

8th Grade English
Poetry/Figurative Language Unit
Weeks 5-6

Day 1	Poetry/Figurative Language Terms to Know: research to identify and write the definitions of the terms assigned.
Day 2	Figurative Language Worksheet 1: using the lines of poetry provided, as well as the terms defined, analyze and determine the poetic device used.
Day 3	Figurative Language Worksheet 2: using the lines of poetry provided, as well as the terms defined, analyze and determine the poetic device used.
Day 4	Figurative Language Worksheet 3: using the lines of poetry provided, as well as the terms defined, analyze and determine the poetic device used.
Day 5	Figurative Language Worksheet 4: using the lines of poetry provided, as well as the terms defined, analyze and determine the poetic device used.
Day 6	Matching: read the lines of poetry in the left column then match each to the correct poetic device used.
Day 7	Author Research: complete the graphic organizer about Emily Dickinson then read the poem "Hope" - this poem will be used to complete Days 8 & 9.
Day 8	Vocabulary Analysis: using context clues from the poem "Hope," analyze the meanings of the given words from the poem; Paraphrasing Practice: paraphrase the meanings of each line of stanza 1.
Day 9	Paraphrasing Practice: paraphrase the meanings of each line of stanzas 2 and 3.
Day 10	Figurative Language Poems: identify figurative language within the two poems then compare/contrast them.

Poetry/Figurative Language Terms to Know:

Write the definition for each term below!

- Haiku - _____

- Limerick - _____

- Ballad - _____

- Free verse - _____

- Couplet - _____

- Quatrain - _____

- Rhyme - _____

- Understatement - _____

- Rhythm - _____

- Meter - _____

- Repetition - _____

- Alliteration - _____

- Onomatopoeia - _____

- Imagery - _____

- Metaphor - _____

- Simile - _____

- Mood - _____

- Tone - _____

Tuesday - Day 2

Name: _____

Figurative Language Worksheet 1

Directions: Read the lines of poetry. Slashes represent line breaks. Figure out which technique is being used: simile, metaphor, hyperbole, or personification. In the boxes, explain how you figured out your answer. It is possible that more than one technique is being used. If you can, explain each.

1. Like burnt-out torches by a sick man's bed

Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

(write a sentence explaining your answer)

2. Drip—hiss—drip—hiss fall the raindrops / on the oaken log which burns, and steams,
and smokes the ceiling beams. / Drip—hiss—the rain never stops.

Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

(write a sentence explaining your answer)

3. When the stars threw down their spears, / And water'd heaven with their tears,

Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

(write a sentence explaining your answer)

4. The moon was a ghostly galleon tossed upon cloudy seas,
The road was a ribbon of moonlight over the purple moor,

Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

(write a sentence explaining your answer)

5. I do not care to talk to you although / Your speech evokes a thousand sympathies,
Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

(write a sentence explaining your answer)

6. The sun was shining on the sea, / Shining with all his might;
Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

(write a sentence explaining your answer)

7. The leaves are little yellow fish / swimming in the river.
Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

(write a sentence explaining your answer)

8. The old clock down in the parlor / Like a sleepless mourner grieves,
Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

(write a sentence explaining your answer)

9. By the lakes that thus outspread / Their lone waters, lone and dead / Their sad waters, sad and chilly
Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

(write a sentence explaining your answer)

10. Fame is a bee. / It has a song -- / It has a sting --
Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

(write a sentence explaining your answer)

Name: _____

Figurative Language Worksheet 2

Directions: Read the lines of poetry. Slashes represent line breaks. Figure out which technique is being used: simile, metaphor, hyperbole, or personification. In the boxes, explain how you figured out your answer. It is possible that more than one technique is being used. If you can, explain each.

1. He would write, but his hours are as busy / As bees in the sun,

Which technique is being used?

Similar, Metaphor, Personification, or Hyperbole
How do you figure?
(write a sentence explaining your answer)

2. My words are little jars / For you to take and put upon a shelf.
Their shapes are quaint and beautiful, / And they have many pleasant colors and lusters

Which technique is being used?

Similar, Metaphor, Personification, or Hyperbole
How do you figure?
(write a sentence explaining your answer)

3. All round the house is the jet-black night; / It stares through the window-pane,
It crawls in the corners, hiding from the light,

Which technique is being used?

Similar, Metaphor, Personification, or Hyperbole
How do you figure?
(write a sentence explaining your answer)

4. Oh, never, if I live to a million, / Shall I feel such a grievous pain.

Which technique is being used?

