



Carolina Writes

"A MATTER OF POETRY"

2003

**DR. ARLENE BAKUTES,
EDITOR**

TABLE OF CONTENTS

IMAGERY INTIMIDATION.	3
PARADISE	4
WATERFALL.	4
DEAN WALTER MATHIS.	5
ADRENALINE.	6
WAITING	7
QUESTIONS FOR AN ETERNITY	8
PERSONIFICATION PERKS	9
THE TIGER'S ROAR	10
SHELLS	10
DREAM DANCER	11
RHYMING REASONS	12
FAME.	13
MY FIRST GRAND SLAM	13
YOU	14
THE PRICE OF A CROWN	15
SLITHERING SIMILES AND ONOMATOPOEIA, OH, MY!	16
LIFE RAIN	17
LOST AT SEA	17
GENTLY FALLING RAIN	17
CHAINS OF REALITY	18
WHO BECKONS ME	19
BIOPOEM BONANZA	20
ANDY MIKULA	21
ARICKA PIERSMA	22
KADEL JAMES	23
JONATHAN LASSITER	24
AZAD KHAN	25
GABRIELLE BUSH	26
JESSICA FLEMING	27
VONNELLE CANTEEN	28

Imagery Intimidation

When approaching the study unit of poetry, all too often students become intimidated by basic literary terms. Imagery is one such term. Teaching imagery can either be a rewarding experience or a grueling lesson reeking of displeasure. Imagery, defined as language that appeals to the senses, can be introduced through a creative dramatics activity.

- Gather your "senses" beforehand:
 - sound might be as simple as a finger snap or an audio clip from the latest pop singer
 - taste-Altoids, chocolate, Pop-Rocks
 - smell-cologne, old dirty shoe, fresh flower
 - touch-frozen ice pop, peeled grape, sandpaper
- Review the definition of Imagery with the class, and discuss its purpose in poetry
- Ask for a student volunteer to participate in the Imagery Activity. Explain that he will be blindfolded and will be asked to describe a series of objects, but he will not be hurt in any way. Trust is very important in this activity!
- Provide a stool for the student at the front of the classroom. Blindfold him.
- Ask him to describe your "senses" objects. The class will realize that he is using his five senses to describe the objects and try to guess what they are. Most students are very astute at guessing!
- After you have shared all of the objects, help the student take off the blindfold. Then lead the class in a reflection/debriefing where you emphasize the senses that the student used to identify each "senses" object.
- Introduce a poem that uses Imagery. Ask students to identify instances where imagery is used. Discuss the impact that imagery has on readers.

I invite you to share the following poems and focus on students' use of imagery. These students have placed examples of imagery within lines of their own poetry to create a vivid picture in the reader's mind--an echoing sound of loneliness--or a triumphant sound of angels on high.

Paradise

For the world here is quiet,
All peace and happiness,
Not one wrong word said.

I can hear the sound of music,
The songs the angels sing,
And see the love they have for one another.

I hear Him calling,
He has taken me from evil,
And has given me care.

He has tended my wounds,
My scars of sadness
And has untangled my thoughts.

I now see clearly,
This isn't the world,
But my last stop.

Paradise has finally come,
It has shined its light on me,
And now I shall live in harmony.

Ashley Rose

Mrs. K. Marshall

Seneca High School

Waterfall

A waterfall ran.

A damp mist at the bottom

The cool haze feels good.

Devon Nichols

Mrs. K. Marshall

Seneca High School

"Dean Walter Mathis"

Cracking jokes that bring laughter, even when I am down

Beautiful gardens, tomatoes, red and juicy, peaches fuzzy and wonderful

Spends holiday time with family, laughing, hugging, and eating

Supportive, caring, adoring

Answering my questions about life, the world, and God

Shopping, movies, driving places he doesn't even want to go just to say he loves me

Grandpa

Lindsey Mathis

Mrs. Esarove

Fort Mill Middle School

"ADRENALINE"

Running.
Running.
Out of breath.
Out of time.
Hearing only your soul
Saying, "Go, you can do it."
Pushing your limit.
Body aching with pain.
Have to be faster;
Have to be smarter
Than the other team
Down the field.
A little farther.
There's the goal;
Where do I aim?
Defenders are coming.
Take the shot.
Ball in the air.
Hoping to yourself
"Go in, go in"
The keeper is aware.
The crowd is cheering.
But, you can't hear them.
Your playing season depends on this goal.
The ball is almost there.
The keeper jumps to stop it.
Misses by an inch.
GOAL!
The crowd jumps for joy.
End of the game.

