

## Alphabet Autobiography Checklist 2012

A: _____	N: _____
B: _____	O: _____
C: _____	P: _____
D: _____	Q: _____
E: _____	R: _____
F: _____	S: _____
G: _____	T: _____
H: _____	U: _____
I: _____	V: _____
J: _____	W: _____
K: _____	X: _____
L: _____	Y: _____
M: _____	Z: _____

### Types of entry:

1. Haiku : \_\_\_\_\_
2. Diamante : \_\_\_\_\_
3. Bio-Poem : \_\_\_\_\_
4. Two-word (8 lines) : \_\_\_\_\_
5. Song Lyrics : \_\_\_\_\_
6. Free Verse ( min. 8 lines, include 4 poetic devices): \_\_\_\_\_
7. Free Verse: \_\_\_\_\_
8. Classic Poem (hand-written, bibliography, interesting fact about poet): \_\_\_\_\_
9. Concrete/Form/Shape poem (min. 8 lines): \_\_\_\_\_
10. Rhyming (min. 8 lines) : \_\_\_\_\_
11. Acrostic (min. 8 letters): \_\_\_\_\_
12. Limerick : \_\_\_\_\_
13. Crystal Ball (future dreams/plans) min. 8 lines) : \_\_\_\_\_
14. Rap (min. 8 lines) : \_\_\_\_\_
15. 5W : \_\_\_\_\_
16. Paragraph (min. 8 sentences): \_\_\_\_\_
17. Paragraph (min. 8 sentences) : \_\_\_\_\_
18. :Timeline (past events) \_\_\_\_\_
19. : Letter to Future Self (3 short paragraphs) \_\_\_\_\_
- 20 : \_\_\_\_\_
21. Table of Contents : \_\_\_\_\_
22. 2 Comments Pages : \_\_\_\_\_
23. Title Page



Criteria: Please hand this sheet in with your completed booklet.

**IT IS ALL ABOUT YOU!!**

Goal: A creative writing assignment to make a personalized booklet, using letters of the alphabet to guide you to write about what is important in your life: past, present, future. It is written at a Grade 8 level (edited) and is attractive in appearance and shows good effort.

1. Each page contains:

- page number
- letter of the alphabet
- title of entry
- type of entry
- actual entry
- picture (photo, cut out, hand drawn, etc.)

2. You only need 20 out of the 26 letters. Your choice.

3. Hand in on February 18, 2013.

4. Be prepared to read out any two of your own (original) pages to the class ( so not the song lyrics or classic poem).

5. Memorize a poem to recite (preferably by a classic poet), alone or with a partner, that is not in your booklet. This means finding one online or in the library. Min. 8 lines. Check with me before starting to memorize it.

6. Make an attractive decorated cover for your booklet and include your name, division, and the title "Alphabet Autobiography" on it. A scrapbooking format will make this something you will want to keep!

7. Use the checklist below to keep track of your progress. Make sure you follow the criteria given in class about each individual entry.



## NOTES ON POETRY-

A poem is completed not by the writer- who goes as far as she can, granted- but by the reader; which is to say, it is never fully completed, since each reader, and therefore each reading is different.

By Margaret Atwood

### THE ROSE

The red blossom bends  
and drips its dew to the ground.  
Like a tear it falls

### THE RAINBOW

Curving up, then down.  
Meeting blue sky and green earth  
Melding sun and rain.

(YOU WRITE LINE 2)

Green elms in the woods

---

Standing tall and proud

(YOU WRITE LINE 1 AND 3)

---

The petals bend to the earth

---

## Haiku Year

By John Kitching

Summer. Lazy days.  
Only the bees seem busy.  
Purple plums ripen.

Autumn. Leaves wither.  
Fade and spiral slowly down.  
Bold blackberries bulge.

Winter. Under snow.  
And grey ice, the world seems dead.  
The chill air is still.

