Poetry and punctuation

Lesson 1

Last week we looked at constrained writing. Constrained writing is when limits are put on your writing, or you have a pattern you have to follow.

These next two poems each follow a different pattern. Can you find out what they are?

Hint: Look for rhyming scheme, syllables, alliteration. Annotate the poems marking down any patterns you can find. As a challenge can you discuss how the form of the poem helps the mood of the poem.

A flea and a fly in a flue\*Were imprisoned, so what could they do?Said the fly, "let us flee!""Let us fly!" said the flea.So they flew through a flaw in the flue.—Ogden Nash

\*Chimney

**The House on the Hill**

They are all gone away,

The House is shut and still,

There is nothing more to say.

Through broken walls and gray

The winds blow bleak and shrill:

They are all gone away.

Nor is there one to-day

To speak them good or ill:

There is nothing more to say.

Why is it then we stray

Around the sunken sill?

They are all gone away,

And our poor fancy-play

For them is wasted skill:

There is nothing more to say.

There is ruin and decay

In the House on the Hill:

They are all gone away,

There is nothing more to say.

Edward Arlington Robinson

Lesson 2

The first poem was an example of a limerick, and the second was an example of a villanelle. Each poem has their own rules here are two more examples (one a limerick and the other a villanelle). Which poem is more serious, and which one more comic? See if you can find out the rules for each poem. Look at line length, repetition and syllables.

Things that go 'bump' in the night

Should not really give one a fright.

It's the hole in each ear

That lets in the fear,

That, and the absence of light!

Spike Milligan

THE WAKING

I wake to sleep, and take my waking slow.

I feel my fate in what I cannot fear.

I learn by going where I have to go.

We think by feeling. What is there to know?

I hear my being dance from ear to ear.

I wake to sleep, and take my waking slow.

Of those so close beside me, which are you?

God bless the Ground!   I shall walk softly there,

And learn by going where I have to go.

Light takes the Tree; but who can tell us how?

The lowly worm climbs up a winding stair;

I wake to sleep, and take my waking slow.

Great Nature has another thing to do

To you and me; so take the lively air,

And, lovely, learn by going where to go.

This shaking keeps me steady. I should know.

What falls away is always. And is near.

I wake to sleep, and take my waking slow.

I learn by going where I have to go.

[THEODORE ROETHKE](https://www.poetryfoundation.org/poets/theodore-roethke)

You should now have got some idea for the rules of each poem. They are both considering a similar theme. So now compare each poem, looking at how they have treated their theme differently.

Make a list of similarities and differences.

Here is a Haiku - what are the rules of this poem, and is similar or dissimilar to the two previous poems. Why ?

Fear keeps me from sleep

Who opened the wardrobe door?

Mum, Dad or Monster?

Lesson 3

Look at this picture try and create 2 poems, one has to be a limerick and the other has to have a structure of your own choosing. You don’t have to use a Villanelle (but you can challenge yourself). Choose instead from these styles: Rhyming couplets, acrostic or haiku



Lesson 4

Now take your best poem and roll a dice

1= a

2=e

3=o

4=o

5=e

6=a

Which ever number you land on will tell you what lipogram to re-write your poem as. Can you still keep to the same poetic rules as before?

Lesson 5

As it is Friday, it is time to publish and illustrate all your poems. Don’t forget to include an explanation of how you made them.