Callie Murr

Mrs. Marshall

Seneca High School

"Waiting"

It's two in the morning
I'm sitting here in my room
With the phone off the hook
Wondering if your car will pull up
Terrified, I'm crying

I wait here twenty minutes
With no sight of you yet
I try to calm down some
My heart is beating fast

I race downstairs
With my pillow and blanket
I lay down on the couch
Not waking up my parents

I hear a knock at the door
Only one awake to hear
I lay here, still as can be
I hear a car door shut

You're gone now
The phone is still off the hook
I put it back on
Only three minutes later

The phone rings

Chrissy Oddi

Mrs. Esarove

Fort Mill Middle School

"Questions for an Eternity"

Have you ever given thought to anything at all?

Have you ever watched the leaves turn color in the fall?

Have you ever seen the snow gleam in its own grace?

Have you ever loves the spring when it begins to show its face?

Have you ever breathed the air of refreshing summer's heat?

Have you ever accepted the cause of your own defeat?

Have you ever cried and shed hateful empty tears?

Have you ever laughed to mock your own fears?

Have you ever wondered if the sun will shine once more?

Have you ever cursed the knocking of your door?

Have you ever wanted to live eternally?

Have you ever talked to others, just to see?

Have you ever needed someone to truly always love?

Have you ever looked for help from the One above?

These questions all have answers,

Ones which I can't tell,

You find them in your heart,

They will find a place to dwell.

So ponder for a moment,

Pray silently,

Consider

Is your soul pure?

Or is it only bitter?

Sarah Silver

Mrs. K. Marshall

Seneca High School

PERSONIFICATION Perks

Teachers know that students can recite, "Personification is a type of metaphor in which a nonhuman thing or quality is referred to as if it were human." Furthermore, teachers also know that some students, although defining personification correctly, cannot identify examples within poetry.

An activity that will enhance students' understanding of personification is called "Personification Perks." This is a timed activity--ten minutes. (If necessary, you may write suggestions on the board containing examples of personification so that students merely identify the object being personified.)

- Divide students into groups of no more than three.
- Give each group a sheet of paper for their written responses.
- What is the perk? How will you reward the team with the most examples of personification? (Homework Passes, Extra Credit)
- Provide written direction and review with them: Students should write down examples of personification within the classroom. On the sheet of paper, a student writes the object being personified and its human action. One example: "The carpet screamed as twenty-nine eager students entered the classroom."

Object
carpet

Human Action
screamed

The perk is not as important as the meaningfulness of the activity. Most students, while working with others in the group, finally begin to understand exactly what personification is about by using realistic examples that they can see, hear, and touch.

The Tiger's Roar

Fall

A time of brittle leaves and crispy air
All the trees around me are tall and bare
The wind howls loud
As it hits the side of my little house
Like a tiger it roars
Telling me, warning me, of coming trouble
Just as expected the tiger was right

Snow

Winter

Shelley Addis

Ms. K. Marshall

Seneca High School

Shells

Painted by the sea
Scattered by the ocean's waves
Old abandoned homes

Abby Fincannon

Ms. K. Marshall

Seneca High School

Dream Dancer

In the deep of winter,
In the dead of night,
At the first full moon,
Just past midnight,
When the stars start to twinkle,
And the trees start to sway,
You'll know that it's time
For the candy ballet.

The moon will invite you
With his pale glowing style
As he peers through bare branches,
And caresses each mile
Of townhouse and farmhouse,
And city and state
To see who is sleeping,
Or who might be awake.

Oh, if you look up
To the sky on this eve,
The sights you will see
You will never believe.
For the cloud fairies whirl,
And shimmer with light
In p[ank cupcake tutus,
A sumptuous sight!

As the rich music flows
From the old Milky Way,
And the dancers repeat
Tondu, leap, and pliea
The moonbeams join in,
And bring chocolate umbrellas,
The dance is a fast,
It could go on for hours!

And oh how you ache
To join the sweet team,
To dance among stars,
To wish upon dreams,
But morning has come,
And you're back in your place,
With a kiss from your mom.
And a smile on your face.

Cassidy Ricalde

Ms. Katina Marshall

Seneca High School

RHYMING REASONS

Dr. Seuss and Shel Silverstein realized how enjoyable it could be to create rhyming lines. Students of today love to "freestyle" which is a more current form of creating rhyme. I encourage teachers to share these poems with students. These poems provide excellent examples for explaining rhyme scheme. Then, challenge them to create a rhyming poem of their own to share with others.

