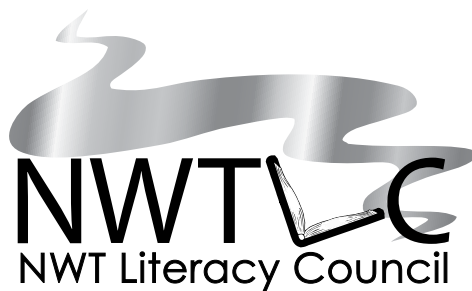


English Poetry  
120



# **Poetry for Northern Learners**

**English 120**



**Revised 2019**

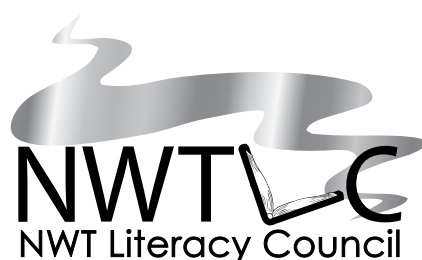
# Acknowledgements

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Krystine Hogan chose the poems and developed the activities for this resource. Lisa Campbell did the layout and design.

Contact the NWT Literacy Council to get copies of this resource. You can also download it from our website.



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## Introduction

### What is Poetry?

Many instructors like to have a clear and complete definition of the subject matter they are planning to teach, but poetry is not easy to define. A quick Internet search will reveal that there are almost as many definitions for poetry as there are poets, and dictionaries don't provide much help either, defining poetry, for example, as the "art or work of a poet" and a poem as "a metrical composition, usually concerned with feeling or imaginative description."<sup>1</sup> However, maybe not having one clear definition of poetry doesn't really matter when you're "teaching" poetry. Poetry communicates a lot of meaning on many different levels. In addition, each poet has his or her own style and perspective, and each reader may have his or her own personal response and understanding. So, what is important for instructors teaching poetry, then, is planning for learner interactions with poems rather than planning to deliver a single explanation of what poetry is or what a poem means.

Even though poetry may be hard to define, it is not that hard to recognize. Most forms of poetry share at least some of these characteristics:

- words that sound the same (rhyming)
- repetition of sounds (alliteration, assonance, and consonance)
- a beat or pulse to the words and lines (rhythm)
- vivid mind pictures, created by appeals to the senses (images)
- unusual or strange comparisons (simile, metaphor, and personification)
- words that have special or extra meaning (symbol)
- unconventional, creative placement of the text on a page
- unconventional use of grammar and writing mechanics, especially punctuation and capitalization

### Why Read Poetry?

Poetry is read for enjoyment and insight. People of all cultures, throughout time have created and valued poetry in the forms of songs, chants, prayers, legends and stories. Through poems, writers share their feelings and ideas about all aspects of

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<sup>1</sup> The Oxford Dictionary of Current English

life, and readers often find comfort, joy, understanding, and kinship in words that reflect aspects of their lives.

## **Why Did We Develop a Poetry Resource?**

Poetry is one of many forms of oral and written expression by which people explore and communicate their feelings and understandings about the world. As such, it is part of the Adult Literacy and Basic Education English Curriculum. Also, by its very nature poetry can provide many opportunities for rich and meaningful activities for the development of reading, writing, speaking, listening, representing, and viewing skills; so, poetry is an especially good medium through which to teach language skills.

However, poetry can be an intimidating subject for both learners and instructors. It is not unusual for learners to be resistant to the idea of studying poetry, probably because of false assumptions that all poetry is not only hard to understand but also irrelevant to their lives. Also instructors can often be uncertain about how to approach poetry, especially if they don't consider themselves to be readers of poetry or if they don't have a background in English Literature. This poetry resource was developed to help meet these two challenges: to give instructors suggestions for ways to bridge learners' worlds with the world of poetry (which is not nearly as foreign as learners might think) and to provide instructors with activities that encourage learners to explore and interact with poetry in a meaningful and enjoyable way that will advance their English literacy skills.<sup>2</sup> We hope this resource makes teaching poetry easy and fun for you and for your students.

## **Please Note**

This poetry study is very in-depth and provides a variety of activities for learners to participate in. Instructors can use all the questions, activities, and ideas, or they can pick and choose from each section.

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<sup>2</sup> <http://garts.latech.edu/owl/literature/poetryguide.htm#whatpoetry>

# Introduction

Look at these symbols to help you find what you need.



Shows the symbol for the poem or song.



Shows the symbol for learning activities. There are many different learning activities for each poem/song.



Shows the symbol for handouts. Handouts are pages you can copy for learners to use for the learning activities. Some activities have no handouts. Some activities have several handouts.



## Tips for Teaching Poetry

Students in Adult Literacy and Basic Education programs may have had limited experience with poetry. Or worse, they have developed negative feelings towards poetry as a result of being subjected to formal studies of poems that held no meaning or interest for them. Hopefully, by using the poems and activities in this resource, you can help your students gain a new appreciation for poetry.

**Here are some ideas for making the study of poetry meaningful and enjoyable.**

1. Read poetry to and with your learners often, for the sheer pleasure of it.
2. Begin and end poetry studies with learners' personal experiences: encourage oral or written personal responses immediately after a first reading; and review those responses at the end of the study, or give opportunities for learners to express and discuss their appraisals of the poems.
3. Choose poems with content familiar to the students or content that they can easily connect to their experiences.
4. Begin with short, simple poetry, in language that is accessible to learners, and only move to more formal poetry when they are comfortable with the genre.
5. Use learners' favourite songs or poems as part of your poetry studies.
6. Be open to varied interpretations of poems and encourage discussion.
7. Provide opportunities for learners to write and publish their own poems.
8. Give lots of opportunities for personal choice in poems and activities.
9. Teach poetic techniques in short mini-lessons in the context of how they are used in poems, emphasizing their contribution to meaning rather than their definition.
10. Use a variety of activities that provide opportunities for learners to express their responses and interpretations in written, oral, and visual products.
11. Begin with enjoyment and move towards meaning. TS Eliot said "Genuine poetry can communicate before it is understood."<sup>3</sup>

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<sup>3</sup> <http://www.brainyquote.com/quotes/quotes/t/tseliot131180.html>



# Introduction

## Poetry 120

Teaching poetry at the English 120 level presents many of the same challenges as it does at the 110 level; however, learners at this level are more independent readers and writers which makes the task a little easier. Learners at the 120 level learn best when working with material that reflects their experiences and environment. And the 120 level allows for finding more appropriate material such as children's poetry. Children's poetry often deals with universal topics and themes appropriate for adult learners, and a number of accomplished poets write relatively accessible poems that appeal to readers of all ages. In addition, the ability of 120 learners to respond to and to express their ideas about material in writing as well as by speaking allows for greater variety and depth in learning activities.

