Comma Test

Answers

Plan)

6/8

Riddle Answer: To Get to the other side

#1. Correct

2. (X) salad, fries

3. Correct

4. (X) lovable

5. Correct

6. Correct

7. (X) to, two,

8. Correct

9. (X) man brother

10. Correct

11. Correct

12. Correct.

13. Correct.

14 (X) January, 31, 2006,

Ans

15. Correct

16. Correct

17. Correct

18. Correct

19. Side, Magzine,

Everything? Any-thing

NMSA Essay
1st Draft

p(a2) 5/24

Did you ever notice that Adolescents are not included in discussions that affect the whole family. Why is that the case, I want to know? We teenagers can make good decisions, too. We want our opinion to count. For Example, we want to suggest what we want to eat for dinner. ~~the~~ You don't always need to take our suggestion, just hear it. When we go out for a fun family outing we should also be able to suggest places where we could go for fun. Why are we ignored like this?

Getting a little rebellious? lol.

→ If you study kids through the ages you will see that this situation was sometimes worse. (Always we were ignored and told that children should be seen and not heard. Back in the

pioneer lines in America parents had lots of kids, so the kids could help out on the farm. Then in the upper class household of around that time, children had nannys. They had these so the parents did not need to care for the children and possably forget for a few days that they had kids. Like I said before, "Children should be seen and not heard" was a common saying back then. Young people fought for their rights and we got some more. Now there are less kids in a house and we have more say. We still are not almost equal.

We need to fight for our rights. We can make good decisions too. Thesings were worse before, but they are not as good

Continued on bottom of Outline

Outline

Plaz 5/24

- why were not included
  - not incl on fam. disscusson
    - where to go
    - what to eat
  - ignored

make good decisons too ?

- kids through ages
  - old days seen as work machines
  - seen but not herd next
  - young people fought for rights
    - now because less of us we are there
      - still not almost equal
- Need to fight for rights
- make good decisions
- break the trend further
- 21 th Centery

3 This is the 21st century. Teens can make good suggestions and decisions too. We should have a say on how to run the family. It might also come in handy later.

You do repeat a bit (ideas) but it's good stuff

Um... try making it a little clearer. It's kind of repetitive too.

A little repetitive, -- A.S.

but I like the religious tach. lol.

Call for Student Artwork & Writing
Month of the Young Adolescent 2004

NMSA

HEY KIDS, HERE'S A CHALLENGE FOR YOU...

NMSA is very excited about our 8th annual Month of the Young Adolescent celebration, which begins in October 2004. This month helps us focus on how important 10- to 15-year-olds are in our families, schools, communities, and beyond.

We need some good artwork, OR, if you're not an artist, surely you must be a great writer, RIGHT? So, here's where the fun begins.

1. **ARTISTS:** OK here's what you have to do...
   Create an original piece of artwork that represents the theme "Expressions from the Middle" showing how today's young adolescents lead the way in making a positive difference in their homes, schools, community, and world. Include two or three sentences telling us about your artwork and how it relates to the theme. You can choose your favorite kind of media to work with: oils, watercolors, charcoals, colored pencil, sculpture, computer generated graphics, or multimedia (no glitter, please). NMSA will not accept pencil or pen drawings on notepad paper. To view the winners of last year's contest go to *www.nmsa.org/moya*. Color copies and quality photos of artwork are preferred, however, we do accept original artwork. Please keep in mind that submissions will not be returned.

2. **WRITERS:** OK, here's your part of the challenge...
   Write an original short essay or poem for possible selection and publication in *Expressions from the Middle*. Short essays should be two pages or less and no more than 500 words. We'd like to have your essays or poems typed on a computer so it's easier for us to read. If you don't have a computer that's OK, we'll take handwriting—just be neat about it. You've got to use one of the following topics as a theme. If you participated last year, please choose a different theme this year.

   - **What I'd do if I were a teacher (forget the NO homework bit...that won't work)**
   - **Good advice an adult (parent, teacher, coach, counselor, etc.) has given me**
   - **My ideas about why so many different people/cultures are apparently unable to co-exist peacefully, and what they might be able to do about it** - diff customs
   - **Questions that are on my mind a lot** why not included - kids thread

Call for Student Artwork & Writing
Month of the Young Adolescent 2004

NMSA

Each submission (art and writing) must have a completed entry form in order to be considered. Be sure to include your signature and that of your mom, dad or guardian. Each participant will receive a certificate of recognition. If your artwork is chosen to be used on the 2004 Month of the Young Adolescent poster you'll receive $100 cash. If your artwork, short essay, or poem is selected to appear in the electronic publication, *Expressions from the Middle*, you will receive a $25 cash prize. If more than one of you contributes to a single entry, the cash prize will be split equally.

You've got to get busy on this project NOW. We need to have your art or writing in our hands by June 4, 2004. If you need any more info call me, Jean Harrison, at 1-800-528-6672 and if I don't know the answer to your question, you can bet I'm going to find one for you, because I want you to help us celebrate the Month of the Young Adolescent and HELP THE WORLD SEE THE TALENTS OF 10- to 15-YEAR-OLDS. GOOD LUCK!

need to get rid of 1st person

Michael Plasmeier

5/11/2004

P.D.:1/2

Rough

Should failing kids repeat a grade?

we know you're going to tell us

Should social promotion be practiced and should failing kids be forced to repeat a grade, and should failing kids be kept behind? ~~There~~ There are mixed opinion on this topic. Below, I will tell you my opinion, and why it is good at solving the social problems that keeping kids back is creating. Finally, I will share an alternate solution to this problem. I have new solution in stead ← add it

don't add, 1st person

rewrite, take out I's

~~My main~~ A solution for this problem is to first, have kids stay officially in the grade with their friends and age group. They then, would take the classes appropriate to their level. They can also repeat a level. So, for example, a student fails 6th grade. The next year he eats with and goes on the 7th grade field trips. He would then attend 6th grade level classes either with real 6th graders, or with other students that are taking the class again. They would also need to stay an extra year before graduation. This system would be similar to what ~~the~~ they do in both high school, and coll~~l~~ege. This system would also work for gifted students to advance a grade.

if they just eat w/ them & go on field trips w/ them... what's the point?

good sentence

The solution has several social advantages to pure retention. First, the kids get to eat lunch with, and be around their friends who were not held back. The kids held back

good idea

may also meet some new friends in their new classes. Also, with this new method, kids won't need to specifically tell their friends they got held back, it would just look like they ended up with a different schedule. The kids won't feel as much a failure and want to give up, as they would with ~~the other way~~ being held back a grade w/out seeing their freids + everything w/ your suggestion. These are just a few of the social problems solved with this answer to the problem of social promotion.

there are other ← or there is ?

~~I also have a~~ alternative solution to this problem of kids leaving school without the proper skills they need. You would begin with enacting the policy of holding kids back if they are not up to snuff. However, you would change the image in kids minds of just going to the next grade without any work. Now it seems like you are automatically entitled with a free pass to next year. Right now in ~~our~~ certain school, we have a point system, but almost nobody knows or cares about it. One of these or some other credit system is needed, and students need to know about it. If people would know about it, they might try harder to reach the next grade. This ~~is my~~ an other ~~plan~~ idea for holding students back with their academic level.

don't say plan bcuz it makes it sound like you're going to do it

~~Well,~~ these were ~~my plans~~ ideas on keeping kids in step with their skill development. First, ~~I told you~~ you were told about keeping kids officially in the same grade with their friends. ~~Also~~ then told you about this method's social advantages over the other methods. I also told you of an alternate method of making promotion to another grade something you can earn. So, that were my suggestions , a mixed answer to forcing kids to repeat a grade.

rewrite so as too take out I's

may also meet some new friends in their new classes. Also, with this new method, kids won't need to specifically tell their friends they got held back, it would just look like they ended up with a different schedule. The kids won't feel as much a failure and want to give up, as they would with the other way. These are just a few of the social problems solved with this answer to the problem of social promotion.

I also have a alternate solution to this problem of kids leaving school without the proper skills they need. You would begin with enacting the policy of holding kids back if they are not up to snuff. However, you would change the image in kids minds of just going to the next grade without any work. Now it seems like you are automatically entitled with a free pass to next year. Right now in our school, we have a point system, but almost nobody knows or cares about it. One of these or some other credit system is needed, and students need to know about it. If people would know about it, they might try harder to reach the next grade. This is only other plan for holding students back with their academic level.

Well, These were my plans on keeping kids in step with their skill development. First, I believe about keeping kids officially in the same grade with their friends. I also told you about this method's social advantages over the other methods. I also told you of an alternate method of making promotion to another grade something you can earn. So, that were my suggestion, a mixed answer to forcing kids to repeat a grade.

Social Promotion

Michael Plasmeier 5/10

Outline

Thesis Should failing kids repeat a grade

Say Sort-of

Topical 1 Explain what to do - stay grade - different class - high sch.
2 Why good social - stay w/ friends (lunch) meet more people - don't feel failers
3 Alternet way - PR campein - earn promotion - not get

Conclusions

1st

→ Should social promotion be praticed and should failing kids be kept behind? I have a mixed opinion on this topic. ~~At~~ First, I will tell you what ~~it is~~ my opinion, and then I will say why my soliton is good socialy. Finnaly I will share an alternet ~~opinion~~ solution that I have, to solve this problem.

→ My solution is First to keep kids in their grade officialy, ~~then~~ However the kids would take the level of the

2

class that they would need. Lets say a kid faild math in 6th grade. He would continue to 7th grade, eat lunch w/ his friends and ~~thats~~ take 6th grade math. This is very similar to what people do in high school and for advaced level math students at our school. The ~~people~~ student and his friends maby would ~~would~~ never know directly that the failed ~~the~~ grade in a subject or 2. They would just think they were in a different class than everybody else. This special class could be mixed w/ the people in the real grade in this case 6th, or w/ 3 kids. This is not my solution on this topic. I mention another class w/ rejects or mixed only kids who are retaking the grade.

Rework or move

I think this method has several social advantages. First, the kids eat lunch with their friends and are "officially" in the grade. ~~not their friends~~ ~~Also~~ Another reason is, the person and his friends would not clearly really know

3

Also because

that they failed a class ~~Now~~ the kids

~~people~~ that we lock a grade, ~~also~~

↳ relied on what was said above.

might get to meet new people or make

friends in other ~~grades~~ classes where they were placed ~~or classes~~.

Move. Now these people ~~won't~~ feel

like failers and ~~w~~ don't want to give up

these are just some social problems

about retention that were solved

by my idea on how "repeting" ~~grads~~ classes

not grades

should work.

I also have an alternet idea on

how to solve this problem. You would start

with the normal policy on ~~holding~~ keeping

kids lock a grade. However, you

would ~~totaly~~ change the image of how kids progress

to the next grade. Right now it

seems like you can just go to the next grade without needing to earn it. I think a more visible point system or any other credit system is needed. Some schools already have one, but almost nobody knows anything about it. If people would know about this system they might try harder to reach the next grade. This is my plan for an alternet system on holding kids back. Well that is my plan ~~to make students~~ (E-V Stop) about holding kids back. First I told of keeping kids officly in the same ~~class~~ grade, but switching classes. I also told of that method's social advantages. I also told of an alternet method of making promotion something you earn. So that's my suggestions. ~~No or~~ a mixed answer on forcing kids to repeat a grade.

Michael Plasmeier

Sensory Character

Character's name Saddam Hussine (SA)

Draw ~~Create~~ a picture of your "character." First do a rough draft, then a final draft on oak tag. Make the eyes, ears, nose, mouth and hands are visible. sure

Answer the following questions as a brainstorm for the descriptions that you will attach to these body parts.

1st person: I see... | 3 sentences each. | 6 catagories

EYES: What does your character see? How does he/ she view life differently from others? - people rebelling

I see the

EARS: What does your character hear? What have they heard that has affected their life philosophy, and has made them the person that they are? orders heard from bad childhood make my this way

NOSE: What scents have they smelled? Consider their locations of residence and travel.

MOUTH: What words have they said that are important? Language is important. How have they influenced others through their words? Given orders to invade

HANDS: What actions have they taken in life that are important? How have they impacted the world through their actions? Feel actions taking to get here

Once you have brainstormed, you will do a rough and final draft of each of these senses. You will type up the final draft on slips of paper that you will glued on to your figure. feel sad tortured people don't care which one

Heart | Brain

Brain

colonizing war to avoid the USA

Pla2

Sensory Charater Writting

Eyes I see the little people walking around in fear out of my many palaces. They don't like me, but they need to. Otherwise SLAM! You wont see them again!

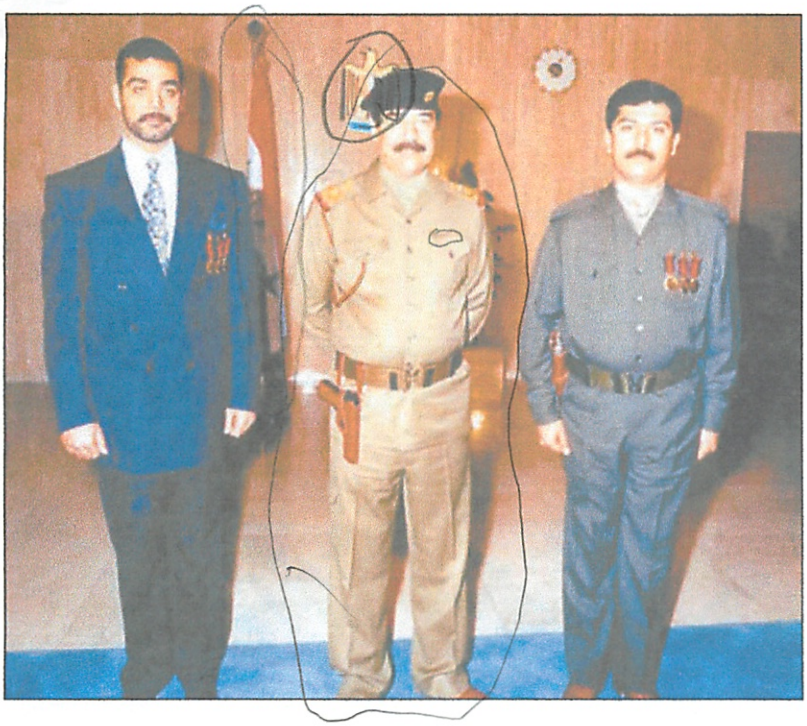
Ears I can still hear my stepfather yelling at me from my childhood. ~~that thing that brought to be the wonderful way today.~~ He made me steal, all the boys hated me, I took that hatred and hear I am today!

Mouth I order people around. The people are afraid when I talk. I sent out the army to invade kuwait w/ these. I lie about my past.

Hands My hands are still wet from the blood I got from geting to be a dictator. I worked my way up the Baathist party and the party worked its way in power. My first position was capture and torture at The Palace of The End.

Heart I don't think of the thousands of people suffering at the hands of my secreat police director. Too Bad they didn't join me ~~the sunni and shiet~~ Sunni ? Shiite and support me, they would be better off.

Brain My most important part of my body? I think, I caluclate how to avoid my enmies and ~~achieve my~~ think about goal of a unified Mid East ~~against~~ not affilate the world. ~~? last sentences~~ the party's goal w/ I thought of ways to achive my goal, to get rid of the people that hated me



Hussein

The Adventures of Tom Sawyer - Comprehension Questions

Read these directions carefully before you begin your work!

