

Poetry Sample

Digital Homeschool
Literature 6



What's inside:

- Course Plan sample
- Workbook sample



◆ COURSE PLAN ◆

Literature 6
Poetry

POETRY

COURSE PLAN METHODOLOGY: Each weekly assignment is summarized in the first line of the week's daily course plan. The specific daily assignments are outlined in the following lines indicated by **DAY 1**, **DAY 2**, **DAY 3**, **DAY 4**, and **EL** (for **Extended Learning**). The student will benefit from working on the terms and ideas in the Extended Learning block throughout the week.

We suggest reading the weekly written assignment to the student at the beginning of the week. The written assignments are suggested to be completed by the following Monday with the bulk of the work being done on the Friday prior.

Before the student reads each poem, have him read a short biography of the poet. A biography of each poet is included at the back of this course plan. As the teacher, read through the key points to help guide your student's reading of the poem and to unlock more meaningful engagement with it.

The poems for this course in order of appearance are as follows:

SEMESTER 1

Week 1	"The Destruction of Sennacherib" by Lord Byron
Week 2	"Friends, Romans, Countrymen" from <i>Julius Caesar</i> by William Shakespeare

SEMESTER 2

Week 1	"St. Crispin's Day" from <i>Henry V</i> by William Shakespeare
Week 2	"The Quality of Mercy" from <i>The Merchant of Venice</i> by William Shakespeare

COURSE COMPONENTS:

- 1) **Schoology Lectures:** Available in Schoology to support understanding of course concepts.
- 2) **Learning Checks:** Learning checks are provided each week. You may use these in whatever way supports your child's learning best. If your child would benefit from graded "quiz" experiences, the learning checks can serve this purpose. Likewise, these may also be used formally (included in the gradebook) or informally (excluded from the gradebook) to check your child's learning each week.
- 3) **Written Assignments:** Written assignments are provided on select weeks. Detailed grading guidance can be found at the end of the course plan. The rubric should be shared with the student so that he understands the assignment expectations.
- 4) **Worksheets:** This course plan includes worksheets to enhance the student's understanding of poetic forms and provide engagement with the poetic devices and terms used in the course.



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◆◆◆ SECOND SEMESTER ◆◆◆

WEEK 1

"St. Crispin's Day"

Written Assignment: Retell the events of "St. Crispin's Day" in your own words.



Key Points:

- The speech is from *Henry V*.
- In the famous Crispin's Day speech, Henry V urges his men to be courageous in their fight against the French even though they are vastly outnumbered.
- This battle, called the Battle of Agincourt, took place on October 25, 1415 during the 100 Years' War between France and England.
- Saint Crispin's Day, on October 25th, honors Saints Crispin and Crispinian, twin brothers martyred around 286 AD, patrons of professions like cobblers, leather workers, and shoemakers.
- The setting is Northern France.
- The day after the speech, the English won.
- The play was written around 1599.
- The poem has themes of patriotism, courage, glory, camaraderie and unity, redemption, and elevation.
- Shakespeare uses vivid imagery to evoke powerful emotions and inspire courage in the soldiers. For example, Henry paints a picture of future celebrations and the pride of those who fought in the battle.
- This speech is an example of inspirational rhetoric, which has been used in speeches throughout history.
- The speech is also a dramatic monologue. It is part of the larger genre of dramatic verse within the play itself. While not a poem in the traditional sense, it exemplifies poetic elements within the context of a dramatic work.

