



LIFE·PAC®

Language Arts

Mark Twain

Ernest Hemingway



Robert Frost



Alpha Omega Publications®

LANGUAGE ARTS 506

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Author:	Elizabeth Loeks Bouman
Editor:	Richard W. Wheeler, M.A.Ed.
Consulting Editor:	Rudolph Moore, Ph.D.
Revision Editor:	Alan Christopherson, M.S.



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LANGUAGE ARTS 506

Poetry is like a musical game. Like most games, the better you know the game, the more enjoyment you get from it. Part of the game is to understand what poets are saying. Part of the game is to understand why they are saying it. Sometimes understanding both *what* they are saying and *why* they are saying it depends on knowing *how* they are saying it. When you know these three things, you can really enjoy the music of 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 rhythm to make you see what they see and feel what they feel. You, too, will write poetry. 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 to improve your handwriting.

OBJECTIVES

Read these objectives. The objectives tell you what you should be able to do when you have successfully completed this LIFE PAC.

When you have finished this LIFE PAC, 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. Define and use words related to writing poetry.
9. Identify humorous devices.
10. Create humorous writing.
11. Identify the inspirational element in certain poems.
12. Write examples of some forms of poetry.
13. Spell new words made by adding suffixes.
14. Spell words with irregular plurals.

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.

abbreviation (u brē' vē ā' shun). A shortened form of a word.

aerial (ār' ē ul). In or from the air.

ballad (bal' ud). 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 (klus' turd). Grouped together.

conundrum (ku nun' drum). A riddle whose answer involves a pun or play on words.

couplet (kup' lit). Two lines of poetry that belong together. They usually rhyme.

device (di vîs'). Something invented or put together for a particular use.

devise (di vîz'). To think out, to plan, or to invent.

discard (dis kârd'). To throw away.

doxology (dok sol' u jē). A hymn or statement praising God.

economize (i kon' u mîz). To manage well so as to avoid waste.

emphasis (em' fu sis). Special force, stress, or importance.

famished (fam' ishd). To be extremely hungry; to be starving.

figurative language (fig' yur u tive lang' gwij). Language that uses words out of their ordinary meaning to add beauty and imagery.

forfeit (fôr' fit). To lose or have to give up by one's own act, neglect, or fault.

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

homogenize (hu moj' u nîz). To treat a substance (usually milk) so that all the components are distributed equally and will not separate from each other.

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

hospitality (hos' pu tal' u tē). Friendly reception; generous treatment of guests or strangers.

inspirational (in' spu rā' shu nul). Filling a person with thought, feeling, or excitement; influencing someone.

intensity (in ten' su tē). The quality or character of being very strong.

irregular (i reg' yu lur). Out of the usual order or natural way.

limerick (lim' ur ik). A form of humorous nonsense verse with five lines and a certain rhyme pattern.

lullaby (lul' u bî). A soft song to lull a baby to sleep.

negative (neg' u tiv). Not positive; saying no.

palindrome (pal' in drom). Word, verse, or sentence that reads the same backward or forward.

personification (pur son' u fu kâ' shun). A figure of speech in which a lifeless thing or quality is spoken of as if it is alive.

ponder (pon' dur). Consider carefully; think over.

portrait (pôr' trit). Picture of a person, especially of the face.

positive (poz' u tiv). Confident; happy; upbeat.

pun (pun). A humorous use of a word that can have two meanings.

quatrain (kwot' rân). Stanza or poem of four lines.

renown (ri noun'). Fame; popularity.

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

semicolon (sem' i kô' lun). A mark of punctuation (;) that shows a separation greater than a comma, but not so complete as a period.

slouched (slouchd). Drooping.

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

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

symbolism (sim' bu liz um). Representation by symbols; use of symbols.

treacherous (trech' ur us). Not to be trusted, not faithful; disloyal.

treason (trê' zun). Betrayal of one's country or ruler.

university (yü' nu vèr' su tē). Institution of learning at the highest levels.

yonder (yon' dur). Over there; usually within sight but not near.

Note: All vocabulary words in this LIFE PAC 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, **ā**ge, c**ā**re, f**ā**r; let, **ē**qual, t**ē**rm; it, **ī**ce; hot, **ō**pen, **ō**rder; **oil**; **out**; cup, p**ū**t, r**ū**le; **ch**ild; **long**; **th**in; /TH/ for **th**en; /zh/ for **meas**ure; /u/ represents /a/ in **ab**out, /e/ in **ta**ken, /i/ in **pen**cil, /o/ in **le**mon, and /u/ in **circ**us.

I. SECTION ONE

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.

SECTION 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. Define and use words related to writing poetry.
13. Spell new words made by adding suffixes.

Restudy these vocabulary words.

ballads	fourscore	positive
bier	horde	rent
clustered	intensity	slouched
emphasis	lullaby	stanza
famished	negative	stress
figurative language		

READING STORY POEMS



Remember when you learned about storytelling in Language Arts LIFEPAC 505? You learned that storytellers told stories about history so that people would remember the past and the things that their ancestors had accomplished. These stories were told long before writing was invented. Many times, storytellers would tell the stories in rhyme, so that they would be easier to remember. These storytellers were called poets, and many of them sang the story poems that they told. These are called ballads. Musicians still compose ballads today. Long historical poems that were recited rather than sung 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.