s Make” poem, filling the blank with another profession or demographic. What do students make? What do coaches make?

# “What Teachers Make”

by Taylor Mali

## The Poem

- [Video](#)
- [Text](#)

## Questions

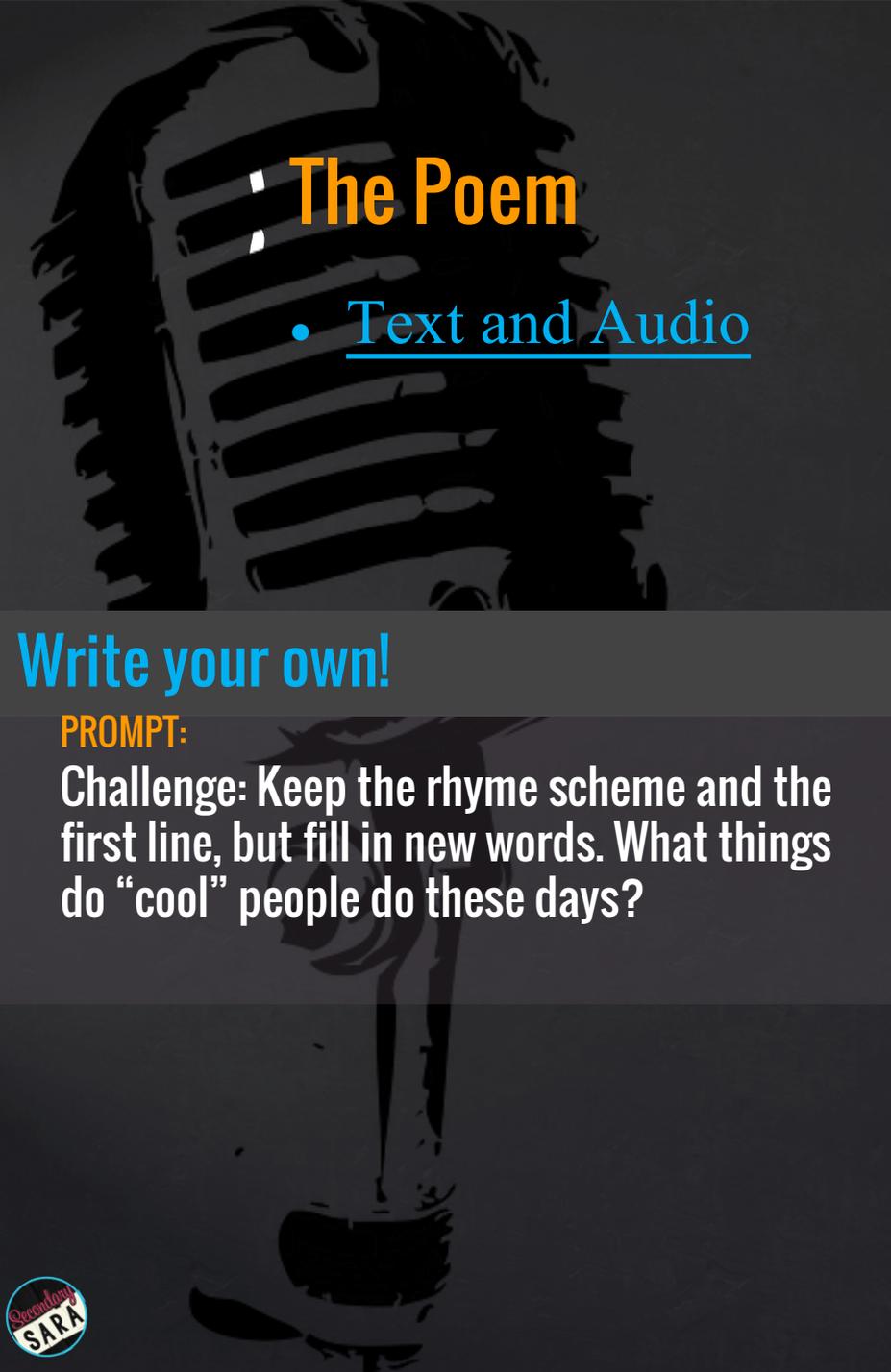
1. The author says she wrote the poem “for all of us.” What did she mean?
2. What do you observe about her delivery/ reading? How does it make you feel?
3. Dr. Angelou uses intentional word repetition. What is the effect of this writing strategy?

## Write your own!

### PROMPT:

Keep the title “Still I Rise” in your poem, but tell me what YOU are overcoming, how you are doing it, or the way you stay positive every day.

“Still I Rise” by Maya Angelou



## The Poem

- [Text and Audio](#)

### Write your own!

**PROMPT:**

**Challenge:** Keep the rhyme scheme and the first line, but fill in new words. What things do “cool” people do these days?

## { Questions

1. Where did the poet get inspiration for her poem?
2. What point is she trying to make?
3. What is the result of her placement of punctuation and line breaks?
4. Did it “sound” the way you expected it to?

# “We Real Cool”

by Gwendolyn Brooks

## The Poem

- (Text in video transcript)
- [Video](#)

## Questions

1. What kind of relationship does she want with her daughter?
2. How does she use imagery and concrete details to make her points? Give an example.
3. What kind of poetry is this? Do you like it?
4. How does she use her performance techniques to keep your attention?

## Write your own!

### PROMPT:

Either 1) Write your own “If I should have a son/daughter” or  
2) Write “If I should \_\_\_\_\_.”

# “If I should have a daughter”

by Sarah Kay

## The Poem

- [Text](#)
- [Video #1](#) (The Outsiders)
- [Video #2](#) (Robert Frost)

## Questions

1. Compare and contrast the two readings. How do they vary? Does it matter?
2. Which one is “better”? Why?
3. What does the title mean?

### Write your own!

**PROMPT:**

Replace “gold” (Nothing \_\_ can stay) in your version of the poem and write about something else that doesn’t last.

# “Nothing Gold Can Stay”

by Robert Frost

## The Poem

- [Text](#)
- [Audio](#)

### Write your own!

#### PROMPT:

Either 1) follow the poem's structure and say "Nevermore!" to something else, OR 2) Write an alternate ending to this poem.

## Questions

1. How does the narrator change over the course of the poem?
2. What does the author do to add to the creepiness?
3. Is there symbolism? How do you know?
4. What is allusion? Can you find any?
5. What can you do to deal with a more difficult poem like this one as a reader?

# "The Raven"

by Edgar Allen Poe

## The Poem

- [Text](#)
- [Video](#)

## Write your own!

### PROMPT:

Write a poem about a Jabberwocky that makes more sense. It can be silly or serious, fictional or non-fiction.