The activities in this section take advantage of the opportunities poetry provides for 120 level learners to practice and develop basic language skills as they interact with and respond to relatively short, engaging pieces of literature. The activities also take advantage of the opportunities poetry provides for learners to be introduced to and to practice the higher level language skills that learners begin to develop in English 120. Skills like recognizing and using connotation, inference, figurative language, voice, and purpose in writing. Learners read poems; express and discuss their feeling, ideas, and opinions about the poems; make connections between their personal knowledge and experiences and the ideas in the poems; express and explain personal interpretations; create written, oral, and visual products in response to poems; and experiment with poetic techniques and poetry writing.

This unit has four poetry studies. Each study is anchored by one main poem and highlights one main poetic technique. The poetic techniques focused on, either implicitly or explicitly, are repetition in "And my heart soars", imagery in "Stone Face", rhyme in "Look into Your Heart", and alliteration in "I will walk".

The poems and songs were chosen for their northern content and appropriate reading level.

# And my heart soars



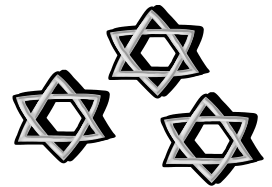
## And my heart soars<sup>4</sup>

The beauty of the trees,  
the softness of the air,  
the fragrance of the grass,  
speaks to me.



The summit of the mountain,  
the thunder of the sky,  
the rhythm of the sea,  
speaks to me.

The faintness of the stars,  
the freshness of the morning,  
the dew drop on the flower,  
speaks to me.



The strength of fire,  
the taste of salmon,  
the trail of the sun,  
And the life that never goes away,  
They speak to me.



And my heart soars.

*By Chief Dan George*

---

<sup>4</sup> From *My Spirit Soars* by Chief Dan George and Helmut Hirschall. Copyright 1974 by Chief Dan George. Published by Hancock House Publishing Ltd. Reprinted by permission.

# And my heart soars



## **And my heart soars** Learning Activities

2 Handouts

### **Prereading**

#### **Activity 1: Introduction of the Poet and Poem**

This learning activity prepares learners to read and understand the poem.

1. Ask learners if anyone has heard of the author and actor Chief Dan George.
2. Share information about Chief Dan George. You can find information about Chief Dan George at [http://en.wikipedia.org/wiki/Dan\\_George](http://en.wikipedia.org/wiki/Dan_George)
3. Introduce the title and the topic of the poem: Chief Dan George's relationship with the natural environment of his homeland.

#### **Activity 2: Connecting Poem Content to Personal Experience**

1. Put up two flipchart pages, one labelled "Our Land" and the other labelled "Chief Dan George's Land."
2. Brainstorm a list of the things learners especially enjoy about their natural environment (out on the land or in the outdoors of their communities) and tell learners that they will make the second list after they've read Chief Dan George's poem.
3. Start the list with a couple of examples of your favourite things, for example: rocks, snow, berries.
4. Encourage learners to include their favourite wildlife and plants as well as geographical features.
5. The other list, "Chief Dan George's Land" will be used in another activity.

## Reading the Poem

### Activity 3: Echo Reading

In this activity, the poem will be read out loud twice. This will give learners an opportunity to catch parts they may have missed on the first oral reading and will give them an opportunity to practice reading the poem themselves.

1. Hand out copies of the poem and tell learners they have the choice to follow along as you read the poem out loud or to sit back and listen to the poem as you read it. If you have learners who are not able to follow along on their own, prepare a flip chart copy of the poem to read from and keep it posted throughout the activities.
2. Read the poem aloud to the learners, slowly and with expression. Point to the words as you go if you are reading from a flip chart.
3. Tell learners that you are now all going to echo read the poem together. You read one line at a time, and they repeat each line, just like an echo. You can practice a few lines just to get them started, if they have not done echo reading before.

## Responding to the Poem

### Activity 4: Group Discussion

Ask learners to respond to the poem by posing a few questions:

- How did the poem make you feel?
- What were you reminded of when you listened to the poem?
- What was confusing or unclear?
- What did you like and what did you not like about the poem?

Tell learners that there are no right or wrong answers and that not every question you ask needs to be answered. The idea is to give the learners an opportunity to share their first impressions of the poem and to clarify their thoughts and connect with the poem more deeply through discussion.

# And my heart soars

Use the questions below to prompt more discussion. However, it is important to go with the flow and talk about what the learners would like to talk about in relation to the poem.

1. What kind of a person do you think the person in the poem is? What makes you think this?
2. a) How does the poem make you feel? What makes you feel that way?  
b) How do you think the person in the poem feels? Why do you think this?
3. What (person, place, time, event, idea etc) does the poem remind you of? Why does it remind you of that?
4. Are there any words in the poem that you are wondering about? Are there any lines or ideas that you find confusing? Do you have any questions about anything else in the poem?
5. What is your favourite part of the poem? Why?

## Writing Your Own Poem

### Activity 5: Chief Dan George's Land and Your Land

Review the flip chart "Our Land" from the prereading activity and fill in the "Chief Dan George's Land" chart of favourite things about his land that he describes in his poem. Start with a couple of examples (sun, stars). Reread the poem, if necessary. Learners can call out features for you to add, or you can ask for volunteers to come forward to add words to the list. Take a few minutes to compare and contrast the two lists.

### Activity 6: Brainstorm Describing Words (Handout #1)

Go over some of the ways Chief Dan George describes his favourite things: beautiful trees, soft air, and fresh morning. Note that the poet has used nouns in his descriptions but that you will be encouraging learners to use familiar adjectives to describe their choices, for example "beautiful trees" instead of the more complicated "the beauty of the trees."

Learners then choose six of their favourites from the "Our Land" chart and brainstorm four describing words for each word on Handout #1.

# And my heart soars

## **Activity 7: Write Your Own Poem about Your Land** (Handout #2)

Learners transfer their six favourites from the “Our Land” chart to the blanks in the poem form on Handout #2 and then choose the best adjective for each word from their brainstorming to complete the poem.