Spring. Early birds call.  
Father sharpens rusty shears.  
Life begins again.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

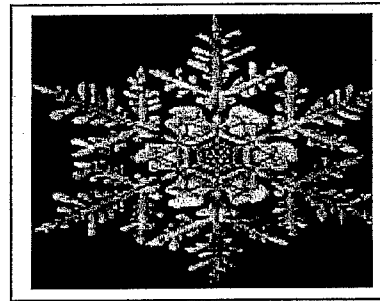
## Writing A Haiku "Paint a little picture in words"

Directions- For this assignment, you must write 3 Haiku of your own, draw the image that you create and explain its importance to you:

1. Based on an animal that you admire
2. Based on an element of the natural environment that you especially like
3. Based on your own special or secret place

Example Haiku:

*Snowflakes in moonlight(5)  
sparkling like bright diamonds(7)  
glistening like stars(5)*



#1- Write a Haiku based on an animal that you admire-

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

An animal I admire- \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#2- Write a Haiku based on an element of the natural environment-

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

A place in my environment-\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#3-Write a Haiku based on your own special or secret place-

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

A secret place-\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Diamante

Here's an easy way to visualize all three rules:

Noun  
Adjective, Adjective  
Verb, Verb, Verb  
Noun, Noun, Noun, Noun  
Verb, Verb, Verb  
Adjective, Adjective  
Noun

In a synonym diamante, the nouns at the beginning and end are two words that mean basically the same thing. In an antonym diamante, the two nouns are opposites. Here are a couple of examples:

### **Synonym Diamante**

In this diamante, the words "Monsters" and "Creatures" mean the same thing, so they are synonyms.

Monsters  
Evil, Spooky  
Howling, Shrieking, Wailing  
Ghosts, Vampires, Goblins, Witches  
Flying, Scaring, Terrifying  
Creepy, Crawly  
Creatures

### **Antonym Diamante**

In this diamante, you might say that the words "Cat" and "Dog" are opposites, or "antonyms," so this is an antonym diamante.

Cat  
Gentle, Sleepy  
Purring, Meowing, Scratching  
Whiskers, Fur, Collar, Leash  
Barking, Licking, Digging  
Slobbery, Playful  
Dog



## Bio-poem

(Line 1) First name

(Line 2) Three or four adjectives that describe the person

(Line 3) Important relationship (daughter of . . . , mother of . . . , etc)

(Line 4) Two or three things, people, or ideas that the person loved

(Line 5) Three feelings the person experienced

(Line 6) Three fears the person experienced

(Line 7) Accomplishments (who composed . . . , who discovered . . . , etc.)

(Line 8) Two or three things the person wanted to see happen or wanted to experience

(Line 9) His or her residence

(Line 10) Last name

## Rosa Parks

Rosa

Determined, brave, strong, loving

Wife of Raymond Parks, mother of all children

Who loved equality, freedom, and the benefits of a good education

Who hated discrimination, loved to stand up for her beliefs, and loved to help others

Who feared that racism would continue, feared losing the opportunity to make a difference, and

feared that young people might lose opportunities to develop strength and courage

Who changed history as she accomplished great strides for equality and encouraged excellence for all

Who wanted to see love triumph and see an end to all bias and discrimination in a world in which

respect is freely given to all

Born in Alabama and living in Detroit

Parks



## 2-Word

? stanzas

2 words in each line, separated by a comma

the second and fourth lines must rhyme in each stanza

the last line in each stanza is a phrase, not separated by a comma

ex.

### Bayside

Big, bright

Shark, canteen

Students, staff

Chatty tweens

Books, pens

Smart, cool

Tests, projects

Middle School



# Examples of Free Verse Poems

Free verse poems will have no set meter, which is the rhythm of the words, no rhyme scheme, or any particular structure. Some poets would find this liberating, being able to whimsically change your mind, while others feel like they could not do a good job in that manner. Robert Frost commented that writing free verse was like "playing tennis without a net."

## Free Verse Poems: No Rules

Free verse poems do not follow the rules, and have no rhyme or rhythm; but they are still an artistic expression. They are sometimes thought to be a modern form of poetry; but, the free verse types of poem have been around for hundreds of years.

Following are examples of free verse poems:

### *After the Sea-Ship* by Walt Whitman

After the Sea-Ship—after the whistling winds;  
After the white-gray sails, taut to their spars and ropes,  
Below, a myriad, myriad waves, hastening, lifting up their necks,  
Tending in ceaseless flow toward the track of the ship:  
Waves of the ocean, bubbling and gurgling, blithely prying,  
Waves, undulating waves—liquid, uneven, emulous waves,  
Toward that whirling current, laughing and buoyant, with curves,  
Where the great Vessel, sailing and tacking, displaced the surface;

### *Fog* by Carl Sandburg

The fog comes  
on little cat feet.