DAY 1	Read " St. Crispin's Day ". As the student reads the speech, he should think about the points Henry makes in his speech. The student should ask himself how the speech makes him feel. Is the student persuaded by his speech? Watch the Lecture in Schoology . Complete the Poetic Rhythm & Structure Worksheet aloud with the teacher.
DAY 2	Read " St. Crispin's Day " again. Complete the Iambic Pentameter Worksheet found at the end of this course plan.
DAY 3	Work on Written Assignment . What reasons does King Henry give for fighting? Rewrite King Henry's argument as a conversation between him and one of his soldiers. What objections might the soldier make? How would Henry respond? (10 lines of discourse, minimum)
DAY 4	Revise Written Assignment . Complete the Learning Check for "St. Crispin's Day" found at the end of this course plan OR take the Learning Check 2.01 "St. Crispin's Day" Check in Schoology.
EL	Extended Learning: Poetry Terms. • Stanza – a group of lines that rhyme, following a pattern of ABAB, or ABBA, or AABB. • Rhyme – identity of sound. Most poems use the end rhyme; that is, the last words of lines have the same sound., e.g., table-fable, oar-more. Rhyme may occur within a line. An example of internal rhyme is: <i>Once upon a midnight dreary, while I pondered, weak and weary.</i>



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- **Meter** – the number of syllables in a line.
- **Accent** – the stress laid upon the syllable, indicated by ‘.
- **Foot** – consists of one accented syllable accompanied by one or two unaccented syllables. The different types of feet have different names, which you will learn later.
- **The line** – the number of syllables or meters in a line is expressed by the number of feet to a line. Five feet in a line is called a pentameter. This is the most common meter used in English verse. Other meters are dimeter = two feet; trimeter = three feet; tetrameter = four feet; and hexameter = six feet.
- **Alliteration** – the repetition of the initial consonant sound in the first syllables, or first accented syllables, e.g., *over the **cobbles** he **clattered** and **clashed**.*
- **Assonance** – the repetition of the same stressed vowel sounds with different consonants, e.g., *And **all** the summer through the water saunter.*
- **Consonance** – the repetition of the same consonant sound when the vowel sounds differ, e.g., *Through the whistling **sleet** and **snow**, Like a sheeted ghost, the vessel **swept**.*
- **Onomatopoeia** – the use of sounds that echo or suggest the meaning, e.g., *The snow fell **hissing** in the brine.*
- **Imagery** – vivid descriptions that appeal to the senses, metaphorically “painting a picture” in your mind.
- **Simile** – a special kind of image that describes something by comparing it to something else, sometimes introduced by the words “like” or “as”, e.g., *as cunning as a fox.*

Notes

Poetry 6

Workbook



ST. CRISPIN'S DAY

FROM "HENRY V" BY WILLIAM SHAKESPEARE

King Henry V: What's he that wishes so?
My cousin Westmoreland? No, my fair
cousin:
If we are mark'd to die, we are enow
To do our country loss; and if to live,
The fewer men, the greater share of
honour.
God's will! I pray thee, wish not one man
more.
By Jove, I am not covetous for gold,
Nor care I who doth feed upon my cost;
It yearns me not if men my garments
wear;
Such outward things dwell not in my
desires:
But if it be a sin to covet honour,
I am the most offending soul alive.
No, faith, my coz, wish not a man from
England:
God's peace! I would not lose so great an
honour
As one man more, methinks, would share
from me
For the best hope I have. O, do not wish
one more!
Rather proclaim it, Westmoreland,
through my host,
That he which hath no stomach to this
fight,
Let him depart; his passport shall be
made
And crowns for convoy put into his purse:
We would not die in that man's company
That fears his fellowship to die with us.
This day is called the feast of Crispian:
He that outlives this day, and comes safe
home,
Will stand a tip-toe when the day is
named,

And rouse him at the name of Crispian.
He that shall live this day, and see old
age,
Will yearly on the vigil feast his
neighbours,
And say 'To-morrow is Saint Crispian:'
Then will he strip his sleeve and show
his scars.
And say 'These wounds I had on
Crispin's day.'
Old men forget: yet all shall be forgot,
But he'll remember with advantages
What feats he did that day: then shall
our names.
Familiar in his mouth as household
words
Harry the king, Bedford and Exeter,
Warwick and Talbot, Salisbury and
Gloucester,
Be in their flowing cups freshly
remember'd.
This story shall the good man teach
his son;
And Crispin Crispian shall ne'er go by,
From this day to the ending of the
world,
But we in it shall be remember'd;
We few, we happy few, we band of
brothers;
For he to-day that sheds his blood
with me
Shall be my brother; be he ne'er so
vile,
This day shall gentle his condition:
And gentlemen in England now a-bed
Shall think themselves accursed they
were not here,
And hold their manhoods cheap
whiles any speaks
That fought with us upon Saint
Crispin's day.