## Questions

1. Does this poem make any sense? (Is it supposed to?)
2. This was written by the same author as *Alice in Wonderland*. What does that tell you?
3. Do you agree or disagree with Johnny Depp's scary performance of it? Is it supposed to be a creepy poem? (Does it matter?)

# “The Jabberwocky”

by Lewis Carroll

## The Poem

- [Text and Audio](#)

## Questions

1. This is an example of a poem written with a specific dialect. Clearer versions exist. Do you think it's more important to read the original, or an easier English? Explain.
2. What happened? Summarize this poem.
3. Analyze the penultimate stanza. What is his message?

## Write your own!

### PROMPT:

Write "To a \_\_\_\_\_", telling an animal or inanimate object what you wish you could tell them.

**"To a Mouse"** by Robert Burns

## The Poem

- [Video #1](#)
- [Video #2](#)
- [Text](#)

## Questions

1. What is “American” about this poem?
2. This poem is inscribed on the Statue of Liberty. Why is that fitting?
3. Video #1 is almost angry, and #2 is more calm. In your opinion, which style better matches the TONE and CONTENT of the poem?

## Write your own!

### PROMPTS:

- 1) Pick another monument or historical landmark and describe what it “says” to us.
- 2) Write what you think the Statue of Liberty would say if she could talk TODAY.

# “The New Colossus”

by Emma Lazarus

## The Poem

- [Video #1](#)
- [Video #2](#)
- [Text](#)

## Write your own!

### PROMPT:

Either 1) Rage against something else in another poem, or 2) Complete the phrase: “Do not go gentle into (that/the) \_\_\_\_\_”

## Questions

1. This poet died young. Does that change the poem for you at all?
2. Is it necessary to “see” the reader’s face while reading, or is the audio file enough? Explain.
3. Analyze the title (which is also repeated and is the main idea). What are we supposed to rage against?

“Do Not Go Gentle Into That Good Night”

by Dylan Thomas

## The Poem

- [Text](#)
- [Audio](#)

### Write your own!

**PROMPT:**

Write about another captain in your life, whether you have met him/her or not.

## Questions

1. This poem was written in response to Abraham Lincoln's assassination. How can you tell based on the words?
2. Explain the ship metaphor and how it relates to Lincoln.
3. Is this supposed to make the reader feel hopeful or depressed? Explain.

# "O Captain, My Captain"

by Walt Whitman

## The Poem

- [Text](#)
- [Video](#)

### Write your own!

**PROMPT:**

Either write about the things that can't conquer you, or write what you are the captain of.

## Questions

1. Morgan Freeman discusses that Nelson Mandela loved this poem. Why does that make sense?
2. What did the writer do to make the reader feel inspired?
3. Analyze the last stanza. What do the first two lines of it imply?

# “Invictus”

by William Ernest Henley

## The Poem

- [Text](#)
- [Video #1](#) (Dead Poets Society)
- [Video #2](#) (Apple Commercial)

## Questions

1. Do you like the written poem, reading, or video best? Why?
2. Do you find the imagery of the commercial distracting, or does it support the poem well? Explain.
3. What implied message is Apple trying to send about the iPad Air? Is it fair logic?
4. Analyze the Answer. What does Whitman think is the meaning of life?

## Write your own!

### PROMPT:

What WILL your verse be? EITHER write about that or make your own imitation poem following the form of this one.

“Oh Me! Oh Life!” by Walt Whitman

## The Poem

- [Video](#)
- (Text in video transcript)

## Questions

1. Do you think each film matches the poem's text well? Why or why not?
2. Should poetry stand alone, or should it be set to music and/or made into movies?
3. What is a Poet Laureate? What do they do?

## Write your own!

### PROMPT:

Write your own poem about forgetting something or memory. (What do you now forget that you wish you could remember? What will you never forget?)

“Budapest”, “Forgetfulness”, & “Some Days”

by Billy Collins

## The Poem

- Text in [Video Transcript](#)

## Questions

1. Is the narrator REALLY apologizing?
2. How can you tell that this is free verse poetry?
3. Does this “count” as poetry? Why or why not?

## Write your own!

### PROMPT:

Write EITHER your own apology poem OR a FALSE apology poem!

# “This is Just To Say”

by William Carlos Williams

## The Poem

- [Text](#)
- [Audio](#)

## Questions

1. How does this author “show” and not “tell” sadness?
2. Does this poem end on a happy or sad note?
3. Find some examples of the poet using metaphors.

### Write your own!

#### PROMPT:

Keep the title, but write to someone OTHER than a love interest. (It can be silly or serious... What if your goldfish forgets you? What if you forget that donut?)

## “If You Forget Me”

by Pablo Neruda

## The Poem

- (Text could not be found online)
- [Video](#)

## Questions

1. How does his persona/ performance support his words?
2. How does his tone shift at different points throughout the poem?
3. Is this poem threatening or funny? Appropriate or not? A compliment or fearsome from his daughter's perspective?

## Write your own!

### PROMPT:

Write "To the \_\_\_\_\_ who may one day \_\_\_\_\_ my \_\_\_\_\_." (Example: "To the birds who may one day poop on my car" ... "To the girls who may one day break my heart" ...)

**"To the Boys Who May One Day Date My Daughter"**

by Jesse Parent

## The Poem

- [Text](#)
- [Video](#)