Use a separate sheet of paper to answer the following questions. Do your work very neatly; if it is sloppy or difficult to read, I will not give you credit for it. In addition, be sure to put your answers into complete sentences. It is not necessary to recopy the question. You may do this assignment in pencil or pen. If you do not finish the day's assignment in class, you must finish it for homework.

Chap. 1 - How does Aunt Polly feel about Tom?
Who are Jim and Sid?

Chap. 2 - How did Tom get his friends to whitewash the fence for him?
List at least 3 things his friends gave Tom.

Chap.3 - Who were Joe Harper, Amy Lawrence, Becky Thatcher, and Mary

Chap. 4 - How did Tom get enough tickets to win a Bible?
How did Tom disgrace himself?

Chap. 5 - Explain how Tom disrupted the church service.

Chap. 6 - Why did Tom hate Mondays?
Describe Huck Finn.

Chap. 7 - What did being "engaged" mean to Tom and Becky?
How did Tom make Becky angry?

Chap. 8 - Why did Tom play hooky from school that afternoon?

Chap. 9 - What happened when Tom and Huck went to the graveyard that night? (Make sure your answer is very complete; this is the most important chapter in the book.)

Chap.10 - Why didn't Tom and Huck tell anyone what they'd seen?

Chap.11 - Why did Tom smuggle small things to Muff Potter in jail?

Chap.12 - What was Tom really worried about in this chapter?
What did Tom do to Peter, the cat?

Chap.13 - Why did Tom and Joe decide to run away?
What was good and bad about the island?
Why did Tom and Joe start feeling guilty, but Huck didn't?

Chap.14 - Why did Tom take off for home that night?

Chap.15 - What did Tom learn at home?
How did his visit home make Tom feel?

Chap.16 - Why did Tom and Joe want to learn to smoke a pipe?
How did their first experience with a pipe turn out?

Chap.17 - Why did Tom feel that his funeral was the proudest day of his whole life?

Chap.18 - Why did Tom decide to drop Becky?
Who was Alfred Temple?

Chap. 19 - What happened to make Aunt Polly realize Tom really loved her?

Chap. 20 - What really decent thing did Tom do in this chapter?

Chap. 21 - Why did the students hate their teacher?

What did they do to him?

Chap. 22 - Why was the summer such a disappointment to Tom?

Chap. 23 - Why do you think Tom decided to testify for Muff Potter?

What happened to Injun Joe?

Chap. 24 - Why did Tom, now a hero, start to have nightmares?

Chap. 25 - Where did Tom and Huck go to dig for treasure?

Chap. 26 - What happened while Tom and Huck were in the haunted house?

Chap. 27 and 28 - What was Tom and Huck's plan?

Chap. 29 - What was Becky's party like?

Why did Injun Joe want to hurt Widow Douglas?

How did Huck save the Widow's life?

Chap. 30.- What had happened to Becky and Tom?

Chap. 31 - Why was it so easy to become lost in the cave?

How did Tom take care of Becky?

Chap. 32 - How did Tom save Becky and himself?

What did Judge Thatcher do to the cave? Why?

Chap. 33 - What happened to Injun Joe?

Why did Tom and Huck return to the cave ?

What did they find?

Chap. 34 - How did Widow Douglas show her appreciation to Huch and the Welshman?

How much gold was in the treasure the boys found?

Chap. 35 - What happened to the boys' treasure money?

Why did Tom end up being one of Judge Thatcher's favorite people?

Tom Sawyer: Tom is a young, mischevious, adventurous boy. He has an active imagination, and gets into trouble a lot. He is a born leader, and very headstrong. Throughout the book he goes through many adventures that change him.

Aunt Polly: Tom's aunt, who he lives with. Aunt Polly is religious and proper, but kindhearted. Although she fights with Tom a lot, she loves him very much and cares for his well-being.

Sid: Tom's younger brother. He is well behaved and proper, but lives to get Tom in trouble. Unlike Aunt Polly or Tom's cousin Mary, Sid has a mean streak to go with his upright behavior.

Joe Harper: Joe is Tom's best friend, and has the same taste for trouble and imagination. He runs away to Jackson's Island to be a pirate.

Becky Thatcher: Becky is a spirited, beautiful girl. Tom falls in love with her the first time he sees her. Her strong will challenges Tom throughout their courtship. She and Tom get lost in McDougal's Cave together.

Widow Douglas: The Widow is the richest person in St. Petersburg. She is very kind and loving, and is generous with the town's children. She is very religious, in a sincere way. She takes Huck in as thanks for saving her life.

Huckleberry Finn: Huck is the son of the town drunk and a wild boy. He doesn't go to school, church, or any other social function. He cannot read. He is loved by the children and feared by the adults because he doesn't conform. He is less imaginative or fanciful than Tom, but more practical. He and Tom witness Injun Joe killing Dr. Robinson and eventually find his treasure.

Injun Joe: The villain of the book. He is half-Indian and a hateful, evil criminal who steals and murders without a thought. He murders Dr. Robinson and would have hurt Widow Douglas if Huck hadn't gotten help.

Minor Characters

Jim: Aunt Polly's 'colored boy.' Although the book doesn't say, Jim is clearly a servant, most likely a slave. He does most of the work around the house, including a lot of Tom's.

Ben Rogers: Another of Tom's friends in town, although not as good a friend as Joe or Huck. He is the first person Tom tricks into whitewashing the fence.

Jeff Thatcher: Tom's friend and Becky's cousin. Tom tries to get information about Becky from him when she is sick.

Amy Lawrence: Tom's great love before Becky comes to town. He uses her to make Becky jealous.

Mary: Tom's cousin, proper and sweet. She is older and worries about Tom a lot.

Mr. Walters: The Sunday-school teacher, who has a bad opinion of Tom. He is shocked when Tom has enough tickets to get a free Bible.

Judge Thatcher: Becky's father, an important judge. Tom earns his respect by saving Becky's life in the cave.

Willie Mufferson: The 'model boy' of the village. He is very proper and stuck-up and the kind of kid parents tell kids they should act more like. Tom and the rest of the boys in town hate him.

The Schoolmaster: A big, bald man who wears a wig. He is angry that he is just a teacher and wishes he could be something important, like a doctor. He is very mean to the students, but is embarrassed by them on Examination Day.

Dr. Robinson: A young doctor who steals bodies from graves, until he is murdered one night by Injun Joe.

Muff Potter: A lower-class drunk of the town, Potter is a nice man who is framed for Dr. Robinson's murder by Injun Joe.

Mrs. Harper: Joe's mother and a friend of Aunt Polly, she worries about Joe as much as Aunt Polly worries about Tom.

Alfred Temple: Recently moved from St. Louis, Alfred has very nice clothes. Tom beats him up when he first comes to town. Later, Becky flirts with him to make Tom jealous, and Alfred destroys Tom's spelling book.

Unknown Man: Injun Joe's accomplice in his attempted revenge against Widow Douglas. He's not as ruthless as Joe, but is too scared of him to not do what he says.

The Welshman: Mr. Jones, who chases Injun Joe away from the Widow Douglas's house after Huck warns him of the danger.

Have fall themed template

?Too narrow topic

and other poem

POETRY PROJECT

Your assignment is to create your own anthology of poetry. You are the editor of this anthology, the person who chooses the poems and puts the book together. You will look closely at poems and search for tools that develop research skills and will help you understand images and ideas in poems. You will also create additional materials — commentary on poems, a table of contents, bibliography and glossary. All this is part of being a good editor. Your anthology will be illustrated. You may draw, select photos, or use images from greeting cards, calendars, magazines or other sources to decorate your books. Your anthology will be a personal collection that expresses your unique personality and taste. Have fun with it!

You will write short biographies for each of the ~~five~~ 4 poets you choose, telling a little about their lives in your own words. Poets often write from their experiences. Knowing about the lives of poets can help you to understand their poems in a deeper way.

Following the background on each poet will be poems that he/ she has written. You will include three poems by each author, as well as explanations of each poem.

In addition to the ~~six~~ 4 famous, previously published authors, you will include yourself as the hottest new poet on the literary scene. You will give a short biography of yourself, and then will include five poems that you have written. You will compile this information as you will for the other poets. only analize 5

Type My Section

Your anthology must have page numbers in the lower right corner of each page (excluding the cover). Please use the numeral only — no parentheses, "page", "p." or "pg.," and no period (.) following the numeral.

My Poems

Include

1) HMS - ?Re-Edit

Book - Shape

Photo - NR Include

A river - ~~Edit, Type~~ Include

Letter "A" Text - Include

Guy poem -

- Trandit - IOA - WFC ? Include

Poets

1. Shakespeare - ~~Written, Type~~
2. Poe - ~~Written, Type~~
3. Arnold - ~~Written, Type~~
4. Long fellow ~~Written, Type~~
5. Me Written, Typed

Web resources:

Academy of American Poets

Favorite Poem Project

Bartleby's - Search by verse, anthology or volume.

Bibliomania - Select "Poetry" from the "Choose a section" pull down menu and the poet from the "Choose" pull down menu.

CMU Poetry Index

Thirty Poets from Gale Group

Representative Poetry On-Line - Search by title, first line, keyword or poet's last name. Also features a timeline and glossary of poetic terms.

Michael Plasmeier

Type My Section

POETRY PROJECT

Your assignment is to create your own anthology of poetry. You are the *editor* of this anthology — the person who chooses the poems and puts the book together. You must look closely at poems and search for tools that poets use to help readers see images and ideas in poems. You will also develop research skills and will create additional materials — commentary on poems, a table of contents, bibliography and glossary. All this is part of being a good editor. Your anthology will be illustrated. You may draw, select photos, or use images from greeting cards, calendars, magazines or other sources to decorate your books. Your anthology will be a personal collection that expresses your unique personality and taste. Have fun with it!

You will write short biographies for each of the ~~five~~ 4 poets you choose, telling a little about their lives in your own words. Poets often write from their experiences. Knowing about the lives of poets can help you to understand their poems in a deeper way.

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My Poems (Include)

- ✓ HMS - Re-Edit
- ✓ Book - Shelpe
- ✓ Photo - NR (Include)

A river - ~~Edit, Type~~ (Include)
✓ Letter "A" - Edit - (Include)
✓ Guy poem - Edit
- Trandil - IOA - WF (? Include)

Poets

1. ✓ Shakespeare - ~~Written, Type~~
2. ✓ Poe - ~~Written, Typed~~
3. ✓ Arnold - ~~Written, Typed~~
4. ✓ Longfellow ~~Written, Typed~~
5. (Me) Written, Typed

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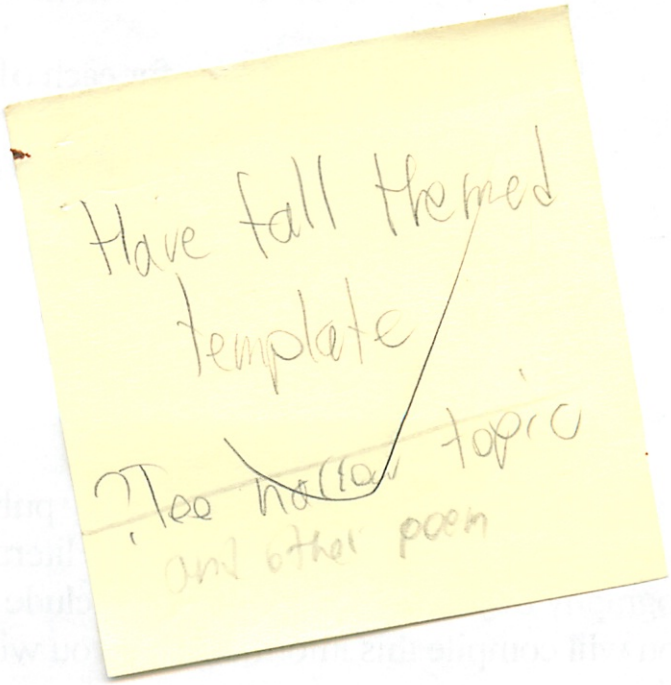


POETRY PROJECT

Your anthology will include the following pages:

A. Cover

Design a cover using a drawing, photos or other images. Include on the cover the book's title, and the name of the author and illustrator.

B. Title Page

List the title, author, publisher (you can make up a publisher's name), place published (your town) and date of publication (date you turn the assignment in).

C. Dedication

The dedication is a line acknowledging to or for whom the book was created. Sometimes dedications offer a few words of thanks. - Who + Why

D. Table of Contents

List the book's chapters and the poems within them. Include page numbers to tell the reader where chapters begin and poems appear.
Also list the bibliography. page #.

E. Poets And Their Poetry

-Poet Pages

You will choose at least 5 poets for your anthology. For each, you will write a brief biographical sketch of 5-7 sentences. Then, write 3-5 sentences about why you chose this particular poet to be part of your personal anthology. Give some examples of lines or words you like from the poems you've chosen. Include a picture of the poet, if you can find one — or draw one yourself, if you can find a photo to guide you.

-Poetry Pages

Use each poet's page to begin a section of poems written by that poet. Include three poems by each poet, one per page. Beneath each poem, include the following:

1) Tone. Write a sentence or two about the tone of the poem. The tone of a poem reflects the attitude of the poet toward what or whom the poem addresses. How does the poem makes you feel? How do you think the poet

felt when he or she wrote the poem? Try to find a few words or phrases that describe the tone of the poem. Consider whether the tone changes throughout the poem or remains the same.

2) Rhyme Scheme. If the poem has rhymes at the end of the lines, chart the *rhyme scheme.* If there is no rhyme scheme, write that the poem does not have end rhyme. Unrhymed poems are usually called "free verse" poems.

3) Poet's Tools. We've learned about various tools poets use to make poems rich and vivid, and to convey meaning and ideas. These are listed at the beginning of your gold Poetry packets. Find and record at least two places in the poem where a poet uses a special tool or "literary device," such as personification, hyperbole, alliteration, imagery, onomonopoeia, metaphor or simile. Write the effect it has on the poem. irregular rhyme ← look for replace

F. New to the Scene

Finally, include the section about you. Do the autobiography as you did the biographies. Iclude five poems you have written, and comment on them as you commented on the published authors' works.

G. Bibliography

List the sources you used to write the book. Use your reference list for citations. Use MLA format. ? Images too?

Your Poems

Please write five poems. That can be on any topic. Each should be different style, tone and form than the others. Make them unique and full of your personality!!

Here are some possible topics, and some poems to reference for ideas. Do not use the reference poems to control what you do, but let them guide you.

1) Write a poem about an animal. It can be a real, beloved friend, or a silly, fictitious character. See "Ode on the death of a favorite cat" (page 36 of gold packet) or "Kangar Ruby" (page 97 in Falling Up).

2) Write a narrative story about a character. They could be kooky, historical, or dramatic. See "Clean Gene" (152-153 in Falling Up) or "Casey at the Bat" (page 33 in gold packets).

3) Write a poem about nature. It should be about something specific that you have feelings about (the starry sky, the magic of clouds, the brilliance of colorful flowers).

4) Write a story about something in life that you philosophize about. It should be about the nature of humanity or the state of the world. See "The Road Not Taken" (page 38 in Gold Packets).

5) Write a tribute to someone special or important. It could either be sentimental, like a tribute to someone in your family, or silly, like a sarcastic commentary on a public leader or celebrity.