♦ 2.01 LESSON CHECK ♦

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2.01 "ST. CRISPIN'S DAY" LESSON CHECK

Total: _____/12 Points

True or False. Write "T" for True or "F" for False. (1 point each)

1. _____ The "St. Crispin's Day" speech was written by Shakespeare.
2. _____ In "St. Crispin's Day," the speaker is on the French side of the 100 Years' War.

Multiple Choice. Circle the correct answer. (1 point each)

3. When was "St. Crispin's Day" written?
 - a) 1401
 - b) 1599
 - c) 1608
 - d) 1736
4. What character delivers the "St. Crispin's Day" speech?
 - a) the Earl of Warwick
 - b) the Earl of Salisbury
 - c) Henry V
 - d) Richard III
5. St. Crispin is...
 - a) the name of the town where the battle took place.
 - b) the saint on whose feast day the battle took place.
 - c) the name of the king.
 - d) the name of the French army.
6. The "St. Crispin Day" speech precedes...
 - a) the War of the Roses.
 - b) the Battle of Agincourt.
 - c) the Siege of Orleans.
 - d) the Revolutionary War.



◆ 2.01 LESSON CHECK ◆

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7. Which of the following could be considered a theme in “St. Crispin’s Day”?

- a) honor
- b) riches and spoils of war
- c) do the right thing, no matter the cost
- d) hatred of the French

Fill in the Blank. Use the word bank to complete the lines. (1 point each blank)

Word Bank

brothers

happy

brother

gentle

vile

deserve

enemy

mean

robbers

8. We few, we _____ few, we band of _____;

For he to-day that sheds his blood with me

9. Shall be my _____; be he ne’er so _____,

10. This day shall _____ his condition;



◆ POETIC RHYTHM & STRUCTURE ◆

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Poetic Rhythm & Structure Worksheet

Understanding accent and meter helps poets create rhythmic patterns in their writing and helps readers appreciate the musicality and structure of poetry.

Accent: When you say a word, you might emphasize one part more than the others. It helps give poems their rhythm.

1. Say these words aloud and listen for the strong (stressed) syllables and weak (unstressed) syllables. Clap or tap when you hear the stressed syllable.



Happy
Elephant
Chocolate
Banana
Computer
Caterpillar



Meter: Meter is the heartbeat of a poem. The pattern of beats gives the poem its rhythm. This rhythm comes from the arrangement of the stressed and unstressed syllables in each line. Meter helps set the mood or feeling of a poem. A fast, lively meter might excite you, while a slow, steady meter might make you feel calm or thoughtful.

2. Read the lines of poem aloud. Clap your hands or tap your feet to the beat. Listen for the pattern of stressed and unstressed syllables.

"The curfew tolls the knell of parting day"
- Thomas Gray

"Tyger Tyger, burning bright"
- William Blake

"The Assyrian came down like the wolf on the fold"
- Lord Byron

"This is the forest primeval, the murmuring pines and the hemlocks"
- Henry Wadsworth Longfellow



◆ POETIC RHYTHM & STRUCTURE KEY ◆

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Poetic Rhythm & Structure Worksheet Key

This worksheet is designed to gently introduce the student to rhythm and structure by supporting awareness and offering guided practice. The student is not expected to learn the additional details provided for the teacher. If there is more interest, this information will provide you with a starting point to support further exploration. This worksheet only touches on some meters.

1. Ask students to pronounce each word aloud and identify the stressed and unstressed syllables. Encourage them to tap or clap to emphasize the stressed syllable.

