



LANGUAGE ARTS

Student Book

► **5th Grade | Unit 6**

LANGUAGE ARTS 506

POETRY

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LIFEPAC Test | **Pull-out**



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POETRY

Poetry and music share many similarities. Both are written around a theme and use rhythm to bring the theme to life. When you learn to play or read music, you know that there are terms you need to know such as measure, clef, and notes. Once you know the vocabulary of music, you can better play and appreciate it. Similarly, poetry has vocabulary terms and rules that, once you know them, will help you better enjoy and write poetry. Poets use rhythm, word images, and other techniques to develop their themes. By knowing these techniques, you will be better able to read and write poetry.

As you study this LIFE PAC[®], you will read several different kinds of poetry. You will learn how poets put ideas into words and rhythms to make you see what they see and feel what they feel. You will write poetry too. You will learn how to play with words—to make puns and limericks. All of these things will enrich your appreciation of words and rhythm and what can be done with them.

You will also learn to spell more words, and you will practice improving your handwriting.

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFEPAAC. Each section will list according to the numbers below what objectives will be met in that section. When you have finished this LIFEPAAC, you should be able to:

1. Identify types of poetry.
2. Recognize the story or subject of several poems.
3. Identify the emotions evoked by the word pictures in several poems.
4. Identify and use poetic devices.
5. Identify rhythm patterns, rhyme patterns, and stanza patterns.
6. Define cadence.
7. Recognize the use of symbolism when used in poems.
8. Understand, define, and use terms related to writing poetry.
9. Identify and create humorous writing.
10. Explore forms of poetry by writing examples of them.
11. Spell new words made by adding suffixes.
12. Spell words with irregular plurals.



1. STORY POEMS

In this section you will read two story poems and study ways to enjoy poetry. You will learn some new words made by adding suffixes and you will practice to improve your handwriting.

Objectives

Review these objectives. When you have completed this section, you should be able to:

1. Identify certain forms of poetry.
2. Tell the story or subject of several poems.
3. Identify the emotions evoked by the word pictures in several poems.
4. Identify and use poetic devices.
5. Identify rhythm patterns, rhyme patterns, and stanza patterns.
6. Define cadence.
7. Identify the use of symbolism in certain poems.
8. Understand, define, and use terms related to writing poetry.
11. Spell new words made by adding suffixes.

Vocabulary

Study these new words. Learning the meanings of these words is a good study habit and will improve your understanding of this LIFE PAC.

ballads (bal' əd). A poem or song that tells a story.

bier (bir). A movable stand on which a body or a coffin is placed before burial.

clustered (kləs' tərd). Grouped together.

emphasis (em[p]' fə səs). Special force, stress, or importance.

epic poem (e' pik pō əm). A long poem telling a story, often about a hero.

famished (fam' isht). Extremely hungry; starving.

figurative language (fig' yə rə tiv lang' gwij). Language that uses words out of their ordinary meaning to add beauty and imagery.

fourscore (fôr' skôr'). Four times twenty (four twenties); therefore, eighty.

horde (hôrd). A multitude; crowd; swarm.

lullaby (lə' lə bī). A soft song to lull a baby to sleep.

negative (ne' gə tiv). Not positive; saying no.

positive (pä zə' tiv). Confident; happy; upbeat.

rent (rent). Torn or split apart; the past tense of the verb rend, "to tear," seldom used in modern English.

rhythm (ri' thəm). A pattern of sound made by stressed and non-stressed syllables.

slouched (sloucht). Drooping or hanging carelessly.

stanza (stan' zə). A group of lines of poetry, arranged according to a fixed plan.

stress (stres). Treat as important; put pressure on; emphasize.

Note: All vocabulary words in this LIFEPAC appear in **boldface** print the first time they are used. If you are unsure of the meaning when you are reading, study the definitions given.

Pronunciation Key: hat, āge, cāre, fār; let, ēqual, tērm; it, īce; hot, ōpen, ōrder; oil; out; cup, pūt, rŭle; child; long; thin; /TH/ for then; /zh/ for measure; /u/ or /ə/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.

Reading Story Poems

In LIFEPAC 505, you learned that storytellers told stories about history. The stories helped people remember the past and the things that their ancestors had done. These stories were told long before they were written down. Many times, storytellers would tell the stories in rhyme. Rhyme made the stories easier to remember. The stories these people recited were poems. These storytellers were poets, and many of them sang the story poems that they told. These story poems are called **ballads**. Sometimes music accompanied the ballads. Some historical poems were very long. They were recited rather than sung. These long historical poems are called **epic poems**.

