

National
Baseball Poetry
Festival™

Poetry Writing Workshop



Learning Objective

Students will be able apply techniques poets use to convey mood and communicate meaning so we can analyse how they are used in "Casey at the Bat."

Agenda



- 1 Introduction to Poetic Techniques
- 2 Part 1 - The Sounds of Words
- 3 Part 2 - The Meaning of Words
- 4 Part 3 - The Arrangement of Words
- 5 Part 4 - The Imagery of Words
- 6 Your Turn

Introduction

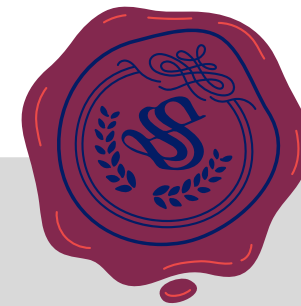
Poets use words to express their ideas and emotions. Word choice is very important!



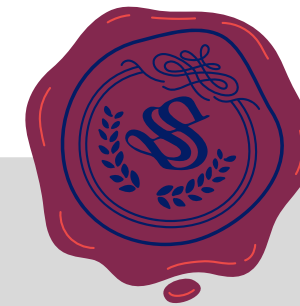
The words must **sound** interesting to the listener as they are read out loud.



They must have a **meaning** which is clear and thought-provoking.



They must be **arranged** in a way that is easy to follow but also assists the reader's understanding.



They must encourage **deep thoughts or emotions** while appearing **simple**.



Part 1

The Sounds of Words

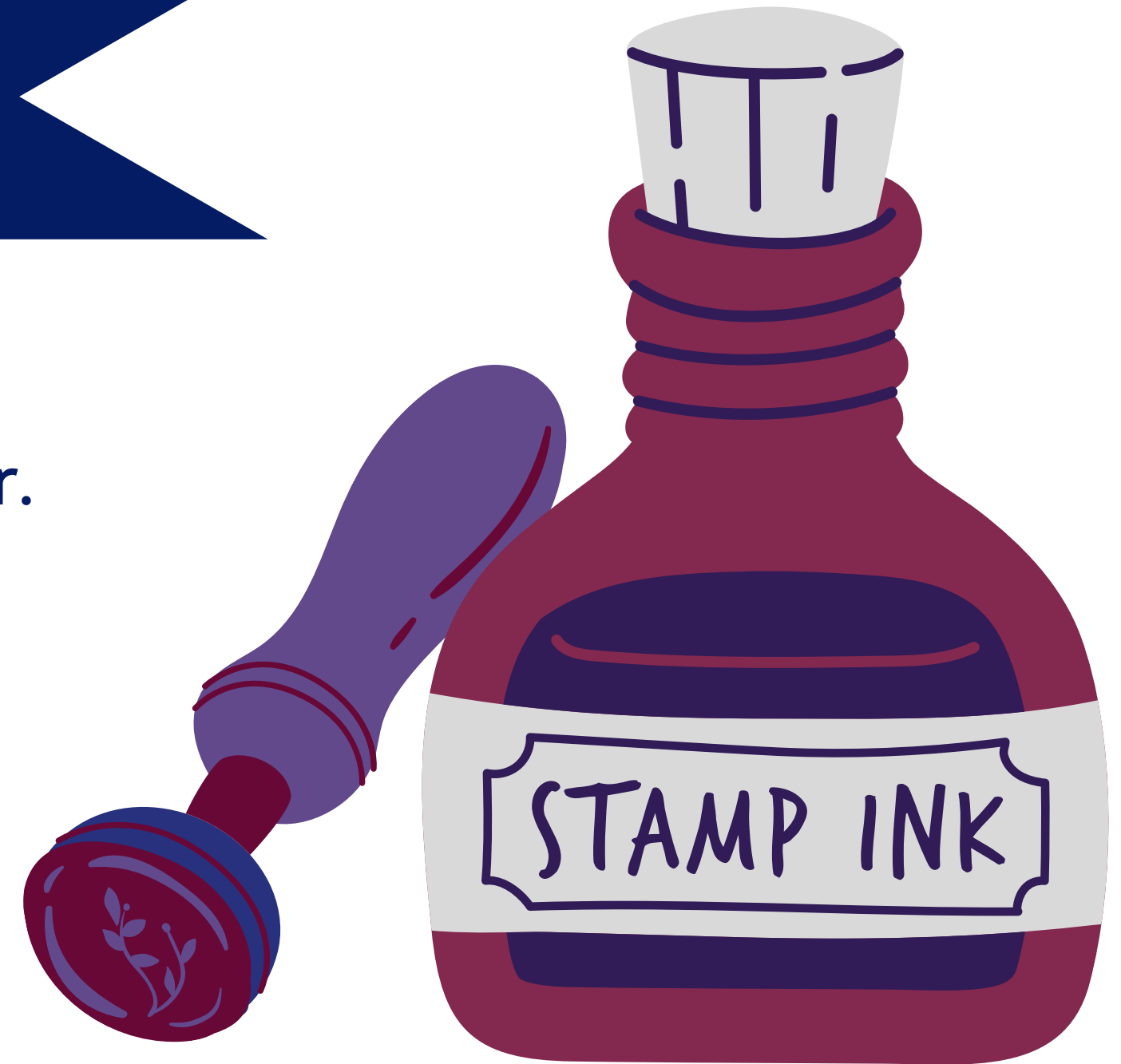


The sounds that are created by combining words might feel pleasing or soothing, clever or rhythmic, or harsh and uncomfortable to hear.

Alliteration

Repeated **sounds** at the beginning of words placed near each other or next to each other.

- *Peter Piper picked a peck of pickled peppers.*
- *A stragglng few got up to go in deep despair.*



Assonance



Repeated **vowel sounds** in words placed near each other, usually on the same line.