6) Write a concrete poem. See page 18 in your packet for several examples. Use Book example

7) Write a poem about a beautiful or powerful place that you have visited in a natural setting (the beach on an empty day, a hulking mountain looking over you, a happy, babbling stream). 10 A, 1 DR?

Your poems must include:

- at least one in **free verse** DR, A
- at least one that **rhymes** HMS

Write your poems with the definitions that we went over in mind. Try to include the poetic devices as you create them. When you are finished, you must go back and check that certain poetic devices are included.

Somewhere in one of your poems you must include at least one example of each of the following. Note in what poem each is found.

- **Alliteration** A poem
- **Allusion** IOA - AM - Re include better
- **Couplet** HMS, IOA,
- **Figurative Language** IOA
- **Imagery** IOA, DR
- **Metaphor** DR
- **Onomonopoeia** A (onomatopoeia)
- **Personification** River
- **Repetition** HMS Include again
- **Simile** HMS

Add at end

2x up on 1

4/28/04

Dear Parents,

For the past few weeks, your child has been working on a major poetry project. Plaz has researched published poets, compiled their biographies, and analyzed their poems. In creating their own works of poetry, Plaz has also been dubbed the "hottest new poet on the literary scene."

Students are putting together all of their work in a published final document which is due next **Tuesday, May 4.** They should be working on this every evening; it is there only homework for the next few days.

Your assistance with editing, time management, and/ or "professional presentation" is welcome!

Sincerely,

Mrs. McKee Morris

Parent Signature A. M. [illegible]

In Use

NAME_____

Period_____

POETRY PROJECT
RUBRIC

Cover (10)
- title
- name of author and illustrator

Title Page (15)
- title
- author
- publisher
- place published
- date of publication

Dedication (10)

Table of Contents (10)
- chapters and bibliography
- page numbers

Poets and Their Poetry
POET I (66)
- biographical sketches I (5-7) (10)
- why you chose him/ her I (3-5) (5)
- 3 poems (2 each=6)
- 3 tone answers (5 each=15)
- 3 rhyme scheme answers (5 each=15)
- 3 poet's tools answers (5 each=15)

POET II (66)
- biographical sketches II (5-7) (10)
- why you chose him/ her II (3-5) (5)
- 3 poems (2 each=6)
- 3 tone answers (5 each=15)
- 3 rhyme scheme answers (5 each=15)
- 3 poet's tools answers (5 each=15)

POET III (66)
- biographical sketches III (5-7) (10)
- why you chose him/ her III (3-5) (5)
- 3 poems (2 each=6)
- 3 tone answers (5 each=15)
- 3 rhyme scheme answers (5 each=15)
- 3 poet's tools answers (5 each=15)

POET IV (66)
- biographical sketches IV (5-7) (10)
- why you chose him/ her IV (3-5) (5)
- 3 poems (2 each=6)
- 3 tone answers (5 each=15)
- 3 rhyme scheme answers (5 each=15)
- 3 poet's tools answers (5 each=15)

New to the Scene (85)
- autobiography (10)
- five poems -- you may have more (50)
- answers to questions (25)

Bibliography (20)

"Your poems must include" page from packet (10)

Professional Presentation (20)
- the project is put together neatly and in an organized manner

TOTAL (444)

0/2

POETRY PROJECT
RUBRIC

Cover (10)
- title
- name of author and illustrator

Title Page (15)
- title
- author
- publisher
- place published
- date of publication

Dedication (10)

Table of Contents (10)
- chapters and bibliography
- page numbers

Poets and Their Poetry (135)
Poet's Pages (80)
- 4 biographical sketches (5-7) (40)
- 4 why you chose him/ her (3-5) (40)

Poetry Pages (55)
- 5 poems (10)
- 5 tone answers (15)
- 5 rhyme scheme answers (15)
- 5 poet's tools answers (15)

New to the Scene
- autobiography (10)
- five poems -- you may have more (30)
- answers to questions (25)

Bibliography (20)

"Your poems must include" page from packet (10)

Professional Presentation (20)
- the project is put together neatly and in an organized manner

Work So far

6

Shakespeare's Sonnets #77

Time

Rhyme Scheme

Poet's Tools

5

Shall I Compare Thee

Time

Rhyme Scheme

Poet's Tools

4

Shakespeare's Sonnets #18: Part 1

Time

Rhyme Scheme

Poet's Tools

Check titles in Shakespeare

Change they → he

3

William Shakespeare

William Shakespeare was born on April 23, 1564 and died 37 years later on his birthday. Shakespeare wrote many plays and poems, and some such as his plays in the Globe Theatre. As a child, Shakespeare lived a comfortable life on a farm. Anne Hathaway married at age 18. Shakespeare then went on to write many plays and become highly regarded with the queen of the time. Shakespeare lived a wonderful life. If you can find out more about by visiting, http://www.allaboutshakespeare.com/bio/

Some people regard Shakespeare as the greatest poet of all time, and that is why I chose to include him here. As also were some of his poems, I keep with the theme. Shakespeare also contains alot of figurative language in his poems. This is why I chose to include Shakespeare in my anthology.

+ Add

2 Table of Contents

Fill in

1

MY POETRY ANTHOLOGY

Intro

Change?

Check pg #s

Work on bibliography

12

Poet's Tools

[illegible]

[illegible]

13

11

The Lake — To — —.

[illegible]

Tone

[illegible]

Rhyme Scheme

[illegible]

12

10

[illegible]

Tone

[illegible]

Rhyme Scheme

[illegible]

Poet's Tools

[illegible]

[illegible]

11

9

The Haunted Palace.

[illegible]

? move list ?

10

8

To the River

[illegible]

Tone

[illegible]

Rhyme Scheme

[illegible]

Poet's Tools

[illegible]

[illegible]

9

7

Edgar Allan Poe

[illegible]

- [illegible]
- [illegible]
- [illegible]

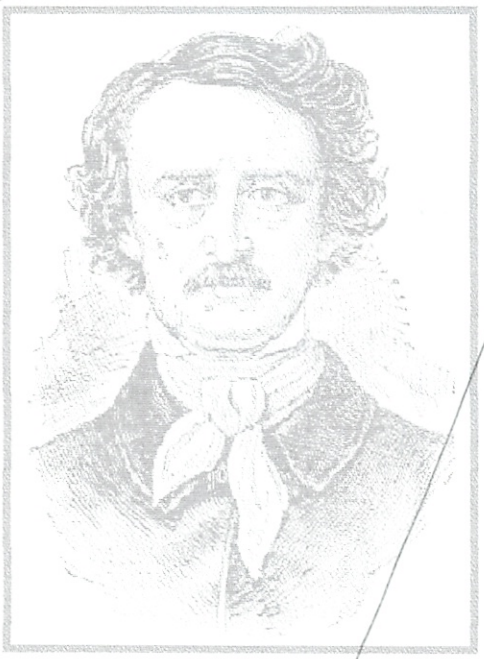
[illegible]

8

To Edit Still need B'iot typed

Second Poet

Edgar Allan Poe



William Shakespeare was born on April 23, 1564, and died 52 years later on his birthday. Shakespeare wrote many plays and poems, and many of his plays at the Globe Theater. As a child, Shakespeare led a normal life. He married Anne Hathaway at age 18. Shakespeare's career was on the rise, and he became highly regarded with the queen at that time. Shakespeare led a wonderful life that you can find out more about by visiting: <http://www.shakespeare.com/bio/>

Need B'io + info

Do

- ☑ (writes scary stories, read at Halloween in fall)
- ☑ (also a great)
- ☑ (learned about him before)

Possable Topics

Some people regard Shakespeare as the greatest poet of all time, and that is why I chose to include him in my anthology. He can write poems to keep your attention. Shakespeare uses a lot of quality language in his poems, this is why I choose to include Shakespeare in my anthology.

Change

I chose Poe to be in my anthology because of a few reasons. The 1st was we read about him before. Poe also writes scary stories. Because you read scary stories at Halloween and Halloween is in the fall, the author goes with my theme.

the author is also well known. This is why I chose Roger Allen Poe to be in my anthology.

Second Poet: First Poem

To the River

Fair river! in thy bright, clear flow
Of labyrinth-like water, simily
Thou art an emblem of the glow
Of beauty — the unhidden heart —
The playful maziness of art
In old Alberto's daughter —

But when within thy wave she looks —
Which glistens then, and trembles —
Why, then, the prettiest of brooks
Her worshipper resembles —
For in my heart — as in thy stream —
Her image deeply lies —
The heart which trembles at the beam,
The scrutiny of her eyes.

Tone:

This poem is a happy one about this girl looking into the beautiful stream.

Rhyme Scheme:

This poem has a weird rhyme scheme. In the first stanza, is the first line rhymes with the third, and the forth rhymes with the fifth. In the second stanza, the first line rhymes with the third, and the second rhymes with the fourth. Also, the fifth line rhymes with the seventh, and the sixth rhymes with the eighth.

Poet's Tools: The poet uses a simily where he says of labrynith like water. He compares the water to a labyrinth or maze. This has an effect on the poem, as it helps better describe the water, and so the poet can better describe the girl.

~~This whole poem is basically a metaphor, because the author is comparing the subject with autumn mist. You can not measure the effect that this had in the poem because without this metaphor there would not be a poem.~~

~~The author uses a lot of imagery as he is describing the [illegible]. They use the words dull and grim. This helps put an image into people's minds so, they can better enjoy the poem.~~

the water, using words like bright, clear.

The Haunted Palace

In the greenest of our valleys
By good angels tenanted,
Once a fair and stately palace —
Radiant palace — reared its head.
In the monarch Thought's dominion —
It stood there !
Never seraph spread a pinion
Over fabric half so fair !

Banners yellow, glorious, golden,
On its roof did float and flow,
(This — all this — was in the olden
Time long ago.)
And every gentle air that dallied,
In that sweet day,
Along the ramparts plumed and pallid,
A winged odour went away.

Wanderers in that happy valley
Through two luminous windows saw
Spirits moving musically,
To a lute's well-tuned law,
Round about a throne where, sitting
(Porphyrogene !)
In state his glory well befitting,
The ruler of the realm was seen.

And all with pearl and ruby glowing
Was the fair palace door,
Through which came flowing, flowing, flowing,
And sparkling evermore,
A troop of Echoes, whose sweet duty
Was but to sing,
In voices of surpassing beauty,
The wit and wisdom of their king.

But evil things, in robes of sorrow,
Assailed the monarch's high estate.

Personafication

Not Metaphore

1
2

5 (Ah, let us mourn ! — for never sorrow
Shall dawn upon him desolate !)
And round about his home the glory,
That blushed and bloomed,
Is but a dim-remembered story
Of the old time entombed.

?, move 1st

6 And travellers, now, within that valley,
Through the red-litten windows see
Vast forms, that move fantastically
To a discordant melody,
While, like a ghastly rapid river,
Through the pale door
A hideous throng rush out forever
And laugh — but smile no more.

Tone:

The tone of ~~This poem makes you feel sad, the author is praising you and probably wants you to be his friend.~~ is totaly different from its title, and other halloween poems. It is not scarry, but happy instead.

Rhyme Scheme:

~~The poem's rhyme scheme is the first line rhymes with the third, and the second rhymes with the fourth. This ~~makes the poem~~~~ for each stanza fith line also rhymes w/ the seventh, and the sixth with the eighth. There is an exception to the rhyme in the 1st stanza, where only the fith, sixth, seventh and eight rhyme.

Still need T

Poet's Tools:

~~One word in this whole poem is basically a metaphor because the author is comparing the subject with a summers day. (Or I cannot measure the effect that this had in the poem because, if there is no metaphor there would not be a poem.~~

~~The poet also used a lot of figurative language such as: understand and ow'st. This use let the poet rhyme words and somewhat change the meaning of some words.~~

~~This poet used a metaphore when he said "And all with pearl and stony fretting, was the fair palace door. The author is personifying~~

The author used personification when he said, "And oental air that dallied." He is making the air have have human characteristics when he said it dallied. Or was slow. (Check definition) He also calls it oental. The effect

(Back)

The poet uses sort-of an allusion at the end. He says "And laugh - but smile no more. If you read this line w/ the line above it, you will see that the end of the last line sounds like this authors' poem, "The Raven." This doesn't have much effect on the poem, except have a firmilar ending.

line, Hark the raven, never more.

① this has on the poem is it helps better describe the air that he is talking about.

The Lake — To — —

In spring of youth it was my lot
To haunt of the wide world a spot
The which I could not love the less —
So lovely was the loneliness
Of a wild lake, with black rock bound,
And the tall pines that towered around.

But when the Night had thrown her pall
Upon that spot, as upon all,
And the mystic wind went by
Murmuring in melody —
Then — ah then I would awake
To the terror of the lone lake.

Yet that terror was not fright,
But a tremulous delight —
A feeling not the jewelled mine
Could teach or bribe me to define —
Nor Love — although the Love were thine.

Death was in that poisonous wave,
And in its gulf a fitting grave
For him who thence could solace bring
To his lone imagining —
Whose solitary soul could make
An Eden of that dim lake.

? move 2nd

Tone: Seems somewhat dark. However, it is really much darker, except the rhyme scheme brightens it up alot.

~~This poem is about time in a hard to understand way. The tone seems happy enough.~~

Rhyme Scheme:

~~The poem's rhyme scheme is the first line rhymes with the third and the second rhymes with the fourth. This pattern then repeats~~ in each stanza.

The fifth also rhymes with the sixth

Poet's Tools:

~~The poet uses personification where he talks about time's thievish progress to eternity. He says that time can steal, which we know that it can't. This helps the poem by describing how fast time has past.~~

~~The poet also used a lot of figurative language and old language such as mayst and thou shalt. This use let the poet rhyme words and somewhat change the meaning of some words.~~

(1) In this poem the author uses a small Simily, which he does not usually do. He writes, "But when the Night had thrown her pail. Upon that spot as upon all." The author put this in to show that night had fallen on not that one spot, but all. This has an effect on the poem. This simily help him show that it was dark here as it was everywhere. The darkness wasn't unieque to the place.

(2) I happen to like the rythem and rhyme scheme of this poem. The poem has a one-two beet that makes the poem sound almost happy. The beet may even distract from the poets words. This as an effect as people may not pay attein or grasp the poets words.

to Edit

Type 3(2) Poem
Do Bio
Type my Section

Matthew Arnold

Edgar Allan Poe was a famous American poet, short story writer, journalist, and literary critic. Poe was born in Boston on January 19th, 1809 and was orphaned. Poe lived with a foster family, The Allans. He was never officially adopted, and was eventually disowned from his foster family. Poe married his 13-year-old cousin, Virginia in 1836. He became nationally famous upon the publication of his poem, The Raven in 1845. Poe had a problem with infrequent but intense drinking bouts. However, Poe continued to produce excellent short stories like Murders in the Rue Morgue, and The Gold Bug. After, after the death of his wife in 1847, he fell apart and died two years later on October 7, 1849. Do: http://www.poets.org/poets/poets.cfm?45442B7C000C0E0C

I chose Poe for my anthology because of a few reasons. The first was because we read about Poe before in school. Poe also writes scary stories, that you read near Halloween. Halloween is in the fall, so that goes with my fall theme. The author is also well known. This is why I chose Eager Allen Poe for my anthology. Found site with famouse poets, liked poems, give reasons

I chose the poet Matthew Arnold for my anthology because I liked his poem. I 1st did a search on google for famouse poets and arrived at a site where they Sampled some famous poets. Maththew Arnold seamed Good. I then did a google search and read some of his poems. I decided I liked his poems, so I included his

(Add?)