Fame

The 50 seconds of my fame
Who knew it'd turn out oh-so-lame
I stood there waiting
Stick in palm
I silently prayed a little psalm
The fear of speed
That little thing
It seemed to jump and sprout two winds
Here it comes
There's no turning 'round
The world, it stops
There is no sound
But when my final moment's this
The stupid piece of leather I miss
The ball passed by
And with a sigh
I heard my funny father cry,
"No problem babe, don't sweat these things"
And I remember
My two more swings

Brooke Burton

Mrs. K. Marshall

Seneca High School

My First Grand Slam

I step up to the plate
Looking at the gap
I look at the pitcher
While he is adjusting his cap

The bases are loaded
And we are down by three
There are two outs
And a grand slam is what we need

The pitcher gets the sign
I think it's a curve
I stare out the ball
No one saying a word

I swing the bat
The curve is low and outside
I hit it over right field
In the blink of an eye

Brett Underwood

Mrs. K. Marshall

Seneca High School

You

We share a room
My worst doom
You come at night
And give me a fright
I try to escape you,
Aimlessly I throw out a shoe
My cries are bitter
In a corner, I shiver
"Go away," I say
Just go on your way
The room is spinning
My face is thinning
Frantically I wake
I shake
You're gone
Five hours till dawn
Where could you be?
My eyes can't see
I panic
Like I am some sort of a fanatic
My heart is beating
I stop breathing
Cause night is almost near
Thus starts the fear!

Ewurabena Kwofie

Mrs. K. Marshall

Seneca High School

The Price of a Crown

Ever darkness, searching for light.

Struggling bounded by my birth.

Reaching for the heavens, reaching for life.

Walking through obligations with no mind.

Weights piled on my back.

So many expectations I can't match.

Wanting to run away from the weight of world.

But wanting doesn't help me.

As I sit and sew my life away.

Wearing dresses covered in my father's dreams.

Dancing holding my head.

But never high enough to reach their eyes.

They just stare at the glittering jewels in my crown.

Peace never lasts long and enemies destroy my family.

Only I stand and the eyes of my people finally reach my face.

What should I do?

War is something I have not faced.

Hurry help before it's too late.

I'm 16 and have no one but an entire kingdom to save.

I must destroy them before they destroy me.

Attack

Attack

Attach

I have won.

Everyone cheers,

But there is ever darkness and no light.

Ashley Allen

Mrs. K. Marshall

Seneca High School

SLITHERING SIMILES AND ONOMATOPOEIA, OH, MY!

I'll never forget the time when an administrator was observing my classroom during an unannounced ADEPT visit. I had already introduced the concept of using similes to enhance poetic meaning. I had focused on using those two "signal words" of "like or as" so that students' ears were attuned to identifying similes. One innocent young lady raised her hand from the back of the classroom. "Dr Bakutes, do you mean that 'like a virgin' is just like a simile?" I paused and smiled (*not to be confused with simile*). I responded, "Yes, Dorothy, like a virgin could be used as a simile." Thank goodness, the bell rang and I was not required to determine exactly how to use the simile within the context of a line of poetry! I hope you enjoy these poems containing similes and onomatopoeia.

Life Rain

Splishing and splashing
The rain comes down
Dripping and dropping
It comes out the gutter
Slipping and sliding
Rolling down the window
Plinking and plopping
On the Roof
Bringing new life
With each drop

Sarah Armentrout

Mrs. K. Marshall

Seneca High School

Lost at Sea

Down by the ocean
Where the waves meet the shore
Running in the sand was a horse and his lonely heart.
Crashing though the sandcastles
His tears fell through like raindrops.
Searching for his one and only true love
The one that was lost at sea.
Could it be that he will never see again
The one that was meant to be?

Cristie Hall

Mrs. K. Marshall

Seneca High School

Gently Falling Rain

Gently falling rain
Falling like your tears
You've cried so much
I wish I could catch your thunderstorm
I try to hold on tight
To remember times passed
No matter how much I struggle to hold on
Your steady river washes me away.
Caught in your streams of tears
I drift roughly
Through your eyes
Dodging your gently falling rain.

Bobby Entsminger

Mrs. K. Marshall

Seneca High School

Chains of Reality

These chains may bind me now
But they won't hold me forever
I'm being strapped to the bow
They think I won't escape, but I'm clever

Promised Land isn't all that we expected
They're so proud
I think I may be suspected
Their voices ring so loud

The leaves fall
Our time is running out
I hear my call
It's them without a doubt

Dreaming of the Promised Land
Well dreaming is all we can do
Slipping through my hands like grains of sand
I'm left to stew.

