

**David Emanuel Academy**  
Summer Reading Information  
High School English Students  
**Grades 9-12**  
Mabel G. Williamson, Instructor

Summer is coming!! So it's time to prepare for our summer reading with DEA's high school students. After recently discussing summer reading with students, I have made a few changes—the greatest change is that ninth, tenth, eleventh, and twelfth graders will be able to choose their own books this summer. My desire is for the students to be more motivated to read by selecting books which truly interest them.

1. Select one fiction novel.
2. Select one non-fiction novel.
3. Fill out book info/parent approval form for both books\*and email to me by June 15th.

[mwilliamson@deaeagles.com](mailto:mwilliamson@deaeagles.com)

I will send you an acceptance email to let you know I have okayed those books.

I may ask you to choose another book if too many students are doing the same book.

After reading each book, complete a book report form for each of the books. (attached)

Then choose ONE to present to your peers during the first week of school. Prepare a slide presentation to share your book.

I am also assigning a short poetry activity. Follow directions given on attached forms (examples are included). Prepare finished work in a folder or notebook. The Poetry Anthology is due on the first Monday of the school year.

FORM to be completed and emailed to M Williamson\*  
Novel Choices

I have selected the following novels to read this summer.  
I have received approval from my parents for reading these two books.

Fiction novel

Title

Author

Nonfiction novel

Title

Author

Student Name:

Parent Name:

Below are suggested websites to find books for teens:

Goodreads.com

Scribd.com

Christianbook.com

Bookriot.com

Notconsumed.com

I will fill out an attached book form for each book.

I will prepare a slide show sharing the form information for ONE of the books to share with my class the first week of school.

Due date: First Monday of the month

Email to: [mwilliamson@deaeagles.com](mailto:mwilliamson@deaeagles.com)

Any questions?? Email [mwilliamson@deaeagles.com](mailto:mwilliamson@deaeagles.com)

# AR Book Report Form



Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Language Arts Teacher \_\_\_\_\_

Title of Book \_\_\_\_\_

Author(s) \_\_\_\_\_ Genre \_\_\_\_\_

Number of Pages \_\_\_\_\_ Contains Pictures? **Y** **N** Date started \_\_\_\_\_ Date Finished \_\_\_\_\_

Protagonist(s) \_\_\_\_\_

(Who is the main character? There can be more than one.)

Antagonist(s) \_\_\_\_\_

(This is the person or persons working against the main character, keeping the main character from his or her goal.)

**Conflict** (This is the struggle between opposite sides and creates the action in a story. There are five main types. Which one(s) is/are in your book? Circle your answer. Be clear about this. It must be right in order to earn points. Ask your Language Arts teacher for more information about conflicts in literature.)

Person versus Person   Person versus Self   Person versus Nature   Person versus Society   Person versus God

Explain the conflict(s) and why you chose the type(s) above \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Setting \_\_\_\_\_

(Where and when does the story take place? Be specific.)

## Point of View

(This is the way the author allows you to see and hear what's going on in the story. There are 3 types: **First-person**: A character tells the story with *I-me-my-mine* in his or her speech and you get to hear what the narrator is thinking. **Second-person**: This form is not used very often since the author would have to speak directly to the reader using words like *you* and *your*. **Third-person**- This type is the view of an outsider looking at the action, like watching a movie. There are two types of third person: **third-person omniscient** and **third-person limited**. Omniscient means all knowing and all seeing. The narrator knows what all characters are thinking and seeing. Limited means the writer only allows you to know the thoughts and feelings of only limited characters instead of ALL of the characters. In third-person point of view it's the author's voice you hear in the descriptive passages, not a character's voice.)

Circle the book's point of view below and provide evidence from the book as to why your choice is correct.

First-Person      Second-Person      Third- Person Omniscient      Third-Person Limited

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Plot** (This is the sequence of events told in a story. There are usually five parts of a plot line. Complete those parts below.)

- **Exposition**

(background information given at the beginning of the story)

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- **Rising Action**

(events that complicate the story and make it hard for the protagonist to solve his or her problem)

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- **Climax**

(This is the part where the protagonist confronts the antagonist and you know who is going to win. It's often the most exciting part of the story. )

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- Page(s) on which this action takes place: \_\_\_\_\_

- **Falling Action**

(events that follow the climax and lead to the resolution. What do the characters do AFTER the climax is over?)