Ask learners to read and give feedback on each other’s poems before they write good copies on flip chart paper to be posted and shared.

# And my heart soars



## And my heart soars

Writing Your Own Poem (Activity 6)  
Handout #1

### Brainstorm Describing Words

1. Write your six favourite things (nouns) from the “Our Land” list in the circles on the next page.
2. Then, brainstorm four describing words for each one.
3. Describing words tell what something **looks, feels, smells, tastes, or sounds** like.
4. Describing words can also tell how something **moves**.

#### Example





## Brainstorm Describing Words

A worksheet for brainstorming describing words. It features six large, empty circles arranged in two rows of three. Each circle contains a horizontal line for writing a word.

# And my heart soars



## And my heart soars

Writing Your Own Poem (Activity 7)

Handout #2

### Write Your Own Poem about Your Land

Pick the best describing word from your brainstorming for each noun. Put the describing word in the first blank next to the word it describes.

#### And my heart soars

The \_\_\_\_\_

the \_\_\_\_\_

the \_\_\_\_\_

speaks to me.

The \_\_\_\_\_

the \_\_\_\_\_

the \_\_\_\_\_

And the life that never goes away,

They speak to me.

And my heart soars.

By \_\_\_\_\_



## Stone Face<sup>5</sup>

You put me in my place  
You gave me my stone face  
You tried to take my pride  
But I learned how to hide  
Stone Face

You took me from my home  
And everything I'd known  
And left me all alone  
In that great unknown  
Stone Face

Sister though you hit me hard  
I still held all my cards  
Frozen tears upon my face  
I ran from that evil place  
Stone Face

The shadows at my door  
They've been here before  
But I chased them all away  
And they will stay away, from  
Stone Face

The sun is breaking through  
There's hope for me and you  
Throw down that poker face  
And leave that awful place  
Stone Face

Somewhere in the darkness  
Somewhere in the night  
I found the will to live  
The Lord showed me the light  
Stone Face

And I learned to forgive  
It's the only way to live  
I put them in their place  
The scars I can't erase  
Stone Face

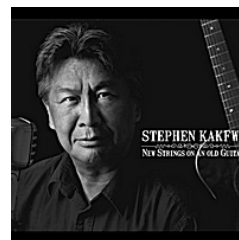
And as I look around  
At my children and my town  
Well these are better days  
And we'll find better ways  
Stone Face

Stone Face

Stone Face

Stone Face

*By Stephen Kakfwi and Randall Prescott*



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<sup>5</sup> From "New Strings on an Old Guitar". Reprinted by permission of Stephen Kakfwi and Randall Prescott.

# Stone Face



## Stone Face Learning Activities

2 Handouts

### Prereading

The two activities below allow learners who are familiar with the musician and the main idea of the song to share what they know with others. It prepares learners to listen to the song and helps them to better understand its meaning.

#### Activity 1: Introduction of the Musician

Tell the learners that you will be listening to and reading the words of a song called “Stone Face” by Stephen Kakfwi and Randall Prescott.

Ask the following questions:

1. Does anyone know Stephen Kakfwi?
2. What can you tell us about him?
3. For more information go to  
<http://www.stephenkakfwi.ca/stephen/biography.htm>

#### Activity 2: Introduction to the Song

Stephen Kakfwi writes about his experiences at residential schools in his song, “Stone Face.” To prepare for the message of “Stone Face,” ask the following questions:

1. Has anyone heard the song “Stone Face” before? If so, what can you tell us about the song?
2. Does anyone know people who attended residential schools?
3. What do the survivors of residential school say about some of their experiences?
4. What are some of the effects of the negative things that happened to people at residential schools?
5. What kinds of things help people to heal from the trauma of residential school experiences?

## **Activity 3: Thinking about the Song's Name** (Handout #1)

Ask learners to brainstorm words that come to mind when they think of the word “stone,” write the words down on the handout, and then share with others. Then ask learners to draw a picture of someone with a stone face or cut and paste a picture from a magazine or newspaper of someone who looks like they have a stone face.

## **The Song**

Tell the learners that you will be listening to the song twice. The first time ask learners to sit back and enjoy the song. The second time, ask learners to follow along with the words from the song.

## **Activity 4: Listening to the Song**

Play the song for learners once they have completed the prereading and prelistening activities. You can find the song on Stephen Kakfwi's album, “New Strings on an Old Guitar”. You can also purchase this song on iTunes for \$0.99.

Take a few minutes for any question or comments.

## **Activity 5: Reading the Lyrics**

Hand out the lyrics of the song or post them on an overhead, and ask learners to follow along with the words as they listen to the song a second time.

Move fairly quickly to the next activity, Responding to the Song, so that learners can capture some of their immediate responses.

## **Responding to the Song**

### **Activity 6: Word Pictures**

Poets and song writers communicate meaning and emotion in a compressed and effective way through the use of images and figures of speech (word pictures and unusual comparisons). This activity gives the learners an opportunity to express

# Stone Face

their connection with the song and their understanding of its compressed language by reproducing their favourite image from the song.

1. Explain that song writers often use word pictures to share their ideas, experiences, and emotions with others through their songs. When we are listening to songs, we can see pictures in our minds.
2. Check to make sure learners understand what you mean by word pictures.
3. Ask learners to draw or find pictures in a magazine to represent their favourite word picture that they “saw” when they were listening to “Stone Face.” Then, write the words or lines that communicated that picture to them at the bottom of their representation. If they are having trouble getting started, reread the first verse or two with them and talk about what you “see”: a young boy hiding or a young boy all alone and lonely in a strange place. Then, replay the song.
4. Post and share the representations, giving learners an opportunity to share why they chose the images they did and what those images mean to them.

## The Meaning of the Song

### Activity 7: Retelling the Story (Handout #2)

In this activity, learners will retell the story told in the “Stone Face” in their own words. Although the focus of this activity is on the literal actions and events in the story, learners may include or want to write about the emotional events and changes as well.

1. Learners use Handout #2 to retell the story in their own words.
2. Ask learners to recopy their sentences into paragraph form.
3. Ask them to check that each sentence starts with a capital and ends with a period.
4. Ask learners to share their stories by reading them out loud or by having you or someone else in the class read them out loud.

## Activity 8: Talking Circle

Lead a talking circle about the story in the song, focusing on the positive message in the song about the power of forgiveness and the role of family and community in healing.