Happy: HAP-py (strong-weak)
 Elephant: EL-e-phant (strong-weak-weak)
 Chocolate: CHOC-o-late (strong-weak-weak)
 Banana: ba-NA-na (weak-strong-weak)
 Computer: com-PU-ter (weak-strong-weak)
 Caterpillar: CAT-er-pil-lar (strong-weak-weak-weak)

2. Read the lines of poem aloud. Clap your hands or tap your feet to the beat. Listen for the pattern of stressed and unstressed syllables.

Remind the student why the meter matters:

1. Meter helps poems have a rhythm like music.
2. It makes poems sound smooth or bouncy depending on the pattern.
3. Different meters can change how a poem feels or what it means.

"The curfew tolls the knell of parting day"
 - Thomas Gray

In iambic meter, each pair of syllables has one unstressed syllable followed by one stressed syllable.

It sounds like da-DUM, da-DUM, da-DUM, da-DUM, da-DUM.

"Tyger Tyger, burning bright"
 - William Blake

Trochaic meter is the opposite of iambic meter. Each pair of syllables has one stressed syllable followed by one unstressed syllable.

It sounds like: DUM-da, DUM-da, DUM-da, DUM-da.

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◆ POETIC RHYTHM & STRUCTURE KEY ◆

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"The Assyrian came down like the wolf on the fold"
- Lord Byron

Anapestic meter has two unstressed syllables followed by one stressed syllable in each foot.

It sounds like da-da-DUM, da-da-DUM, da-da-DUM, da-da-DUM.

"This is the forest primeval, the murmuring pines and the hemlocks"
- Henry Wadsworth Longfellow

Dactylic meter has one stressed syllable followed by two unstressed syllables in each foot. Like in many poems, the meter is not always maintained for the entirety of every line of the poem. The last foot in this line is a trochee. Interested students who are looking more into meter will find that Shakespeare often broke iambic pentameter in several ways, including with a trochee or spondee at the end of a line.

It sounds like: DUM-da-da, DUM-da-da, DUM-da-da, DUM-da-da.



♦ IAMBIC PENTAMETER ♦

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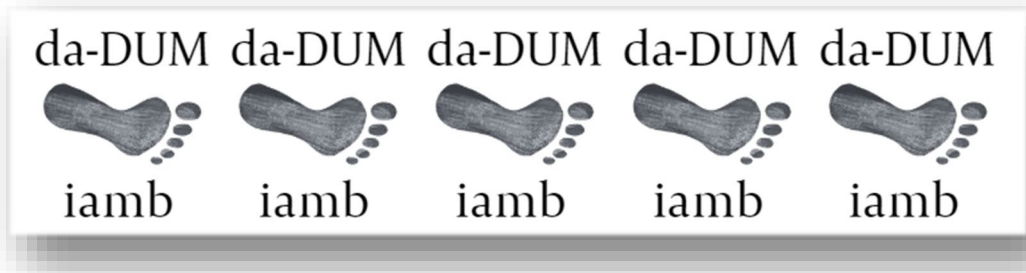
Iambic Pentameter Worksheet

Part 1: Understanding Iambic Pentameter

Iambic pentameter is a special kind of rhythm in poems and plays. It makes Shakespeare's words sound musical and natural to us. It is like the beat of regular talking, but in Shakespeare's writing, it is fancier and more formal, which adds drama to the story.

Shakespeare knew how to change iambic pentameter to show a character's feelings or who they are. Rich and important people usually talk in a steady rhythm, while poor or funny characters might use normal talking or mix up their words. This helps make Shakespeare's plays more interesting and real.

Part 2: Mechanics of Meter



Iambic pentameter is a type of rhythm in poems and plays. Each line has ten syllables grouped into five pairs called "feet". In iambic pentameter, each foot is called an "iamb", which has one unstressed syllable followed by one stressed syllable.



Now, let's learn from "The Bard" himself! Below examine some of Shakespeare's iambic pentameter. In these examples of iambic pentameter, the stressed syllables are in bold and underlined.