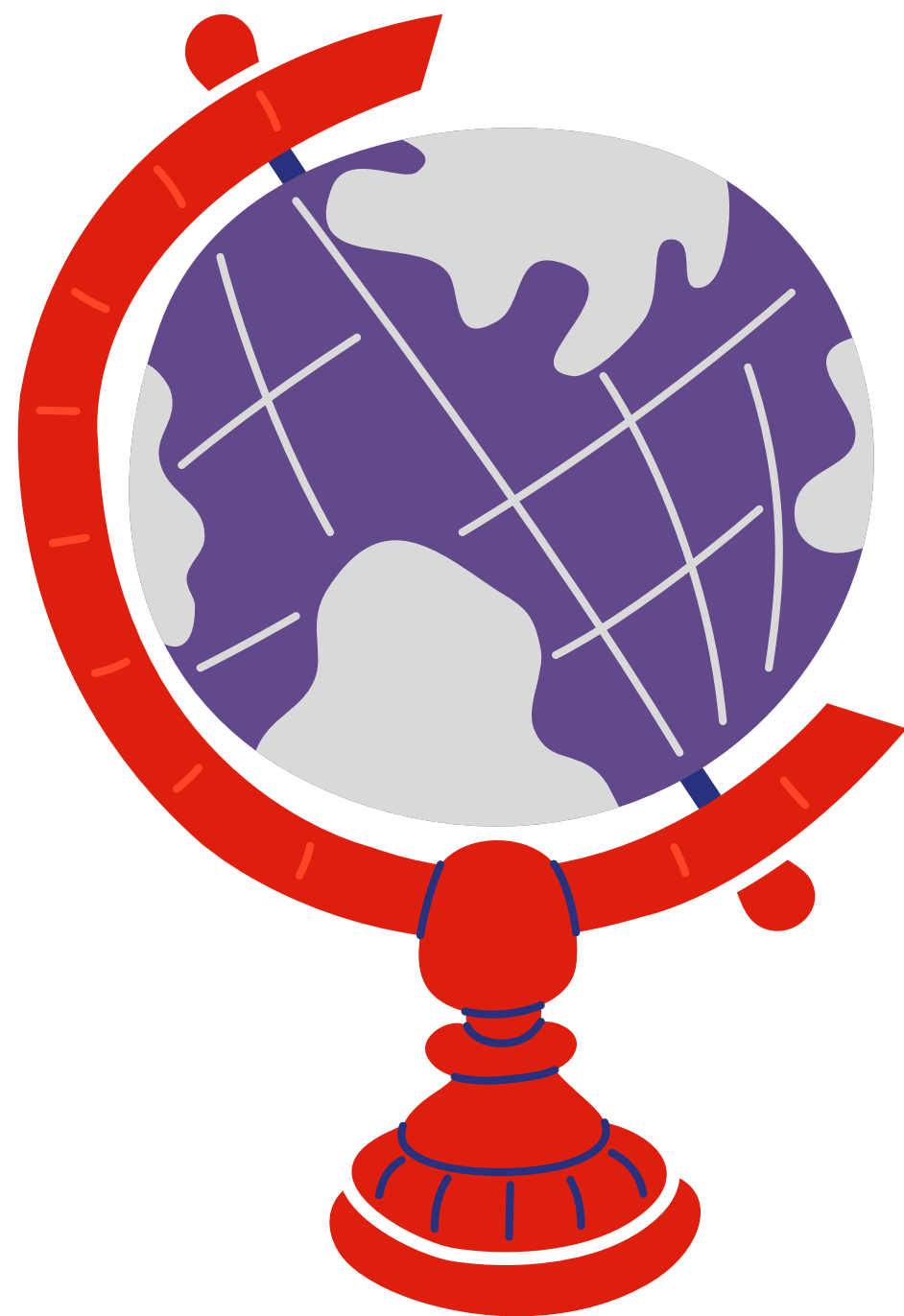
- *Go slow over the road to nowhere.*
- *Casey still ignored it*

Onomatopoeia

Words that imitate the **natural sound** of the thing they describe.

- *The bacon sizzled in the pan.*
- *It rumbled through the valley, it rattled in the dell;*





Repetition

The purposeful **re-use of words and phrases** to show importance.

- *I will not brush my hair, I will not wear a dress and I will not clean my room*
- *There was ease in Casey's manner as he stepped into his place; / There was pride in Casey's bearing and a smile lit Casey's face.*

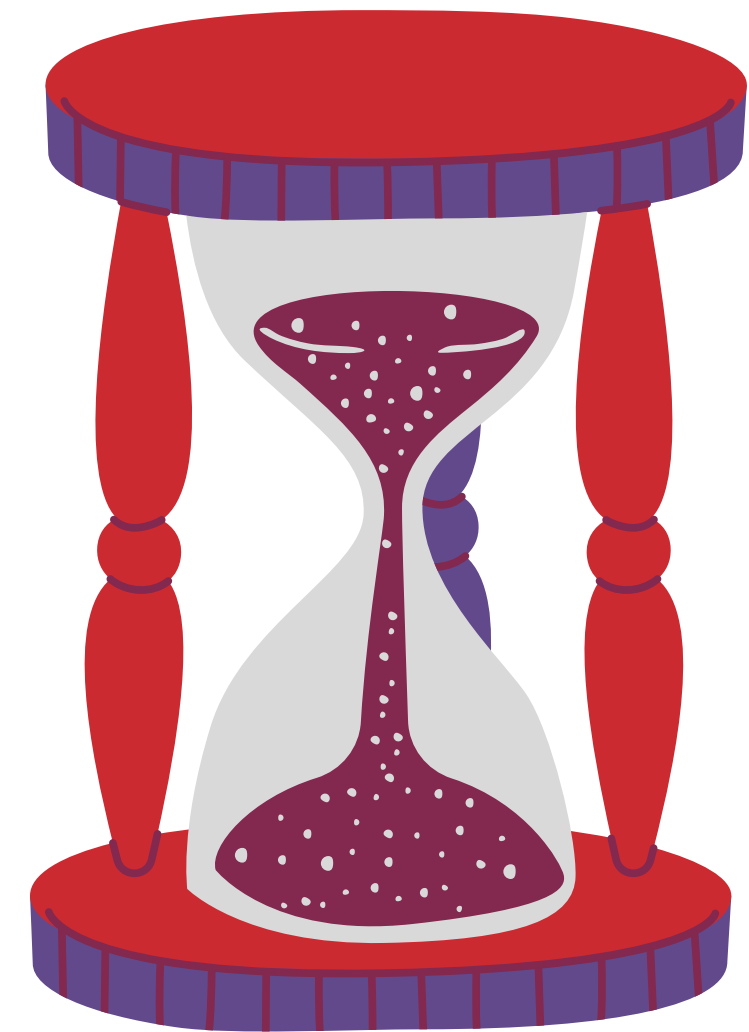
Rhythm

Rhythm is when words are arranged to make a **pattern or beat**. Rhythm helps to distinguish poetry from other genres.