I'm all alone
Reality is blinking before me
They're all gone
This dream, it's meant to be

Lauren Holder

Mrs. K. Marshall

Seneca High School

Who Beckons Me

As I listen to the wind, I hear someone calling me
I feel that someone coming near, but still cannot see
I offer my world in long ballads from my heart
But this someone is just watching and tearing me apart.
I hear that voice in the wind as the starlight shines through
Maybe this is all one giant clue
The calling voices make me weak, and I am not sure why
So I call for my guardian in the dark blue sky
But my guardian doesn't answer until I'm in a dream
There my guardian saves me and carries me home on sun beams
Then I open my eyes to a new day full of love
And as I start that new day I'm peaceful as a dove
I try to live my days through and through, happiness is the key
But then I listen to the wind and hear someone calling me

Devin Mullen

Mrs. K. Marshall

Seneca High School

BIOPOEM BONANZA

In *Content Area Reading* by Vacca and Vacca, the biopoem is described as a way to help students "reflect on large amounts of material within a poetic form" (264). The basic poem follows a pattern for a person or a character. Teachers use biopoems in many classroom situations. They may ask students to write the poems about themselves. Indeed, the biopoem is a productive assignment to use at the beginning of the year when teachers and students are getting to know one another. Teachers may also modify the instructions by asking students to write the poem about a specific character within the reading assignment. When using the character biopoem, students are challenged to synthesize knowledge about fictional characters. Teachers find the biopoem especially useful when asking students to integrate concepts or events within content area texts.

This is the basic pattern of the biopoem:

Line 1. First name

Line 2. Four traits that describes (a character)

Line 3. Relative of _____ (brother, sister, daughter, etc.)

Line 4. Lover of _____ (list three things or people)

Line 5. Who feels _____ (list three items/emotions)

Line 6. Who needs _____ (list three items)

Line 7. Who fears _____ (three items)

Line 8. Who gives _____ (list three items)

Line 9. Who would like to see _____ (list three items)

Line 10. Resident of _____ (area)

Line 11. Restate name/State last name

The following pages contain examples of biopoems. Teachers have adapted the basic pattern to fulfill their own curricular goals. Please consider using this creative, purposeful activity with your students!

My name is Andy
I am the leader of the pack
I am the method behind your madness
I am your voice of reason
I am able to be on my own
I love the challenge
I love my other half, Jenn
I love the chance to make a difference in a person's life
I feel the shadows creeping on me in hard times
I feel the wide-open sky when times are rough
I feel true emotions and do not ignore
I fear my future for it is not told
I fear not doing something I know is right
I fear not getting that second chance
I hope to see people come out of their shells into reality
I hope to see a better tomorrow
I am Andy

Andy Mikula

Mrs. K. Carroll

Ridge View High School

Who I Am

Aricka

Caring Athletic Determined Friend

Relative of April

Loves lacrosse the beach and New York

Who feels alone overwhelmed and anxious

Who needs Love Friends and Family

Who fears of Hell Evil and the Unknown

Who gives love happiness and live

Who would like to see Paris, Italy. and Australia

Resident of Columbia SC

Piersma

Aricka Piersma

Mrs. K. Carroll

Ridge View High School

Who Am I?

Kadell,

I am loud like a siren,
I'm fierce like a pit bull off his leash,
But kind and loving,
But I am not the black man because
I am light and live in the suburbs,
I am a relative of Tamera James, my adoring older sister.

Who loves the passion and pain of basketball,
Who loves my African princesses,
And loves his family.

I feel ashamed of some of my past actions,
I feel confused because I never seem to know what is going on,
And I feel I can't end up in a 9 to 5.

Who needs a new pair of Jordans,
Who needs Sportscenter, so I don't lose my mind,
And I need to get out of this state because
I have seen better elsewhere in the world.

I fear the wrath of God will strike upon us,
I fear the stray bullet with no name on it,
And fears getting caught doing something I shouldn't.

Who gives his hand out in a time of need,
Who gives time that few others will lend to others,
Who gives advice to many.

Who would like to see himself play in a sellout NBA arena,
Who would like to see his sister succeed,
And would like to see himself on ESPN.

A resident of the Northeast Side of Columbia, South Carolina in the Summit.

Summit Boy 4 life

Kadell James

Mrs. K. Carroll

Ridge View High School

Who am I

My name is Jonathan, the only child left to carry on the Lassiter name. I am loving to family, courageous to foes, trustworthy to friends, and cautious around enemies. My mom is the love of my life. I love my family, my life, and myself.