It sits looking  
over harbor and city  
on silent haunches  
and then moves on.





# Concrete Poetry

Name \_\_\_\_\_

## DEFORESTATION

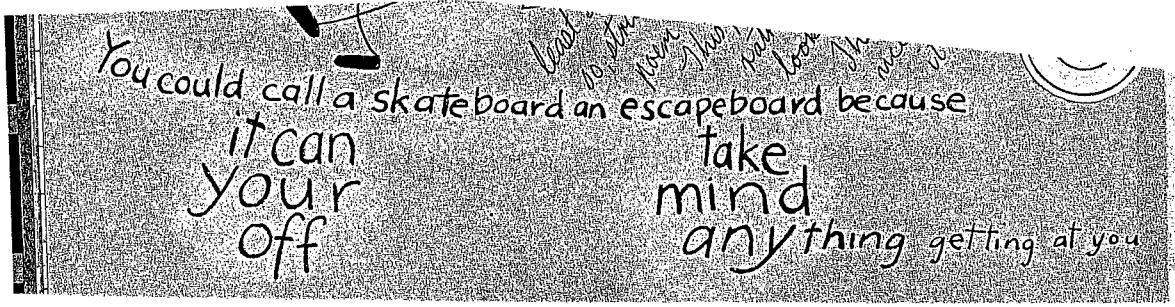
SCOTT KEEDWELL

T T T T T T T

R R R R R R R

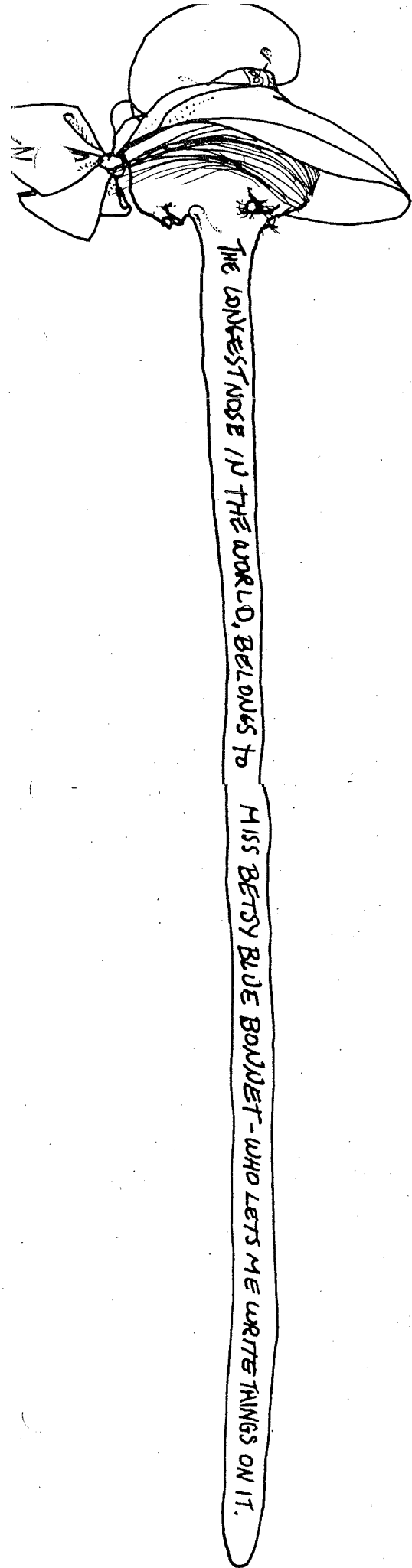
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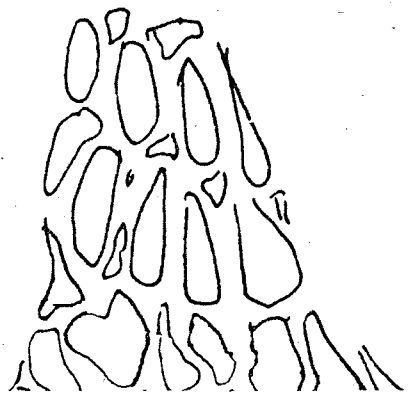
## Rhino

When more than one rhinoceros  
becomes rhinoceroses, and each of these  
has horns of hair that stick up from their  
noses, and armoured skin that wallows in  
the mud when they repose, and on each  
foot instead of toeses - the hooves  
of these creatures show the features  
the problem language poses when more  
than one rhinoceros comes  
rhinoceroses.