Dover Beach

The sea is calm to-night.
The tide is full, the moon lies fair
Upon the straits; on the French coast the light
Gleams and is gone; the cliffs of England stand,
Glimmering and vast, out in the tranquil bay.
Come to the window, sweet is the night-air!
Only, from the long line of spray
Where the sea meets the moon-blanch'd land,
Listen! you hear the grating roar
Of pebbles which the waves draw back, and fling,
At their return, up the high strand,
Begin, and cease, and then again begin,
With tremulous cadence slow, and bring
The eternal note of sadness in.

Sophocles long ago
Heard it on the {AE}gean, and it brought
Into his mind the turbid ebb and flow
Of human misery; we
Find also in the sound a thought,
Hearing it by this distant northern sea.

The Sea of Faith
Was once, too, at the full, and round earth's shore
Lay like the folds of a bright girdle furl'd.
But now I only hear
Its melancholy, long, withdrawing roar,
Retreating, to the breath
Of the night-wind, down the vast edges drear
And naked shingles of the world.

Ah, love, let us be true
To one another! for the world, which seems
To lie before us like a land of dreams,
So various, so beautiful, so new,
Hath really neither joy, nor love, nor light,
Nor certitude, nor peace, nor help for pain;
And we are here as on a darkling plain
Swept with confused alarms of struggle and flight,
Where ignorant armies clash by night.

too fast here
↓
slows down

Fig. Lang.

Simile

Tone:

downrigh serious poem talking about the beach at night.

This poem is a happy one about this girl looking into the beautiful stream.

The first 2 lines rhyme real fast setting the tone for the poem, which the poet doesn't follow. This make you start reading it too fast and the poem doesn't make sense. (comp rate)

Rhyme Scheme:

?find

This poem has a weird rhyme scheme. In the first stanza, is the first line rhymes with the third, and the forth rhymes with the fifth. In the second stanza, the first line rhymes with the third, and the second rhymes with the fourth. Also, the fifth line rhymes with the seventh, and the sixth rhymes with the eighth.

an irregular or no rhyme scheme, which I could not detect. However strangly, the words go together

Poet's Tools: (explain)

The poet use a simile when he says, "Fair river! in thy bright, clear flow
Of labyrinth-like water." He compares the water to be like a labyrinth or maze because it probably snakes around in a complicated path. This has a positive effect on the poem, because it helps Poe better describe the course of the water.

The author uses a lot of imagery when he is describing the water. He uses words such as bright and clear. This helps put an image into people's minds so, they can better enjoy the poem. This also helps the author better describe the girl he is talking about.

The poet uses figurative language when he uses words like moon-blanch'd to describe that the moon is shining on the land. This helps Arnold describe the moon shining on the land.
The autor also says furl'd, to mean furled. The shortened verson helps the poem flow better.

The author uses at least 3 similes in this poem. One of them is, "To one anoter (fill in) a land of dreams. The author is describing the world is like a ~~[illegible]~~ land of dreams. This lets him describe the world ~~must~~ is be dream like and perfect.

On Back

The poet uses alot of imagery in this poem; when he describes Dover Beach. The author uses words like grating to describe the sound the ocean makes on the rocks. He also say of pebbles which the wave draws back and flings. This puts a image in your mind of pebbles being taken by the wave, ~~This~~ helps the poet describe the beach Imager better

2 *Selections from:*

The Strayed Reveller To Ulysses

I am Ulysses.
And thou, too, sleeper?
Thy voice is sweet.
It may be thou hast follow'd
Through the islands some divine bard,
By age taught many things,
Age and the Muses;
And heard him delighting
The chiefs and people
In the banquet, and learn'd his songs.
Of Gods and Heroes, — tie Lang
Of war and arts,
And peopled cities,
Inland, or built
By the gray sea.-If so, then hail!
I honour and welcome thee.

The Gods are happy.
They turn on all sides
Their shining eyes,
And see below them
The earth and men.
They see Tiresias
Sitting, staff in hand,
On the warm, grassy
Asopus bank,

Tone: like a story being told of Ullysses

The tone of this poem is totally different from its title and other Halloween style poems. The tone is not scary, but happy instead.

execpt in free-verse form, The tone is happy and narrative (repetiveness)

This poem does not have a rhyme scheme. The poem is free verse.

Rhyme Scheme:

The poem's rhyme scheme is the first line rhymes with the third, and the second line rhymes with the fourth. The fifth line then rhymes with the seventh, and the sixth line rhymes with the eighth. This rule applies for every stanza, except stanza one. In the first stanza, where only the fifth line then rhymes with the seventh, and the sixth line rhymes with the eighth.

Poet's Tools:

The author used personification when he said, "And every gentle air that dallied." Poe is making the air have human characteristics, as he said that all the air dallied or was slow. He also called the air gentle. The effect this has on the poem is that it better helps describe the air that the author is talking about.

The poet uses a sort-of allusion at the end of his poem. This might have been accidental, but Poe says, A hideous throng rush out forever,
And laugh — but smile no more." The end of the last line sounds the same as Poe's The Raven. Both poems end in saying more, as The Raven ends with the line," Shall be lifted--nevermore!" This doesn't have much effect on the poem, except a familiar ending.

There were no poet's Tools found. See the other two poems by this poet for an extra tool each.
- The Author

Check spacing on all poems

Youth and Calm

'Tis death! and peace, indeed, is here,
And ease from shame, and rest from fear. Rhyme Scheme
There's nothing can dismarble now
The smoothness of that limpid brow.
But is a calm like this, in truth,
The crowning end of life and youth,
And when this boon rewards the dead, Format
Are all debts paid, has all been said? No spaces
And is the heart of youth so light,
Its step so firm, its eye so bright,
Because on its hot brow there blows
A wind of promise and repose
From the far grave, to which it goes;
Because it hath the hope to come,
One day, to harbour in the tomb?
Ah no, the bliss youth dreams is one
For daylight, for the cheerful sun,
For feeling nerves and living breath--
Youth dreams a bliss on this side death.
It dreams a rest, if not more deep,

Italics

More grateful than this marble sleep; ~~Personification~~

It hears a voice within it tell: metaphore

Calm's not life's crown, though calm is well.

Alleteration

'Tis all perhaps which man acquires,

But 'tis not what our youth desires.

Format correctly

Tone:

like the other 2 by this author are happy

This poem seems somewhat dark. However if you read between the lines, the poem is much darker. This is because the rhythm and the rhyme scheme bright the poem up a lot. The rhyme Scheme distracts somewhat from the words but other wise its Ok.

Rhyme Scheme:

The poem's rhyme scheme is the first line rhymes with the second, and the third line rhymes with the fourth. The fifth line also rhymes with the sixth. This pattern then repeats in each stanza. W/ the one-one, two-two, Scheme. However (and) lines 12, 13, 14 rhyme and so do 17 + 18. 19 and 20 also rhyme + pattern continues.

Poet's Tools:

In this poem, Poe uses a small simile, which this author does not usually do. He writes, "But when the Night had thrown her pall, Upon that spot, as upon all." The author uses this simile to show that night had fallen in the spot, as it did everywhere else. This has a good effect on the poem, as the author can show that it was dark in all the spots, not just this one.

I happen to like the rhythm and rhyme scheme of this poem. The poem as a one-two beat that make the poem sound almost happy. The beat does distract from the author's words, however I find this worth this negative. The effect this has on the poem, is that people may not pay as much attention, or grasp the words or meaning of the poem.

The author uses ~~personification~~ a metaphor and make 2 sort of personification when he says "More... Marble sleep". The author is saying, that the sleep is smoth like marble. This helps the author describe the sleep better. and the other meaning might be that marble in sleep.

Matthue Arnold uses a sort of alleteration when he says "Calm's... is well" The Alleteration is when you repeat the same sound over and over. This helps to poem's rhyme scheme

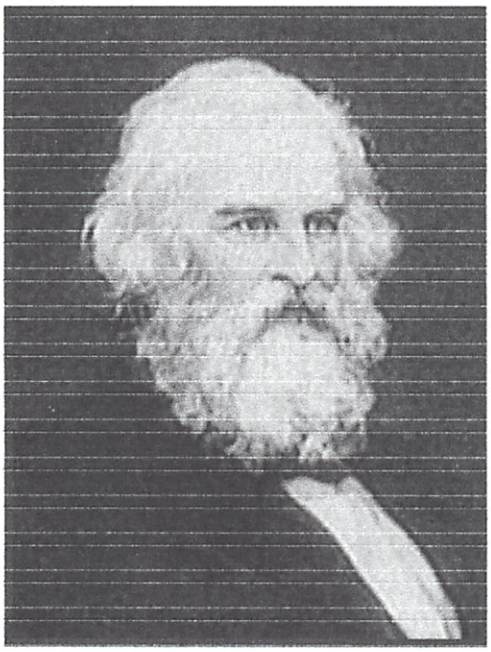
~~Bio~~ ~~4 Tools~~ ~~Type that~~
~~Type~~

Fourth Poet

Room	1st	2nd	3rd
Tool 1			
Tool 2			

Henry Wadsworth Longfellow

~~Charge Ink~~



~~Edgar Allan Poe~~Do:
http://www.kyrene.k12.az.us/schools/brisas/sunda/poets/longfellow.htm

Add like Rhyme scheme

~~I chose Poe for my anthology because of a few reasons. The first was because we read about Poe before in school. Poe also writes scary stories, that you read near~~

I chose Longfellow the same way I discevered Arnold. I did a Google Search for famous poets and found Longfellow. I liked his poems because he uses his words elegantly and his poem were not as long like Arnolds were. Longfellow also wrote a poem about a rainy day like how it is on a farm. That is why I chose Henry Wadsworth Longfellow for my anthology.

The Arrow and the Song

I shot an arrow into the air,
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.

arrow has sight e personification

I breathed a song into the air,
It fell to earth, I knew not where;
For who has sight so keen and strong,
That it can follow the flight of song?

Long, long afterward, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.

imagery
descriptive lang.
repitition
Song = means something
metaphore
metaphore where?

Tone:

, upbeat one about the flight of an arrow.

This poem is a happy one about this girl looking into the beautiful stream.

This tone is mostly because of the couplet rhyme scheme

Rhyme Scheme:

Couplet rhyme scheme the first line rhymes w/ the 2nd and the 3rd line rhymes w/ the forth in each stanza.

This poem has a weird rhyme scheme. In the first stanza, is the first line rhymes with the third, and the forth rhymes with the fifth. In the second stanza, the first line rhymes with the third, and the second rhymes with the fourth. Also, the fifth line rhymes with the seventh, and the sixth rhymes with the eighth.

The author uses the concept of a song very often. It is difficult to determin what he means by a song but I believe he means this poem is a song. The author does this because it fits his rhyme scheme and it adds another level of depth to the poem

Poet's Tools:

The poet use a simile when he says, "Fair river! in thy bright, clear flow Of labyrinth-like water." He compares the water to be like a labyrinth or maze because it probably snakes around in a complicated path. This has a positive effect on the poem, because it helps Poe better describe the course of the water.

The author uses a lot of imagery when he is describing the water. He uses words such as bright and clear. This helps put an image into people's minds so they can better enjoy the poem. This also helps the author better describe the girl he is talking about.

This poem has personification in it, as the arrow is said to have sight, in the line "For ...sight... strong". The effects the poem, as the poet can describe the way the arrow flys.

Loss and Gain

When I compare
What I have lost with what I have gained
What I have missed with what attained
Little room do I find for pride

I am aware
How many days have been idly spent
How like an arrow the good intent
has fallen short or been turned aside

But who shall dare
To measure loss and gain in this wise
Defeat may be victory in disguise
The lowest ebb in the turn of the tide

Creative ness
~~Metaphore~~ ?

Tone: This poem is ~~again~~ a happy one about a sad subject but

The tone of this poem is totally different from its title and other Halloween style poems. The tone is not scary, but happy instead. he lost time or money because it said that he lost more then what he spent and how he didn't do anything on some days

Rhyme Scheme:

The poem's rhyme scheme is the first line rhymes with the third, and the second line rhymes with the fourth. The fifth line then rhymes with the seventh, and the sixth line rhymes with the eighth. This rule applies for every stanza, except stanza one. In the first stanza, where only the fifth line then rhymes with the seventh, and the sixth line rhymes with the eighth. In this poem the second and third line in every stanza rhyme

Poet's Tools:

The author used personification when he said, "And every gentle air that dallied." Poe is making the air have human characteristics, as he said that all the air dallied or was slow. He also called the air gentle. The effect this has on the poem is that it better helps describe the air that the author is talking about.

The poet uses a sort of allusion at the end of his poem. This might have been

Longfellow uses a simile when he says "How ... arrow ... intent" because he is saying his intent to work is like a straight arrow, it wants to be straight but it might not. This helps the poet because →

he can describe how the arrow flies straight with his rhyme scheme.

The author is creative with his words in all of the poems in this anthology. However, I think that the author is especial creative ~~in the last stanza of this poem~~. when he says Defeat may be victory in disguise. I think that this is creative way of saying, if you lost you won't know it, or think that you succeded. This improves the poem as it can describe the situation better.
Longfellow

The Rainy Day

The day is cold, and dark, and dreary;
It rains, and the wind is never weary;
The vine still clings to the moldering wall,
But at every gust the dead leaves fall,
And the day is dark and dreary.

Imagery

Mood/st

My life is cold, and dark, and dreary;
It rains, and the wind is never weary;
My thoughts still cling to the moldering Past,
But the hopes of youth fall thick in the blast
And the days are dark and dreary.

Repetitions

Be still, sad heart! and cease repining;
Behind the clouds is the sun still shining;
Thy fate is the common fate of all,
Into each life some rain must fall,
Some days must be dark and dreary.

Tone: like the thing the poem is about is dark and dreary because the actor is complaining. However, the last stanza is full of hope for a sunny day.

This poem seems somewhat dark. However if you read between the lines, the poem is much darker. This is because the rhythm and the rhyme scheme bright the poem up a lot.

Rhyme Scheme: In every stanza in this poem, the 1st and 2nd lines rhyme. The 3rd and 4th lines also rhyme. In the 1st + 2nd stanza the last line is the same as the 1st, so they of course rhyme.

The poem's rhyme scheme is the first line rhymes with the second, and the third line rhymes with the fourth. The fifth line also rhymes with the sixth. This pattern then repeats in each stanza.

Poet's Tools: In this poem the author uses repetition. The author uses the words "dark and dreary" 6 times at the begining and end of every stanza except the begining of the last stanza. This has a good

In this poem, Poe uses a small simile, which this author does not usually do. He writes, "But when the Night had thrown her pall, Upon that spot, as upon all." The author uses this simile to show that night had fallen in the spot, as it did everywhere else. This has a good effect on the poem, as the author can show that it was dark in all the spots.

effect on the poem as it provides tirmiloritus to the poem and it repeats his point over and over.