You can usually hear rhythm if you hum the words instead of saying them.

Try it:

And now the leather-covered sphere came hurtling through the air,
And Casey stood a-watching it in haughty grandeur there.
Close by the sturdy batsman the ball unheeded sped—
"That ain't my style," said Casey. "Strike one!" the umpire said.



Rhyme & Rhyme Scheme

Rhyme refers to words that have different beginning sounds but whose **endings sound alike**, including the final vowel sound and everything following it.

Rhyme scheme refers to the **pattern** created by the arrangement of rhymes in a stanza or poem, generally described by using letters of the alphabet to denote the recurrence of rhyming lines.

And now the leather-covered sphere came hurtling through the air A,
And Casey stood a-watching it in haughty grandeur there. A
Close by the sturdy batsman the ball unheeded sped— B
"That ain't my style," said Casey. "Strike one!" the umpire said. B

An illustration of a hand holding a quill pen. The hand is rendered in a reddish-orange color, and the quill is also reddish-orange with blue veins. The hand is positioned on the left side of the page, with the quill pointing downwards and to the right.

Part 2

The Meanings of Words

An illustration of a hand holding a quill pen. The hand is rendered in a dark blue color, and the quill is reddish-orange with blue veins. The hand is positioned on the right side of the page, with the quill pointing downwards and to the left.

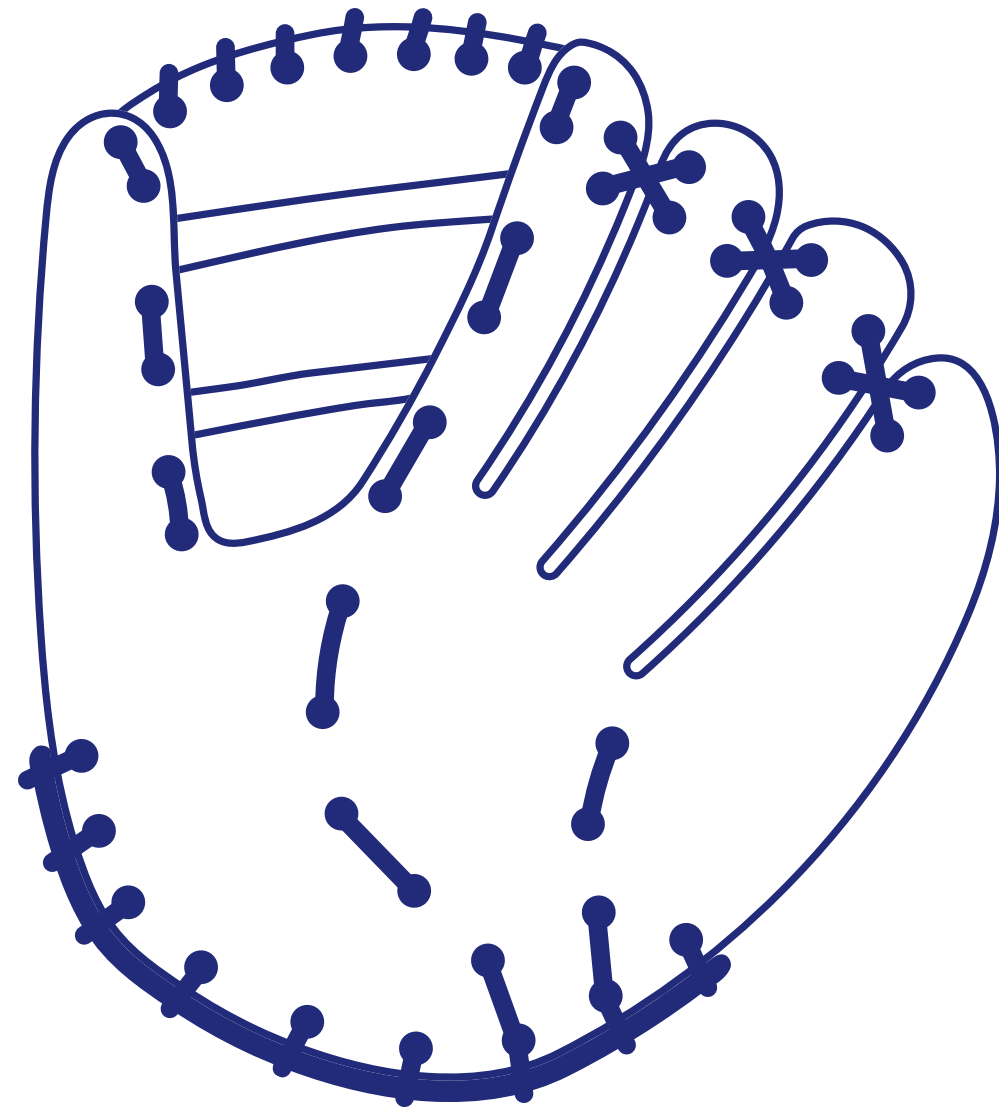
Some words can carry several meaning at the same time. Poets can use these or combine them with other words for particular effects.

Simile

Creates a **comparison** between two things by using the words 'like' or 'as'.

- *He's as cool as a cucumber.*
- *From the benches, black with people, there went up a muffled roar, / Like the beating of the storm-waves on a stern and distant shore;*





Metaphor

Creates a **comparison** by stating that one thing **is** another or does the **actions** of another.