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- **Resolution**

(How does the story end? What happens to the characters? Does the protagonist solve his or her problem? What has changed?)

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**Theme**

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(The theme is an idea or message that a writer wants to get across to the reader. Themes are usually not obvious so you have to figure it out by thinking about what the characters say and do and what they learn in the end.)

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Teacher Signature (Language Arts)

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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- **Exposition** \_\_\_\_\_  
(background information given at the beginning of the story)

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- **Rising Action** \_\_\_\_\_  
(events that complicate the story and make it hard for the protagonist to solve his or her problem)

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- **Climax** \_\_\_\_\_  
(This is the part where the protagonist confronts the antagonist and you know who is going to win. It's often the most exciting part of the story.)

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◦ Page(s) on which this action takes place: \_\_\_\_\_

- **Falling Action** \_\_\_\_\_  
(events that follow the climax and lead to the resolution. What do the characters do AFTER the climax is over?)

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---

- **Resolution** \_\_\_\_\_  
(How does the story end? What happens to the characters? Does the protagonist solve his or her problem? What has changed?)

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Theme \_\_\_\_\_

(The theme is an idea or message that a writer wants to get across to the reader. Themes are usually not obvious so you have to figure it out by thinking about what the characters say and do and what they learn in the end.)

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Teacher Signature (Language Arts)

## Poetry Anthology Project

(Anthology: a book that consists of essays, stories, or poems by different writers)

### Google Doc Link

#### Part One: Your Poetry

- **WRITE 2 POEMS:**
  - o At least 15 lines each
  - o At least 2 similes each
  - o At least 1 metaphor each
  - o At least 1 example of onomatopoeia each
  - o At least 1 example personification each
  - o And at least 1 example of each of the 5 senses in each
  - o ONE poem must follow some sort of rhyme scheme.
- **INCLUDE 2 PICTURES:** Each poem must be illustrated in a way that expresses the picture you wanted to communicate to readers.
- **EXPLANATION:** Explain why the illustrations match the poems: what image were you trying to give the reader when you wrote the poem?
- **WRITE AN "I AM" POEM**

#### Part Two: Analyzing Other Poets

- Select 1 poem and 1 song, or 2 poems: Use teacher suggestions or your own choice!
- Use the "Poem Analysis Guides," to record 4+ examples of poetic devices from each

#### Cover Page

- Carefully decorate a cover for your anthology that includes a title and your name
- Include your "I Am" poem on the inside cover.

#### **Your final anthology is due \_\_\_\_\_.**

After we review a sample exemplar poetry anthology on the following pages, you will have \_\_\_\_\_ days to work independently in class (and at home, if necessary) to complete your poetry project.

### Sample Poem #1

#### No Time for Sleep



The sun sinks down,  
The moon's in charge,  
Shining golden, living large.  
I listen to the city streets,  
They hold my stories,  
Hum my beats.  
The buzz of street lights  
draws me in.  
This is how my nights begin.  
Screaky screams  
from subway cars,  
Play the soundtrack from afar.  
In the shadows, strangers pass,  
Look right through me  
Like I'm glass.  
Undercover in the night,  
I am nameless,  
Out of sight.

#### Sample Explanation #1

I selected this picture to represent this poem because the deserted streets remind me of being alone in the city. When you are alone, especially at night, in the city you see things you might not normally see and hear things you might not normally hear. The bright lights in this photograph bring to mind the low buzzing sound that street lamps create. Even though the subway cars cannot be seen in this picture, whenever I think of a city I think about the noises associated with the trains. All of these sounds create a sort of "soundtrack" for the city night.

The darkening sky in the picture reminds me of sunset, just at the moment when day gives way to night, and the moon takes over for the sun. In the darkness, anyone can be anonymous. You do not have to be seen if you do not want to. Anyone can be a stranger. That is why I selected this photograph to represent my poem, "No Time for Sleep."

## Sample Poem #2



### The Concert

My palms were dripping sweat like a waterfall  
I kept asking myself, should I give this my all?