Longfellow uses imagery to put a picture in your mind when he says "Vines...cling to wall". This statement effects the poem and the can clearly put an image of a falling apart wall w/ vines clung to it in to your head

My Section

Start title page: Special Bonus Section: New to the Scean
Michael Plasmeier · Editor of Anthology

?Or cover banner saying Special Bonus Section. New to the Scean

Then do Regular poet's info w/ Name, Pic, Bio, (We why I chose)

~~Bio - I am a student at Haverford Middle School. I was born on April 14, 199 near Philadelphia. I have 1 little brother in 3rd grade at Manoa. I am interested in computers and Rokenbok construction sets~~

Bio - Michael Plasmeier is a student at Haverford Middle School, He was born on April 14, 1991 near Philadelphia. He has a little brother in 3rd grade at Manoa Elementry. He is interested in computers and Rokenbok Construction sets. Michael achieved honor roll in School every quator so far. Michael has not writen many poems but many of them have been included on the following pages

- ideas to add - theater

I am hottest poet → change Bio for that

Michael Plasmeier
With help from Brandon and Mark E-H.
4/20/2004
P.D.:1/2

HMS Poem

HMS is so great,
It's the school I appreciate.

Our teachers make us learn,
Like how to make butter churn.

Punctuation

It's better then being alone,
And playing Game-Zone.

?Change following stanza? -shorten
If you want to be cool, school is a spot.
If you believed what I just said, I have 1 word, NOT!

School is boring all day,
I rather be outside and play.

School is definitely no fun,
I rather be outside in the hot sun.

?Change following stanza? -shorten
I wasted my time in school,
All the good times we could have had. When I could have been in my pool.

I don't like school, Nobody cares,
Our teachers attack us like they are bears.

They tell us to study with a buddy,
But, I rather be playing with Silly Putty. Silver putty?

HMS is not that great,
It's not that school I appreciate.

* The authors and his collaborators views were not necessarily expressed in this poem. Good it is not horrearilly true.

mention help

HMS Poem
About

Tone: The poem starts out liking school, then goes to complaining about it. The poem is overall happy and upbeat.

Rhyme scheme: The poem rhymes in couplets, and each couplet is a stanza

Tools: Reptition: The poet uses repition when he repeats the 1st stanza at the end, ~~the poet also~~ except for adding a not. This helps the poet by ~~describing~~ ending ~~the~~ almost the same way he started

Simile: There are several similes in this poem. One simile occured when the poet wrote, "8th stanza". The poet is comparing the way the teachers attack the students to the way bears attack. This helps the poet better describe how the teachers attack

* rember to includ Brandon + Mark + disclosor + add to disclosor

* check that the poem was not updated to change these

Michael Plasmeier
4/20/2004
P.D.:1/2

The Dominican Republic

The Dominican Republic.
Hot,
humid days.
Beautiful scenery,
Big mountains.
Sandy beaches,
Clear water.
Thatched roofs,
Blue pools.
Little rooms,
In little buildings.
An always stocked buffet,
Full of good treats.

Metaphore

A dream

Outside the hotel,
Dirt roads,
Little blue shacks.
Trash heaps,
Cans strewed around.
Nothing like where I left.
The people on donkeys.
The little children waving,
Saying hello,
Too bad its now time to go!

See circled notes

Michael Plasmeier
4/14/2004
P.D.:1/2

The Dominican Republic

Place Poem

The Dominican Republic

Hot,

humid days. ← Beautiful scenery, clear water.

Thatched roofs,

~~The~~ Blue pool.

Little rooms,

In little buildings.

~~The~~ people sitting around, ← keep lines as is

from different places

An always stocked buffet, ↑ change? word

Full ~~of~~ of good treats.

Change back to 1x spaced

Longer?

ocean?
beach?

~~Now to~~ outside the hotel,

Dirt roads,

Add

Little blue shacks.

Trash heaps.

Nothing like ~~the hotel.~~ where I left — of course not!

The people on donkeys.

The little children waving,

Saying hello,

Too bad its now time to go.

Should I get rid of rhyme? ← No the rhyme makes a "cute" ending. It fits.

good poem! ~kevin

- Sorry for all the corrections - Plaz

The DR About

Tone: This poem has 2 parts. The first tells about the good things of the hotel and the 2nd tells about the level of poverty they have there

Rhyme Scheme: There is no rhyme scheme for this poem, it is free verse.

Tools:

Imagery: The poem has a lot of imagery because that's what the poem was written for to describe the Dominican Republic. You can not measure the effect this has on the poem because w/o it, the poem would be totally different.

There is a metaphore in this poem. The metaphore is, "Sandy beaches, clear water, a dream. The author is trying to say that the beaches and water were like in a dream. This effects the poem as the author can better put a picture in your mind.

Pick Final → Already Changed

Michael Plasmeier
4/27/2004
P.D.:1/2

A river

One day I stumbled,
Upon a brook.
Down I tumbled,
I rolled down the hill.

The fish jumped above,
Heading down stream.
Then a bird flew past, a dove,
He was going down river.
I wonder were he went?

Then came a bear,
A brown growling creature.
Like the one over there,
~~He caught that fish.~~ ?? Run, away! (??)

? grapet
I followed the river,
Down-stream I went,
Then I found a Indian giver.
He gave me a present,
And took it right back.

Then I came to a dam,
A big concrete rock.
If I were a clam,
Now I would hate that dam.

Next up was a pipe,
A ~~metal device.~~ ?? brown rusted thing
It was of ~~rusted~~ metal type,
It seemed blocked up,
By a few ~~trees.~~ leaves

After that I saw a turtle,
A green-spotted one.
He ~~says~~ said his name was Yertle,
Yertle the Turtle.

The river got wider,
It expanded to the side.
Then ~~Building his web~~, I saw a spider,
~~He~~ His web couldn't reach across.
The river was to wide!

Then I saw a rabbit,
He was running along side.
He probably had a bad habit,
Of running across a road

Then The river turned to a lake,
My journey was over.
Then I saw one last snake.
And to think this all started,
When I stumbled upon a brook.

Presentation

Michael Flasmeier
4/27/2004
P.D. #2

A river

One day I stumbled
Upon a brook
Down I tumbled
I rolled down the hill.

The fish jumped above
Heading down stream
Then a bird flew past, a dove,
He was going down river
I wonder were he went?

Then came a bear,
A brown growling creature
Like the one over there,
He caught that fish.

I followed the river,
Down-stream I went,
Then I found a Indian giver,
He gave me a present
And took it right back.

Then I came to a dam,
A big concrete rock,
If I were a clam,
Now I would hate that dam.

Next up was a pipe,
A metal device
It was of rusted type,
It seemed blocked up,
By a few trees.

After that I saw a turtle,
A green-spotted one
He says he name was Yertle,
Yertle the turtle.

The river got wider,
It expanded to the side
Building his web, I saw a spider,
He couldn't reach across
The river was to wide!

Then I saw a rabbit,
He was running along side,
He probably had a bad habit,
Of running across a road.

The river turned to a lake,
My journey was over,
Then I saw one last snake,
And to think this all started
When I stumbled upon a brook.

A river

One day I stumbled
apon a brook
? The brook bobbled, and bombled
It raced very fast

The fish jumped above
heading down the stream
Then a bird flew past, a dove
He was going down stream
I wonder where he went

Then came a bear
a big one, like over there
He was going where?
Well I didn't know that (:)

I followed the river
down stream I went
Then I found a liver
Whats that you ask?
Well none of your business.

Then came a dam
a concreate rock
If I were a clam,
I'd hate that dam

Next was a pipe
a metal arch
It was ripe,
of old age,
that is (:)

After that, I saw a turtle
A big green spoted one
He said his name was Yertle,
Yertle the turtle

The river got wider
It expanded to the side
Could fit 2 cans of apple cider
The fish swam around
In circles he went

The river turned to a lake
My journey was over
Then I saw one last snake
And think this all started
When I stumbled apon a small

Then I saw a rabbit
the was running along side
I wanted to snab it
Snatch it, I mean (:)

A River ~~Answer~~ About

4/30

Tone: This poem is a funny one about the author's journy down a river, meeting lots of different animals.

Rhyme Scheme: The rymeschome is In each stanza, the 1st line rhymes w/ the 3rd.

Tools: Personification: The author uses personification in this poem. He says in the 9th stanza ~~the~~ ~~the~~ that a rabbit has bad habits. A rabbit probably dosn't have bad habbits, only humans can. This helps the Poet, as he would be able to fit his rhyme scheme.

Imagery: The author uses a sort of Imagery to describe the different animals + their actions. The author uses a sort of style of listing the animal in the 1st line then taling about it. He does not do this all of the time however. This style has a nice effect in the poem as that is the style

Michael Plasmeier
4/28/2004
P.D.:1/2

"A"

A, the letter above all.
A is awesome.
A is awe-inspiring.
A is astounding.
Always pick A, it's been to a lot of places,
Like Australia, Africa, and Amsterdam.
Also, don't forget America!
Ambitious A always uses an abacus.
A is absent from accidents. 2 spaces
However, A like to abbreviate:
A - is for awesome on your report card.
AA – Alcoholics Anonymous.
AAA – American Automobile Association.

A is first, above all,
A is always authentic.
A once was accused of a crime,
Of was stealing Albert's apples.
Although, A was acquitted,
He still sounds like acid rain. Ahhhh - A-Choo - A sneezed
A is a strong achiever as in Athens.
A is applicable to every situation.
A writes newspaper articles.
A is your amigo.
So, adopt A today,
And appreciate it tomorrow !

Michael Plasmeier
4/27/2004
P.D.:1/2

"A"

A, the letter above all.
Always pick A, it's been to a lot of places (Change move down)
Like Australia, Africa, and Amsterdam
Also, don't forget America!
Ambiucious sp A always uses an abacus.
A is absent from accidents
However, A like to abbreviate:
A - is for awesome on your report card
AA – Alcoholics Anonymous
AAA – American Automobile Association

- Use theuruas to get more a's
- Punctuation
- Put in amigo

Onimpedia

A is first, above all
A is always authentic
He once was accused of a crime
A was stealing Albert's apples
Although, A was acquitted
A though sounds like acid rain
A is a strong achiever as in Athens
A is applicable to every situation
So, adopt A today, and appreciate it tomorrow ?two lines

"A"

About

4/30

Tone: This poem, like the other ones the author wrote is upbeat and it talks about why you should pick the letter A for some reason

Rhyme Scheme: This poem has a free-verse rhyme scheme, although the lines sound alike because they start w/ the letter A.

Alleratyon. Onomatia

Tools: Alleration: This poem is basically all alleteration. Alleration is when you repeat the same sound or letter in different words like, "Australia, Africa, America." This you can not measure the effect of, as alleration is the theme of the poem.

Onompedia: An onompedia is when you spell out the words the way it sounds. The author used the example of, "Ahhhh-A-Chaa." This helps the poet describe a motion that A did

A Got rid of 2 space

IOA

who is it by??

name Maz

4/22

We drove down the highway
tock exit 2A
turned right in the drive way
and paid away

We parked our car
our blue car
And Boarded the moving walk
to City Walk

Not actually Rhymes, the same word

good job! - Drew

great!

We walked past the stores
Selling even MIB-shaped African lures
Crossed We ~~Cresed~~ the brige
~~Look over that rige~~
Looked over a rige.

We passed the light house
Didn't see one mouse
We entered the gates
And looked at thoes ticket rates!

good job!
- Julianne V.

it confused me
grey

At last we were in
I had on a big grin
I turned Right to Seuss Landing
To my mom the map was handing

I ran to a ride
But I couldn't decide
I went to One Fish, Two Fish
Hope not to get wet, I wish

Note: Not Finished

More Figetive language
Add what is on list

IOA p2

Now that I'm off
I pass the tree of the 3-toed sloth
Next, The Cat in the Hat
He smashed the vase w/ baseball bat

The Cora-Seuss-Sel
Where I rang the bell
I want to get out of kid land
w/ the Mulberry Street band

Adv Metaphore + personification

More Fig. Lang

HMS Poem

Pkz + Brandon + Mark 4/13

HMS is so great (SP)
Its the school I appreate

Our teachers make us learn
Like how to make a better churn

Its better then being alone
And playing game zone

(change?) If you want to be cool school is a sport
If you belive what I said, I have lward, NOT!

School is boring all day,
I rather be outside a play

10

School is defentaly as fun
I would rater be outside in the sun

12
(change)

I wasted my time in school which makes me sad
All the fun times we could have had

I don't like school, nobody cares
Our teachers attack us like bears

16

They tell us to study w/ a buddy
But I rather be playing w/ Silly Putty

HMS is not great (SP)
Its not a school I appreciate

*The authors views are not nessecarly expressed in this poem.

Michael Plasmeier
4/20/2004
P.D.:1/2

Gender Poem

I Bet you Believe…

I bet you believe,

That being a guy,

Is the top of the world

Is a lot like:

Being an animal,

A big, ~~hungry~~ strong animal.

A lion,

A ~~growling~~ strong lion.

A vulture,

A seavenger vulture.

Showing off,

~~Mean,~~

Cruel,

Harsh.

A football player,

Star athlete,

Weight lifter.

Well, do you believe that's true?

Maybe, you haven't looked around.

Men can be sensitive,

caring,

and kind.

We give away flowers,

Grow gardens,

and all.

Taking care of kids,

~~That's what we do.~~ ?Add

So next time look around,

And before you start believing,

You might find someone who cares,

And ~~is~~ they are probably just a guy.

Bighte

mighty powerful tough

change

- Change back to 1 line spacing
- Change more away from other one
- Add

Rastor your poem seems as though you copied it from the poetry book. It & make it slightly longer, but it good!

* change it a bit, part of it seems copied from the poetry book.

I bet you believe
Gender Poem

4/10

I bet you believe
that being a guy
is like ~~vulture~~
an animal
~~a book~~
a lion a rough harted lion
a vulure
that flies up high
showing off
rough harted
mean
~~nasty~~
curule
harsh
A foot ball player
star athlete
You believe, that's true
You havent looked around
Men can be sensitive
caring
and kind
We give out flower
Grow gardens
take care of kids
So ~~Ma~~ next time look around
And before you start believing
You might find some one who cares
And he is proboly a guy

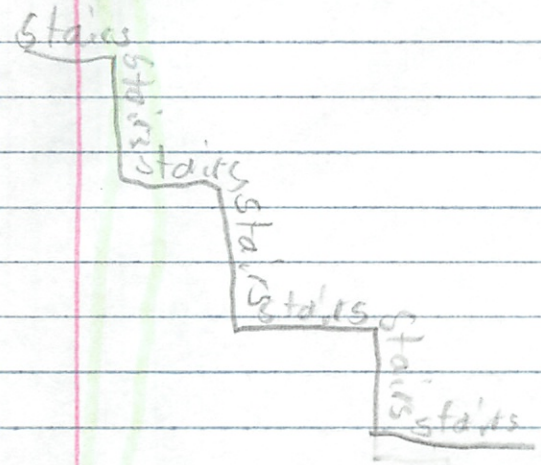
Change
too like other
one

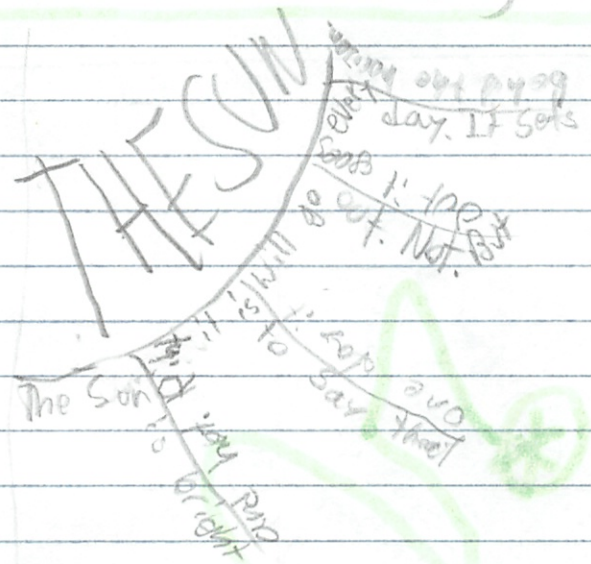
Add

Michael Plasmeier

Concrete Poems

? repetive words





1. Write a regular poem let

A Book

A book can take you lots of places
It can take you to the races!
Or maby you prefer a plot
Where a robber beats a cop.