### Write your own!

**PROMPT:**

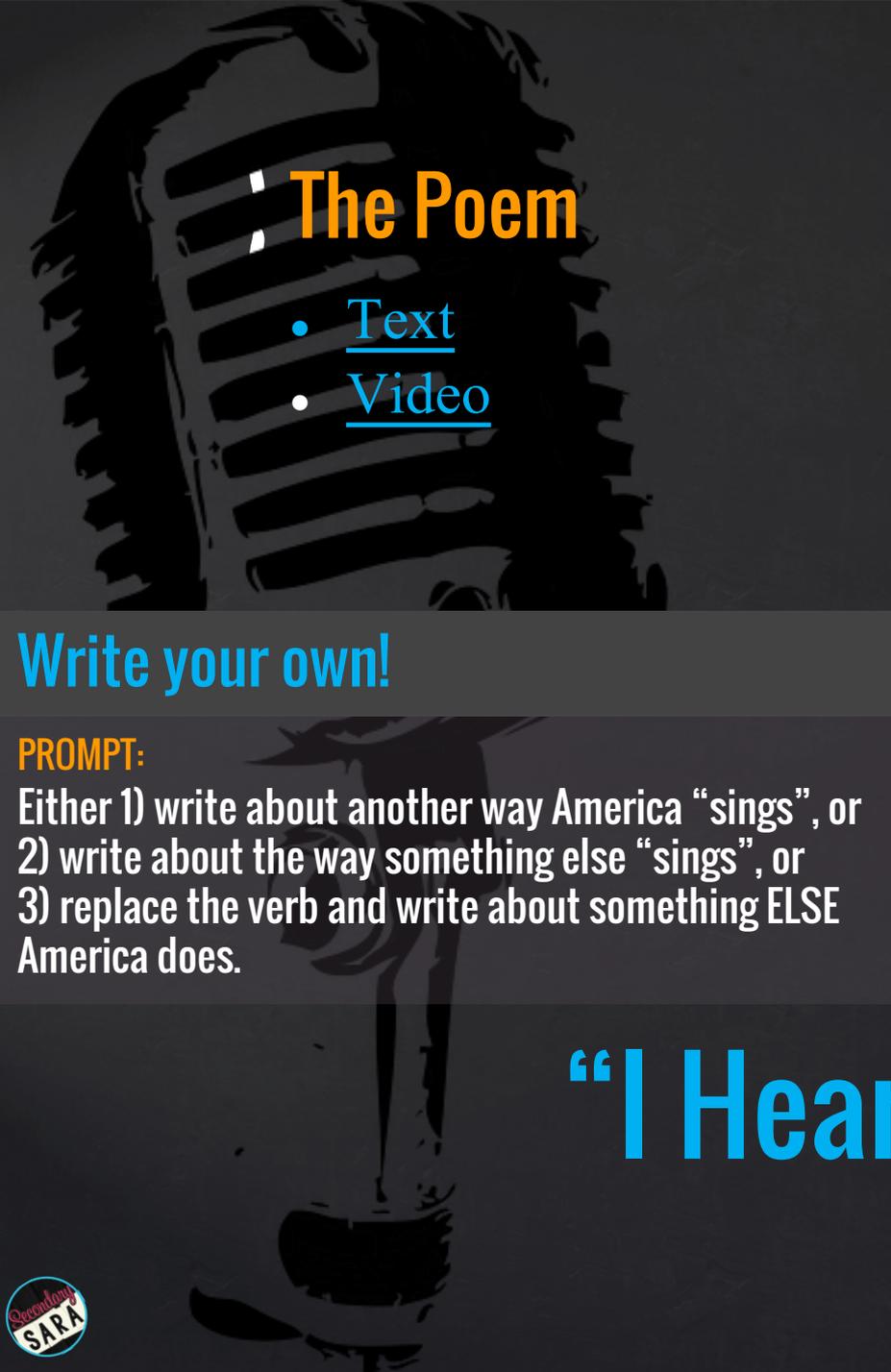
Write a poem about one specific inanimate object and a story that surrounds it.

## Questions

1. What just happened?  
Summarize the situation with the saleslady and what the result was outside.
2. What emotion do you think the poet wants you to feel?
3. What is this poem “about”?  
(Love? Acts of Kindness? Being poor?)

# “Oranges”

by Gary Soto



## The Poem

- [Text](#)
- [Video](#)

### Write your own!

**PROMPT:**

Either 1) write about another way America “sings”, or  
2) write about the way something else “sings”, or  
3) replace the verb and write about something ELSE  
America does.

## Questions

1. Is poetry timeless, or does it help to see pictures from the past?
2. How does America “sing”?
3. What is the implied connection between America and work? Why are these images “American”?

# “I Hear America Singing”

by Walt Whitman



## The Poem

- [Text](#)
- [Audio](#)

### Write your own!

**PROMPT:**

Write about how either YOU or some sort of specific group “sings” America too.

## Questions

1. What is Hughes suggesting about the future of minorities?
2. This poem is a response to Walt Whitman’s poem by a similar title. How can you tell?
3. What criticism is Hughes giving of Whitman AND/OR society?

# “I, Too, Sing America”

by Langston Hughes

## The Poem

- [Text](#)
- [Video](#)

### Write your own!

**PROMPT:**

Write your own parody poem by filling in the blanks: "Shall I compare thee to a \_\_\_'s \_\_\_?"

## Questions

1. What is sonnet form? How can you tell?
2. How does the author suggest that his love interest will live forever?
3. How is his love NOT like a summer's day?

# Sonnet XVIII

by William Shakespeare

## The Poem

- [Text and Audio](#)

## Questions

1. How does this poem compare and contrast with Shakespeare's sonnet 18?
2. What does Bradstreet suggest about the relationship between love and immortality?
3. What imagery does she use to show the depth of her love?

## Write your own!

### PROMPT:

Write a poem to someone - or something - you love, telling them exactly how much.

# “To My Dear and Loving Husband”

by Anne Bradstreet

## The Poem

- [Text and Audio](#)

## Questions

1. Compare this poem to Bradstreet's. Which one's love seems deeper, based on the words?
2. How does the poet use repetition? What is the effect of it?
3. Compare and contrast the final two lines with Bradstreet's and Shakespeare's.

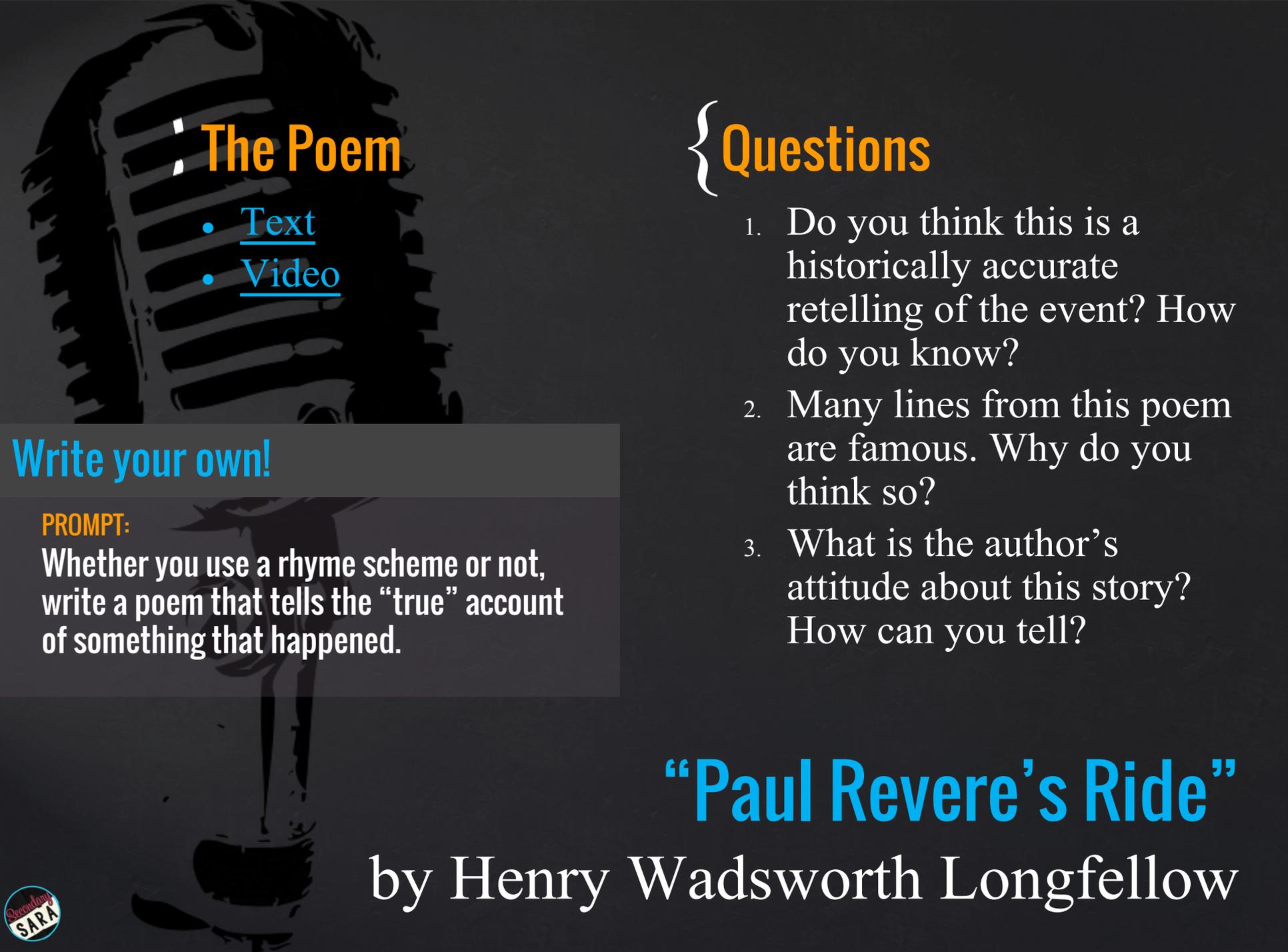
## Write your own!