I love to feel the ball glide off my fingertips; my feet feel the ground as I feel the hostility from the opponent's crowd. I need to get my mind straight. I need my life and my body to be straight.

I fear not succeeding in life while my peers pass me by. I fear God the Father Almighty as I go to Sunday school. I fear the sight of seeing my family in pain. My life is all I have; my hands give me the protection I need.

My eyes give the sight so I can recognize Satan's fury. My lips give me the pleasure of giving my mom a big kiss. I would like to foresee my future. I would like to see the people in the world get along with each other. I would like to see Tupac, the greatest rapper of all time.

I am a resident of South Carolina where southern hospitality is a must. I am a resident of the neighborhood called Winslow where it is bad to walk late at night. I am the one and only son left to carry on the breed. I am Jonathan, the one and only kid from South Carolina.

Jonathan Lassiter

Mrs. K. Carroll

Ridge View High School

Who am I

Azad

I am honest, thoughtful, intelligent, and adventurous.

I am related to Catherine; Camille; Tasha; Debbie and Aaron, my siblings; Azad and Olga, my parents.

I am a lover of chocolate candy--especially Snickers, sports--particularly basketball, and my family.

I am one who feels strange among unknown people, hungry in the middle of the night and sick when I see excessive amounts of blood.

I am one who needs to eat breakfast every morning, a bottle of Coke in the fridge at all times, and the remote by my side.

I am one who fears speaking in front of an audience, being lost, and lions.

I am one who gives an opinion for every subject, advice to people to need it, and a headache to my sisters.

I am one who would like to see the great pyramids of Egypt, Rio de Janeiro, and people living on Mars.

I am a resident of Elgin, SC

Azad.

Azad Khan

Mrs. K. Carroll

Ridge View High School

Who Am I?

My name is Gabrielle

I am witty, intellectually self-confident, complex, and outspoken

Relative of Melissa, the best cousin in the world, who is there for me through thick and thin

Loves a good challenge, to volunteer my helping hands, and to be there for others through the good and bad

Who feels outgoing like there could be no end to what I can accomplish, insightful, and as independent as the eagle who soars overhead

Who needs encouragement to help me make it through the day, affection to keep my heart warm like a candle whose fire burns only for that special someone, and confidence to be the best that I can be

Who fears being alone without the kind words of friends to guide me through the stormy seas, failure to keep me from reaching the stars and death, for what if I am forgotten?

Who gives compassion that is unselfish and works with serenity to smile upon you, love that is made of tenderness, and laughter that renders you helpless

Who would like to see a world free of violence for this world can bare no more pain, and end to world hunger so those poor children no longer suffer, and a life full of justice and fairness for that is what life is all about

Resident of and proud to be a United States Citizen

My name is Gabrielle

Gabrielle Bush

Mrs. K. Carroll

Ridge View High School

Who Am I

I am the luscious, vibrant Jessica

I am the outgoing girl next door, the brightest star in the sky, the energetic child, and the original, not afraid to be different

I am the equivalence of both my mother and father had they both been one person.

I am the baby to my brother and sister

Who loves the Almighty God, who is in love with the boy who has held my heart and who loves my family as the earth loves the trees which surrounds its massive torso

Who needs attachment to family, the humor and excitement of friends and to hear the sweet melodies of music

Who fears the entire world's destruction, to see crazy minds of some humans destroy innocent lives, and being alone

Who gives advice to help others in their journey through life, hugs to all those who feel unloved, and encouragement to all those who are discouraged

Who would like to see people more at peace, less violence, and more people happy

A resident of South Carolina

I am Jessica

Jessica Flemming

Mrs. K. Carroll

Ridge View High School

Who Am I?

My name is Vonnelle,
Nelle for short.
I like activities,
and many sports.
Come and I'll show you
all the different sorts.

I play basketball, football,
and many more to name.
Come let me see
if you got game.

There are time to play,
and times to study hard.
Don't play all the time,
for there soon will be report cards.

I have many brothers and one sister,
that I like to play with each day.
We like the outdoors,
all I have to do is how them the way.

They may annoy me,
and upset me at times
But one thing I know,
they do know how to whine.

They get on my nerves,
may even cause a fight.
But one thing I know,
is how to get them out of sight.

I had one cupid,
one true love.
But I moved to another state
with just a hug.

I used to live in New York,
not too long ago.
It was more active,
compared to here.
For there's not much activity,
with plenty time to spare.

So this concludes me,
for this part.
Wait till next time,
which begins a brand new start.

My name is Vonnelle.

Vonnelle Canteen

Mrs. K. Carroll

Ridge View High School