

Educator Information and Directions

Student Objectives

1. Identify that meter describes the rhythm in a line of poetry
2. Identify how meter develops emotion, imagery, and feelings to their audience

DAY 1

- Watch the video lesson and complete the **Guided Notes: Part 1 and Part 2.**
- Complete the **Stressed and Unstressed Syllables** assignment.
- Complete the **Poetry Meter and Art** assignment.
- Complete **Online Practice 1.**

DAY 2

- Complete the **Warm-Up.**
- Complete **Online Practice 2.**
- Complete **Meter and Emily Dickinson: Part 1, 2, and 3.**
- Complete the **Online Assessment.**

Suggested Reward

Use your account to reward 100 Gold/\$coops for each worksheet completed in this packet.

Extension Activities

Poetry Reading: Organize a poetry reading where you can present your own poems or well-known poems you have chosen, emphasizing the meter and rhythm. This could be done in front of family, friends, or your community.

Look at Your Favorite Texts: Read a variety of poems or songs, and mark the stressed and unstressed syllables in each line. Then, identify the meter of the poem, and explain how the poet determined the meter, based on the pattern of stressed and unstressed syllables.



Complete While Watching Video



Example



Student Practice



Write It Out!

Day 1

Guided Notes: Part 1

Before the Video: Read over the text below before watching the lesson video.



Guided Notes: While you are watching the video, fill in the information below for your notes.

Meter - a _____ that creates rhythm in poetry through patterns of stressed and _____ syllables

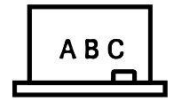
Syllables - the _____ of meter and are the units of sound in a word, like a _____

- **Stressed syllable** - a syllable that is pronounced with _____ emphasis
- **Unstressed syllables** - syllables that are pronounced _____ emphasis

Repetition - the use of _____ words, phrases, or sounds to create _____ and _____ specific ideas

Guided Notes: Part 2

Guided Notes: While you are watching the video, fill in the information below as your notes.



Direction	Your Answer
<p>STEP 1: Separate the syllables in your name.</p> <p><i>Example: An-tho-ny</i></p>	
<p>STEP 2: Figure out which syllables are stressed or unstressed. Highlight and capitalize the stressed syllable. Underline the unstressed syllable.</p> <p><i>Example: AN-<u>tho</u>-<u>ny</u></i></p>	

<p style="text-align: center;">A Verse From “Stopping by Woods on a Snowy Evening” By: Robert Frost</p> <p>“The woods are lovely, dark and deep. But I have promises to keep, And miles to go before I sleep. And miles to go before I sleep.”</p>	<p>What do you think is the emotion that comes across in the rhythm of the poem?</p>
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Stressed and Unstressed Syllables

DIRECTIONS: Read the following poem aloud and listen for the meter. Afterward, listen for and highlight the stressed syllables. Then, underline the unstressed syllables. Note that the text is already separated into syllables, so only focus on identifying stressed syllables and unstressed syllables.



TIP: Emphasize and stress different syllables in a line to figure out where the stressed and unstressed syllables are located. Make sure to try and stress each syllable. Keep in mind that there is only one correct pronunciation.

ELephant

elEphant

elePHANT



Ma-ry had a lit-tle lamb,

lit-tle lamb, lit-tle lamb.

Ma-ry had a lit-tle lamb, its fleece was white as snow.

And eve-ry-where that Ma-ry went,

Ma-ry went, Ma-ry went,

and eve-ry-where that Mary went, the lamb was sure to go.

Poetry Meter and Art



DIRECTIONS: Each poem below includes the highlighted stressed syllables to indicate the meter of the piece. You may either write a description or create an image that represents the emotion or feeling that the poem is evoking.

“First Fig” by Edna St. Vincent Millay

My candle burns at both ends;
It will not last the night;
But ah, my foes, and oh, my
friends—
It gives a lovely light!

“Fire and Ice” by Robert Frost

Some say the world will end in
fire,
Some say in ice.
From what I’ve tasted of desire
I hold with those who favor fire.
But if it had to perish twice,
I think I know enough of hate
To say that for destruction ice
Is also great
And would suffice.

Illustration

Illustration

Day 2

Warm-Up

Let's Give This a Try! Read the Emily Dickinson poem below aloud to listen for stressed syllables. After finding the stressed syllables, make sure to highlight them. Try your best and do not worry about getting every single stressed syllable!



If I Can Stop One Heart From Breaking

By: Emily Dickinson

If I can stop one heart from breaking,

I shall not live in vain;

If I can ease one life the aching,

Or cool one pain,

Or help one fainting robin

Unto his nest again,

I shall not live in vain.



Meter and Emily Dickinson: Part 1

DIRECTIONS: Below is the poem from your warm-up, with the stressed syllables highlighted. How many of the stressed syllables did you catch? Go back to p. 6 and highlight the stressed syllables you may have missed.



“If I Can Stop One Heart From Breaking”

By: Emily Dickinson

If I can stop one heart from breaking,
I shall not live in vain;
If I can ease one life the aching,
Or cool one pain,
Or help one fainting robin
Unto his nest again,
I shall not live in vain.

Do you see any trends or similarities with these syllables or words? Describe any observations you may have.

Meter and Emily Dickinson: Part 2



DIRECTIONS: Consider your answers in the “Meter and Emily Dickinson” exercise on p. 7. Use the questions below to interpret the imagery and emotion in the poem.

1. How would you describe the pattern of stressed and unstressed syllables in the poem “If I Can Stop One Heart From Breaking,” by Emily Dickinson?

2. What type of emotion or feeling comes across in this poem?

3. How does the meter help create the emotion of this poem? Do the stressed syllables fall on significant words? Does the meter replicate the sound of something connected to the poem?

Meter and Emily Dickinson: Part 3

DIRECTIONS: Use your answers on the “Meter and Emily Dickinson” exercises on pp. 6-8 to draw, to create a collage, or to write a description to represent the poem. The image must represent the emotions evoked in Emily Dickinson’s “If I Can Stop One Heart From Breaking.” Use the hearts below to write the emotions portrayed.