### PROMPT:

- 1) Do the opposite and tell someone - or something - how much you hate him/her/it.
- 2) Tell someone/thing how much you love them.
- 3) Use another verb.

“How do I love thee?”

by Elizabeth Barrett Browning



## The Poem

- [Text](#)
- [Video](#)

### Write your own!

**PROMPT:**

Whether you use a rhyme scheme or not, write a poem that tells the “true” account of something that happened.

## Questions

1. Do you think this is a historically accurate retelling of the event? How do you know?
2. Many lines from this poem are famous. Why do you think so?
3. What is the author’s attitude about this story? How can you tell?

## “Paul Revere’s Ride”

by Henry Wadsworth Longfellow

## The Poem

- [Text](#)
- [Video](#) (Ford Commercial)

## Questions

1. What is Ford's implied message about this car?
2. How could the rose be a metaphor for a person?
3. What is the poem telling all of us to do?

## Write your own!

### PROMPT:

Write about the \_\_\_\_ that grew from \_\_\_\_\_,  
OR write about success in unusual  
circumstances.

# “The Rose that Grew from Concrete”

by Tupac Shakur



## • The Poem

- [Text and Video](#)

### Write your own!

**PROMPT:**

What do you marvel about? Describe something that puzzles you OR a modern injustice that you feel.

## { Questions:

1. What paradox is Cullen wondering about?
2. This poem was written in the early 1900s. Why is he concerned that he can't be a poet?
3. How is this different from "I, Too, Sing America", which was written about 20 years later than this?

# "Yet Do I Marvel"

by Countee Cullen

## • The Poem

- [Text and Video](#)  
(scroll down)

### Write your own!

**PROMPT:**

Where are YOU “from”? Use specific details to write your own “Where I’m From” poem.

## { Questions

1. Where is she “from”? Is she being literal or figurative?
2. How does she build a sense of legacy and continuance in her word choices about her family?
3. What can you infer about her past and/or her family from these details?

# “Where I’m From”

by George Ella Lyon

## The Poem

- [Text](#)
- [Video](#)

## Questions

1. There are many similes and metaphors in this poem. Find one and describe why he used that image.
2. What do you notice about his survival theme and the way he focuses on physical AND emotional needs?
3. What does the last stanza suggest about the meaning of life (or what we really need)?

## Write your own!

### PROMPT:

Write about either 1) what we need MOST in life, or 2) what your love means to someone else.

# “I Am Offering this Poem”

by Jimmy Santiago Baca



## The Poem

- [Text](#)
- [Video](#)

### Write your own!

**PROMPT:**

Write a poem in honor of a person (or group of people) who has fought hard for his freedom.

## Questions

1. Read the author's note. Why do you think this song became so popular and enduring?
2. Is this song more religious or patriotic? Explain.
3. Does it seem like a poem, or can you tell it was written purposely for music? Explain.

# “Lift Every Voice and Sing”

by James Weldon Johnson

## The Poem

- [Text](#)
- [Video](#)

## Questions:

1. Why is this tree so lovely?
2. Is this poem really just about a tree, or something about the narrator?
3. What does the last stanza mean?

## Write your own!

### PROMPT:

Either 1) write about your own tree that's lovely, or another snapshot of nature, or 2) Write about something ELSE that's the "loveliest" of its kind, and describe it.

# "Loveliest of Trees"

by A.E. Housman

## The Poem

- [Text and Audio](#)
- [Video](#)

## Write your own!

### PROMPT:

Write about either 1) the remains of another natural or man-made place, 2) something else that you find while travelling, or 3) your own interpretation of what Ozymandias is saying to you in the final 4 lines.

## Questions

1. How do the audio and video clips differ in their readings?
2. Is one interpretation more “right”? Explain.
3. Read the hyperlinked annotation in the poem about the name Ozymandias. Does that help your understanding of this poem?