Similar, Metaphor, Personification, or Hyperbole
How do you figure?
(write a sentence explaining your answer)

5. But words are things, and a small drop of ink, / Falling, like dew, upon a thought produces

Which technique is being used?

Similar, Metaphor, Personification, or Hyperbole
How do you figure?
(write a sentence explaining your answer)

6. And then my heart with pleasure fills, / And dances with the daffodils.

Which technique is being used?

Similar, Metaphor, Personification, or Hyperbole
How do you figure?
(write a sentence explaining your answer)

7. Sifted through the grass were daisies, / Open-mouthed, wondering, they gazed at the sun.

Which technique is being used?

Similar, Metaphor, Personification, or Hyperbole
How do you figure?
(write a sentence explaining your answer)

8. With processions long and winding / With the countless torches lit

Which technique is being used?

Similar, Metaphor, Personification, or Hyperbole
How do you figure?
(write a sentence explaining your answer)

9. My brain is fire--my heart is lead! / Her soul is flint, and what am I?

Which technique is being used?

Similar, Metaphor, Personification, or Hyperbole
How do you figure?
(write a sentence explaining your answer)

10. Carven cathedrals, on a sky
Of faintest colour, where the gothic spires fly
And sway like masts, against a shifting breeze.

Which technique is being used?

Similar, Metaphor, Personification, or Hyperbole
How do you figure?
(write a sentence explaining your answer)

Thursday - Day 4

Figurative Language Worksheet 3

Name: _____

Directions: Read the following examples of figurative language. Identify the poetic device being used. Write the letter of your answer on the line to the right.

1. The streets were strange and still, / Through the doors of the open churches
The organs were moaning shrill. _____
a. simile b. metaphor c. hyperbole d. personification

2. Chicago is a city that is fierce as a dog with tongue lapping for action. _____
a. enjambment b. metaphor c. simile d. onomatopoeia

3. She soothed her secret sorrow. _____
a. hyperbole b. alliteration c. metaphor d. simile

4. Silver bells!... How they tinkle, tinkle, tinkle in the icy air of night. _____
a. simile b. hyperbole c. onomatopoeia d. alliteration

5. He answered her he knew not what: / Like shaft from bow at random shot, _____
a. simile b. personification c. repetition d. metaphor

6. Chant in a wail / that never halts, / pace a circle and pay tribute / with a song. _____
a. rhyme b. simile c. personification d. hyperbole

7. Vague pageants woven on a web of dream!
And we, pushing and fighting in the turbid stream / Of modern life _____
a. simile b. metaphor c. understatement d. hyperbole

8. He would contemplate the distance / With a look of pensive meaning,
As of ducks that die in ill tempests. _____
a. simile b. metaphor c. personification d. onomatopoeia

9. And I will return, my love, / even if it were a million miles. _____
a. personification b. onomatopoeia c. hyperbole d. simile

10. Women under the gas lamps luring the farm boys. _____
a. onomatopoeia b. hyperbole c. personification d. alliteration

Matching

Monday - Day 6

<p>Chicago is a city that is fierce as a dog with tongue lapping for action.</p> <p style="text-align: right;">1</p>	<p style="text-align: center;">Hyperbole</p> <p style="text-align: right;">A</p>
<p>What happens to a dream deferred? Does it dry up like a raisin in the sun?</p> <p style="text-align: right;">2</p>	<p style="text-align: center;">Personification</p> <p style="text-align: right;">B</p>
<p>I could stare into your eyes as / a thousand years come and go.</p> <p style="text-align: right;">3</p>	<p style="text-align: center;">Simile</p> <p style="text-align: right;">C</p>
<p>The sunshine threw his hat away.</p> <p style="text-align: right;">4</p>	<p style="text-align: center;">Simile</p> <p style="text-align: right;">C</p>
<p>Osama Bin Laden is not exactly a friend to America.</p> <p style="text-align: right;">5</p>	<p style="text-align: center;">Simile</p> <p style="text-align: right;">C</p>
<p>Endless wealth / held out its arms to me.</p> <p style="text-align: right;">6</p>	<p style="text-align: center;">Personification</p> <p style="text-align: right;">D</p>
<p>As men walked up and down the street. Wino men, old men. / Young men sharp as mustard.</p> <p style="text-align: right;">7</p>	<p style="text-align: center;">Metaphor</p> <p style="text-align: right;">E</p>
<p>Time is a green orchard.</p> <p style="text-align: right;">8</p>	<p style="text-align: center;">Understatement</p> <p style="text-align: right;">F</p>

