

Name: _____

Date: _____

Pablo Neruda Writing Prompt

Group Size: 1

Instructions: Read Pablo Neruda’s “Carnal Apple, Woman Filled, Burning Moon”. Below, write a paragraph (5-8 sentences) answering the following questions:

- How does Neruda describe Love? What images does he use?
- Are Neruda's portrayal of Love universal, or more unique to the Chilean culture?
- Are the motions expressed in Neruda's work the stuff of fantasy, or fairly accurate? You may use personal examples to supplement your argument.

[illegible]

Instructions: In the space below, identify two instances in which Neruda uses an image. Identify what sense it appeals to and why (with 1-2 sentences)

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“Page of Writing” Activity

Group Size: 1

Instructions: You will assume the role of either the instructor in the classroom or one of the students in the class. Through that perspective, write a poem describing the day’s lesson. What is the instructor thinking about as he or she drones on and on? What might be going through the imaginations of the other students as they see the songbird (l’oiseau). In your poem, be sure to include the nature-rich imagery found in both Dickinson and Prévert’s works. Your poem must be a *minimum of twenty* lines.

Extra Credit: As an extra-credit opportunity, you may draw the scene from your poem on an 8 ½ x 11 sized paper. In order to receive full credit, the illustration must be in color.

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Matsuo Basho Post-It Activity

Group Size: 3 to 5

Instructions: You are to read Matsuo Basho's "Collection of Six Haiku" and focus on one image. You will then create a poster where you will draw the image as stated literally in Basho's work. You may use any medium from crayons to construction paper crafts. If you wish to do an image that is not a poster, please confirm with your instructor first for approval. You are encouraged to break the model at any time!

In addition to the poster, you will write a paragraph (minimum of five sentences) explaining the image you chose and what it means to you or in the context of the poem. In your explanation, be sure to address the following questions:

- What does the image mean in the context of the poem or to you?
- With what senses is Basho playing with? Are we only merely supposed to 'see' the image?
- Can you relate these images to any of the previous works we read?

You may use the space provided below to brainstorm or write your poem.

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Imagism Activity

Group Size: 1

Instructions: Read “The Red Wheelbarrow” by William Carlos Williams and “Fog” by Carl Sandburg. After reading both poems, explain what images you see within them. Why are these images important? What do they mean to you? How might you be able to relate them to your own life?

Class Discussion

Group Size: 1

Instructions: After the class discussion, you may have new ideas about this poem. On a separate sheet of paper or on the back of this worksheet, write a short story or poem in which one central image is the focal point of your piece. Make sure to address a reader’s senses, as seen in the Collins poem “Introduction to Poetry”. Stories must be a minimum of *one page* and poems must be a minimum of *twenty* lines with no maximum capacity.

After writing your piece, briefly explain with a few sentences to what effectiveness you used your images and why you chose them.

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Billy Collins Senses Analysis

Group Size: 2 to 3

Instructions: Analyze Billy Collins' "Introduction to Poetry" and find images present in the poem (minimum of three, maximum of 6). Draw the image as you see it from the words described in the poem, then briefly write below which of the five senses it invokes (touch, taste, sight, hearing, smell). Then, briefly describe why you think Collins gives this advice to his class and how you might use it to analyze poetry in the future.