In this section, you will read two story poems about events in American history. In the next section, you will read a humorous ballad.

Your first story poem is a short one. It tells of the Pilgrims' arrival in New England. You are familiar with this story through your reading in social studies. The way the poet tells the story, however, is different from the way a history writer would tell it. The first thing you might notice is that the poet writes in **stanzas** rather than in paragraphs. The poet makes us see and feel by using descriptive, vivid words; **figurative language**; and **rhythm**.

You may find poetic language more difficult to read and understand. Most poets try to describe things differently than other writers. This means that they use different words, or they may reverse the order of some words or sentence parts.

This poem was written more than one hundred fifty years ago, yet it has stood the test of time. Its well-chosen, dramatic words show that what these people did was worth remembering. They came to this land through much hardship. They did not come for money or adventure or to conquer those who already lived here. Instead, they came to have freedom to worship God as they chose. Then, after they arrived, they suffered even more. They also gave thanks to God for helping them and allowing them to survive.

Some words in the poem have a number next to them and a definition in the margin. This will help you understand their meanings.



| Pilgrims with Native Americans



Landing of the Pilgrim Fathers in New England

by Felicia Browne Hemans

- 1 The breaking waves dash'd high
On a stern and rock-bound coast,
And the woods against a stormy sky
Their giant branches toss'd.
- 2 And the heavy night hung dark
The hills and waters o'er,
When a band of exiles moor'd their bark¹
On the wild New England shore.
- 3 Not as the conqueror comes,
They, the true-hearted, came;
Not with the roll of the stirring drums,
And the trumpet that sings of fame;
- 4 Not as the flying come,
In silence and in fear;—
They shook the depths of the desert gloom
With their hymns of lofty cheer.
- 5 Amidst the storm they sang,
And the stars heard and the sea;
And the sounding aisles of the dim woods rang
To the anthem of the free!
- 6 The ocean eagle soar'd
From his nest by the white wave's foam;
And the rocking pines of the forest roar'd—
This was their welcome home!
- 7 There were men with hoary² hair
Amidst that pilgrim band;—
Why had they come to wither there,
Away from their childhood's land?
- 8 There was woman's fearless eye,
Lit by her deep love's truth;
There was manhood's brow serenely³ high,
And the fiery heart of youth.

¹small ship
²white
³calmly

- 9 What sought they thus afar?—
Bright jewels of the mine?
The wealth of seas, the spoils of war?
They sought a faith's pure shrine!
- 10 Ay, call it holy ground,
The soil where first they trod.
They have left unstain'd what there they found—
Freedom to worship God.



Match the poetic expressions with their meanings.

- | | | |
|-----|--|--|
| 1.1 | _____ "band of exiles" | a. wealth and possessions |
| 1.2 | _____ "moor'd their bark" | b. place to worship according to their faith |
| 1.3 | _____ "not as the conqueror comes peace" | c. not soldiers but people of peace |
| 1.4 | _____ "faith's pure shrine" | d. quieted their dogs |
| 1.5 | _____ "bright jewels of the mine" | e. Pilgrims |
| | | f. anchored their ship |



Choose the phrase that best fits the poetic expression.

- 1.6 _____ "stern and rock-bound coast" (Stanza 1)
- easy landing place
 - welcoming place
 - difficult landing place
- 1.7 _____ "wild New England shore" (Stanza 2)
- people running around and yelling
 - no sign of the presence of people
 - wild animals on the rocks
- 1.8 _____ "with their hymns of lofty cheer" (Stanza 4)
- praises to God
 - prayers for safety
 - hymn books held high

1.9 _____ “to wither” (Stanza 7)

- a. to enjoy the winter
- b. to grow old
- c. to shrink

1.10 _____ “childhood’s land” (Stanza 7)

- a. kindergarten
- b. place where they spent their youth
- c. parent’s home



Complete these activities.