THE LONGEST NOSE IN THE WORLD BELONGS TO MISS BETSY BLUE BOJNET - WHO LETS ME WRITE THINGS ON IT.

PLEASE  
DO NOT  
MAKE F  
UN OF  
ME AN  
D PLEAS  
E DONT  
LAUGH  
IT ISNT  
EASY T  
O WRIT  
E A PO  
EM ON  
THE NE  
CK OF  
A RUN  
NING  
GIRA  
FFE.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

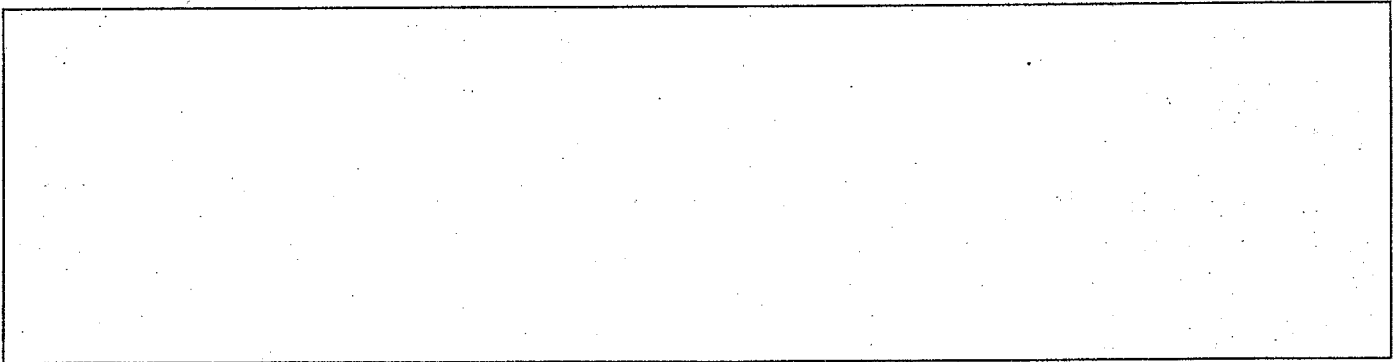
## Writing A Concrete Poem

Directions- For this assignment, you must write 2 single-word concrete poems and 2 shape-concrete poems. The first word and image have been chosen for you, but be creative with the other 2. Finally, pick your best poem and copy it onto a blank piece of paper as your good copy. Be sure to use colour if needed and HAVE FUN!

### \*WRITING A SINGLE WORD CONCRETE POEM:

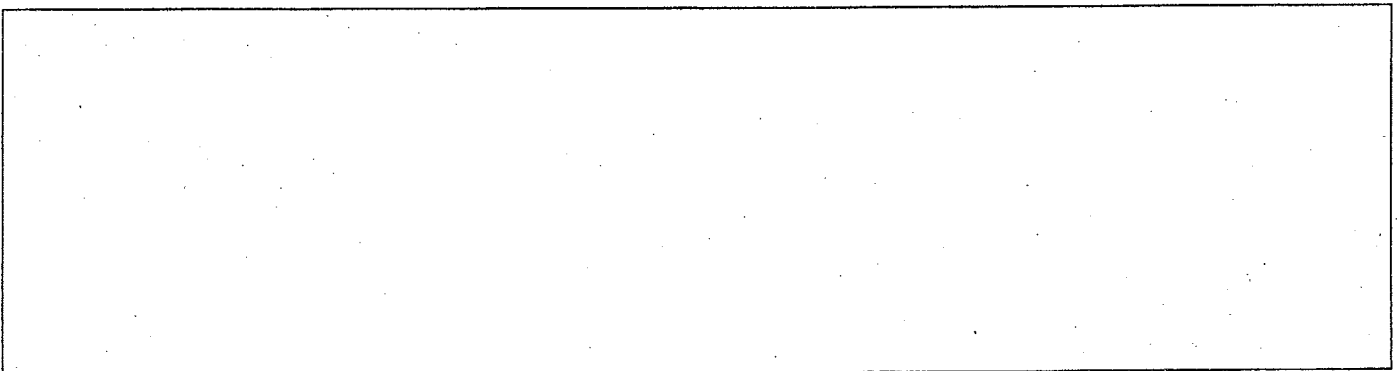
How can you make "explode" look more interesting? Use the space below to change the size and shape of the letters, or play with the space and colour. Good words for concrete poetry might be dramatic words in nature, like *lightening*, or action words, like *soar* or *sink*.