- *Her fingers danced across the piano keys*
- *And now the air is shattered by the force of Casey's blow.*

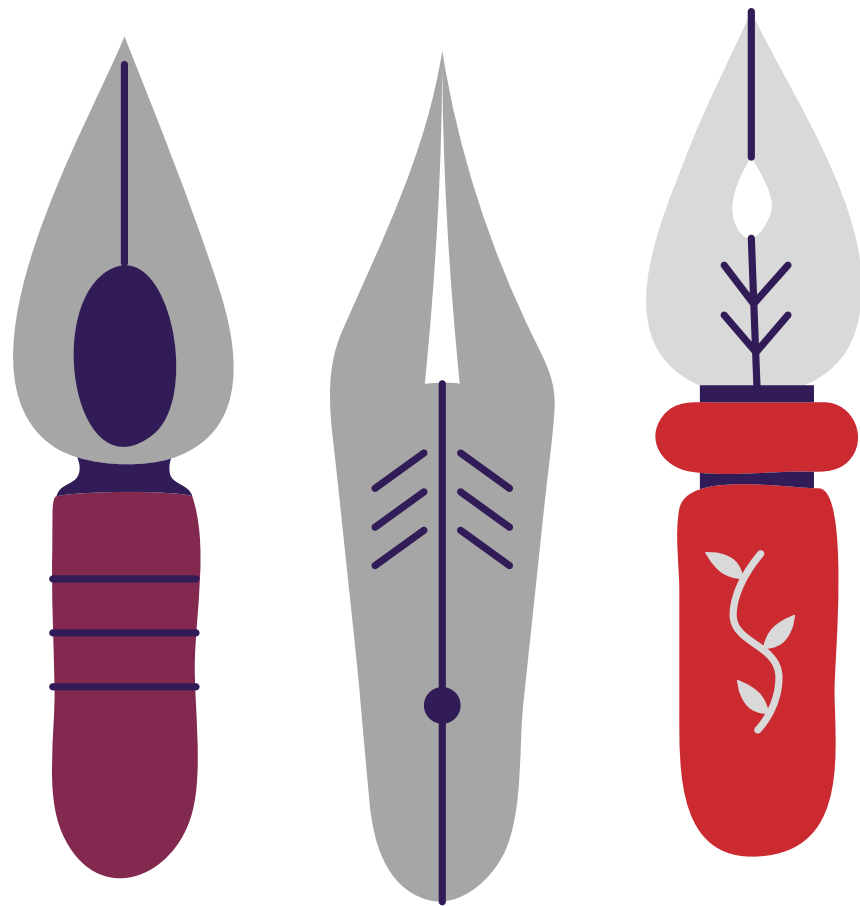
Personification

Attributing **human characteristics** to an inanimate object, animal, or abstract idea.

- *Seaweed snatched at his legs as he tried to swim away.*
- *Ten thousand eyes were on him as he rubbed his hands with dirt; / Five thousand tongues applauded when he wiped them on his shirt*



Symbolism



When a simple or ordinary object, event, animal, or person represents **deeper meaning** or significance.

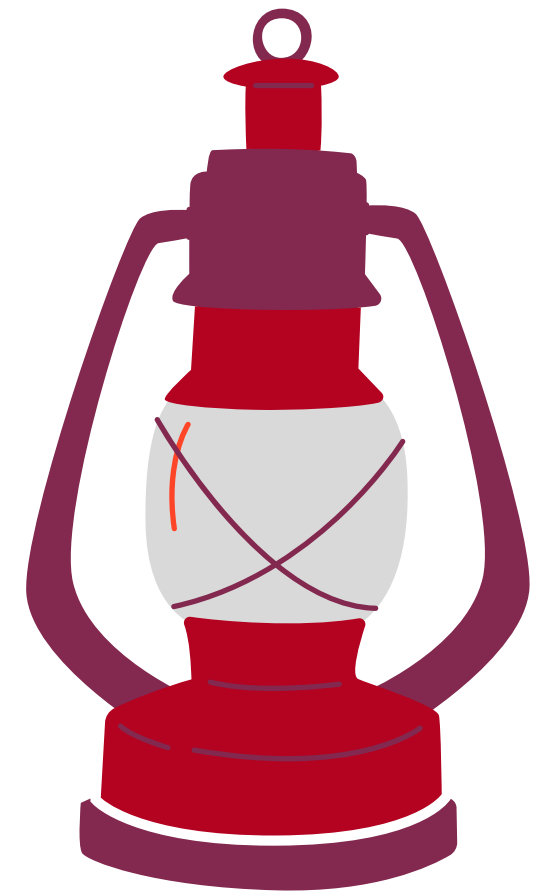
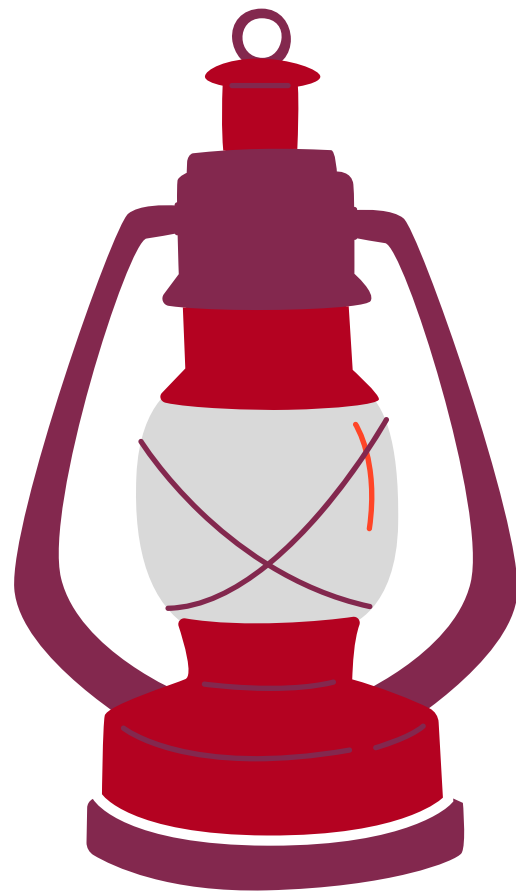
- *A red rose stands for love or romance.*
- *A skull can represent danger or death.*
- *A fork in the road may symbolise a choice or a decision.*

Word Choice & Connotation

Connotations are the **ideas or feelings** created by a word.

e.g., The words 'animal' and 'beast' refer to the same type of creature but the second term has connotations of wildness.

e.g., The words 'house' and 'home' have the same denotation but the word 'home' has connotations of warmth, family, safety, belonging etc.