1.11 Contrast the desires of those seeking fortune with the desires of the Pilgrims.
(Stanzas 8–10)

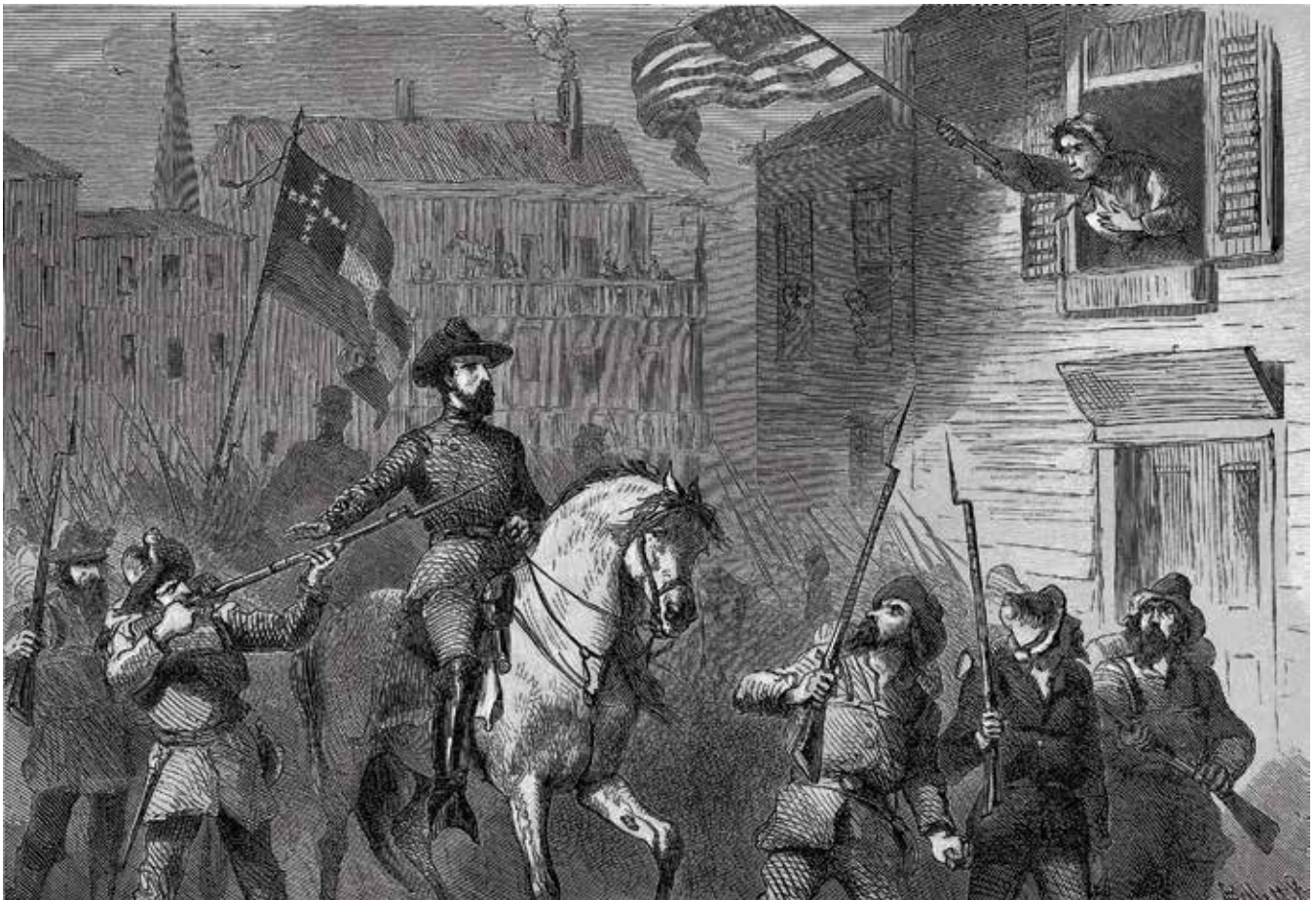
1.12 In your own words, how does the poet describe the people? (Stanza 8)

- a. the women _____
- b. the men _____
- c. the young men _____

1.13 Contrast why other people came to the New World with why the Pilgrims came.

Poets often use events or objects to symbolize an idea. What does the United States flag represent? What message is someone giving when they wave the flag?