1. Tell the learners that you would like them to participate in a talking circle on the topic of “What things can help a person on their healing journey?”
2. Arrange chairs and ask learners to form an unbroken circle, including yourself.
3. Ask learners to choose something to use as the “talking stick.”
4. The talking stick is passed clockwise around the circle.
5. As each person receives the stick, he or she says what he or she has to say about the topic.
6. Tell learners that they can pass if they would like and that the stick will go around again until everyone who wants to, has had a chance to speak.
7. Some rules for the talking circle could be:
  - Only one person speaks at a time; everyone else listens.
  - Everyone needs to listen respectfully while someone is speaking.
  - No one will repeat anything they hear in the circle to others. What is said in the circle stays in the circle.
  - People should speak about the topic and not respond to what other people in the circle have said.
8. Once everyone has had his or her say, bring the talking circle to a close by thanking all for participating as speakers and as listeners.

For more information on talking circles see these websites:

- [http://www.saskschools.ca/curr\\_content/aboriginal\\_res/supplem.htm#talk](http://www.saskschools.ca/curr_content/aboriginal_res/supplem.htm#talk)
- <http://www.muiniskw.org/pgCulture2c.htm>



# Stone Face



## **Stone Face**

Prereading (Activity 3)

Handout #1

### **Thinking about the Song's Name**

Brainstorm words that come to your mind when you think of the word “**stone**.”

In the box below, draw a picture or cut and paste a picture out of a magazine of someone with a stone face.

A large, empty rectangular box with a thin black border, intended for a student to draw or paste a picture of someone with a 'stone face'.



## Stone Face

The Meaning of the Song (Activity 7)  
Handout #2

### Retelling the Story

Read the words from “Stone Face” on the left. On the lines next to the words, tell what happened to Stephen Kakfwi in your own words. Write at least one sentence.

#### Words from the Song

You took me from my home  
And everything I’d known  
And left me all alone  
In that great unknown

#### Your Sentences

---

---

Sister though you hit me hard  
I still held all my cards  
Frozen tears upon my face  
I ran from that awful place

---

---

Somewhere in the darkness  
Somewhere in the night  
I found the will to live  
The Lord showed me the light

---

---

And I learned to forgive  
It’s the only way to live  
I put them in their place  
The scars I can’t erase

---

---

## Retelling the Story

Recopy your sentences to make a paragraph. Make sure your sentences start with a capital and end with a period. Give your paragraph a title.

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# Look Into Your Heart



## Look Into Your Heart<sup>6</sup>



When the sorrows of life have gotten you down  
When you try hard to smile but only can frown

When it seems like nothing is going your way  
When it feels there is no end to your day

Just tell yourself it's really not that bad  
Tomorrow may bring something that today never had

Everyday is a new chance to get a fresh start  
To know what to do, just look into your heart.

*By Carol Tabone*

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<sup>6</sup> “Look into Your Heart” by Carol Tabone. From *Rainbows of Hope*. Copyright 1995. Published by The Camrose Chapters of Hope. Reprinted by permission.

# Look Into Your Heart



## Look Into Your Heart Learning Activities

5 Handouts

### Prereading

#### Activity 1: Words that Sound the Same<sup>7</sup>

This warm-up activity introduces learners to rhyming. Learners are encouraged to listen carefully and to come up with their own rhyming words. Rhyming words are then written out and read, demonstrating that rhyming words do not always look the same.

1. Tell learners that you are going to play a game and that you would like them to listen carefully and try to figure out what you are doing.
2. Point to different parts of your body and say, very clearly and deliberately, one or two words that rhyme with the body part's name. For example, point to your ear and say, "fear...beer."
3. Encourage learners to join in once they've figured out what you're doing.
4. Ask for volunteers to explain the game, and provide an opportunity for learners to share what they already know about rhyming words.
5. Prepare a chart like the one below. Ask learners to recall and to come up with additional rhyming words for each of the body part names you used. Aim to get three or four rhyming words for each. Read the rhyming words aloud together, and point out that some of rhyming words look the same while others look different. Keep the chart posted for future reference.

Rhyming Words					
ear	hand	knee	lips	chin	nose

<sup>7</sup> Modified from <http://www.succeedtoread.com/rhyme.html>

# Look Into Your Heart

## Activity 2: Rhyming Words

Tell learners that you are going to be reading a rhyming poem together so you would like to review what they know about rhyming words. Review previous lessons, referring to posted rhymes or rhyming words or do a quick check of rhyme recognition with this activity: Tell learners that you are going to say pairs of words, and they should give a “thumbs up” if the pair rhymes or a “thumbs down” if the pair does not. Start with simple rhymes and non rhymes like “box, sox” and “cat, dog” and, then, try a few trickier ones like “mask, mess” or “fit, fat.”

## Activity 3: Introduction of the Poet

Tell learners that the poem you are going to read was written by a woman while she was a student in an adult education program in Alberta. The author’s name is Carol Tabone, and she wrote a number of poems about the power of positive thinking. Here’s what she said about hope:

“One thing that hope means to me is learning. I feel great hope when I learn something new and understand it and can go back and try it in a week and still know how to do it. To have hope in learning means to me that I have hope in my future because if I can learn, I can do just about anything.”

## Activity 4: Introduction of the Poem

Put the title of the poem “Look Into Your Heart” on the board. Ask the following questions and encourage learners to speculate:

1. Have you heard that expression before?
2. What do you think it means?
3. What do you think this poem is going to be about?

## Reading a Rhyming Poem

### Activity 5: Listening and Responding to a Rhyming Poem

In this activity, first read the poem out loud. Ask learners to respond to the poem by asking the following questions:

1. Was the poem about what you expected it to be about?

# Look Into Your Heart

2. How was it the same or how was it different?
3. Does anyone have anything else they'd like to say about the poem before we read it again?

## **Activity 6: Oral Reading** (Handouts #1 and #2)

1. Hand out copies of the poem to learners.
2. Point out the poem's title and the author's name.
3. Explain that you are going to read the poem out loud and you would like them to follow along with you as you read.
4. As you are reading the poem, pause when you get to the second of a rhyming pair to give learners an opportunity to say the word. Continue to do this as you read through to the end of the poem.
5. Ask learners to fill in the rhyming pairs chart at the bottom of Handout #1.
6. Once learners have recorded the rhyming pairs in the poem, ask what those rhyming pairs are and fill in a copy of the chart, drawn on the board, with their responses.
7. Go back over the pairs of rhyming words on the chart and ask learners to think of other words that rhyme with each pair. Ask them to fill in Handout # 2 with the rhyming words. Write the new rhyming words on a chart on the board.