WORD: EXPLODE



\*Now it's your turn to think of a good word and turn it into a great concrete poem! Remember, only use the letters of the word and try to find a creative way of expressing what the word means!

WORD- \_\_\_\_\_



**\*EXPLORING A SHAPE CONCRETE POEM-**

First, think of objects with simple shapes (soccer ball, umbrella, fish), then sketch the object you would like to write about. Next, list its characteristics and consider what it does or how it is used. Finally, list the things you associate with the object. For example, if you were writing a poem about a rainstorm, you might write down words such as puddles, wet feet, and downpour at an angle to imitate driving rain. Or, use the qualities of a fish to make up an outline of a fish!

OBJECT- UMBRELLA

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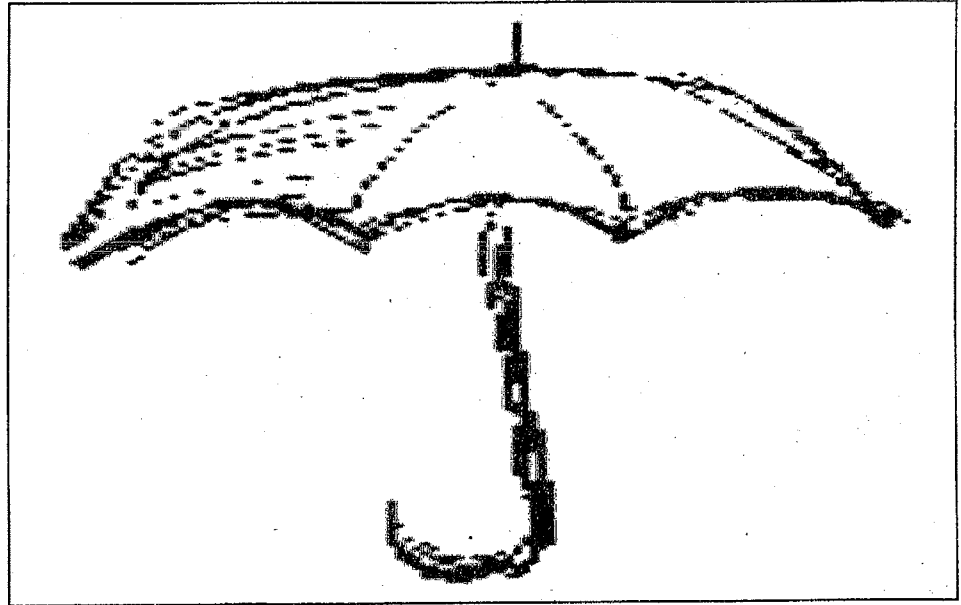
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\*Now it's your turn to think of an object, sketch it, brainstorm words or phrases and create your own concrete poem!

OBJECT- \_\_\_\_\_

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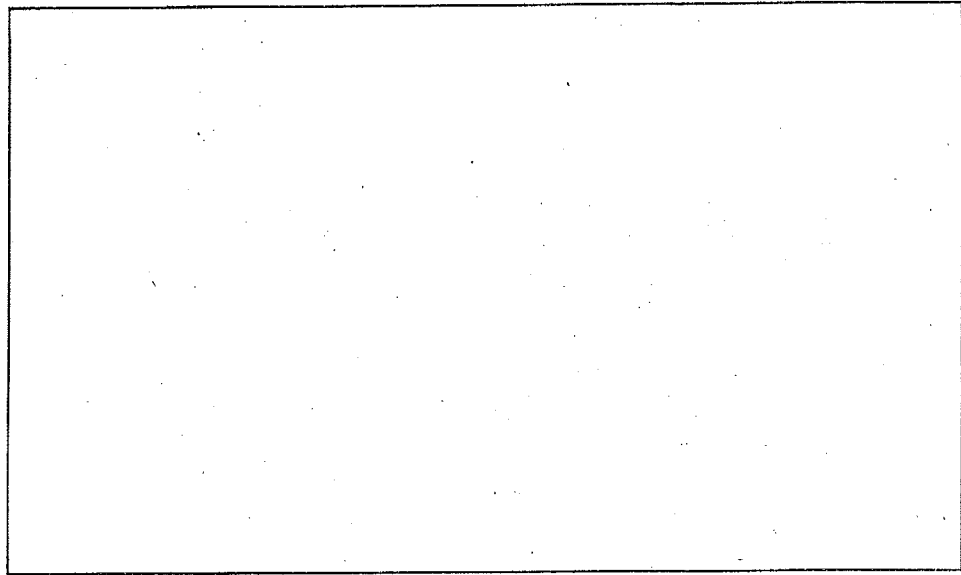
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**\*FINALLY, CHOSE ONE OF THE 4 POEMS YOU HAVE CREATED AND COPY THAT CONCRETE POEM ONTO A FULL SIZE BLANK PIECE OF PAPER. MAKE SURE TO USE COLOUR AND HAVE FUN!**