Books can take you anywhere
They can take you to a shop that sells beach wear.
Or off planet Earth.
They can take your spaceship and dock it in a worth

Books are magical things
They can make you have wings!
They can take you to a room
and make you sweep it w/ a broom.

2. Then make a picture
3. Then fill in the words. → See Back

They can make you write words. They can take you a room and make you sweep it without a broom!

They can take you off a shop that sells beeds

Book can take you off planet earth.

It takes you in a space ship where you can dock in a beath. A Book is a magical thing

mabey you perfer a robot where a robot beats a cep. Books can not take they can take

places it can take you to places or

MLA WORKSHEET

ELECTRONIC DATABASES

SIRS Knowledge Source and Discoverer
Ebscohost
POWER Library Databases

CITE THE ORIGINAL SOURCE (Magazine article, newspaper article, government publication, book, graphic, poem, etc. – If an example is not included in these pages, consult *MLA Made Simple* or *MLA Handbook*, 5th edition)

AUTHOR OF ARTICLE - _____

TITLE OF ARTICLE - _____

TITLE OF SOURCE - _____

DATE OF PUBLICATION - _____

NAME OF THE DATABASE - _____

DATE THE DATABASE WAS ACCESSED - _____

KEYWORDS / SEARCH TERMS USED - _____

EXAMPLE FOR A MAGAZINE ARTICLE FROM A DATABASE:

Last Name, First Name. "Title of Article." Title of Magazine day month year of publication. Name of Database day month year of access. Keywords: "search terms used. "

MLA WORKSHEET

PROFESSIONAL OR PERSONAL INTERNET WEBSITE

FOR OTHER TYPES OF WEBSITES, CONSULT *MLA Made Simple* or *MLA Handbook*

NAME OF THE PERSON WHO CREATED IT - _____

TITLE OF THE SITE (If no title, a description such as Home Page) - _____

NAME OF ANY INSTITUTION OR ORGANIZATION ASSOCIATED WITH THE SITE –

_____

DATE OF ACCESS - _____

NETWORK ADDRESS (URL, Location) - _____

Last Name, First Name. Title of Site. Name of Institution. day month year of access <URL>.

MLA WORKSHEET

GENERAL ENCYCLOPEDIA

(Americana, World Book, etc.)

AUTHOR OF ARTICLE - _____

(may or may not be at the end of the article)

TITLE OF ARTICLE - _____

TITLE OF ENCYCLOPEDIA - _____

YEAR OF PUBLICATION - _____

Last Name, First Name. "Title of Article." Title of Encyclopedia . year .

MLA WORKSHEET

BOOK

(reference, nonfiction, biography)

AUTHOR / EDITOR (ed.) - _____

TITLE - _____

CITY WHERE PUBLISHED - _____

NAME OF PUBLISHING COMPANY - _____

YEAR OF PUBLICATION - _____

Last Name, First Name. Title of Book . Place : Publisher, year .

NAME Michael Bluesmeier

PERIOD 1/2

Date: 2/10/04

13/80

A

Short Answer: Answer the following questions using complete sentences. Be sure to read the questions carefully.

1-In the beginning of the book, why did Edmond leave Sis alone in the apartment?

Edmund left Sis alone in the apartment to get food because Aunty was gone for 3 days and the 2 were out of food.

2-What is Mr. Arnold's other name, and how is he related to Edmund?

Mr. Arnolds other name was Mr. Rachett. He is Edmunds step-father.

3-Why was Sis kidnapped?

Sis was kidnapped by Rachett + Peterson to steal the gold and make the case of mother, Aunty more difficult. they also wanted Edmund letter.

4-What kind of rope was found in the vault? Where else was it used?

The rope was strong the bell rope in the Unitarian Church.

5-How are Edmund and Edgar similar? Give at least two ways.

Edmund + Edgar both had a death of a beautiful women, and had a bad father

6-How are they different? Again, give two ways.

They are different because of Edgar has the death of sis and Edgar drinks alot, Edmund doesn't drink.

7-Why did Edmund's mother come to America?

Edmund's mom came to America to divorce Mr. Rachett

1/2

8-What did "Sunrise" mean in the message that Edmund found?

The Sunrise in the message ment the name of the boat that Peterson and Ratchett were to escape on.

9-Give two reasons that explain why Mr. Ratchett wanted to kill Dupin.

Mr. Ratchett wanted to kill Dupin/Poe because he was unravelling their mistery and because he was competing with his girl

10-Where was Edmund's mother hiding? For what two reasons was she there?

Edmunds mom was hiding in the Unterian Church because she had no where else to go with no money and didn't want

11-Why did Dupin want Edmund's Sis to be dead?

Dupin wanted Edmund's sis to be dead because that would be the perfect ending for his story because it would be sad and also because it would mirror his own life.

Fill in the Blank: Fill in each blank.

1-Edgar's aunt and mother-in-law who acted as his mother

"Muddy" Marry Poe Clem

2-Poe's middle name, and also the name of his foster family

Allen

3-The profession of both of Poe's biological parents Actor

4-The disease that ran in the Poe family and caused them much hardship

Acolism - drinking too much

5-The person Edmund and his family are going to search for in America

Edmunds mom

6-The person who helped Edmond find Sis when Poe would not
Throck

7-Author of "The Man Who Was Poe" Avi

8-City in which the novel is set Providence, RI

9-The name of Mrs. Whitman's mother Mrs. Powers

10-Items Edmund bought at the saloon Meat Pies and
Candles

11-Poe's ethnic background ? white/caucasian

12-The thing that was stolen from Providence Bank gold

My quiz ?

13-The famous book of Poe's that the idea for the secret message comes from
The Gold Bug

True or False: Note whether each statement is true or false. For all false statements, correct them to make them true.

1-Poe's friends teased him about the first story that he wrote. T

2-Edgar Allan Poe as both an outstanding student and a great athlete. T

3-Dupin loved Mrs. Whitman for the kind person that she was. T

4-Edmund's ~~mother~~ aunt was killed in the story. F

5-Twins run in ~~Dupin~~ Edmund's family F

Mine ? Too! :)

6-Throck carries a gun. T

7-Sis was stolen because ~~Mr. Ratchett~~ Edmund missed her. F for being searched

8-Edmond and his family are from Belgium. England F

Short Essay Questions: Answer each of the following in complete paragraphs.

1-Was Poe's relationship with Mr. Allan a good one? Why, or why not?

No they did not have a good relationship. They constantly argued about employment and money. They kept blaming each other for Poe's lack of money. Poe said Allan wasn't sending enough. Allen said to boy gambled + had expensive tastes

2-What are two reasons that Mrs. Whitman's mother wanted her to marry Mr. Arnold, not Edgar Allan Poe?

Mr. Powers wanted Mrs. Whiteman to Mr. Arnold because Mr. Arnold supposedly had money. Also, because Mr. Arnold didnt get drunk and had a respectful last name

3-"Poe often confused reality with literature." Explain what this statement means, and give at least two examples from the book that suggest this.

Yes this is true. It means that Poe often blured the line between real life and his stories. For example he thought at 1 point that his chorders were talking. He also thought that sis should die even though in real life he couldn'd control thoes things and it was a real human life.

4-When Sis was kidnapped, she left a white button everywhere they took her. How does this relate to Hansel and ~~Gretl,~~ Tep and why was it so helpful for solving the mystery?

This relates to Hansel and Gretal because Hansel and Gretal left a trail of bread crumbs to find their way back, like the story. Except in the story, she was leading some one to her, not to

5-For what two reasons did Poe ~~ant~~ want Edmond's Sis to be dead?

Over

Poe wanted Edmund's Sis to be dead because it would make a good ending for his story. He also wanted ~~Sis~~ to be dead because he wanted to start write his story without Edmund wanting

6-At the end of the book, Dupin/ Poe was crying. Give one good reason why he would be crying, and explain.

Over

Poe might be crying because his story is dead. He would be crying because he loves his stories and he lives them too, and now they are destroyed with the recovery of Sis. He would had a great story.

7-Would you want to be friends with Poe? Why, or why not?

No, I would not. He drinks too much, is too weird, and I don't perticularly like his stories. I also would not want to spend 1 day with him. He also is possesed with murder

#4 Cont her trying to find her way back to her home. This was important in the story because the button shows where she was. It also links the gold robbery into all of this

#5 Cont to go adventuring.

Michael Plasmeier
Haverford Middle School

Being the Best I Can Be

Have you ever tried being the best you could be? Being the best at schoolwork, at friends, and at family? Being the best at helping other people? Well I try to be the best at all of these things, and you should try too. I try to be the best I can be all of the time.

Schoolwork is a good place to start. Here are some ideas of how you can be the best you can be, based on what I've done. I'll start in Language Arts. In Language Arts, I am trying my best at projects we need to do. For the Greek folder work, I am doing 2 versions. One that we had to do on paper, and one totally on the computer. For History, I also try my best. During this week's Greek Assembly, I was the presiding officer. I also do extra work in History, as I try to color and organize my notebook that I have. After that, I will go on to Science, which I got a 100% during the 1st Quarter, and a 99% during the 2nd Quarter. This is because I try my best at all the work, which you should do too. In Math, I try to write everything down. I try to show my steps, and do complete process. These are just some of the things that I do, to be the best I can be in school.

Another place where you can be the best you can be is with your friends and family. You can help your friends out like I did, by showing them cool stuff and giving them advice on what to do. I also try to give them rides home from play practice or Tech Time. You can also be the best by helping your family. For example, for my mom, I her bring in stuff, like the groceries. For my dad, I help him set-up and troubleshoot his audio/visual equipment. There are many other things you can do to be the best you can be with your friends and family.

Mirabel Clemmer
Hawthorne Middle School

Being the Best I Can Be

Have you ever tried being the best you could be? Being the best at schoolwork, at friends, and at family? Being the best at helping other people? Well I try to be the best at all of these things, and you should try too. I try to be the best I can be all of the time.

Schoolwork is a good place to start. Here are some ideas of how you can be the best you can be, based on what I've done. I'll start in Language Arts. In Language Arts, I am trying my best at projects we need to do. For the Greek folder work, I am doing 2 versions. One that we had to do on paper, and one totally on the computer. For Library, I also try my best. During the week's Greek Assembly, I was the presiding officer. I also do extra work in History, as I try to color and organize my notebook that I have. After that, I will go on to Science, which I got a 100% during the 1st Quarter and a 99% during the 2nd Quarter. This is because I try my best at all the work, which you should do too. In Math, I try to write everything down, try to show my steps, and do complete process. These are just some of the things that I do, to be the best I can be in school.

Another place where you can be the best you can be is with your friends and family. You can help your friends out like I did, by showing them cool stuff and giving them advice on what to do. I also try to give them rides home from play practice or Lock Jaws. You can also be the best by helping your family. For example, for my mom, I helped her set up the process. For my dad, I help him set-up and trouble shoot his audio visual equipment. There are many other things you can do to be the best you can be with your friends and family.

Helping is another thing you can work at to be the best you can be. An example is at the school play. I helped with stage crew, sound, and lights. I also had a moderate 7-line part, was in a few songs, and just generally helped. I also help many people with technology. I help my friends, teachers, classmates, and whoever wants help. For example, in December when I helped put on the movie Rabbit Proof Fence.

Overall, you can be the best you can be at many things. You can be the best at schoolwork, at family, at friends, and at helping. I also learned a lot about myself and how I could become a better person by writing this essay. This is how I was, and how you can become the best, you could possibly be.

Michael Plasmeier
2/8/2004
P.D.: 1-2

3rd Draft

Being the Best I can Be

Have you ever tried being the best you could be? Being the best at schoolwork, at friends, and at family? Being the best at helping other people? Well I try to be the best at all of these things, and you should too. I try to be the best I can be.

Schoolwork is a good place to start. Here are some ideas of how you can be the best you can be, based on what I've done. I'll start in Language Arts or L.A. In L.A, I am trying my best at projects we need to do. For the Greek folder work, I am doing 2 versions. One that we had to do on paper, and one totally on the computer. For History, I also try my best. During this week's Greek Assembly, I was the presiding officer. I also do extra work in History, as I try to color and organize my notebook that I have. After that, I will go to Science, which I got a 100% during the 1st Quarter, and a 99% during the 2nd Quarter. This is because I try my best at all the work, which you should do too. In Math, I try to write everything down. I try to show my steps, and do complete process. These are just some of the things that I do, and that you could do too, to be the best you could be in school.

Another place where you can be the best you can be is with your friends and family. You can help your friends out like I did, by showing them cool stuff and giving them advice on what to do. I also try to give them rides home from play practice or Tech Time. You can also be the best by helping your family. For example, I my mom her bring in stuff, like the groceries. For my dad, I help him set-up and troubleshoot his

Audio/Visual equipment. There are many other things you can do to be the best you can be with your friends and family.

Helping is another thing you can work at to be the best you can be. An example is at the school play. I helped with stage crew, sound, and lights. I had a moderate 7-line part, was in a few songs, and just generally helped. I also help many people with technology. I help my friends, teachers, classmates, and whoever wants help. For example, in December when I help put on the movie Rabbit Proof Fence.

Overall, you can be the best you can be at many things. You can be the best at schoolwork, at family, at friends, and at helping. Overall, I learned a lot about myself and how I could become a better person by writing this essay. This is how I was, and how you can become the best, you could possibly be.

Cut off 100 words + General edits - makes sence
repition + yellow words

2nd Draft

Michael Plasmeier
2/5/2004
P.D.: 1-2

See also 1st draft for extra edits look fors

can't use this opening paragraph

yes + can

Being the Best I can Be

Have you ever tried being the best you could be? Being the best at school work, at friends, and a family? Being the best at helping and being nice to other people? Well I try to be the best ~~Repetition~~ at these things. I try to be the best I can be.

Schoolwork is a good place to start ~~being the best you can be.~~ Here are some ideas of how you can be the best you can be, based on what I've done. I'll start in Math class. In Math, I try to write everything down. I try to show my steps, and write everything that is on the board. Next, I will move to Language Arts or L.A. In L.A, I am trying my best at projects. In the Greek project I want to do 2 versions. One that we had to do on paper, and one totally on the computer. Its hard, but I also try to be just good in L.A. In Science, I got a 100% during the 1st Quarter, and a 99% during the 2nd Quarter. This is because I try my best at all the work, and you should too. I do everything and go above and beyond. For History, I also try my best. During this week's Greek Assembly, I was the presiding officer, because I was picked over another person. I also do extra work, as I try to color and organize my notebook that I have. RE-order school subjects. These are just some of the things that I do , and that you could do to be the ~~Best~~ best you could be in School.