# “Ozymandias”

by Percy Bysshe Shelley

## The Poem

- [Text](#)
- [Audio](#)

### Write your own!

**PROMPT:**

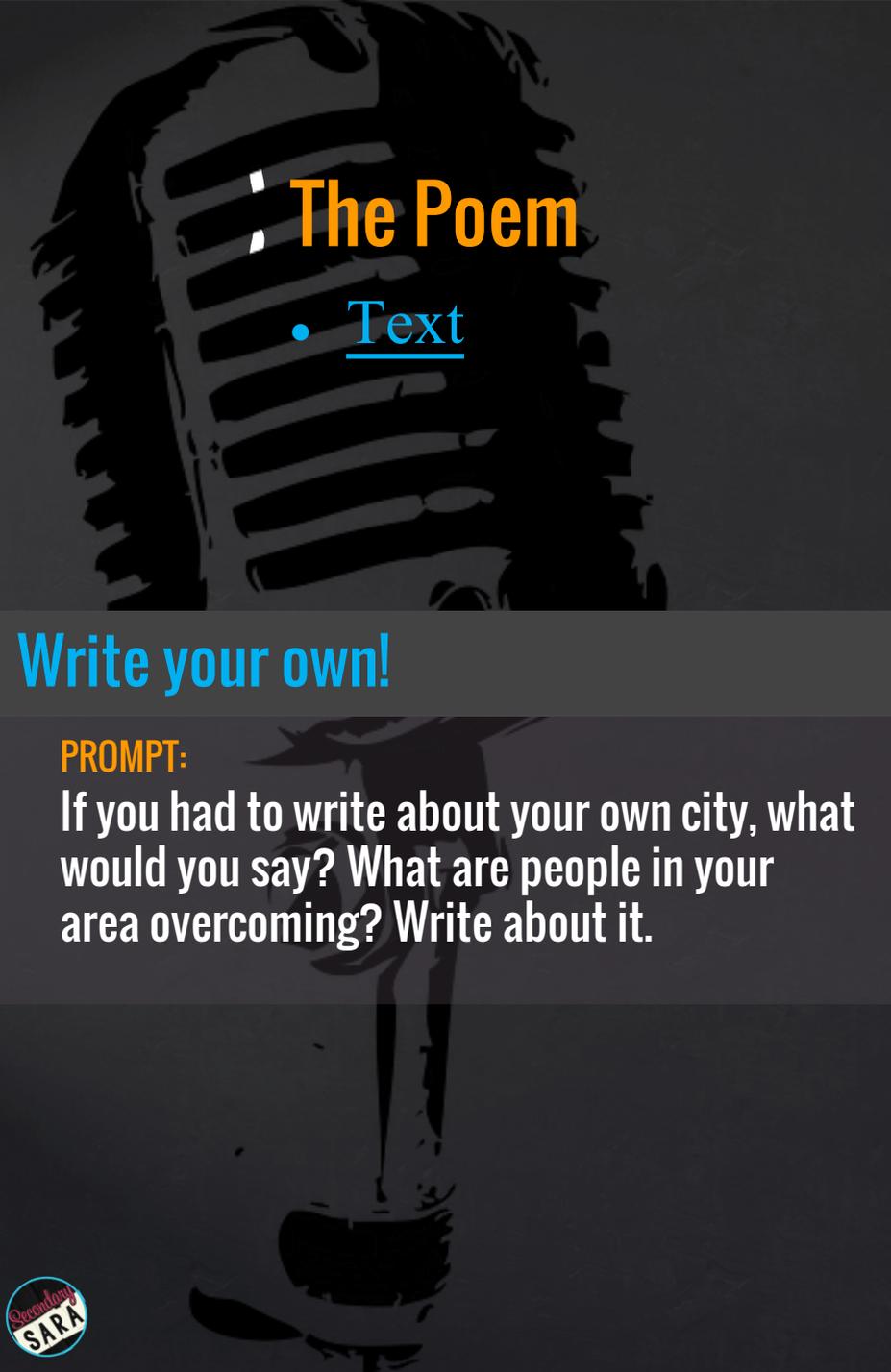
Write a short poem filling in the blank:  
“Go and catch a \_\_\_\_\_ing\_\_\_\_\_”.

# “Song” (Go and catch a falling star)

by John Donne

## Questions

1. Is Donne critical of all women, or is he just against “false” ones?
2. There’s a pattern of word choices related to travel, time passing, and/ or curiosity. What do you think the narrator wants?
3. Donne jumps between impossible and real things in his comparisons (i.e. lines 5 and 6); why does this style match the poem’s message?



## The Poem

- Text

### Write your own!

**PROMPT:**

If you had to write about your own city, what would you say? What are people in your area overcoming? Write about it.

## Questions

1. How does this poem compare and contrast to Whitman's "I Hear America Singing"?
2. What are the poet's feelings about this city? How can you tell?
3. Is this poem a compliment or a criticism of Chicago? Explain.

# "Chicago"

by Carl Sandburg



## The Poem

- [Text](#)
- [Audio](#)

### Write your own!

**PROMPT:**

Write about the consequences of taking the safe path (or taking a risk!)

## Questions

1. Why do you think the narrator chose that path? Are there any clues in the text?
2. What larger statement is Frost making about how to live life?
3. Is he happy with his choice? How do you know?

# “The Road Not Taken”

by Robert Frost



## The Poem

- [Text](#)
- [Audio](#)

## { Questions:

1. What happened to the narrator?
2. Do you think he is imagining things? Is he a reliable narrator? Why or why not?
3. What does the narrator want? How do you know?

## Write your own!

### PROMPT:

Write about someone who spends his/her whole life chasing a dream. (Think about other literary characters like this... Gatsby? Ahab?)

# “The Song of Wandering Aengus”

by William Butler Yeats

## The Poem

- [Text](#)
- Video options\*

## Questions

1. What is the effect of using repetition?
2. How can you tell that this poem is actually a song?
3. How might thunder or noise “beautify” the land?

## Write your own!

### PROMPT:

Choose an element of nature and write about its impact, importance, or beauty to the earth.

# “Twelfth Song of Thunder”

Navajo Tradition (anonymous)

\*A limited selection of videos for this can be found online with a simple search, but I am not including links here due to potential copyright issues.

## The Poem

- [Text](#)
- [Video](#)