Boom Boom, there was a knock at my door  
I fell to the floor, like I couldn't take it no more

My thoughts were running through my mind like a speeding bullet  
My heart beat as fast as a bird would race to its nest  
My body was a brick wall

It was my time to go  
I told myself "Just go with the flow"

I grabbed the microphone so tight I could feel its heartbeat  
Ah! Ah! went the crowd, some not even in a seat

My adrenaline was a racing car  
This was it, I made it this far!

The words came out of my mouth as slow as a snail  
The words swallowed my fear and flowed without fail

I sang my heart away  
Never went astray  
I knew this was the best day

I noticed my family and friends amidst the crowd  
This was it and I was so proud!

## Sample Explanation #2

I chose the above picture to represent the image going through the author's mind as she was on stage. She is nervous and "hiding" because she can only think about what the audience is thinking. The bright lights and all the people are why the author is scared to come out in the beginning of the poem.

The hands are so clear to represent the crowd going wild as the singer is on stage. The way the hands of the crowd are positioned show the feeling of enjoyment at the concert. This was something that at the end of the poem the author had something to be proud of. This could be a reason why she felt it was "the best day."



## Sample #1: "Part 2: Analyzing Other Poets"

*Rosillos' Sunset*  
by Charles Richey

Across the rocky carpet of cacti-strewn desert the steep, amethyst slopes of the Rosillos Mountains rise with dagger-like peaks reaching up, like hands into the ruby sky hiding the setting sun that steals a look through these ancient fingers, like a child trying to catch his last glimpse of his room before the lights are turned out. Far below the craggy peaks, a lone yucca stands watching the shadows race toward and past him like wild horses. The rocks, the cacti, and the greasewood take on new colors, like a chameleon, as if to blend with a new background. As the sun continues to set behind the craggy hands, the scents of the desert mingle and rise, like the aroma of an exotic and carefully prepared stew.

## Sample #1: "Part 2: Analyzing Other Poets"

### Examples of Poetic Devices Found in This Poem:

- Metaphor:
  - o The poet uses a metaphor in the first line, by comparing the desert to a rocky carpet.
  - o The second metaphor is found on line two, when the poet compares the mountain slopes to amethyst (a precious gem).
  - o The poet also compares the jagged mountains to "ancient fingers" in the fifth line of the poem and "craggy hands" in line twelve.
- Simile:
  - o The first simile in this poem is found in the second and third lines, when the poet compares the mountain peaks to daggers and hands.
  - o The poet also uses a simile to compare the sun to a child "trying to catch his last glimpse of his room before the lights are turned out."
  - o Another simile can be found in lines eight and nine, when the poet compares moving shadows to wild horses.
  - o He uses a simile to describe the color changes seen in the rocks, cacti and greasewood, by comparing them to a chameleon in lines nine and ten.
  - o Finally, the poet uses a simile to compare the scents of the desert to the "aroma of an exotic and carefully prepared stew."
- Personification:
  - o The sun is personified because it can not actually "steal" a look
  - o The yucca plant is also personified in this poem, because the poet says that it "stands watching the shadows race toward and past him."
- The Senses:
  - o Sight: The poet uses the colors of rocks and mountains, the texture of the desert sand and the movement of the shadows to create visual images.
  - o Smell: The poet talks about the exotic smell of a stew being similar to the smells of the desert.
  - o Touch: The rocky and jagged mountains give the image of a rough texture.

### Creating an "I AM" poem

There are different ways to create a poem that says who you are. Below is a menu including different ways to format your "I am" poem. Choose **one** poem format you want to express and describe yourself. Be Creative!