Name: \_\_\_\_\_

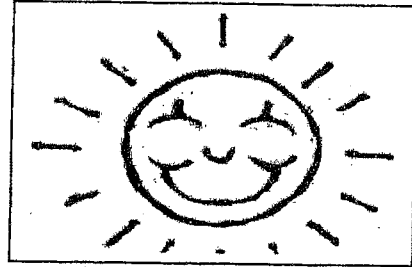
Date: \_\_\_\_\_

## Writing An Acrostic Poem

**Directions-** For this assignment, you must write 2 Acrostic Poems, one using your name and one using an object or feeling (with more than 6 letters). It is important to remember that in our poetry development, we must challenge ourselves to express ourselves in new ways. For these poems, we will be using phrases to describe the object or person, *not just words!*

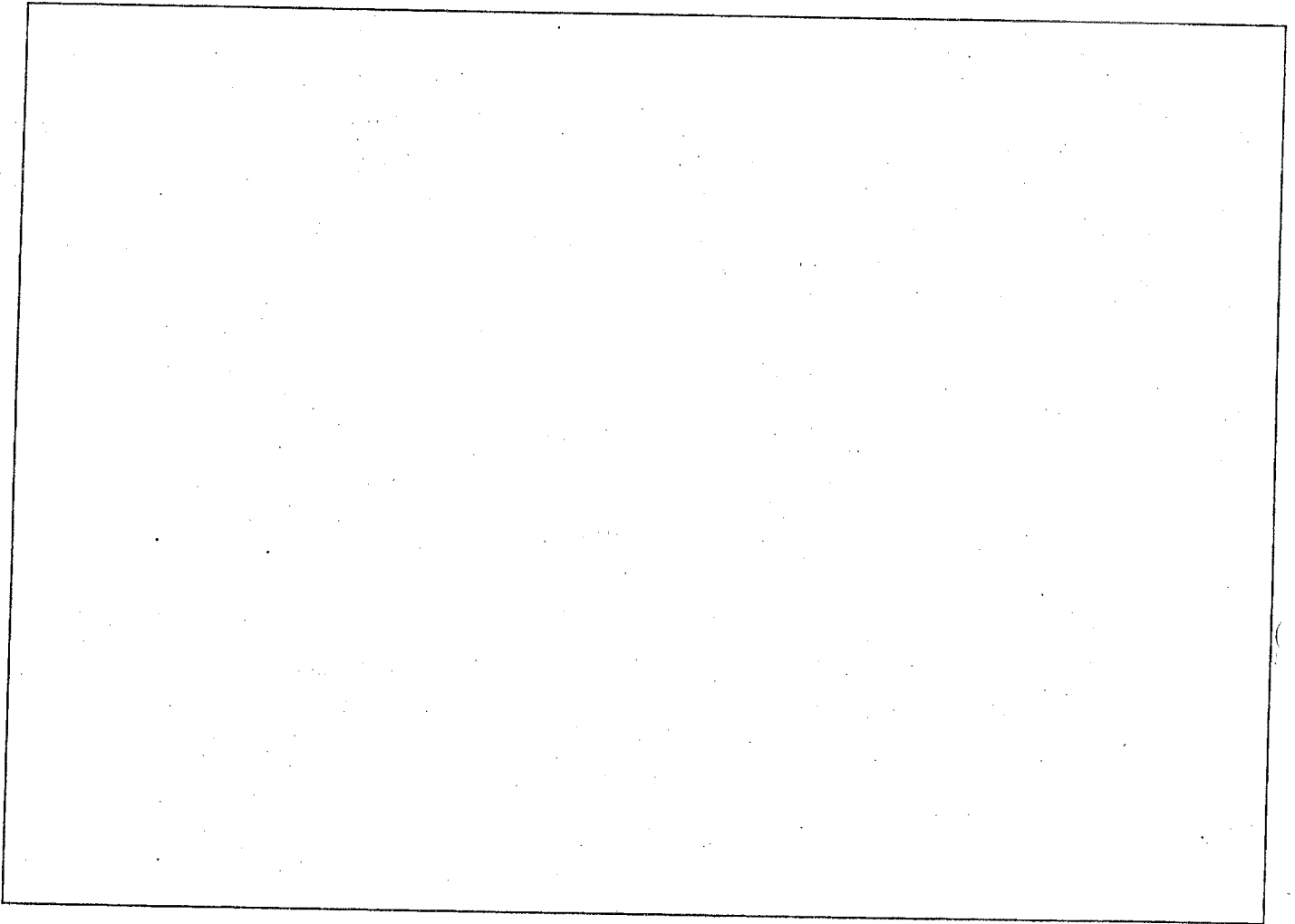
**Writing an Acrostic Poem-** Acrostic poetry uses the letters in a topic word to begin each line. All lines of the poem should relate to or describe the topic word. For example-