### Write your own!

**PROMPT:**

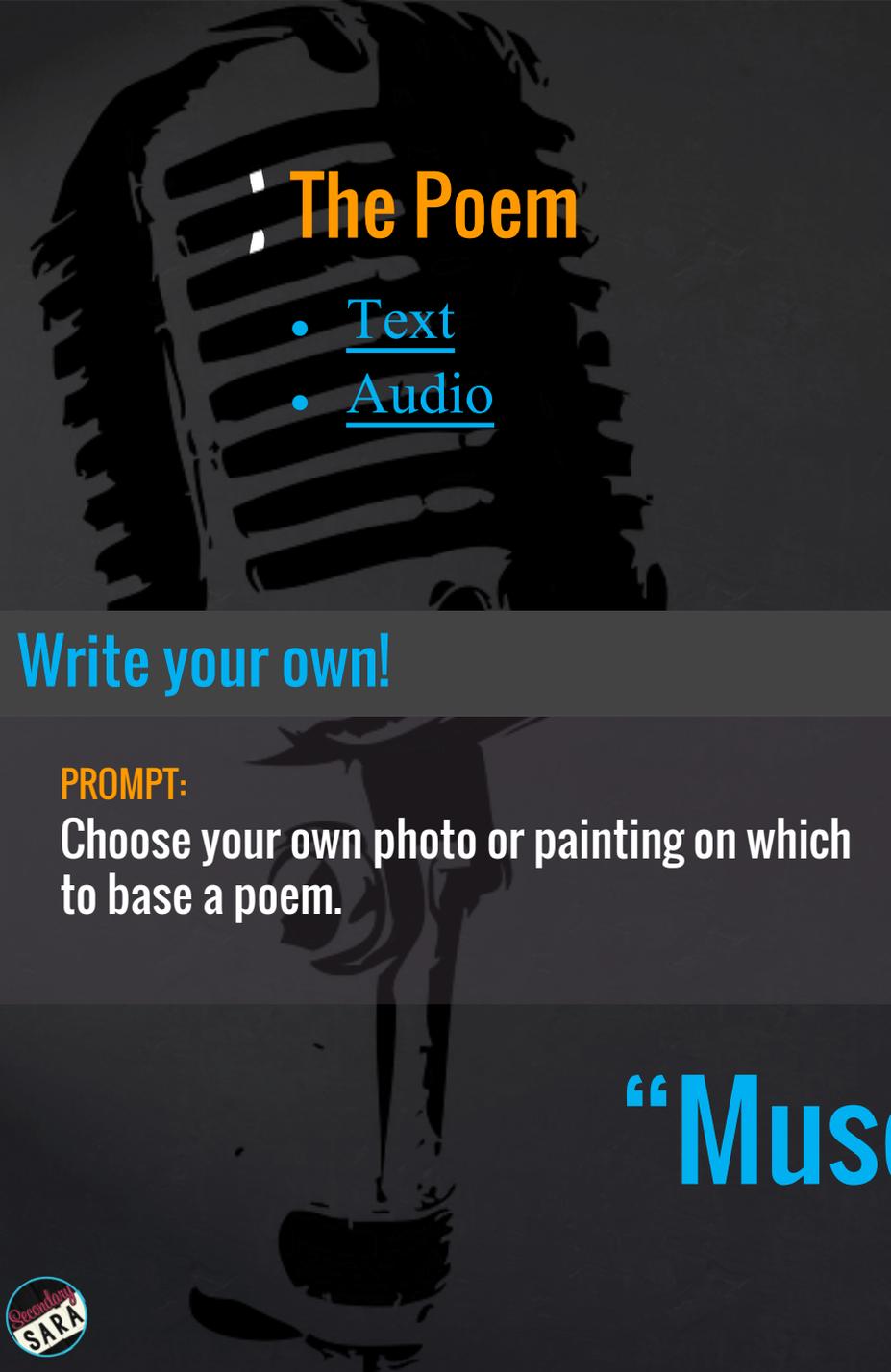
Use nature as a parallel to describe another moment in life.

## Questions

1. What is happening to the narrator? How do you know?
2. Why do you think Shakespeare connects mortality with nature?
3. Who is he talking to? What does the last stanza tell us about the situation that adds more depth and tragedy?

# Sonnet 73

by William Shakespeare



## The Poem

- [Text](#)
- [Audio](#)

Write your own!

**PROMPT:**

Choose your own photo or painting on which to base a poem.

## Questions

1. What exactly do the “old Masters” understand well?
2. What is this poem about?
3. Is Auden’s interpretation of the painting a fair one? Why or why not?

# “Musee des Beaux Arts”

by W. H. Auden

## The Poem

- [Text](#)
- [Video](#)

## Questions

1. What does darkness often symbolize in literature? Could that change how you interpret this poem?
2. What might Emily be implying about how humans can adjust to adversity?
3. Is this poem meant to be scary, positive, or something else? What is the tone of the poem, and how do you know?

## Write your own!

### PROMPT:

What else do we get used to with time or experience? What things can we “get over” in life? Write about one such obstacle.

“We grow accustomed to the Dark”

by Emily Dickinson

## The Poem\*

- [Text\\*\\*](#)
- [Video\\*\\*](#)

## Write your own!

### PROMPT:

Write your own list of questions; make them poems or at least sound poetic.

## Questions

1. Does THIS count as poetry (especially when it starts to sound like prose)?
2. How do these poems make good use of alliteration?
3. Is his use of imagery effective? Why do you think so?

## “The Book of Questions”

by Pablo Neruda

\*These are just EXCERPTS from a longer book.

\*\*Video and text are different questions from the book

## The Poem

- NOTE: The poem can be found online, but it is under copyright and therefore not included here.

- [Video](#)

## Questions:

1. What metaphor is she using to describe women's rights?
2. What are the women described in the poem fighting for?
3. What does she mean when she says "They were women then". (Are we not women now?)
4. How do the mothers in the 3 poems compare and contrast?
5. What struggles do modern mothers seem to face, as evident from the two poems in her video?

## Write your own!

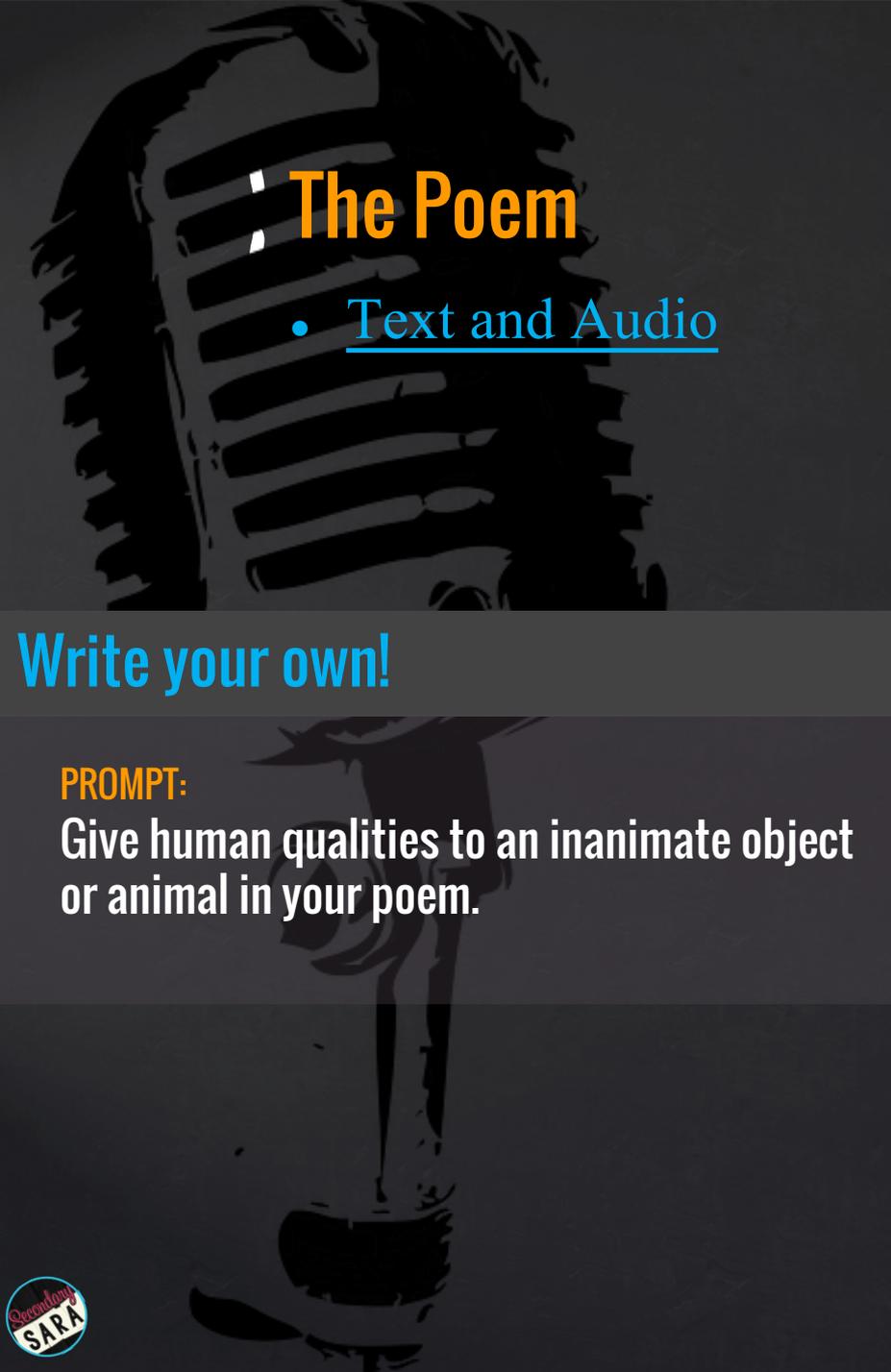
### PROMPT:

Write about your mother's influence on you, her worries for you, or what she has done for you. (Or do the same about your grandmother, a female teacher, or another prominent woman in your life!)

# "Women"

by Alice Walker

\*Note: Video does not match the poem, but is of two other readings and could be used for compare/contrast.



## The Poem

- [Text and Audio](#)

### Write your own!

**PROMPT:**

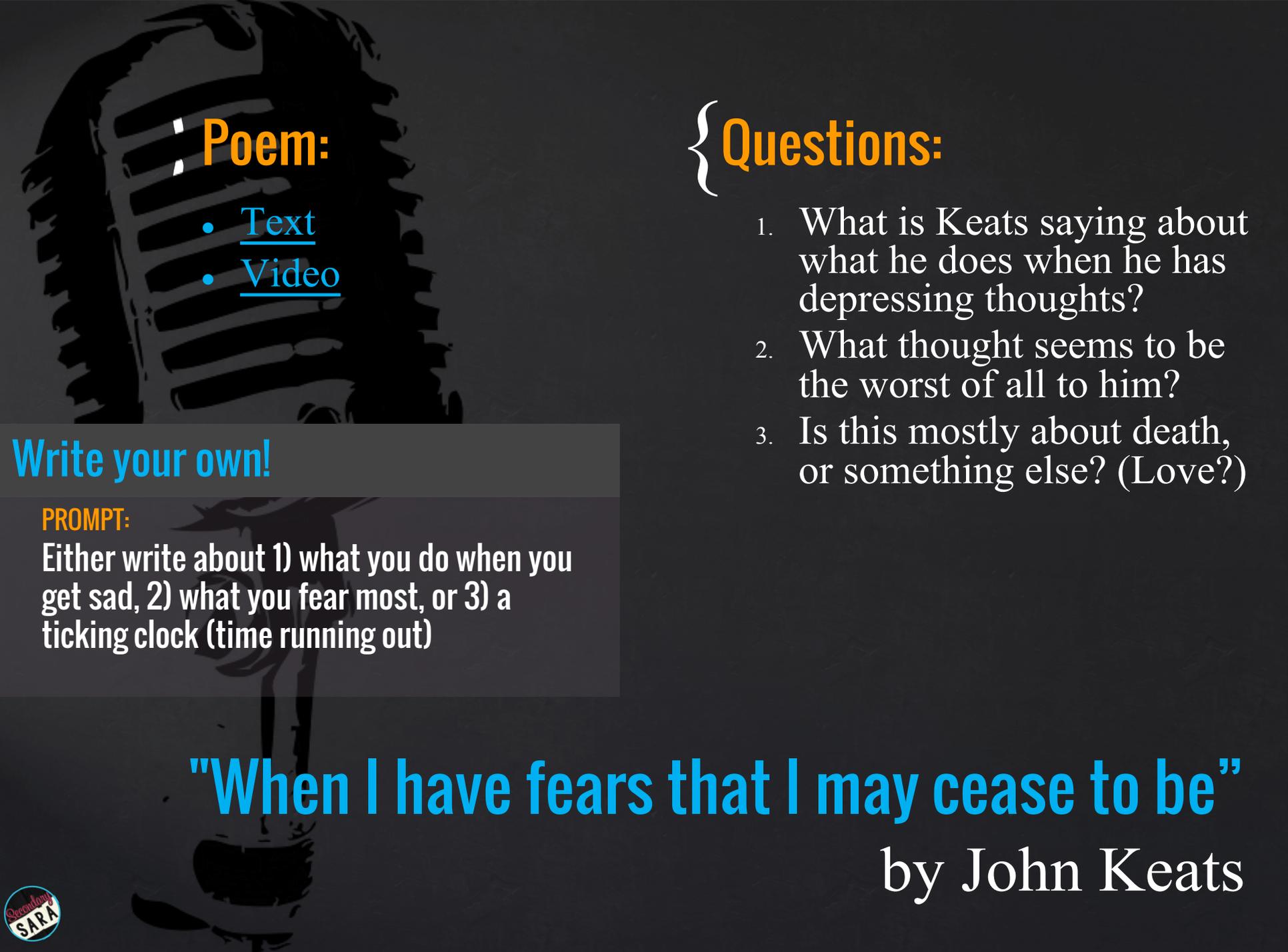
Give human qualities to an inanimate object or animal in your poem.

## { Questions:

1. What metaphor is Dickinson using to describe the train's behavior?
2. Are her feelings about trains positive or negative? How do you know?
3. What kinds of words and devices does she use to create vivid imagery?

# “The Railway Train”

by Emily Dickinson



## Poem:

- [Text](#)
- [Video](#)

## Questions:

1. What is Keats saying about what he does when he has depressing thoughts?
2. What thought seems to be the worst of all to him?
3. Is this mostly about death, or something else? (Love?)