"But, soft! what light through yonder window breaks?" - *Romeo and Juliet* (Act II, Scene 2)

"Shall I compare thee to a summer's day?" - "Sonnet 18"

"When I do count the clock that tells the time" - "Sonnet 12"

"Sans teeth, sans eyes, sans taste, sans everything." - *As You Like It* (Act II, Scene 7)

"Friends, Romans, countrymen, lend me your ears." - *Julius Caesar* (Act III, Scene 3)

"Let me not to the marriage of true minds" - "Sonnet 116"



♦ IAMBIC PENTAMETER ♦

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Part 3: Analyzing Lines from Shakespeare's "St. Crispin's Day" Speech

Let's apply this to lines from Shakespeare's "St. Crispin's Day" speech!

Instructions: Read the following lines from Shakespeare's "St. Crispin's Day" speech. Underline the feet. For an extra challenge, circle the stressed syllable in each foot.

Remember! A foot is made of two syllables.

Example: "To do our country loss and if to live,"

1. "God's will! I pray thee, wish not one man more."
2. "Such outward things dwell not in my desires:"
3. "Let him depart; his passport shall be made"
4. "He that outlives this day, and comes safe home,"
5. "He that shall live this day, and see old age."
6. "Old men forget: yet all shall be forgot,"

Bonus Challenge: Try to write a line in iambic pentameter. Underline the feet and circle the stressed syllable in your line of poetry.



♦ IAMBIC PENTAMETER KEY ♦

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Instructional note: While iambic pentameter lines usually have 10 syllables, Shakespeare would vary the line length for dramatic or poetic effect. For instance, he may have used shorter lines (less than 10 syllables) or longer lines (more than 10 syllables) in specific contexts within his plays and sonnets. These variations help to convey different emotions, pacing, or emphasis in his writing. The student will likely notice this throughout the St. Crispin's Day speech.

The feet are separated below. The stressed syllable is bold and underlined.

- ♦ God's will | I pray | thee wish | not one | man more
- ♦ Such out | ward things | dwell not | in my | desires
- ♦ Let him | depart | his pass | port shall | be made
- ♦ He that | outlives | this day | and comes | safe home
- ♦ He that | shall live | this day | and see | old age
- ♦ Old men | foret | yet all | shall be | fogot



◆ WRITING RUBRICS ◆

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General Writing Grading Guidance:

- Start with praise and encouragement.
 - Example: "You did a great job summarizing the main events of the poem!"
- Provide specific, constructive feedback.
 - Example: "To improve, try adding more descriptive details to bring the events to life." Or ask something like, "Could you go into more detail about the banners?"
- Offer guidance and support for improvement.
 - Example: "Here are some tips on how to organize your retelling to make it clearer."
- Create a supportive atmosphere for questions and clarification.
 - Example: "Feel free to ask if you need help understanding any part of the poem." Or ask, "Did you find any parts of the poem tricky to understand?"
- Celebrate progress and achievements.
 - Example: "I'm impressed with how you made the connection between the Assyrian army's sudden defeat and that time you were struggling with a math problem but found a new solution with help! You're right, this can connect to unexpected victories that God can bring into our lives!"



♦ WRITING RUBRICS ♦

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Written Assignment: What reasons does King Henry give for fighting? Rewrite King Henry's argument as a conversation between him and one of his soldiers. What objections might the soldier make? How would Henry respond? (10 lines of discourse, minimum)

- The student accurately identifies and explains King Henry's motivations for fighting, such as honor, glory, and national pride, as expressed in the "St. Crispin's Day" speech from Shakespeare's *Henry V*.
- The student effectively transforms King Henry's monologue into a dialogue between Henry and one of his soldiers, capturing the essence and tone of both characters.
- The student presents plausible objections that the soldier might raise regarding the hardships of war, personal risk, or the legitimacy of the cause.
- The student provides a convincing response from King Henry that addresses the soldier's objections and reinforces Henry's arguments for why they should fight.

Sample Conversation Quotes (for reference):

Henry: "My friends, today we fight for our country's honor and to protect our families. We must show courage and bravery on this day!"