## **Activity 7: Appraisal of the Poem**

Close the activity with a short discussion of what the learners think about the poem:

1. How do you feel about the poem?
2. When would it be helpful to read this poem?
3. Can you think of anyone you would like to give this poem to?



## Rhyming Words

### Activity 8: Fill in the Missing Rhymes (Handout #3)

This activity gives learners practice in oral reading, and it builds learner recognition of rhyming words and skills in anticipating rhyming sounds and words. In the activity, learners read a humorous poem with verses made up of two rhyming couplets. The first two lines of each verse are repeated throughout, and the rhyming pairs of the second two lines are highly predictable. On the handout, the final rhyming word in each verse has been left blank for the learners to fill in.

1. Tell learners that you will read a silly poem together. Write the title of the poem, “Smoker’s Epitaphs” on the board and explain its meaning.
2. Ask learners to read the poem along with you and to fill in the last word with a rhyming word to match the last word of the previous line. Some predictable suggestions have been given on the handout, but other, more creative rhymes are possible. Have fun!!

### Activity 9: Safety Slogan Poster (Handout #4)

In this activity, learners read safety slogans and create safety posters from the slogans. Learners get practice in recognizing and reading rhyming words in “real life” applications; in addition, they get the opportunity to experience the use of the poetic device of rhyming in a different genre. Reading and understanding safety slogans and making safety posters provide learners with a concrete and practical application for rhyming.

1. Ask learners about their experiences with safety posters: do they remember seeing any; what did the posters look like; do they remember the words on some posters; and why do we have safety posters?
2. Write the word “slogan” on the board and define it. Give a few examples of slogans from safety posters. Explain that slogan writers often use rhyming words to make the slogans more catchy.
3. Tell learners they are going to read safety slogans that use rhyming words, and they are going to make posters with a safety slogan to use at home, at school, or at their workplace.
4. Pair learners up with partners to read the slogans on Handout #4.

# Look Into Your Heart

5. Go over the slogans together, and ask if there are any words that need defining or any slogans that need clarification. Ask learners what rhyming words they noticed while reading the slogans.
6. Read through the instructions on the handout, and provide the learners with material to create posters.
7. Display the posters.

## Poetry Reading Circle

### Activity 10: Rhyming Poems to Share (Handout #5)

In this activity, learners choose a poem from a selection of six poems, practice reading the poem aloud, and read the poem to members of the class.

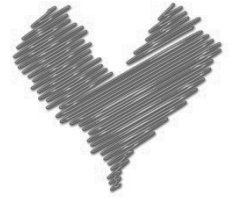
1. Help learners prepare for the reading:
  - a) Present the selection of poems to the learners and help them to make selections, if necessary.
  - b) Ensure that learners understand most of the vocabulary in the poem they have chosen to read, and assist with any pronunciation difficulties.
  - c) Make a separate copy of the poems for individuals, and show them how to mark their copies for oral reading, for example underline or highlight “important” words, and highlight or mark pauses and stops.
2. Sit readers in a sharing circle to present their readings.
3. At the conclusion of the readings, thank everyone for their participation as readers and as members of the audience.

# Look Into Your Heart



## Look Into Your Heart

Reading a Rhyming Poem (Activity 6)  
Handout #1



### Oral Reading<sup>8</sup>

When the sorrows of life have gotten you down  
When you try hard to smile but only can frown

When it seems like nothing is going your way  
When it feels there is no end to your day

Just tell yourself it's really not that bad  
Tomorrow may bring something that today never had

Everyday is a new chance to get a fresh start  
To know what to do, just look into your heart.

*By Carol Tabone*

Rhyming Words in "Look Into Your Heart"		
1.	down	
2.		
3.		
4.		heart

<sup>8</sup> "Look into Your Heart" by Carol Tabone. From *Rainbows of Hope*. Copyright 1995. Published by The Camrose Chapters of Hope. Reprinted by permission.

# Look Into Your Heart



## Look Into Your Heart

Reading a Rhyming Poem (Activity 6)  
Handout #2

More Rhyming Words					
1.	down	frown			
2.	way	day			
3.	bad	had			
4.	start	heart			

# Look Into Your Heart



## Look Into Your Heart

Rhyming Words (Activity 8)

Handout #3

### Fill in the Missing Rhymes



Read along out loud and fill in the blank in each verse with a word that rhymes with the last word of the line above. If you get stuck, look at the words in the box.

#### Smoker's Epitaphs<sup>9</sup>

heaven	door	alive	gun	tree
fine	again	great	fix	do

Here lies Sam Shay.  
Smoked six packs a day.  
He started smoking when he was one.  
Now he's one dead son-of-a gun.

Here lies Sam Shay.  
Smoked six packs a day.  
He started smoking when he was two.  
Now there's nothing he can \_\_\_\_\_.

Here lies Sam Shay.  
Smoked six packs a day.  
He started smoking when he was three.  
Now he's buried beneath a \_\_\_\_\_.

Here lies Sam Shay.  
Smoked six packs a day.  
He started smoking when he was four.  
Now he's knocking on heaven's \_\_\_\_\_.

Here lies Sam Shay.  
Smoked six packs a day.  
He started smoking when he was five.  
Now the poor guy isn't \_\_\_\_\_.  
*Bruce Lansky*

Here lies Sam Shay.  
Smoked six packs a day.  
He started smoking when he was six.  
Now he's got a problem he can't \_\_\_\_\_.

Here lies Sam Shay.  
Smoked six packs a day.  
He started smoking when he was seven.  
Now we hope he's gone to \_\_\_\_\_.

Here lies Sam Shay.  
Smoked six packs a day.  
He started smoking when he was eight.  
Now he doesn't look too \_\_\_\_\_.

Here lies Sam Shay.  
Smoked six packs a day.  
He started smoking when he was nine.  
Now he isn't feeling \_\_\_\_\_.

Here lies Sam Shay.  
Smoked six packs a day.  
He started smoking when he was ten.  
Now he'll never smoke \_\_\_\_\_.

<sup>9</sup> *Smoker's Epitaph* by Bruce Lansky. Copyright 1999. From [www.gigglepoetry.com](http://www.gigglepoetry.com).