S- Shines Brightly  
U-Up in the Sky  
N- Nice and warm on my Skin

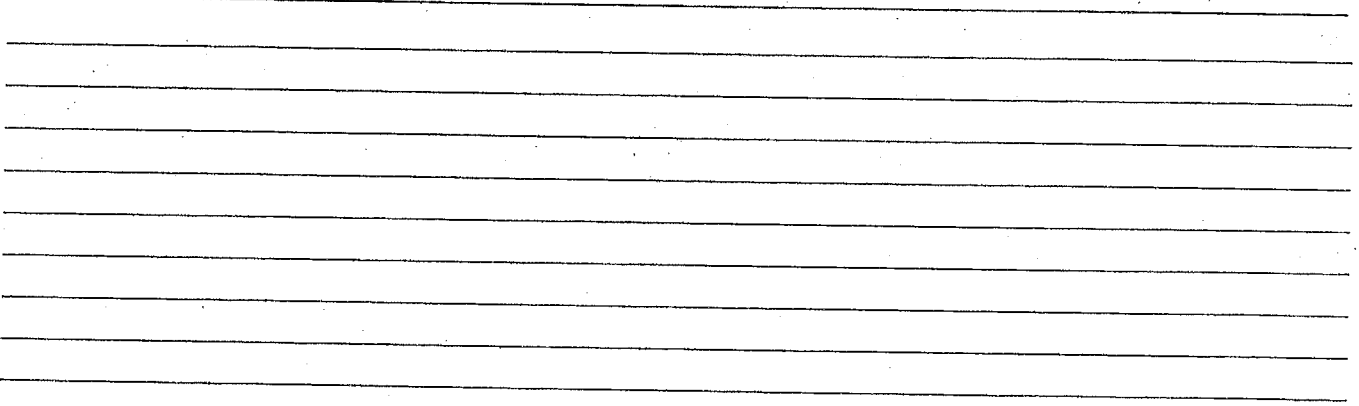


**\*Use the space below to create an acrostic poem using your name (first, last or both). Try to really capture who you are using words that represent YOU!**

Now it's time to create an acrostic poem about an object, feeling, or subject that is important to you. Make sure your word is at least 6 letters long and try to be specific and creative with your phrases. When you are finished, complete a reflection on why you chose this object and what it means to you.



Reflection-



## Limerick

A limerick is usually a funny poem. It has a specific pattern of rhythm and rhyme.

Line 1: 8-9 syllables, rhyme A

Line 2: 8-9 syllables, rhyme A

Line 3: 5 syllables, rhyme B

Line 4: 5 syllables, rhyme B

Line 5: 8-9 syllables, rhyme A

The rhythm sounds like this:

bah-BAH bah-bah-BAH bah-bah-BAH  
bah-BAH bah-bah-BAH bah-bah-BAH  
bah-BAH bah-bah-BAH  
bah-BAH bah-bah-BAH  
bah-BAH bah-bah-BAH bah-bah-BAH

There was a young man who sent e-mails,  
To various dubious females,  
When asked what they said,  
He just shook his head;  
I'd rather not go into details.