Soldier: "But sir, what if we get hurt? I'm scared."

Henry: "I understand your fear, but together, we are stronger. Think of the pride we'll bring to our families and how we'll defend our homes from harm."

Soldier: "Why are we fighting? Is it because we have to?"

Henry: "We fight to keep our land safe and free. Our cause is right, and by standing together, we can make a difference for everyone we love."

Rubric Next Page →



♦ WRITING RUBRICS ♦

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"St. Crispin's Day" Writing Rubric

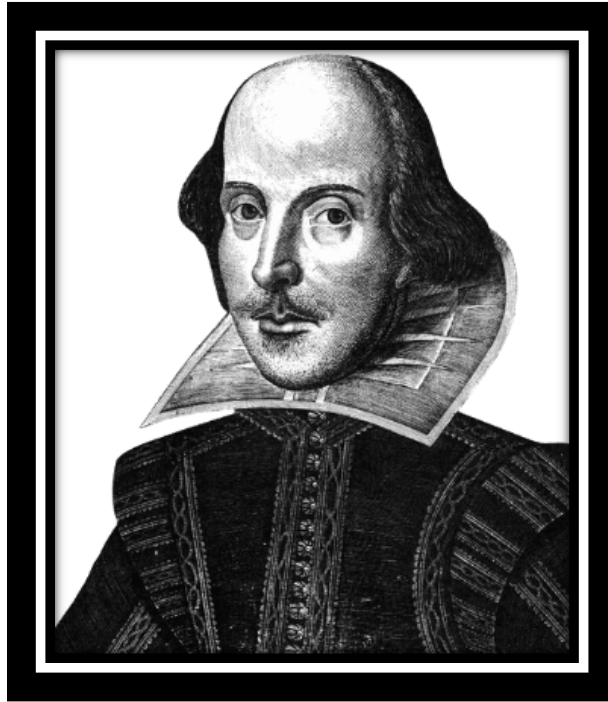
This rubric should help in assessing how well the student understands and conveys the events of "St. Crispin's Day" in his own words.

Category	Excellent - 4	Good - 3	Satisfactory - 2	Poor - 1
Content Accuracy				
Reasons for fighting given.				
Rewritten conversation accurately depicts the key points of the poem.				
Soldier's objections included.				
Henry's response included.				
Organization				
Events are presented in a logical sequence.				
Language Use				
Uses appropriate vocabulary.				
Clear and understandable language use.				
Grammar and Mechanics				
Proper sentence structure and punctuation.				
Spelling and grammar are mostly correct.				
Length				
10 lines of discourse.				



◆ BIOGRAPHIES ◆

Literature 6 Poetry



**William Shakespeare
(1564-1616)**

William Shakespeare was a famous playwright and poet who lived a long time ago from 1564 to 1616. He was born in a town called Stratford-upon-Avon in England. Shakespeare went to a school in his town where he learned how to read and write.

When he grew up, Shakespeare moved to the big city of London and started writing plays for a famous theater called the Globe Theatre. His plays were loved by many people and were performed in front of large audiences. Shakespeare wrote several kinds of plays like comedies, tragedies, and histories.

Some of Shakespeare's most famous plays include *Romeo and Juliet*, a love story about two young people from rival families; *Hamlet*, a tragedy about a prince who wants to avenge his father's death; and *A Midsummer Night's Dream*, a comedy about love and magic.

Shakespeare also wrote many poems and sonnets, which are short poems that usually have 14 lines. His writing was so wonderful that even today, hundreds of years later, people still read and perform his plays and poems.

One of the most amazing things about Shakespeare is how much he influenced the English language. He invented many new words and phrases that we still use today! For example, he created words like "eyeball," "bedroom," and "swagger." He also wrote many famous sayings and idioms that are still part of our everyday language, like "break the ice," "wild goose chase," and "green-eyed monster."

Shakespeare is a key figure in English literature, and his works are still studied and admired by people all over the world.

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