Author Research

Learn more about Emily Dickinson by completing the graphic organizer below:

Best-known poems: 1.	Where did she attend school?		Where did she grow up?
	What did she study?		
2.	Summarize her family life:	Born:	1 interesting fact:
3.		Died:	
Full name:			

<https://www.britannica.com/biography/Emily-Dickinson>

“Hope” is the Thing with Feathers

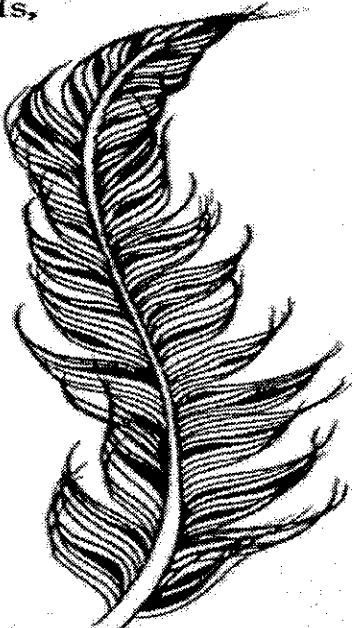
Read the following poem. This poem will be used to complete activities for Days 8 & 9.

“Hope” is the thing with feathers
 That perches in the soul,
 And sings the tune without the words,
 And never stops at all.

And sweetest in the gale is heard;
 And sore must be the storm
 That could abash the little bird
 That kept so many warm.

I’ve heard it in the chilliest land
 And on the strangest sea;
 Yet, never, in extremity,
 It asked a crumb of me.

—EMILY DICKINSON



Vocabulary Analysis

Use the chart below to analyze the provided words from the poem "Hope". Refer to the poem and determine your own meaning using context clues.

	I think this word means...	I checked the meaning, and this is what I found...
Perches		
Sore		
Gale		
Abash		
Extremity		

Paraphrasing Practice

Paraphrase means to put in your own words. This is different from summarizing as **paraphrasing** is *clarifying and rewriting in a way that you understand*. Use the graphic organizer below to paraphrase stanza 1 of "Hope" by rewording/translating each line. Include your own thoughts about the meanings of each line.

Stanza 1	Paraphrase the line:	My thoughts, realizations, or wonders...
Hope is the thing with feathers		
That perches in the soul,		
And sings the tune - - without the words,		
And never stops at all,		

Paraphrasing Practice (continued)

Stanza 2	Paraphrase the line:	My thoughts, realizations, or wonders...
And sweetest - - in the gale is heard - -		
And sore must be the storm - -		
That could abash the little bird		
That kept so many warm		

Stanza 3	Paraphrase the line:	My thoughts, realizations, or wonders...
I've hard it in the chilliest land - -		
And on the strangest sea - -		
Yet, never in extremity,		
It asked a crumb - of me.		

Name: _____

Figurative Language Poems**from X**

By Emily Dickinson

A precious, mouldering¹ pleasure 't is
To meet an antique book,
In just the dress his century wore;
A privilege, I think,

His venerable hand to take,
And warming in our own,
A passage back, or two, to make
To times when he was young.

His quaint opinions to inspect,
His knowledge to unfold
On what concerns our mutual mind,
The literature of old;

His presence is enchantment,
You beg him not to go;
Old volumes shake their vellum² heads
And tantalize, just so.

Review Questions

Directions: Respond to these questions to the best of your ability. Answer the questions completely. If you need more space, use the back or a separate sheet.

1. Identify two examples of **personification**: explain what is being personified in each example.
2. Identify two examples of **metaphor**: explain which two things are being compared in each example.
3. Find two examples of **alliteration**. List the alliterative words.
4. What **tone** does the speaker use in these poems? How does the speaker feel about the subjects of these poems? Use evidence from the text to explain your answer.
5. What does the speaker mean by the following lines from XXI, "He knew no more that he was poor, / Nor that his frame was dust." Why is the man unaware that he is poor? What is meant by "dust frame"?
6. Compare and contrast these two poems. How are they similar and different?

**XXI**

By Emily Dickinson

He ate and drank the precious words,
His spirit grew robust;
He knew no more that he was poor,
Nor that his frame was dust.
He danced along the dingy days,
And this bequest³ of wings
Was but a book. What liberty
A loosened spirit brings!

1. Slowly decay or disintegrate
2. Fine parchment made from calf skin.
3. Pass something on to someone else