Option #1	Option #2
<p><b>I AM Poem</b></p> <p>FIRST STANZA</p> <p>I am (two special characteristics you have)</p> <p>I wonder (something you are actually curious about)</p> <p>I hear (an imaginary sound)</p> <p>I see (an imaginary sight)</p> <p>I want (an actual desire)</p> <p>I am (the first line of the poem repeated)</p> <p>SECOND STANZA</p> <p>I pretend (something you actually pretend to do)</p> <p>I feel (a feeling about something imaginary)</p> <p>I touch (an imaginary touch)</p> <p>I worry (something that really bothers you)</p> <p>I cry (something that makes you very sad)</p> <p>I am (the first line of the poem repeated)</p> <p>THIRD STANZA</p> <p>I understand (something you know is true)</p> <p>I say (something you believe in)</p> <p>I dream (something you actually dream about)</p> <p>I try (something you really make an effort about)</p> <p>I hope (something you actually hope for)</p> <p>I am (the first line of the poem repeated)</p>	<p><b>Just Because...</b></p> <p>Just because I'm</p> <p>Doesn't mean</p> <p>Doesn't mean</p> <p>And doesn't mean</p> <p>Just because</p> <p>Doesn't mean</p> <p>Doesn't mean</p> <p>Doesn't mean</p> <p>Just because</p> <p>Doesn't mean</p> <p>Doesn't mean</p> <p>Doesn't mean</p> <p>Just because</p> <p>(Question)</p> <p>(Question)</p> <p>(Statement)</p> <p>Example:</p> <p>Just because I'm half Japanese</p> <p>I'm not a California roll</p> <p>I'm not a Sony TV or radio</p> <p>I'm not a Toyota or a Nissan</p> <p>Just because I'm half Japanese</p> <p>I don't like being considered one race</p> <p>I do like being considered a Jew</p> <p>I'm not a "mixed up person"</p> <p>Just because I'm half Japanese</p> <p>I do like things that you do like to do</p> <p>I do like and play basketball</p> <p>Just because I'm half Japanese</p> <p>What is race?</p> <p>Is there a thing called race?</p> <p>Can't you just like me because I'm me?</p> <p>I think so.</p>

### Option #3

**Past to Present**  
I was... (a series of at least 10 things that describe yourself as a younger child)

-Your Name  
I am... (here the series of at least 10 things that describe you as you are now)

Example:

I was...

different

lost

confused

awkward

scared

alone & lonely

alienated

hurting

volcanic

seething beneath the surface

searching for answers,

without knowing the questions

-Art Belliveau

I am...

iconoclastic

curious

questioning

less unsure of myself

not lonely or alone

calmer

more introspective

still awkward

reluctant to define myself

searching for valid questions,

believing there are no firm

answers

### Option #4

**I am**

I am (first name)

Son/Daughter of (I've also used brother/sister of...)

Who needs (3 things)

Who loves (3 things)

Who sees (3 things)

Who hates (3 things)

Who fears (3 things)

Who dreams of (3 things)

Who has found poems of

Resident of (You can list anything here from your address to "the small blue green planet

third from the sun")

(Your last name)

Example:

I am Art

Son of Barbara

Who needs time, sleep, exercise

Who loves his wife, his job, his family

Who sees sunsets, both sides, poetry everywhere

Who hates ignorance, apathy, hatred

Who fears failure, success, mediocrity

Who dreams of successful students, published

poems, time enough

Who has found poems of anger

Resident of Alabama

Belliveau

Poem Analysis Guide: Another Poet's Poem #1

Poem Title: \_\_\_\_\_ My Name: \_\_\_\_\_

Metaphors: The poet compares _____ to _____.				
Similes: The poet compares _____ to _____.				
Onomatopoeia: The poet uses the word _____ to represent the sound of _____.				
Personification: The poet gives human qualities to a _____.				
The Senses: The poet creates images with each of the five senses by _____.				
Touch	Taste	Sight	Sound	Smell

Poem Analysis Guide: Another Poet's Poem or Song #2

Poem Title: \_\_\_\_\_ My Name: \_\_\_\_\_

Metaphors: The poet compares _____ to _____.				
Similes: The poet compares _____ to _____.				
Onomatopoeia: The poet uses the word _____ to represent the sound of _____.				
Personification: The poet gives human qualities to a _____.				
The Senses: The poet creates images with each of the five senses by _____.				
Touch	Taste	Sight	Sound	Smell

Poem Analysis Guide: My Poem #1

Poem Title: \_\_\_\_\_ My Name: \_\_\_\_\_

Metaphors: I compared \_\_\_\_\_ to \_\_\_\_\_.

Similes: I compared \_\_\_\_\_ to \_\_\_\_\_.

Onomatopoeia: I used the word \_\_\_\_\_ to represent the sound of \_\_\_\_\_.

Personification: I gave human qualities to a \_\_\_\_\_.