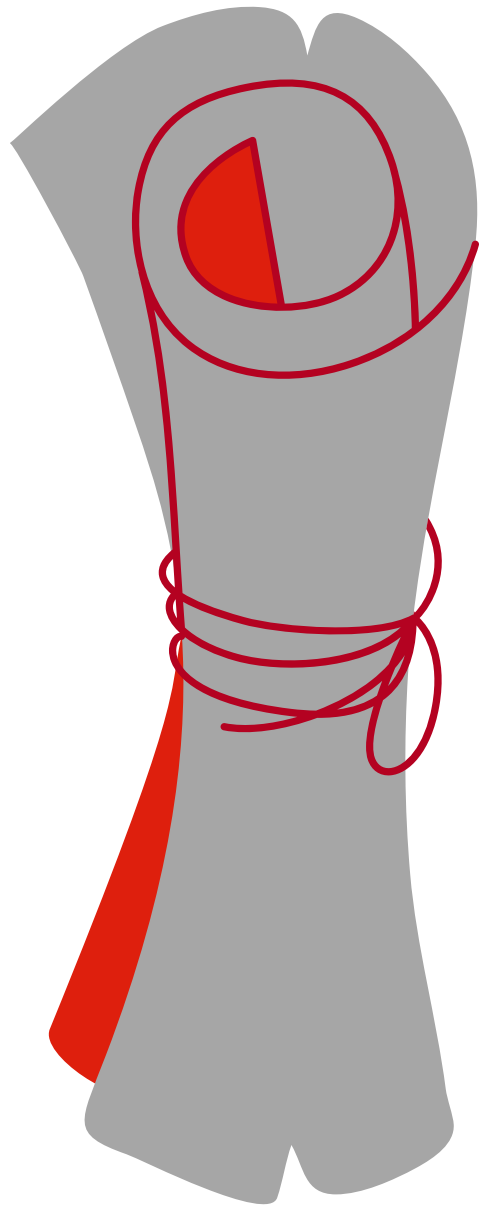
Part 3

The Arrangement of Words

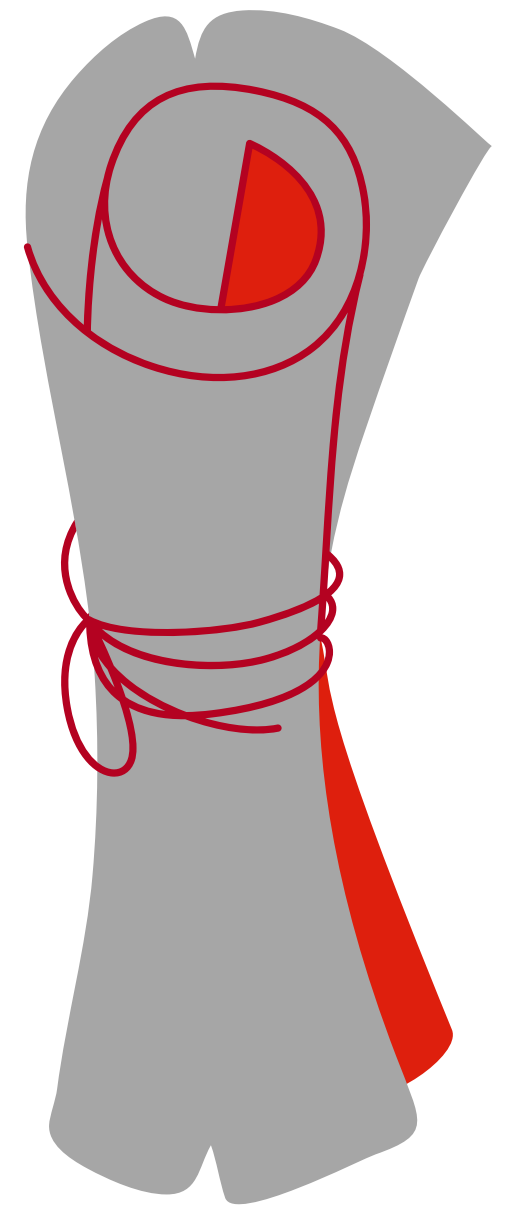


The poet decides on how the words are arranged into a certain order to achieve a particular effect. The structure of the poem can also contribute to its overall meaning.

Point of View



- **First person** – the speaker is a character in the story or poem and tells it from his/her perspective (uses “I”).
- **Second person** - an unusual form of storytelling that addresses the reader directly (uses “you”)
- **Third person limited** – the speaker is not part of the story, but tells about the other characters through the limited perceptions of one other person (uses “he”, “she” or “they”)
- **Third person omniscient** – the speaker is not part of the story, but is able to “know” and describe what all characters are thinking (uses “he”, “she” or “they”)



Verses & Stanzas

A verse is one **single line** of a poem arranged in a metrical pattern.

A stanza is a **group of verses** where the lines are arranged into a unit and often repeated in the same pattern throughout the poem (similar to a paragraph).

Poems are made up of multiple verses and stanzas and poets can make particular choices in the length and number of verses and stanzas for various purposes.

An illustration of a hand holding a quill pen. The hand is rendered in a reddish-orange color, and the quill is also in the same color. The hand is positioned on the left side of the frame, with the quill pointing downwards and to the right. The background is white.

Part 4

Imagery

An illustration of a hand holding a quill pen. The hand is rendered in a dark blue color, and the quill is in a reddish-orange color. The hand is positioned on the right side of the frame, with the quill pointing downwards and to the left. The background is white.