# Look Into Your Heart



## Look Into Your Heart

Rhyming Words (Activity 9)

Handout #4

### Safety Slogan Poster

Safety posters do important work. They remind us of the things we need to do or not do to keep safe at home, at school, and at work. Lots of times, we remember the slogans on safety posters because the words rhyme.

1. With a partner, take turns reading the safety slogans below out loud.
  - Be aware of slips and trips.
  - When in doubt, get out.
  - Safety's the key to accident free.
  - Don't be a fool, use the proper tool.
  - Be alert! Accidents hurt.
  - Safety first. Avoid the worst.
  - Keep safety in mind. It will save your behind.
  - Don't be a fool, cause safety is cool, so make that your rule.
  - Practice safety in all you do – everyone depends on you.
  - Falling objects can be brutal if you don't protect your noodle.
2. Pick one of the safety slogans to make into a safety poster for your home, your school, or your work.
3. Your safety poster should be big and bright. Illustrate or decorate the words on your safety poster so that people will notice the poster and will pay attention to what it says.

# Look Into Your Heart



## Look Into Your Heart

Poetry Reading Circle (Activity 10)

Handout #5

### Rhyming Poems to Share

Choose **one** poem that you like the best from the six rhyming poems on the following pages.

1. Get ready to share the poem with others by following these steps:
  - Read the poem to yourself silently.
  - Look up the meaning in a dictionary, or ask someone about any words that you don't understand.
  - Read the poem to yourself out loud.
  - Ask about words you are not sure how to say, and practice saying them.
  - Pay attention to where the stops are at periods and where you can take a breath at commas.
  - Practice reading the poem out loud with a friend or family member.
2. Read your poem out loud to your classmates. After you have read your poem, tell your classmates why you chose the poem you did.



# Look Into Your Heart

## **The Secret Place<sup>10</sup>**

There is a place I go, inside myself,  
Where nobody else can be,  
And none of my friends can tell it's there—  
Nobody knows but me.

It's hard to explain the way it feels,  
Or even where I go.  
It isn't a place in time or space,  
But once I'm there I *know*....

There's a place I go inside myself,  
And it's neither big nor small,  
And whenever I go, it feels as though  
I never left at all.

*By Dennis Lee*

## **Choir Lobo<sup>11</sup>**

Wolf howls,  
gathering the scattered pack.  
Parents, offspring  
race across the treeless track.  
Aunts and uncles  
join the group to croon,  
starkly silhouetted by  
a silvered Arctic moon.

*Both poems by Eileen Spinelli*

## **Champion Traveler<sup>12</sup>**

Arctic tern,  
Wings unfurled,  
Flies halfway  
Around the world.  
From the South Pole  
To the North—  
Chasing summer,  
Back and forth.  
Fast birds, slow birds,  
Big birds, small—  
Arctic tern  
Outflies them all.

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<sup>10</sup> From *The Ice Cream Store* by Dennis Lee. Copyright 1991. Published by Harper Collins Publishers, Toronto.

<sup>11</sup> From *Polar Bear, Arctic Hare: Poems of the Frozen North* by Eileen Spinelli. Copyright 2007 by Eileen Spinelli. Published by Wordsong, an imprint of Boyds Mills Press. Reprinted by permission.

<sup>12</sup> From *Polar Bear, Arctic Hare: Poems of the Frozen North* by Eileen Spinelli. Copyright 2007 by Eileen Spinelli. Published by Wordsong, an imprint of Boyds Mills Press. Reprinted by permission.

# Look Into Your Heart

## Whiskyjack<sup>13</sup>

Whiskyjack, Whiskyjack,  
Up in the sky,  
Fly down beside me  
I know you're not shy.

Whiskyjack, Whiskyjack,  
Perched on the pine,  
Come even closer...  
Be a friend of mine.

Whiskyjack, Whiskyjack,  
Hopping so near,  
The bread in my hand  
Will lessen your fear.

Whiskyjack, Whiskyjack,  
You've tickled my palm,  
With bread in your beak  
Now fly away home.

*By Peter Redvers*

## Mosquito<sup>14</sup>

Too near  
my ear  
I hear  
that hum;  
Ms. M.  
has come  
to dine.  
How fine  
her whine.

She sings  
with wings—  
then stings!

*By Avis Harley*

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<sup>13</sup> From *Mother Raven Nursery Rhymes* by Peter Redvers. Copyright 1992. Reprinted by permission.

<sup>14</sup> From *Leap into Poetry: More ABCs of Poetry* by Avis Harley. Copyright 2001. Published by Wordsong, an imprint of Boyds Mills Press. Reprinted by permission.

# Look Into Your Heart

## **A Place All My Own<sup>15</sup>**

I finally got a place all my own  
A tiny little place that I call home,  
And I am showing you how  
I'm all grown up now.

I'm standing here for all to see  
The woman I was meant to be,  
And I'm showing you all  
I'm a hundred feet tall.

I was doubted and they put me down,  
I would talk about it and they would frown,  
And I don't know how,  
But I'm showing them now.

I'm standing here for all to see  
The woman that I was meant to be,  
And I am showing you all  
I'm a hundred feet tall.

*By Sunveni Dillon*

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<sup>15</sup> From *A Place All My Own: A Collection of Creative Work by Aboriginal Youth from Inuvik, NT*. Copyright 2007.  
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## **I will walk<sup>16</sup>**

I will walk with leg muscles  
which are strong  
as the sinews of the shins of the little caribou calf.

I will walk with leg muscles  
which are strong  
as the sinews of the shins of the little hare.

I will take care not to go toward the dark.  
I will go toward the day.

*By Igluligmiut*

---

<sup>16</sup> From "I Breathe a New Song: Poems of the Eskimo." Edited by Richard Lewis. Published by Simon and Schuster: New York, 1971.

# I will walk



## **I will walk**

### Learning Activities

3 Handouts

## **Prereading**

### **Activity 1: Background Information**

1. Tell learners that you are going to be reading a poem that was sung almost a hundred years ago by the Inuit of Iglulik and that was written down by Knud Rasmussen in the early 1920s.
2. Ask if anyone has heard of the Greenlandic explorer Knud Rasmussen.
3. Share what information the class already has about Rasmussen, and add biographical information about his background, travels across the Arctic, and contributions to the understanding and preservation of Inuit culture:  
[http://en.wikipedia.org/wiki/Knud\\_Rasmussen](http://en.wikipedia.org/wiki/Knud_Rasmussen)

### **Activity 2: Activating Prior Knowledge**

Lead a discussion with learners about how the ways of life in the early 1920s would have been different from what they are today. Then, ask them what they think life in Iglulik might have been like at that time, for example: who would have lived in the community; what would their homes have been like; how, where, and why they would they have travelled; what work would the men and women have done; what kind of food would have been available to them; and how they would have got their food.