The Senses: I created images with each of the five senses by \_\_\_\_\_.

Touch	Taste	Sight	Sound	Smell

Poem Analysis Guide: My Poem #2

Poem Title: \_\_\_\_\_ My Name: \_\_\_\_\_

Metaphors: I compared \_\_\_\_\_ to \_\_\_\_\_.

Similes: I compared \_\_\_\_\_ to \_\_\_\_\_.

Onomatopoeia: I used the word \_\_\_\_\_ to represent the sound of \_\_\_\_\_.

Personification: I gave human qualities to a \_\_\_\_\_.

The Senses: I created images with each of the five senses by \_\_\_\_\_.

Touch	Taste	Sight	Sound	Smell

## Poetry Anthology Checklist

(Anthology: a book that consists of essays, stories, or poems by different writers)

### Cover Page:

- Did I spend time on my cover page and make sure my work is neat?
- Did I include my name and the title of the project?
- Did I include an "I am" poem on the inside cover of my anthology?

### Section One:

- Did I include two original poems of which I am the author?
- Does one of the poems have a rhyme scheme?
- Did I use all of the five senses somewhere between the two poems?
- Did I use the appropriate number of metaphors?
- Did I use the appropriate number of similes?
- Did I use the appropriate number of onomatopoeias?

### Section Two:

- Did I include the full text of the poems and/or songs I selected?
- Did I clearly identify the metaphors I found in the poems or songs I selected?
- Did I clearly identify the similes I found in the poems or songs I selected?
- Did I clearly identify the onomatopoeias I found in the poems and/or songs I selected?
- Did I clearly identify the examples of personification I found in the poems and/or songs I selected?
- Did I follow all other directions provided on the project guidelines sheet?

## Poetry Anthology Project Scoring Rubric

### Part One: Your Poetry

- **WRITE POEM # 1 (12 points total - 2 points each):**
  - o \_\_\_ At least 15 lines each
  - o \_\_\_ At least 2 similes each
  - o \_\_\_ At least 1 metaphor each
  - o \_\_\_ At least 1 example of onomatopoeia each
  - o \_\_\_ At least 1 example personification each
  - o \_\_\_ And at least 1 example of each of the 5 senses in each
- **WRITE POEM # 2 (12 points total - 2 points each):**
  - o \_\_\_ At least 15 lines each
  - o \_\_\_ At least 2 similes each
  - o \_\_\_ At least 1 metaphor each
  - o \_\_\_ At least 1 example of onomatopoeia each
  - o \_\_\_ At least 1 example personification each
  - o \_\_\_ And at least 1 example of each of the 5 senses in each
- \_\_\_ ONE poem has rhyme scheme (2 points)
- \_\_\_ PICTURE # 1 (2 points)
- \_\_\_ PICTURE # 2 (2 points)
- \_\_\_ EXPLANATION # 1 (10 points)
- \_\_\_ EXPLANATION # 2 (10 points)
- \_\_\_ "I AM" POEM (5 points)

### Part Two: Analyzing Other Poets

- \_\_\_ POEM ANALYSIS # 1 (10 points)
- \_\_\_ POEM ANALYSIS # 2 (10 points)

### Cover Page

- \_\_\_ FRONT COVER PAGE DECORATION (5 points)
- \_\_\_ INSIDE "I AM POEM" COVER PAGE DECORATION (5 points)

**SCORE:** \_\_\_\_\_ / **85**

## ANALYZING OTHER POETS: SUGGESTION # 1

### The Indian Serenade Percy Shelley

I arise from dreams of thee  
In the first sweet sleep of night,  
When the winds are breathing low,  
And the stars are shining bright  
I arise from dreams of thee,  
And a spirit in my feet  
Hath led me—who knows how?  
To thy chamber window, Sweet!

The wandering airs they faint  
On the dark, the silent stream—  
The champak odors fall  
Like sweet thoughts in a dream;  
The nightingale's complaint;  
It dies upon her heart;  
As I must on thine,  
Oh, beloved as thou art!

O lift me from the grass!  
die! I faint! I fall!  
Let thy love in kisses rain  
On my lips and eyelids pale.  
My cheek is cold and white, alas!  
My heart beats loud and fast;—  
Oh! press it to thine own again,  
Where it will break at last.