Although poems explore deep human emotions or thoughts, an audience won't generally respond very strongly unless the poem creates imagery.

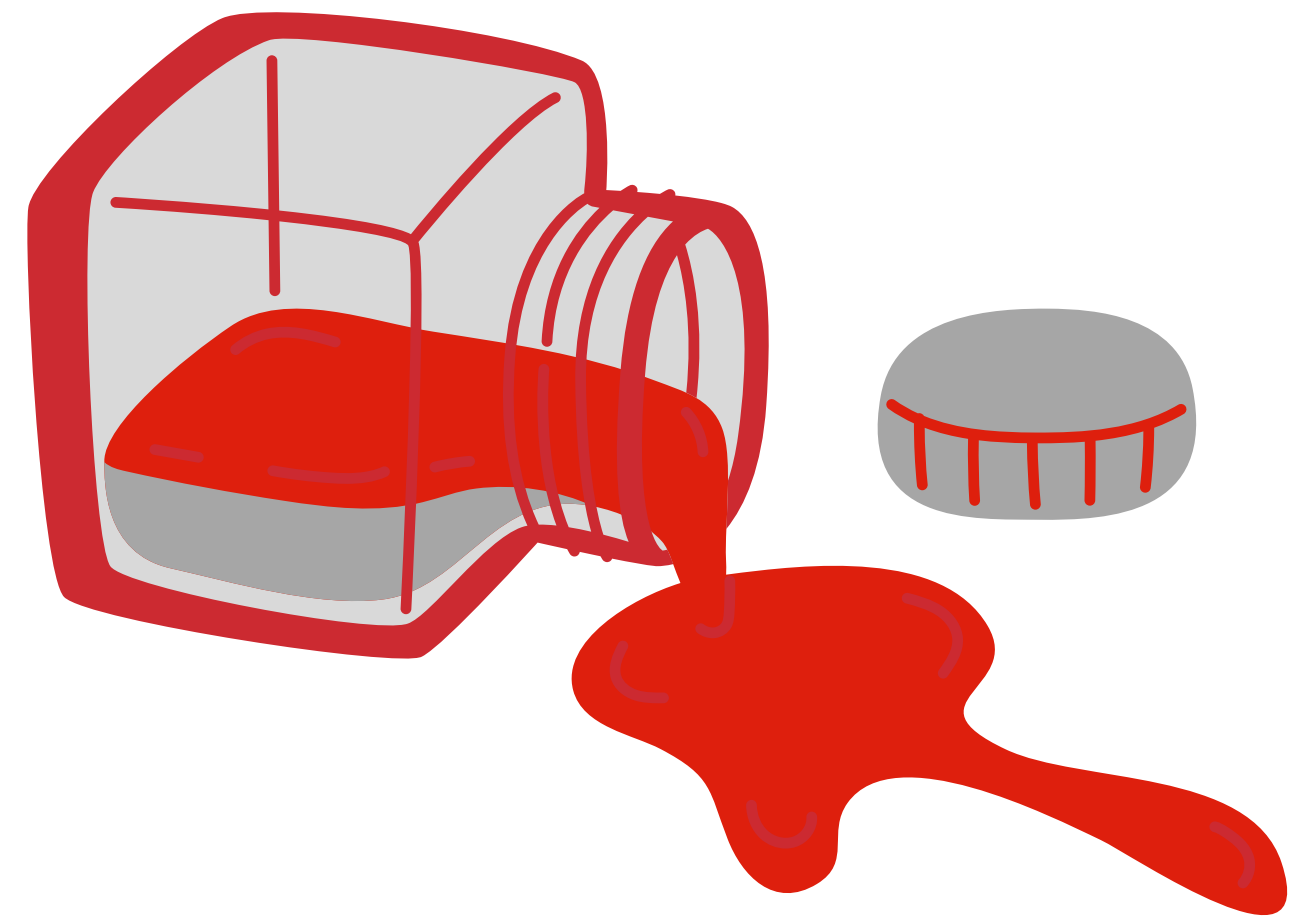
These are the vivid mental pictures or sensations created through descriptive words.

The poet must include these details that calls upon the five senses in order to show the reader rather than to merely tell them about the subject.

Visual Imagery

Imagery that calls upon our sense of **sight**.

- *The shimmering sun bounced waves of light off the surface of the ocean.*
- *The sneer is gone from Casey's lip, his teeth are clenched in hate, / He pounds with cruel violence his bat upon the plate;*