## **Reading the Poem**

### **Activity 3: Pictures in the Poem**

Ask learners to close their eyes as you read the poem to them out loud. Tell learners that you would like them to pay attention to the pictures in their minds that the words of the poem create as you are reading it. Discuss the images, the learners' interpretations or understandings of the poem, and answer any questions the learners may have.

## Activity 4: Read the Poem Together

In this activity, the poem will be read out loud at least twice, giving learners an opportunity to read along as they become more comfortable with the words and the pattern of the poem.

1. Post a large-print copy of the poem, and read it out loud pointing to the words as you move along.
2. When you get to the second verse, encourage learners to read along with you.
3. Reread the poem, encouraging all to read along with you as you point to the words.
4. Ask for volunteers to read a line or two of the poem out loud on their own.

## Comprehension

### Activity 5: Clarify the Meaning

Ask learners questions to confirm their understanding of the poem and to allow them to clarify any questions they may have or to share any new understandings or interpretations they may have:

- Are there any words that they don't understand?
- Who, do they think, is talking in the poem?
- Where might that person be going or what might that person be doing?
- Why does the walker want muscles "as strong as the sinews of the little caribou calf" and "the little hare"?
- Why does the walker want to "take care not to go toward the dark"? What might happen in the dark?
- What do they understand now that they didn't understand the first time they heard the poem?
- Has their understanding or interpretation of the poem changed from the first time they heard it? If so, how?

## Activity 6: Appraisal of the Poem

Give learners the opportunity to express their opinions of the poem. Try to ask open ended questions like the following (*some possible answers in parentheses*):

- When do you think the Inuit sang or chanted this poem? (*on a journey, while hunting, when they were lost and trying to get back home*)
- Why did the Inuit sing this song while travelling? (*to give them courage and strength to carry on or to give them focus and direction when the travelling was hard*)
- What kinds of things do Inuit use today to give them encouragement or direction while travelling that have been replacing the old Inuit songs? (*a GPS, an MP3 or iPod, a Blackberry or iPhone???*)
- What does this poem remind you of? (*a hymn or sports chant*)
- What did you like best about this poem?
- Who would you like to share this poem with and why?

## The Words in the Poem

In these activities, learners focus on word order and word choice in two sentences from the poem to increase word recognition and fluency in reading and to learn and practice word order in constructing sentences.

## Activity 7: Mixed Up Sentences

1. Make two sentence strips using the following sentences from the poem: "I will walk with leg muscles that are strong." (*period added*) and "I will take care not to go toward the dark."
2. Post the two sentence strips and ask the learners to read them out loud with you.
3. Cut the sentence strips into individual words, and display the words in proper order, reading each of the cut up sentences.
4. Then, shuffle the order of the words and ask for volunteers to place the words in the right order, one sentence at a time.



## Activity 8: Putting Sentences Back Together (Handout #1))

1. Give learners (as individuals or in pairs) copies of Handout #1 and ask them to cut out the word cards and reassemble the words into sentences, one sentence at a time. Encourage learners to help each other with the word order by using clues, like the capital letters and the periods, and by reading what they've constructed to make sure it "sounds right."
2. Modifications: use only one sentence strip if you think learners will be too confused by handling two sentences, or, for a challenge, ask learners to shuffle the words of both sentences, and reassemble each of the two sentences into proper order.

## Alliteration

In these activities learners are introduced to alliteration; practice writing sentences containing alliteration; define the term; and find examples of alliteration in the media.

Alliteration occurs when two or more words that begin with the same sound are used close together in a line of writing. Writers of both poetry and prose use this device to add interest to their writing, to emphasize ideas, and to make their work more memorable.

Alliteration is used in many different forms of writing. Some familiar examples can be found in tongue twisters (**S**he **s**ells **s**ea **s**hells), nursery rhymes (**B**aa **b**aa **b**lack sheep), idioms (**L**ook before you **l**ean), catchy ads (**D**on't **d**ream it. **D**rive it.), and product names (**C**rispy **C**runch). Alliteration is also commonly found in media headlines, political speeches, the lyrics of songs, and poetry in general.

Learning to recognize alliteration is the first step to understanding writers' conscious choice of specific words to achieve their purpose in writing, be it to entertain, to inform, or to persuade their audiences.

In order to recognize and appreciate alliteration, learners first need to be able to identify the initial sounds of words and the consonant letter or letters that make

those sounds. For practice in recognizing initial consonant sounds, see the English 110 Resource Manual, pages 68-76.

## Activity 9: Name Game

This activity introduces alliteration and gives learners a personal connection that may help them to recognize alliteration in print.

1. Tell learners that you will be playing a word game that will not only help them to be better readers but will also help them to get to know each other a little better.
2. With learners seated in a close circle, ask each one to choose a describing word that starts with the same sound as their name. Remind learners that it is the first sound that has to be the same, not necessarily the first letter. For example, *c* and *k* sometimes make the same sound, so ``cranky Karen`` would be an example of alliteration. Give an example using your name and an appropriate adjective (e.g. funny Fred). Have posted a list of adjectives ensuring that some adjectives start with the same sounds as the names of your students. Read the adjectives on the list out loud together, encourage learners to help each other choose an appropriate adjective, and assist them with choosing adjectives for trickier or more challenging name beginning such as the letter combinations ``Ph`` or ``Sh.``
3. Once everyone has chosen an adjective go around the circle making introductions and giving responses:
  - Learner One : “Hi, I’m happy Hannah.”
  - Whole Group: “Good to meet you happy Hannah.”
  - Learner Two: “Hi, I’m jumpy Jack.”
  - Whole Group: “Good to meet you jumpy Jack.” and so on...

## Activity 10: Sentences with Alliteration (Handout #2)

Building on the previous one, this exercise challenges learners to write short alliterative sentences. Learners brainstorm alliterative words and compose and post short sentences using those words. Rules for capitalization and punctuation can be reviewed as part of the exercise.