## ANALYZING OTHER POETS: SUGGESTION # 2

### The Lake Isle of Innisfree W. B. Yeats

I will arise and go now, and go to Innisfree,  
And a small cabin build there, of clay and wattles made:  
Nine bean-rows will I have there, a hive for the honeybee,  
And live alone in the bee-loud glade.

And I shall have some peace there, for peace comes dropping slow,  
Dropping from the veils of the morning to where the cricket sings;  
There midnight's all a glimmer, and noon a purple glow,  
And evening full of the linnet's wings.

I will arise and go now, for always night and day  
I hear lake water lapping with low sounds by the shore;  
While I stand on the roadway, or on the pavements grey,  
I hear it in the deep heart's core.

### ANALYZING OTHER POETS: SUGGESTION # 3

#### The Road Not Taken Robert Frost

Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And be one traveler, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth;

Then took the other, as just as fair,  
And having perhaps the better claim,  
Because it was grassy and wanted wear;  
Though as for that the passing there  
Had worn them really about the same,

And both that morning equally lay  
In leaves no step had trodden black.  
Oh, I kept the first for another day!  
Yet knowing how way leads on to way,  
I doubted if I should ever come back.

I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and I—  
I took the one less traveled by,  
And that has made all the difference.

### ANALYZING OTHER POETS: SUGGESTION # 4

#### Mending Wall Robert Frost

Something there is that doesn't love a wall,  
That sends the frozen-ground-swell under it,  
And spills the upper boulders in the sun;  
And makes gaps even two can pass abreast.

The work of hunters is another thing:  
I have come after them and made repair  
Where they have left not one stone on a stone,  
But they would have the rabbit out of hiding,  
To please the yelping dogs. The gaps I mean,  
No one has seen them made or heard them made,  
But at spring mending-time we find them there.

I let my neighbour know beyond the hill;  
And on a day we meet to walk the line

And set the wall between us once again.

We keep the wall between us as we go.

To each the boulders that have fallen to each,  
And some are loaves and some so nearly balls  
We have to use a spell to make them balance:

"Stay where you are until our backs are turned!"

We wear our fingers rough with handling them.

Oh, just another kind of out-door game,  
One on a side. It comes to little more:

There where it is we do not need the wall:

He is all pine and I am apple orchard.

My apple trees will never get across

And eat the cones under his pines, I tell him.

He only says, "Good fences make good neighbours."

Spring is the mischief in me, and I wonder

If I could put a notion in his head:

"Why do they make good neighbours? Isn't it

Where there are cows? But here there are no cows.

Before I built a wall I'd ask to know

What I was walling in or walling out,

And to whom I was like to give offence.

Something there is that doesn't love a wall,

That wants it down." I could say "Elves" to him,

But it's not elves exactly, and I'd rather

He said it for himself. I see him there

Bringing a stone grasped firmly by the top

In each hand, like an old-stone savage armed.

He moves in darkness as it seems to me,

Not of woods only and the shade of trees.

He will not go behind his father's saying,

And he likes having thought of it so well

He says again, "Good fences make good neighbours."

## ANALYZING OTHER POETS: SUGGESTION # 5

### O Captain! My Captain! *Walt Whitman*

O Captain! my Captain! our fearful trip is done,  
The ship has weather'd every rack, the prize we sought is won,  
The port is near, the bells I hear, the people all exulting,  
While follow eyes the steady keel, the vessel grim and daring;  
But O heart! heart! heart!  
O the bleeding drops of red,  
Where on the deck my Captain lies,  
Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;  
Rise up--for you the flag is flung--for you the bugle trills,  
For you bouquets and ribbon'd wreaths--for you the shores a-crowding,  
For you they call, the swaying mass, their eager faces turning;  
Here Captain! dear father!  
This arm beneath your head!  
It is some dream that on the deck,  
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still,  
My father does not feel my arm, he has no pulse nor will,  
The ship is anchor'd safe and sound, its voyage closed and done,  
From fearful trip the victor ship comes in with object won;  
Exult O shores, and ring O bells!  
But I with mournful tread,  
Walk the deck my Captain lies,  
Fallen cold and dead.