Aural Imagery



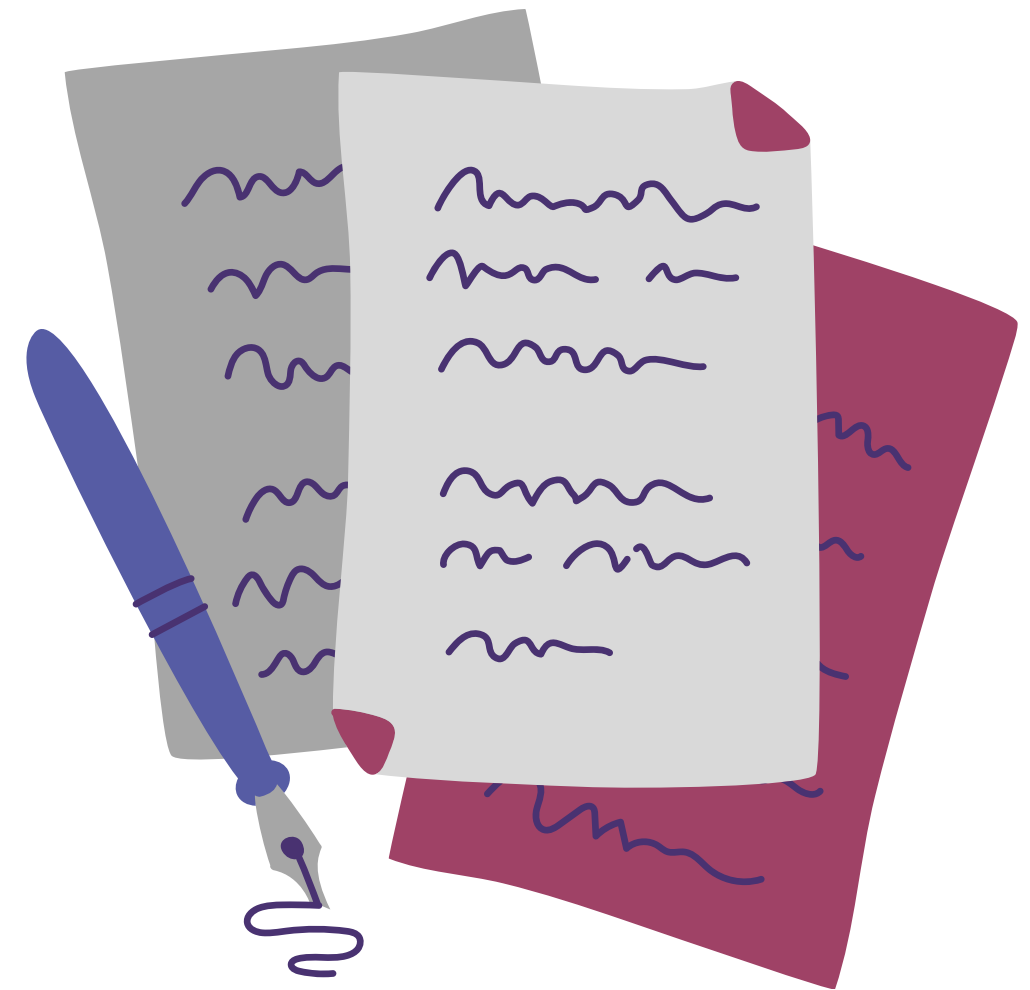
Imagery that calls upon our sense of **sound**.

- *She could hear the gentle whisper of the breeze and the chirping of the birds.*
- *Like the beating of the storm-waves on a stern and distant shore; / "Kill him! Kill the umpire!" shouted someone on the stand;*

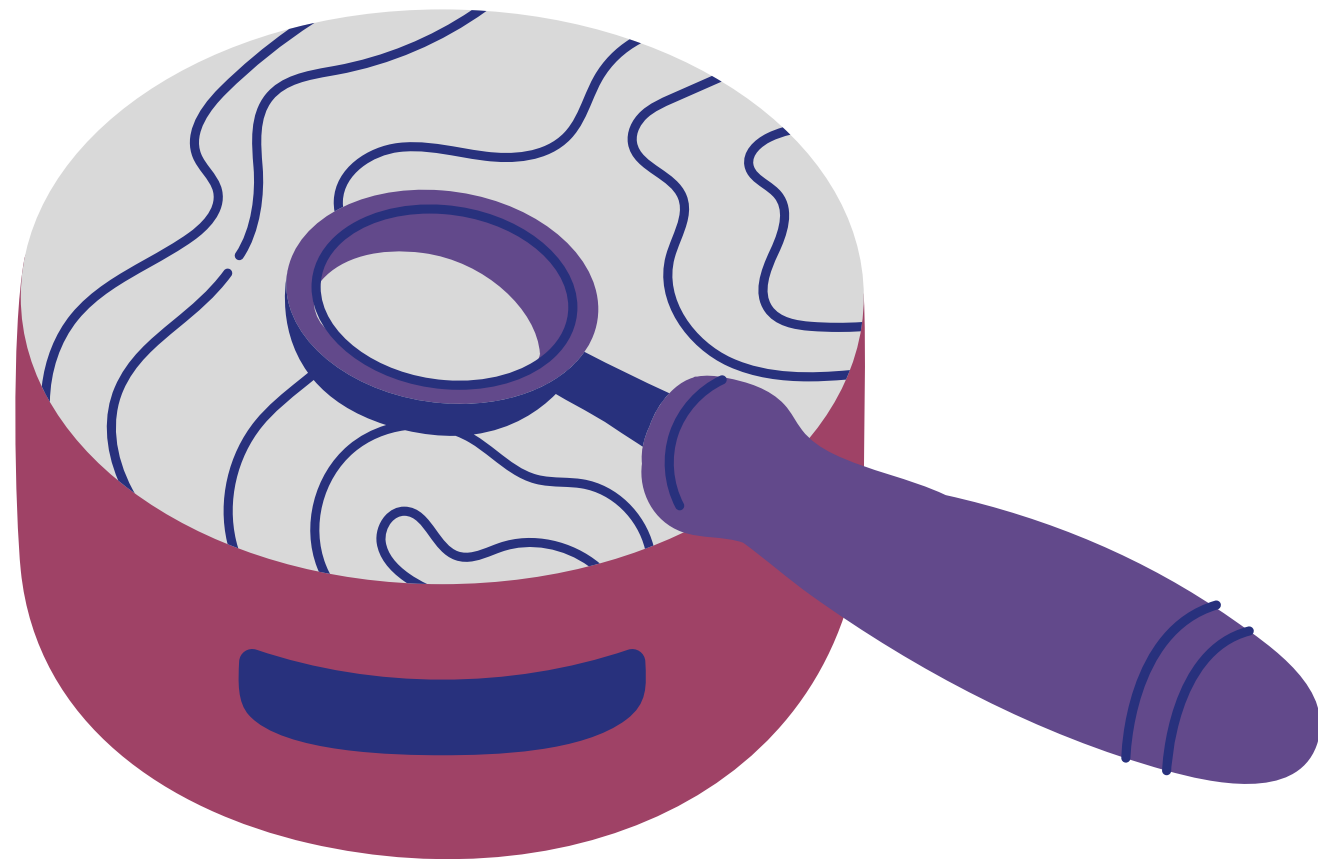
Olfactory Imagery

Imagery that calls upon our sense of **smell**.