The next story poem is about an event that happened during the Civil War. Part of General Robert E. Lee's Confederate forces, led by General Stonewall Jackson, marched through Frederick, Maryland. There, they encountered a woman named Barbara Frietchie. (Whittier spells the name that way; in other books it is spelled "Fritchie.") What she did on that day has been written about by many, but John Greenleaf Whittier's poem is the most memorable. Barbara Frietchie's patriotic deed is a symbol for love of country. The gallant behavior of General Jackson shows great respect.



| Barbara Frietchie waving her flag

SELF TEST 1

Write *true* or *false* in the blank in front of each statement (each answer, 2 points).

- 1.01 _____ Both the Pilgrim Fathers poem and the Barbara Frietchie poem give Virginia as the setting.
- 1.02 _____ Every poem must rhyme.
- 1.03 _____ Every poem must be at least six lines long.
- 1.04 _____ The Pilgrim Fathers poem is a ballad.
- 1.05 _____ The Barbara Frietchie poem is written so each pair of lines rhymes.
- 1.06 _____ The Pilgrim Fathers poem centers on the character of William Bradford.
- 1.07 _____ Barbara Frietchie was a young woman who loved the Confederacy.
- 1.08 _____ General Jackson admired the stand Barbara Frietchie took.
- 1.09 _____ Stonewall Jackson never ordered his troops to fire at Barbara Frietchie.
- 1.010 _____ Frederick was the name of Barbara Frietchie's husband.
- 1.011 _____ The Pilgrims landed on the New England coast.

Write the letter of the correct match on the blank in front of the word (each answer, 2 points).

- | | | |
|--------------|---------------------------|--|
| 1.012 | _____ rhyme | a. rhythm that is not completely regular |
| 1.013 | _____ stanza | b. to emphasize |
| 1.014 | _____ slower rhythms | c. a long poem about a hero |
| 1.015 | _____ cadence | d. made by stress or emphasis |
| 1.016 | _____ stress | e. an example would be “coat” and “boat” |
| 1.017 | _____ rhythm | f. several unstressed syllables between stressed syllables |
| 1.018 | _____ figurative language | g. story poems that were sung |
| 1.019 | _____ ballads | h. the beat of the poem |
| 1.020 | _____ poetic language | i. a series of poetic lines grouped together |
| 1.021 | _____ epic poem | j. words which add beauty and imagery |
| | | k. descriptive words, vivid words, figurative language |

Write the letter of the sentence with more descriptive adjectives on the blank (each answer, 3 points).

- | | | |
|--------------|-------|---|
| 1.022 | _____ | a. The delicately-hued flowers peered above the soil. |
| | | b. The flowers bloomed. |
| 1.023 | _____ | a. The cat skillfully slinked around the corner. |
| | | b. The cat walked toward the room. |
| 1.024 | _____ | a. The ice was slippery and clear. |
| | | b. The slippery ice looked like wet glass. |
| 1.025 | _____ | a. The car suddenly stopped. |
| | | b. The tomato red sports car came to a sudden stop. |
| 1.026 | _____ | a. The wild waves crashed violently against the rickety pier. |
| | | b. The waves came against the old pier. |

Underline the stressed syllables in the following lines (each line, 3 points).

- 1.027** Running and jumping
1.028 The little boy stood in the rain.
1.029 It might be months, or years, or days.
1.030 The snake was a slithering under a bush.
1.031 The puppy slept upon its mat.

Number the sequences from “The Landing of the Pilgrim Fathers in New England”
 (each answer, 2 points).

- 1.032** _____ The men traveled far from their childhood homes.
1.033 _____ The Pilgrims sang hymns of cheer.
1.034 _____ The women and youth were eager to come.
1.035 _____ The soil where the Pilgrim’s landed was holy ground.
1.036 _____ The pilgrims moored their ship against the New England shore.
1.037 _____ The Pilgrims did not seek spoils of war or jewels.
1.038 _____ The ocean waves crashed against the coast.
1.039 _____ The pilgrims were welcomed home by the waves and forests.

Answer these questions (each answer, 4 points).

- 1.040** What was the purpose of the poet in writing “Landing of the Pilgrim Fathers in New England”? _____

- 1.041** What was John Greenleaf Whittier’s purpose in writing the poem “Barbara Frietchie”? _____

1.042 What are the three things studied in Section 1 that make poetry enjoyable?

a. _____

b. _____

c. _____

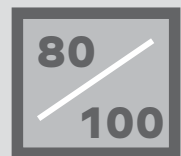


Teacher check:

Score _____

Initials _____

Date _____



Take your spelling test of Spelling Words-1.



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