A scientist living in Bude,  
Genetically modified food,  
He altered the genes,  
Of carrots and beans,  
For reasons I cannot conclude.





## 5W poem

A 5W poem is a good way to teach children to identify and focus on the five W's of a story or an event.

### **Method**

Line 1: Who

Line 2: What

Line 3: Where

Line 4: When

Line 5: Why

*Samantha,  
rode her bicycle,  
to the store,  
after dinner,  
because she wanted  
to buy some candy.*



## Poetic Devices

### 1. Simile

Comparing 2 things using "like" or "as":

“Warmish-cool, with a faint taste like the hot July wind in cedar trees smells.” As I Lay Dying by William Faulkner.

“Her eyes look like lamps blaring up just before the oil is gone.” As I Lay Dying by William Faulkner.

“I would have given anything for the power to soothe her frail soul, tormenting itself in its invincible ignorance like a small bird beating about the cruel wires of a cage.” Lord Jim by Joseph Conrad.

### 2. Metaphor

Comparing 2 things without using "like" or "as":

- When *The Walking Dead* came on TV, the boys were glued in their seats.
- Words are the weapons with which we wound.
- The test was a walk in the park.
- She let such beautiful pearls of wisdom slip from her mouth without even knowing.
- The executives had golden parachutes to land safely after the company crashed.

### 3. Onomatopoeia

Using words to represent sounds

### 4. Alliteration

Repeating initial consonant sounds:

When I see birches bend from left and right... / I like to think some boy's been swinging them.

Girt with God's anger, Grendel came gliding  
over the moors beneath misty mounds.  
The man-scather sought someone to snatch  
from the high hall. He crept under cloud  
until he caught sight of the king's court  
whose gilded gables he knew at a glance.  
He had often haunted Hrothgar's house;



Name: \_\_\_\_\_

## Noisy Poetry

**DIRECTIONS:** Complete the activity below first, perfecting your onomatopoeic skills. Once you are finished, flip the page over and chose a location for your poem to be set. Begin by brainstorming words and phrases that one might hear in that location. Some ideas might be "Sounds of the City", "Sounds of the Game", "Sounds of the Country", "Sounds in My House", etc. Brainstorm words and phrases and continue to write yourself a very noisy poem!

TINKLE	BANG	SMASH	GROWL	PING	
POP	WHAM	CRUNCH	CLICK	TING	SHHH

A plate being dropped on the floor.

A balloon being burst.

Someone eating crisps.

A light being switched on.

A fierce dog.

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\*Chose five onomatopoeias from the box above to use in a sentence:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_



**Onomatopoeia:** is the literary device that relies on words that imitate the sound that they name. They're sound effect words or noise words. Writers choose these words as a way of conveying the sound of the things that they are describing and emphasizing something about the scene that they're describing.

## **Engineers**

**Pistons, valves, wheels, and gears**

**That's the life of engineers**

**Thumping, Clunking, engines going**

**Hissing steam and whistles blowing**

**There's not a place I'd rather be**

**Than working 'round machinery**

**Listening to that clanking sound**

**Watching all the wheels go round**

## PUSH BUTTON

I push the light switch button and—*click*—the light goes on.  
I push the lawn mower button and—*voom*—it mows the lawn.  
I push the root beer button and—*whoosh*—it fills my cup.  
I push the glove compartment button—*clack*—it opens up.  
I push the TV button and—*zap*—there's Wyatt Earp.  
I push my belly button . . .  
*BURP!*

## THE FOURTH

Oh  
CRASH!  
my  
BASH!  
it's  
BANG!  
the  
ZANG!  
Fourth  
WHOOSH!  
of  
BAROOM!  
July  
WHEW!

## JOEY

Joey Joey took a stone  
And knocked  
Down  
The  
Sun!  
And whoosh! it swizzled  
Down so hard,  
And bloomp! it bounced  
In his backyard,  
And glunk! it landed  
On his toe!  
And the world was dark,  
And the corn wouldn't grow,  
And the wind wouldn't blow,  
And the cock wouldn't crow,  
And it always was Night,  
Night,  
Night.

All because  
Of a stone  
And Joe.