*e.g., The sticky sweet scent of
cotton candy wafted in the air.*



Tactile Imagery



Imagery that calls upon our sense of **touch**.

e.g., Ten thousand eyes were on him as he rubbed his hands with dirt

Kinesthetic Imagery

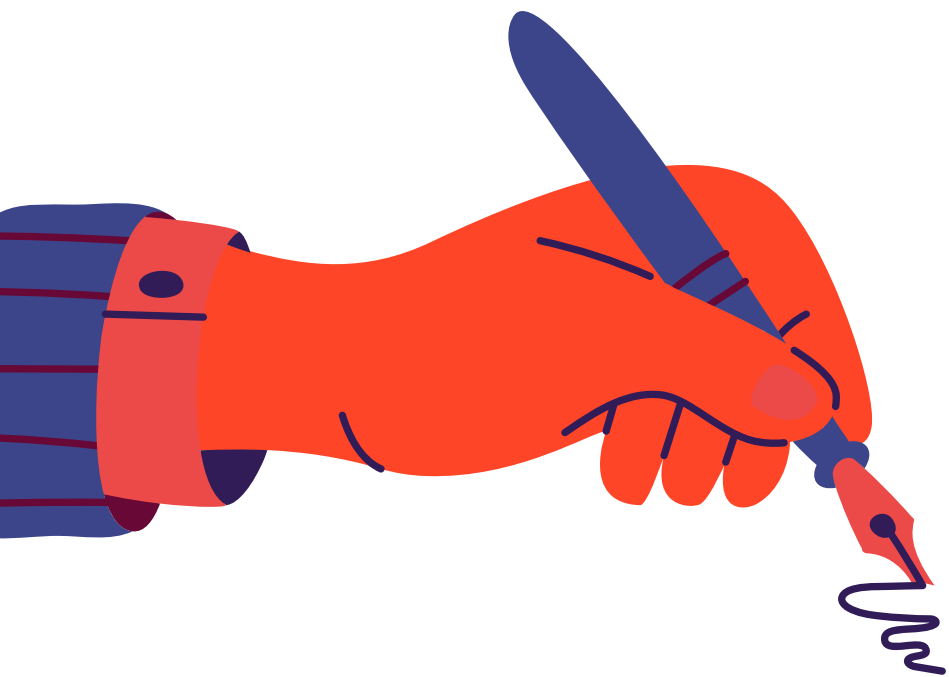


Imagery that calls upon our sense of **movement**.

- *Tripping and stumbling she lurched towards the child with her arms outstretched.*
- *There was ease in Casey's manner as he stepped into his place; / There was pride in Casey's bearing and a smile lit Casey's face. / And when, responding to the cheers, he lightly doffed his hat,*

Your Turn

Now that we've reviewed these features, let's give it a try using Ernest Thayer's poem as a model. Fill in the blanks in the right-hand column.



Class Practice

The outlook wasn't brilliant for the Mudville nine that day:

The score stood four to two, with but one inning more to play,

And then when Cooney died at first, and Barrows did the same,

A pall-like silence fell upon the patrons of the game.

The thing wasn't adjective for the people on occasion (A)

The thing action, with thing more to action , (A)

And then when person action at location , and person (B)

A thing action upon the location. (B)

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The _____ wasn't _____ for the _____ on _____ : (A)

The _____ stood _____ to _____ , with _____ more to _____ , (A)

And then when _____ _____ at _____ , and _____ did the _____, (B)

A _____ fell upon the _____ of the _____ . (B)

Wrap Up

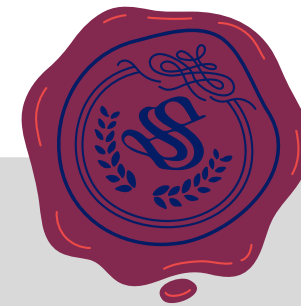
Now, it's time for you to write your own baseball poem!



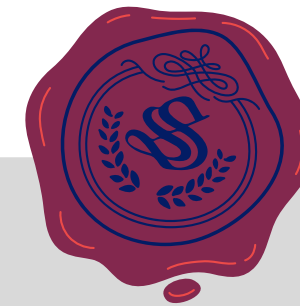
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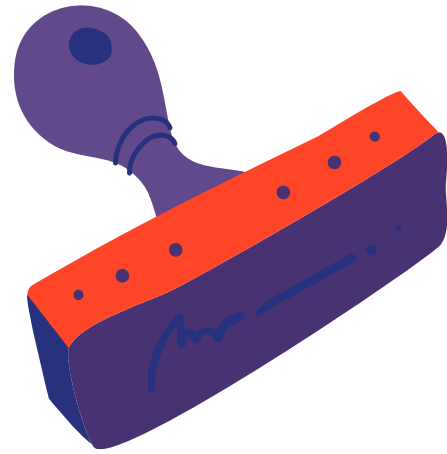


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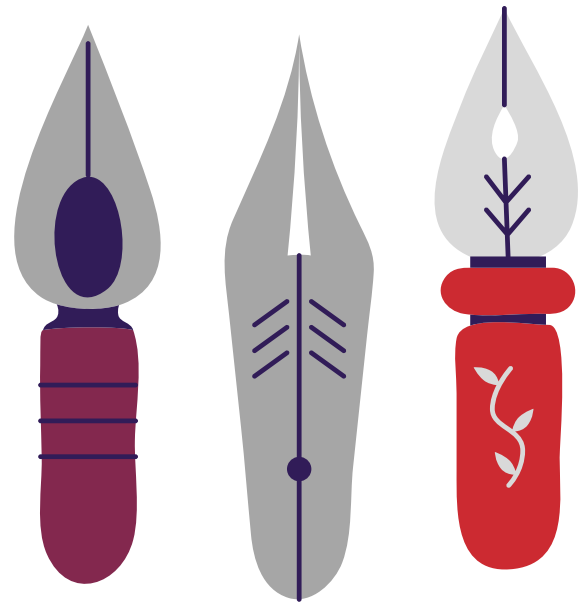
They must encourage **deep thoughts or emotions** while appearing **simple**.

Tool Belt



- Alliteration
- Onomatopoeia
- Assonance
- Repetition
- Rhyme
- Rhythm
- Simile
- Metaphor
- Personification
- Imagery





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**Lesson Adapted from
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