Check others in Draft for order

don't use Appreciations for 4

Greek project for what? I'm what? What is the project Greek

you might want to do the classes in order from 1st to 7th

don't share your personal grades with others I know

don't use this to put others down

Another place where you can be the best you can be is with your friends and family. You can help your friends out like I did, by showing them cool stuff and giving them advice on what to do. An example is like helping them on the computer or telling them things to help their problems. Give Examples. I also try to give them rides home

from play practice or TechTime. You can also be nice with your family. For, example with my mom I help her bring in stuff, like the groceries. For my dad, I help him set-up and troubleshoot his A/V equipment. There are many other things you can do to be the best you can be with your friends and family. Add life to sentences

Helping and being nice are another thing you can work at to be the best you can be. Lets start at helping. Does this work? I help in many ways. ?Repetive? At the school play, I helped with stage crew, sound, lights, had a moderate 7-line part, was in a few songs, and jus generally helped. I also help a lot of people out at technology. My friends, teachers, classmates, and whoever wants it. Like in December when I help play the movie Rabbit Proof Fence. Also, you can be the best you can be by being nice. You can be nice, as I was to my parents. There are many ways you can be nice.

Overall, you can be the best you can be at many things. You can be the best at school-work. At family, friends, helping, and being nice. I try to be the best I can be.

?position?

Put in

I learned a lot about writing this essay. I learned a lot about myself and what I all did. It also made me think of how I could be a better person. I would like to do this essay again after ~~collage~~, and compare the two.

college

Whats with the yellow

Michael Plasmeier
2/1/2004
P.D.: 1-2

Change Heading

1st Draft

Being the Best I can Be

Intro

Have you ever tried being the best you could be? Being the best at school work, at friends, and a family? Being the best at helping and being nice to other people? Well I try to be the best Repetition at these things. I try to be the best I can be.

Schoolwork is a good place to start ~~being the best you can be~~. Here are some ideas of how you can be the best you can be, based on what I've done. I'll start in Math class. In Math, I try to write everything down. I try to show my steps, and write everything that is on the board. Next, I will move to Language Arts or L.A. In L.A. I am trying my best at projects. In the Greek project I want to do 2 versions. One that we had to do on paper, and one totally on the computer. Its hard, but I also try to be just good in L.A. In Science, I got a 100% during the 1st Quarter, and a 99% during the 2nd Quarter. This is because I try my best at all the work, and you should too. I do everything and go above and beyond. For History, I also try my best. During this week's Greek Assembly, I was the presiding officer, because I was picked over another person. I also do extra work, as I try to color and organize my notebook that I have. RE-order school subjects These are just some of the things that I do , and that you could do to be the Best you could be in School.

1st

4 Math
1. LA
3. Sci
2. History

Check Word count 500
Check Rubric for Directions

edit stop

See Written 2 → on Para on Written Sheet

BBICB 1st Draft

In

Have you ever tried being the best you could be? Being the best at school work at friends and family. Being the best at helping and being nice to other people. Well I try to. I try to be the best I can be.

1

See Typed 1st Para

2

Another place where you can be the best is in you can be is with your friends and family. Your friends you can help out. You can do this, like I did by showing them cool stuff and giving them advice on what to do. An example is like to help them on the computer of tell them things, and try to work out their problems. I also try to give them rides from after school activies like Play practice and Tech time. You can also be nice with your family, for example ~~like~~ my brother, I play with him and take care of him. To my mom I help her bring stuff, like groceries, inside. To

Give examples

2

BBT CB 1st

2 To my dad, I help him set up and trouble shoot his equiptement, like when he bought a new rack for his stuff, I rewired all of it, using the no show wiring system in the back I also helped him set up his new VCR/DVD combo with the mess of wires back there, its harder then it looks. There are many other things you can ~~help with~~ do to be the best you can be at friends and family.

2

Add Life

Helping and Being nice ? does this work w/ ? are another thing you can do to be the best you can be. Lets start with helping. I helped in many ways, At the school play, I helped with stage crew, sound, light, had a moderate 7-line part was in a few songs,

3

Being the Best I can Be

1st School work
Math
Do everything, steps show work, copy whats on board
LA
Do projects 2 ways, ~~ask~~ paper computer
Sci
99 + 100 ~~both~~ averge. Do everything
Go above + beyond
All- Ask lots of Q's, get speficif

Flist
Leedingrole

2nd Friends + Family
Friends
- Help out
- Show stuff
- give advice — example
rides from after school activies
Family
Be nice w/ all
Jus
play w/ him

Eye Insite
- about myself
- what I all do
- make me think how I can be better

Mom + Dad
M: Help bring stuff in (~~sh~~ groceries)
D: Set stuff up (A/V)

3rd Helping + Being nice
Helping
Comunity ↴ at end
Play
Stage crew, sound, lights, general, moderate part
Computer
See friends (5)
class
other people
← See family para →

Nice
Bro - jus
classmates
parents
examples

Overall
Comunity
Be happy

Being Best I Can Be

Cover page
Your Name
c/o Ms Mckee Morris, HMS
1701 Darby Rd.
Havertown, PA 19083
(610) 853-5900 ex. 5220
Haverford Middle School
4/14/91

Centered, middle Page, 1x Space

Top, Left, 1x Space

Name + School

Give Center Title

"Being the Best I Can Be"
Rubric

Introductory paragraph (10)
- Open with something catchy
- - Close Para with the essay topic—Being the Best I can Be

Closing Paragraph (10)
- Summarize your main idea
- Close with an insight you gained through writing the essay

Body (20)
- Each Paragraph needs a clear topic sentence
- Contain a lot of meat

Word Choice (15)
- Use unique, precise vocabulary
- Do not repeat words

No fragments (10) -1 per

No Run-ons (10) -1 per

Clarity (25)
- Is it obvious that you have read it aloud
- Revise and edit carefully
- Reader should easily digest your ideas and thoughts

Spelling (-1 per word)

TOTAL (100)

- trying best at - school work
- list
- friends
- helping people
- being nice
- Sports
- family
- intro
- have you ever tried BBIB
- Everday I try BBIB
- Everyday it tuff to do my best
list examples

"Being the Best I Can Be"

Do you try each day to be the best person that you can be? In what ways can you and do you strive to be the best you can be?

Write a five to six paragraph essay entitled "Being the Best I Can Be." It needs to be 400-500 words double-spaced.

Be sure to have an introduction that catches the reader's attention.

Be sure that each body paragraph starts with a topic sentence.

Be sure the conclusion sums up what you have said, and offers a reflection on what you have learned as you wrote the essay.

Be sure that you revise and edit carefully. Do not forget to read it aloud.

Be sure that you include rich vocabulary words, and interesting language.

On the top left of your first page, note your name and Haverford Middle School (single-spaced.

On a separate cover page, note your name, address, phone number, school and birthday. These should be single spaced, centered, and in the upper-middle part of your paper.

The final copy of your essay will be submitted to a contest sponsored by the Havertown Optimist Club.

Mythology Character Presentation

Presenter:
Date:
God/Goddess/Hero:
Time of performance

Important Information shared (30) 30
_____family tree (5)
_____references (5)
_____major story(ies) told in detail (15) - great!
_____Greek and Roman name told (4)
_____symbol identified-if any (1)

Presentation Enhancers (30) 28
_____costume (10)
_____props (10)
_____music or scenery - your choice (10) - cool!

Public Speaking Skills (20) 19
_____eye contact (5)
_____confidence (5)
_____voice quality (5)
_____rate of speech (5)

Write Plus

Great Impression!

Excellent work!

7/8

Mythology Character Presentation

Presenter:
Date:
God/Goddess/Hero:
Time of performance

Important Information shared (30) _____
_____family tree (5)
_____references (5)
_____major story(ies) told in detail (15)
_____Greek and Roman name told (4)
_____symbol identified-if any (1)

Presentation Enhancers (30) _____
_____costume (10)
_____props (10)
_____music or scenery - your choice (10)

Public Speaking Skills (20) _____
_____eye contact (5)
_____confidence (5)
_____voice quality (5
_____rate of speech (5)

3

BOICB 1st Draft

and generally helped out, I also help out alot of people with technology. I tell my friends what to do, If they have a problem. Like when . . . I also help my teachers with this. I ran the movie back in December and I helped a few days on Greek project music. I also help anyone who wants help at Tech Time. Now lets move from some ways you could help other people to where you can be nice. ~~For example,~~ ~~I am nice to my brother, Example like when ...~~

Also I am nice to my classmates, Ex

change

And I am also nice to my parents, Ex

Thats how you can be nice and help out to be the best you can be.

Ending See Back

3 para

4 BBI CB 1st Draft

End + ~~Hog~~ Other

Over all you can Best you can be at many things Like being nice I am nice to my brother and my class-mates. I am nice to parents, like described before. I bring in the geocerys + help them. I try to be the best I can be in community and to be happy. I also try to be my best in school work, friends and family. These are some ways I try to be the best I can be. Now its your turn to be the best you can be

repition

Order of sentences in para. change

All End Inside

Inside Ending Para

I learned alot writting this essay, I learned a lot about myself and what I all did. It made me think of how I can be a better person. Example I should write a essay again to after college and write a

Michael Plasmeier
1/26/2004
P.D.: 1-2

Amy's Story

Ahh! What a horrid ending! 80/80 nice work

It started on the day I last saw my beloved Adam. That was the day he called me up and told me that he was going on a trip to Maine. At first, I was mad. Adam was going to miss my "wedding" number reprise. What I was going to do, was I was going back to turn on all of the radios and windshield wipers in the parking lot of the church. So anyway, I said, "OK, Adam, I guess you just need to go with your parents on the trip."

He said, "Yah, I need to go, hate to miss your number. I'll be back Monday or Tuesday."

I was also jealous, I wanted to go up to New England and enjoy is the scenery up in the small towns they have there. The nice lighthouses and fresh lobster.

The next day there was the wedding. I bet you already know what I did that day, I turned on the radios and windshield wipers. So I did that, and the number went by without a hitch. Now before long, I was sipping an ice cream soda to celebrate my success. I was also thinking about how it would be so nice if Adam would be here along my side.

I was happy that day, and to keep my mind off Adam I did another number. This time at the hotel. Instead of turning all the "do not disturb" signs, I collected them and brought them home. I am planning to collect more over the next few months, till I have enough to put one on every room! I can't wait to see the manager wonder why every room has a "do not disturb" sign on it!

Oh no!

Soon came Monday, and I went to school. During school, I thought of how it would be so nice if Adam was here. However, he was on vacation, and hopefully Adam will come tomorrow back to Monument.

Tuesday came around, and the day was as normal as ever. Mrs. Morris assigned a lot of homework, and still no Adam. He probably took another day off. I think how nice it would be just to leave one weekend and go to New England; just to enjoy the fresh lobster and other nice things they have up there.

Then came Wednesday, and I was starting to get worried. Adam still hadn't come back to school. I thought his mom and dad must have decided to take another day off. However I think, then wouldn't Adam have called me?

Thursday, and no Adam yet. Worrying, I asked the school secretary if she knew were Adam was. She said that she hadn't heard from him since over the weekend, when he called to say that he wasn't coming to school on Monday.

I worried all day Friday, as Adam still had not shown up. It was Friday, 4-5 days since he told me he was going on his 3-day vacation. After school that day, I decided to do some investigating. I went to the library and looked through the newspapers. I didn't find anything important though.

Monday, next week, came soon enough, and Adam hasn't shown up yet. Now I was really worried. He couldn't just disappear of the face of the earth could he? Wondering about so much that I couldn't really walk straight, I went to school. In homeroom, I received a note to report to the principle's office immediately.

I followed the note, and I went to the principle's office. The principle was a stern man who at this point did not look happy and looked very serious. I asked him, "What's the matter? Where's Adam?"

He said, "That's what I would like to know, and the reason of why I called you down here. What was the last time you saw or heard from him?"

"I last saw him on Friday the week before, when he called me and said he was going up north."

"For how long did he say he would be gone?"

"Till last Monday or Tuesday."

"Ok, that is the same thing he told us. Thanks for helping; I hope we can find him. You can go back to your room now."

That evening, as I was walking home from school, some thing big happened! A stranger in a gray suite walked up to me, and while I was talking to him, other men started to surround me. Felling this was strange I tried to run, but one of the men stopped me. They held my mouth to make me be quite, so I would not call for help. Then other men put handcuffs on me. They pulled me into a dark ally, and shoved me into the back of a car.

The car started moving, but I couldn't see where it was going all that good. However, I could see we were headed for Washington D.C. There were two men in the car that I was in. One was driving and the other one in a gray suite was typing nonstop on a government issued laptop. What was strange was that along the trip, none of the men really spoke at all.

In Washington, they drove up to the Department of Re-Identification. Inside the building, were a bunch of offices with papers strewn everywhere, just like a typical office. However, one room that the men led me to was steal lined and had a powerful light facing a chair. The men strapped me in the chair and turned on the bright light.

The man in the gray suit stepped forward and said, "What do you know about Adam?"

I answered, and told him what I knew. I told them the whole story of how I was friends with him, and how he just disappeared.

He said, "Well what you don't know is that Adam was actually Paul. He had his name changed because his foolish Dad testified against me. I've been waiting 10 years to get back at your dad." Turing around to his men, Mr. Gray spoke, "Write up a little article about how she was kidnapped, killed by a drunken man, and disposed of into the river to avoid prosecution. Terminate her immediately. Thank You."

oh no!

Michael Plasmeier
1/26/2004
P.D.: 1-2

Edits

Amy's Story

It ~~was~~ started on ~~that day,~~ the day I last saw my beloved Adam. That was the day h~~H~~e called me up and told me that he was going on a trip to Maine. At first, I was mad. Adam was going to miss my ~~church~~ "wedding" number reprise. What I was going to do,~~I~~ was I was going back to turn on all of the radios and windshield wipers in the parking lot of the church. So anyway, I said, "~~ok~~ OK, Adam, I guess you just need to go with your parents on the trip."

He said, "Yah, I need to go, hate to miss your number. I'll be back Monday or~~f~~ Tuesday."

I was also jealous, I wanted to go up to New England and enjoy ~~how it is~~is the scenery up in the small towns they have there.~~there.~~ The ~~small quaint towns and~~ nice lighthouses and fresh lobster. ~~I said bye and see you Monday.~~

The next day there was ~~another~~ the wedding. I bet you already know what I did that day, I turned on the radios and windshield wipers. So I did that, and ~~That~~the number went by without a hitch.~~, and~~ Now before long, I was sipping an ice cream soda to celebrate my success. I was also thinking about how it would be so nice if Adam would be here along my side.

I was happy that day, and to keep my mind off Adam I did another number. This time at the hotel. ~~Where? This time~~Instead of turning all the "do not disturb" signs, ~~-~~I collected ~~all of the "do not disturb" signs~~them and brought them home. I am planning to collect more over the next few months, till I have enough to put one on every room! I can't wait to see the manager wonder why every room has a "do not disturb" sign on it!

