

# Mums

Every fall we put our mums out  
I feel like magic we don't pout.

~~Same~~ colors in the trees.

*It's the most beautiful sight*  
If you ask me.

Late ~~that~~ <sup>at</sup> night I hear a whistling sound.

The autumn breeze is coming around.

Every morning I check on my mums.

*and while I do it, I cheerfully hum.*  
Everytime I do that I hum.

I have no fear

It's that time of year.

We have turkey on the plate

And it took forever to make.

*The mums  
match  
the*

# Mums

Every fall we put our mums out  
It feels like magic we don't doubt!  
The mums match the colors in the trees  
It's the most beautiful sight if you ask me.  
Late at night I hear a whistling sound.  
The autumn breeze is coming around.  
Every morning I check on my mums  
And while I do that I cheerfully hum.

Name: \_\_\_\_\_

**Iambic Imitation Poem Rubric - First Copy**

Imitating "The Land of Story Books" by Robert Louis Stevenson

\_\_\_\_\_/10 **Title, Picture, and Neatness**

- The poem has a title at the top that suits the poem's content and is creative.
- A picture is included (original art or printed)
- The poem is written neatly or typed.

\_\_\_\_\_/20 **Rhythm**

- Each line of the poem has eight syllables.
- There are four feet of iambs per line, iambic tetrameter.
- Overall, the rhythm mimics the poem on p. 53.

\_\_\_\_\_/20 **Rhyme**

- The poem is written in rhyming couplets using full or slant rhymes.
- The rhyme scheme mimics the poem on p.53. (AABBCC...)

\_\_\_\_\_/15 **Spelling/Grammar/Punctuation**

- All words are spelled correctly.
- Punctuation is used correctly when needed.
- The first letter/word in each line is capitalized.
- Any other proper nouns are capitalized.

\_\_\_\_\_/10 **Figurative Language**

- At least two uses of figurative language are effective in the poem.  
(simile, metaphor, alliteration, personification, hyperbole, oxymoron, or onomatopoeia).

\_\_\_\_\_/20 **Content**

- The topic of the poem is appropriate.
- The poem gives a glimpse of a story or situation imitating the poem on p.53.
- The content shows creativity and is engaging.

\_\_\_\_\_/5 **Word variety and vocabulary**

- The poem is well-written and reflects thought put into word choice.
- Words are varied instead of repeated.
- There are synonyms for over-used words.

## War

Why do you sit there in the mud  
Once so fervent so gay so lively?  
You gave your life and picked up strife  
You gave it all for gun and knife  
Your youthful aims didn't turn out  
You die when your Captain gives the shout,  
“Up O'er the wall all ye men!  
Your death will be glorious, a country to defend.”  
He charged and charged but fell and died  
Glory not found for him inside  
But now you sit there on the hill;  
Your life is gone against your will.  
Gone but still you are remembered  
You rest, my child, its well-deserved  
Unrecognized by tomb or grave  
You've served your country like a slave  
Good hero, we hope you find rest.  
We dedicate you now at last.

## The Outdoors

*I'm heading to the great outdoors  
To take a break from all my chores.  
I'll backpack on the trail with Dad;  
The time with him will make me glad.  
We've started packing all our gear  
The time to leave is drawing near.  
We'll drive a couple hours north  
And we'll arrive by June the fourth.  
The food is filled with sodium  
I'm sure my stomach will say, "Yum!"  
We'll need to hang our food from bears,  
Make sure the bag does not have tears.  
New tent, new shoes, new everything,  
So many things for us to bring.  
How fun it is to turn thirteen  
And hike with Dad, the ex-marine!*

grade 9

Geometry Poem  
10/17/23

My head with postulates swim,  
as well as proofs and theorems,  
so many concepts to know!  
I repress the urge to moan.

I dream of them in bed,  
awake I feel so dead.  
I no longer feel fine.  
Pierced through by skew lines.

There is one solution.  
It is a revolution!  
By the students oppressed when done,  
this slays the dread of math!

Geometry Poem  
10/17/23

In Geometry I climbed a tree,  
so I could see the possibilities,  
of the reflexive property.

While drinking tea and eating a pea,  
And jumping into the sea,  
Matthias counts the sneeze of me.

Isosceles does not have 3,  
Congruent things to see.  
With Gregoathy, and I flee,  
To the safari.

*Perle* by the Gawain-Poet  
(Original Middle English, first stanza)

Perle, plesaunte to prynces paye A → Pearl pleasurable to princes  
 To clanly clos in golde so clere, B → set in gold  
Oute of Oryent, I hardly saye, A → does it compare to eastern pearls  
Ne proved I never her precios pere. B → have never discovered an equal  
So rounde, so reken in uche araye, A → round on all sides  
So smal, so smothe her sydes were, B → small + smooth  
 Queresoever I jugged gemmes gaye A  
 I sette hyr sengeley in synglure. B  
Allas, I leste hyr in on erberre; B → lost her in a garden  
 Thurgh gresse to grounde hit fro me yot. C → fell into the grass  
 I dewyne, fordolke of luf-daungere B → looked for it, wounded w/ love  
 Of that pryvy perle withouten spot. C → precious/pretty pearl w/out a spot



grade 11/12

*Perle* by the Gawain-Poet  
(Original Middle English, first stanza)

- A | Perle, ple<sup>u</sup>saunte | to pryn<sup>u</sup>ces paye<sup>u</sup>. alliteration w/ P's
- B | To cl<sup>u</sup>anly clos<sup>u</sup> | in golde<sup>u</sup> | so clere<sup>u</sup>. cl's
- A | O<sup>u</sup>te of Oryent, I hardyly<sup>u</sup> saye<sup>u</sup>, o's
- B | Ne proved I never her precios<sup>u</sup> per<sup>u</sup>e. p's + n's
- A | So rounde, so reken<sup>u</sup> in uche<sup>u</sup> araye<sup>u</sup>, ~ n's + s's
- B | So smal, so smothe her sydes were, s's
- A | Queresoever I jugged<sup>u</sup> gemmes<sup>u</sup> gaye<sup>u</sup> ~ g/j's
- B | I sette hyr sengeley in synglure. s's
- B | Allas, I leste hyr in on erbere<sup>u</sup>; e + l's
- C | Thurgh gresse to grounde hit fro me yot. j's r's + o's
- B | I dewyne<sup>u</sup>, fordolke<sup>u</sup> of luf-daungere d's
- C | Of that pryvy perle withouten spot. p's