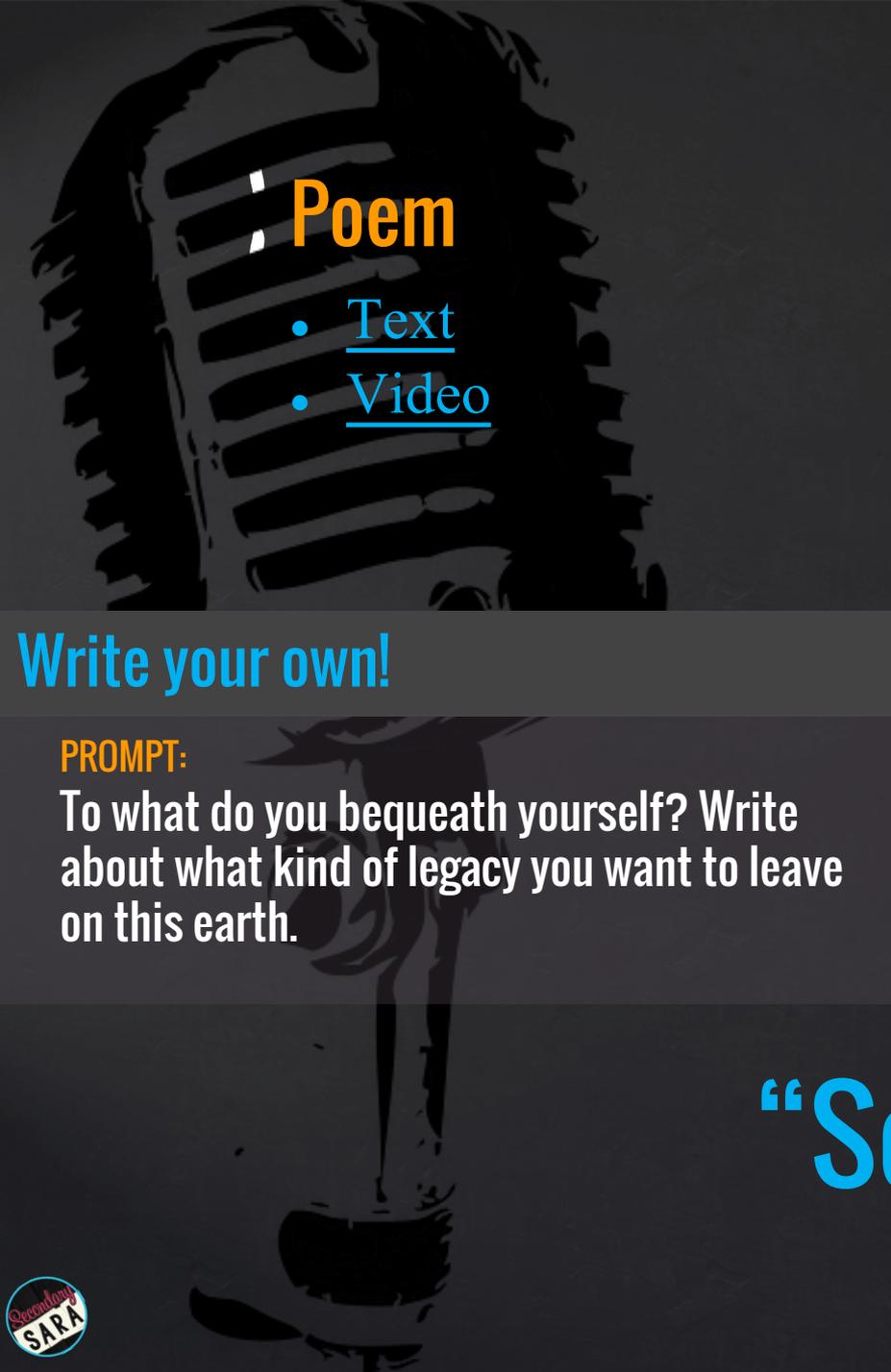
## Write your own!

### PROMPT:

Either write about 1) what you do when you get sad, 2) what you fear most, or 3) a ticking clock (time running out)

**"When I have fears that I may cease to be"**

by John Keats



## Poem

- [Text](#)
- [Video](#)

### Write your own!

**PROMPT:**

To what do you bequeath yourself? Write about what kind of legacy you want to leave on this earth.

## Questions

1. What is Whitman's view of what happens after death?
2. What can we infer about his beliefs regarding humans' connection to nature?
3. Is this poem sad or inspiring? Explain why.

# “Song of Myself - 52”

by Walt Whitman

**Word of the DAY/  
WEEK**

vocab growth  
over time

**Vocabulary**  
for the  
entire year

200 words  
to know  
before you  
graduate

*Creative Writing  
Prompts*

**100 Prompts  
for Multiple Intelligences**

use for ANY narrative!

**INSPIRE ALL WRITERS**

**FAST Formative  
Assessment Questions**

40 Bell-Ringers, Exit Tickets, & Review Q's

Cross-Curricular: for ALL Grades

...this matter for the rest of the school year?  
...why was this included in the standards?  
...What should go on the study guide?  
...What did we do in class yesterday?  
...Why do people struggle with this?  
...What did you do in school today?  
...Why am I teaching you this?  
...What would you do differently?  
...How have you grown since August?  
...Do you remember this in 6 months?  
...What can YOU do to learn this better?  
...What resources do you have to help you?  
...What do YOU think will be on the test?

**BOOK  
of the  
MONTH**

Independent reading program  
**Grades 6-8**

**WHY  
Poetry?**

MIDDLE & HIGH SCHOOL ELA

MOTIVATIONAL  
MINI-UNIT WITH  
RESEARCH,  
NON-FICTION, AND  
WRITING

*Dickinson: "I heard a fly buzz - when I died -" Frost: "The Road not Taken"*

**POETRY MAD LIBS**

Read & Imitate Classic Poems!

American Literature Bundle

"I heard a \_\_\_\_\_ buzz  
- when I \_\_\_\_\_ -"

**Bundle of 5  
Poems & Templates**

*Legends - "The Love Song of J. Alfred Prufrock" Whitman: "O Captain! My Captain!"*

**DIGITAL  
Poetry Slam**

CCSS Speaking  
& Writing

**EVERYTHING**  
you need to  
Write, Record,  
and Play original  
student poetry

*Dylan Thomas: "William Shakespeare - Sonnet 18 - Shall I compare thee?"*

**POETRY MAD LIBS**

Read & Imitate Classic Poems!

British Literature Bundle

"Shall I compare thee to  
a \_\_\_\_\_'s \_\_\_\_\_?"

**Bundle of 5  
Poems & Templates**

*John Keats - #635 Browning - Sonnet 43 - How do I love thee?*

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