1. Using examples from the Name Game (Activity 9), demonstrate on the board how words can be added to an adjective and noun to form a complete sentence: “Funny Fred fell down.” “Happy Hannah has lots of hats.” Highlight the repeated consonant sounds in each of the sentences and tell learners that this repetition is called alliteration.
2. Ask learners to help you write a new sentence with alliteration in it, using a consonant that was not used in the game. On a projected image or a drawing on the board of the graphic organizer on Handout #2, brainstorm “names,” “describing words,” “action words,” and “things” that start with the sound of a chosen consonant. Compose a short sentence on the board with words from the brainstorming.
3. Learners then work in pairs or threes to complete Handout #2 and write, revise, and post their own alliterative sentences.
4. Share the posted sentences by reading them aloud together. If appropriate, note examples of consonants that have different sounds, such as the letter “c” (sensible Cindy and careful Chris) or examples of consonant combinations such as “ph” (friendly Phillip).

## Activity 11: Definition of Alliteration

Remind learners that they have written sentences using alliteration, something that good writers sometimes use to make their writing sound more interesting or more memorable. Then, using the learners’ posted sentences as examples, work with them to draw out the characteristics of alliteration and to come to the definition: *putting close together two or more words that start with the same sound*. It is **not important** for learners to be able to define the term “alliteration”; rather, it is important for learners to recognize alliterative words and the ability of alliteration to please readers or to catch and keep their attention.

## Activity 12: Finding Alliteration in Poetry

In poetry, alliteration contributes to the poem's rhythm and sound patterns, and it reinforces meaning. For example, fluid sounds like *s* and *z* can be used to imitate movement and harsh consonants like *g* and *k* can be used to emphasize anger.

"I will walk" contains examples of alliteration in its first verse. Looking for the alliteration will provide an opportunity for learners to apply their knowledge of letter recognition and initial word sounds as well as their new knowledge of alliteration.

1. Review the definition of alliteration from Activity 11 and ask for some examples of alliteration from previous lessons. Write those examples on the board and highlight the alliterative sounds, reinforcing that alliteration is the repetition of two or more of the same sounds in neighbouring words.
2. Tell learners that you are going to be rereading the poem "I will walk," looking for examples of alliteration.
3. Give learners their own copies of the poem, and post a large copy on the board.
4. Read the poem out loud together, slowly, and mark the beginning sounds of alliterative words. There are three examples "**w**ill **w**alk **w**ith...**w**hich," "**s**trong...**s**inews...**s**hins," and "**c**aribou **c**alf."
5. Prompt thinking about the effect of the alliteration:
  - a) Why has the translator chosen to use the alliterative words?
  - b) Substitute synonyms that are not alliterative to see what the effect is.

## Activity 13: Looking for Alliteration in the Media (Handout #3)

Alliteration attracts reader attention and makes writing more interesting and memorable for readers, so it is often used in newspaper headlines. In this activity, learners are asked to find examples of alliteration in some samples of newspaper headlines. The activity provides practice in identifying alliteration in everyday print. It also provides an opportunity for learners to apply their knowledge about letter recognition and initial word sounds in a practical context.

1. Review what learners know about alliteration and consonant sounds.
2. Give learners Handout #3 which has examples of news headlines containing alliteration. Learners will also need highlighters to mark the initial letters in the alliterative words that they find in each headline.
3. Read the headlines out loud, one by one, as learners follow along searching for the alliterative words. Give learners a few minutes to identify the alliteration in each example by highlighting the repeated beginning letters before you move on to the next headline.
4. Once everyone has finished highlighting the alliteration in the headlines, ask learners to compare their highlighting with their neighbours' and discuss any differences.
5. Lead a discussion about the headlines and their use of alliteration:
  - a) Ask if anyone knows what some of the headlines are about.
  - b) Encourage learners to speculate what the articles might be about.
  - c) Encourage learners to share any comments they have on anything they have noticed about the words or the headlines.

## **Activity 14: Finding More Alliteration**

Once learners have had experience identifying alliteration in newspaper headlines, encourage them to look for examples of alliteration in the print that they see around them and to consider how and why alliteration is used in the media.

1. Bring in samples of everyday print that your learners are exposed to such as newspapers, magazines, brochures, cereal boxes, and advertisements. Ask learners to find examples of alliteration in the print.
2. Distribute the print samples you have brought in and have learners each choose a favourite alliterative phrase or sentence, highlight the alliterative sounds, cut out the example, and post it on a poster that you have prepared.
3. Ask learners to read their examples out loud and tell why they have chosen it as their favourites.

# I will walk

4. Lead a short discussion on some of the examples:
  - a) Speculate on what the phrase or sentence means.
  - b) Try using different words in place of the alliterative words and talk about what effect the changes have.
  - c) Discuss why the writers have used alliteration (*to attract attention, to make readers curious and want to read more, or to make it easier for consumers to remember the name of a product*).





## I will walk

The Words in the Poem (Activity 8)

Handout #1

### Putting Sentences Back Together<sup>17</sup>

I	will
walk	with
leg	muscles
which	are

<sup>17</sup> Word card modified from: [http://www.readwritethink.org/files/resources/lesson\\_images/lesson131/wordcards.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson131/wordcards.pdf)



strong.	
I	will
take	care
not	to
go	toward
the	dark.



## I will walk

Alliteration (Activity 10)

Handout #2

### Sentences with Alliteration<sup>18</sup>

Choose a consonant and write it in the circle. Brainstorm words that start with the same sound as the consonant you chose. You can use a dictionary or word lists to help you find words. Try to find at least three words for each box on the chart.

names	action words
describing words	things

1. Write a complete sentence using one word from each of the boxes:

---

<sup>18</sup> Word card modified from: [http://www.readwritethink.org/files/resources/lesson\\_images/lesson131/wordcards.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson131/wordcards.pdf)

# I will walk

2. Check your sentence.

Are the words in the right order?

Are there any words missing?

Are the words spelled correctly?

Do the first word and any names start with capital letters?

Does your sentence have end punctuation?

3. Revise your sentence and write your good copy here:

---

4. Write your sentence on the Alliterative Sentences poster to share it with your classmates.

5. Try another one!



## I will walk

Alliteration (Activity 13)

Handout #3

### Looking for Alliteration

Canadians cut back on car repairs

Last swim of the summer

Helping  
out  
with  
hoop  
dreams

Tuition, textbooks, and  
tax breaks

Flash flood wreaks havoc

Anne Frank tree toppled by storm

Bautista bashes home run