Soon came Monday, and I went to school. During school, I thought of how it would be so nice if Adam was here. However, he was on vacation, and ~~H~~hopefully Adam will come tomorrow back to Monument.

Tuesday came around, and the day was as normal as ever. Mrs. Morris assigned a lot of homework, and still no Adam. He probably took another day off. I think how nice it would be just to leave one weekend and go to New England;~~,~~ just to enjoy the fresh lobster and other nice things they have up there.

Then came Wednesday, and I was starting to get worried. Adam still hadn't come back to school. I thought his mom and dad must have decided to take another day off~~,~~. However I think,~~but~~ then wouldn't Adam have called me?

Thursday, and no Adam yet. Worrying, I asked the school secretary if she knew were Adam was. She said that she hadn't heard from him since over the weekend, when he called to say that he wasn't coming to school on Monday. ~~She also told me not to worry, but I did.~~

I worried all day Friday, as Adam still had not shown up. It was Friday, 4-5 days since he told me he was going on his 3-day vacation. After school that day, I decided to do some investigating. I went to the library and looked through the newspapers. I didn't find anything important though. ~~Add?~~

Edits

Mr. Vincent Flasmaster
[illegible] 5, 2009
[illegible] 1-2

Amy's story

It was started on that day, the day I last saw my beloved Adam. That was the day Mike called me up and told me that he was going on a trip to Maine. At first, I was mad Adam was going to miss my church "wedding" number reprise. What I was going to do, I was going back to turn on all of the radios and windshield wipers in the parking lot of the church. So anyway, I said, "ok OK, Adam. I guess you just need to go with your parents on the trip."

He said, "Yah. I need to go. Sorry to miss your number. I'll be back Monday or Tuesday."

I was also jealous. I wanted to go up to New England and enjoy how it is the scenery up in the small towns they have there there. The small quaint towns and the lighthouses and fresh lobster. I said bye and see you Monday.

The next day there was another the wedding. I bet you already know what I did that day. I turned on the radios and windshield wipers. So I did that, and Then the number went by without a hitch. and Now before long, I was sipping an ice cream soda to celebrate my success. I was also thinking about how it would be so nice if Adam would be here along my side.

I was happy that day, and to keep my mind off Adam I did another number. This time at the hotel. Where? This time instead of turning all the "do not disturb" signs collected all of the "do not disturb" signs them and brought them home. I am planning to collect more over the next few months, till I have enough to put one on every room! I can't wait to see the manager wonder why every room has a "do not disturb" sign on it!

Soon came Monday, and I went to school. During school, I thought of how it would be so nice if Adam was here. However, he was on vacation, and Hopefully Adam will come tomorrow back to Monumnent.

Tuesday came around, and the day was as normal as ever. Mrs. Morris assigned a lot of homework, and still no Adam. He probably took another day off. I think how nice it would be just to leave one weekend and go to New England just to enjoy the fresh lobster and other nice things they have up there.

Then came Wednesday, and I was starting to get worried. Adam still hadn't come back to school. I thought his mom and dad must have decided to take another day off. However I think, but then wouldn't Adam have called me?

Thursday, and no Adam yet. Worrying. I asked the school secretary if she knew where Adam was. She said that she hadn't heard from him since over the weekend, when he called to say that he wasn't coming to school on Monday. She also told me to not worry, but I did.

I started all day Friday, as Adam still had not shown up. It was Friday, 4-5 days since he told me he was going on his 3-day vacation. After school that day, I decided to do some investigating. I went to the library and looked through the newspapers. I didn't find anything important though. Odd?

Monday, next week, came soon enough, and Adam hasn't shown up yet. Now I was really worried. He couldn't just disappear of the face of the earth could he? Wondering about so much that I couldn't really walk straight, I went to school. In homeroom, I received a note to report to the principle's office immediately.

I followed the note, and I went~~went there and entered~~ to ~~his~~the principle's office. ~~?wording? T~~The principle was a~~...~~ stern man who at this point did not look happy and looked very serious. I asked him, "What's the matter? Where's Adam?"

He said, "That's what I would like to know, and the reason of why I called you down here. What was the last time you saw or heard from him?"

"I last ~~hered and~~ saw him ~~last~~on Friday the week before, when he called me and said he was going ~~to~~ up north~~New England~~."

"For how long did he say he would be gone?"

"Till last Monday or Tuesday."

"Ok, ~~thanks,~~ that is the same thing he told us. Thanks for ~~helping,~~helping; I hope we can find him. You can go back to your room now."

That evening, ~~I~~as I was walking home from school, some thing big happened! ~~when a~~ A stranger in a gray suite walked up to me, and ~~. W~~while I was talking to him, other men started to surround me. Felling this was strange I tried to run, but one of the men stopped me. ~~He grabbed m~~They held~~y~~ my mouth to make me be quite, so I would not call for help. ~~and~~ Then other men put handcuffs on me. They pulled me into a dark ally, and shoved me into the back of a car.

The car started moving, but I ~~I~~couldn't see where it was going all that good.~~that good from where I lay tied up, but~~ However, I could see we were headed for Washington D.C. There were two men in the car that I was in. One was driving and the other one in a gray suite was typing nonstop on a government issued laptop. What was strange was that ~~A~~along the trip, none of the men really spoke at all.~~, and they weren't listing to the radio. There were two men in the car that I was in. One was driving and the other one in a gray suite was typing nonstop on a government issued laptop.~~

In Washington, t~~T~~hey drove up to the ~~beauro~~ Department of R~~r~~e-I~~i~~dentification. ~~? building.~~ Inside the building, were a ~~buch~~bunch of offices with papers strewn everywhere, just like a typical office. ~~but~~ However, one room that the men led me ~~to~~to was steal lined and had a powerful light facing a chair. The men strapped me in the ~~and~~chair and turned on the bright light.

The man in the gray suit stepped forward and said, "What do you know about Adam?" ~~?last name? ?"~~

I answered, and told him what I knew. ~~Add?~~I told them the whole story of how I was friends with him, and how he just disappeared.

He said, "Well what you don't know is that Adam was actually Paul. He had his name changed because his foolish Dad testified against me. I've been waiting 10 years to get back at your dad."~~Good she doesn't know anything else about Adam. However, she has seen too much about our organization.~~ Turing around to his men, Mr. Gray spoke, "Write up a little article about how she was kidnapped, killed by a drunken man, and disposed of into the river to avoid prosecution. Terminate her immediately. Thank You."

Monday, next week, came soon enough, and Adam hasn't shown up yet. Now I am really worried. He couldn't just disappear off the face of the earth could he?

Wondering about so much that I couldn't really walk straight, I went to school. In homeroom, I received a note to report to the principle's office immediately.

I followed the note, and I went there and entered to his the principle's office. The principle was a stern man who at this point did not look happy and looked very serious. I asked him, "What's the matter? Where's Adam?"

He said, "That's what I would like to know, and the reason of why I called you down here. What was the last time you saw or heard from him?"

I last heard and saw him listen Friday the week before, when he called me and said he was going to up northwest England.

"For how long did he say he would be gone?"

"Till last Monday or Tuesday."

"OK, thanks, that is the same thing he told me. Thanks for helping helping. I hope we can find him. You can go back to your room now."

That evening, las I was walking home from school, some thing big happened; when a A stranger in a gray suite walked up to me, and. W While I was talking to him other men started to surround me. Feeling this was strange I tried to run, but one of the men stopped me. He grabbed me I by holdy my mouth to make me be quite, so I would not call for help. and Then other men put handcuffs on me. They pulled me into a dark gray and shoved me into the back of a car.

The car started moving, but I couldn't see where it was going all that good that good from where I lay tied up, but However, I could see we were headed for Washington D.C. There were two men in the car that I was in. One was driving and the other one in a gray suite was typing nonstop on a government issued laptop. What was strange was that Along the trip, none of the men really spoke at all, and they weren't listing to the radio. There were two men in the car that I was in. One was driving and the other one in a gray suite was typing nonstop on a government issued laptop.

In Washington, They drove on to the Secret Department of Re-identification, building. Inside the building, were a bunchbunch of offices with papers strewn everywhere, just like a typical office. but However, one room that the men led me to was steel lined and had a powerful light facing a chair. The men strapped me to the and chair and turned on the bright light.

The man in the gray suit stepped forward and said, "What do you know about Adam?" "Just name?" ...

I answered, and told him what I knew. Adam I told them the whole story of how I was friends with him, and how he just disappeared.

He said, "Well what you don't know is that Adam was actually Paul. He had his name changed because his foolish Dad testified against me. I've been waiting 10 years to get back at your dad. "Good she doesn't know anything else about Adam. However she has seen too much about our organization. Turning around to his men, Mr. Gray spoke, "While up a bale article about how she was kidnapped, killed by a drunken man, and disposed of into river to avoid prosecution. Terminate her immediately. Thank You."

2nd Draft

Amy's Story

Michael Plasmeier

1/24/2004

P.D.: 1-2

started

That was

It was on that day, the day I last saw my beloved Adam. He called me up and told me that he was going on a trip to Maine. At first, I was mad. Adam was going to miss my church number reprise. I was going back to turn on all of the radios and windshield wipers. So anyway, I said ok Adam, I guess you just need to go with your parents.

He said, "Yah, I need to go, hate to miss your number. I'll be back Monday of Tuesday."

I was also jealous, I wanted to go up to New England and enjoy how it is up there. The small quaint towns and nice lighthouses. I said bye and see you Monday.

The next day there was another wedding. I bet you already know what I did that day, turned on the radios and windshield wipers. That number went by without a hitch, and before long I was sipping an ice cream soda to celebrate my success. I was also thinking about how it would be so nice if Adam would be here.

I was happy and to keep my mind off Adam I did another number at the hotel. Where? This time I collected all of the "do not disturb" signs and brought them home. I am planning to collect more over the next few months, till I have enough to put one on every room! I can't wait to see the manager wonder why every room has a "do not disturb" sign on it!

Soon came Monday, and I went to school. During school I thought of how it would be so nice if Adam was here. Hopefully Adam will come tomorrow.

Tuesday came around as normal as ever. Mrs. Morris assigned a lot of homework, and still no Adam. He probably took another day off. I think how nice it would be just to leave one weekend and go to New England, enjoy fresh lobster and other nice things up there.

Then came Wednesday, and I was starting to get worried. Adam still hadn't come back to school. I thought his mom and dad must have decided to take another day off, but then wouldn't Adam have called?

Thursday, and no Adam yet. I asked the school secretary if she knew were Adam was. She said she hadn't heard from him over the weekend, when he called to say that he wasn't coming to school on Monday. She also told me not to worry, but I did.

I worried all day Friday, as Adam still had not shown up. After school that day, I decided to do some investigating. I went to the library and looked through the newspapers. I didn't find anything. Add?

Monday next week came soon enough, and Adam hasn't shown up yet. Now I was really worried. He couldn't just disappear of the face of the earth could he? In homeroom, I received a note to report to the principle's office immediately.

I went there and entered his office. ?wording? The principle was a… man who at this point did not look happy and looked very serious. I asked him, "What's the matter? Where's Adam?"

He said, "That's what I would like to know, and the reason of why I called you down here. What was the last time you saw or heard from him?"

"I last hered and saw him last Friday when he called me and said he was going to New England."

"For how long did he say he would be gone?"

"Till last Monday or Tuesday."

"Ok, thanks, that is the same thing he told us. Thanks for helping, I hope we can find him. You can go back to your room now."

That evening I was walking home from school when a stranger in a gray suite walked up to me. While I was talking to him, other men started to surround me. Felling this was strange I tried to run, but one of the men stopped me. He grabbed my mouth to make me be quite and other men put handcuffs on me. They pulled me into a dark ally, and shoved me into the back of a car.

I couldn't see that good from where I lay tied up, but I could see we were headed for Washington D.C. Along the trip, none of the men really spoke, and they weren't listing to the radio. There were two men in the car that I was in. One was driving and the other one in a gray suite was typing nonstop on a government issued laptop. They drove up to the beauro of re-identification ? building. Inside were a buch of offices with papers strewn everywhere, but one room that the men led me to was steal lined and had a powerful light facing a chair. The men strapped me in and turned on the bright light.

The man in the gray suit stepped forward and said, "What do you know about Adam ?last name? ?"

I answered, and told him what I knew. Add?

He said, "Good she doesn't know anything else about Adam. However, she has seen too much about our organization. Write up a little article about how she was kidnapped, killed by a drunken man, and disposed of into the river to avoid prosecution. Terminate her immediately. Thank You."

Amy's Story 1st

Michael Plaumlee 1/22

It was on the day, day I last saw my beloved Adam. He called me up and to me that he was going on a trip to Maine. At first I was mad. He was skipping my number reprica, Back to the wedding. I was trying to do it again. The radio and the windsheild, after last weeks disapointment. So anything I said O.k. go. He also told me he will be back Monday or Tuesday. I was also jelous I wanted to go up to New England too! So I said good by and went on with my life. The church number was a cussess for me. As I was sipping my ice cream soda, I wanted Adam to be there. Also to celebrate, I did another number. This time the hotel. I took all the

do not disturb signs, and collected them. I got 12. My plan is to keep collecting, till I have enough to put all on do not disturb. This will be funny. It might take 6 months to do that. I want to see that! So then Monday came I went to school, I thought of you Adam in the back of my mind. Tuesday came and I went around as normal, thinking how Adam was taking another day off. I wanted to be there, in New England eating lobster. Then there was Wensday, and Adam still wasn't back. Now I was starting to get worried, Adam wasn't back yet Again I dismissed this as him taking another day off. He is probley

watching the New England serf crash upon the rocks. On Thursday I was really starting to get woried. I asked the secentery down stairs and she told me that he hadn't called since Monday, and he would be back Tuesday. She told me not to woried but I did worry the next day. Friday Adam still didn't show up. After school I decided to do some investigating. I looked through some newspapers, but found noughting. ?Add

Monday came, soon and I was worried sick about Adam. It was a week since someone once called. In homeroom I recieved a note telling me to meet in the principles office. When I arrived the principle looked sullen, and serious. I

asked, "Is anything the matter? Wheres Adam?" He said, "That is what I like to know, and why I called you down here. What was the last time you saw, or heard from him?" "I last herd and saw him last on Friday. I saw him in school, and he called and said he was going to Maine." "For how long?" "He said till last Monday or Tuesday." "Ok. Thats the same thing he told us. I've called the police. They were no help and to us that they would look in to it. Truthfull however, I don't trust them. Today I will go over there house. Now was this really the last you have heard of him." "Yes." "Ok, you are dismissed."

That evening, to take my mind off the

family said that we

they are

ould be going on a vacation to Washing-
ton DC. I was excited to go down to
Washington. I wanted to go all my
life. ~~That~~ At 5 we drove to Boston to the train
station. We took the Acella Express to
Washington. On board I had fun turing all
the toilets to ~~im~~ use. You should have
seen the line for the bathrooms. When
we arrived in beautiful Washington
D.C. we got off the Amtrak train
and walked to the Metro. We took the
~~tra~~ color subway to a big grand hotel
across from the white house. Upon
arriving to the hotel we were
promptly checked in and lot to
our room. Instead of seeing the white

House, we had a grand view of the small little building marked "The Beaur of Re-Identifying" (Sp) (Correct) My dad said," Great. We paid two hendred a night to see the backdoor of a small government agency."

The next day we went out sightseeing We saw some of Congress and ~~the~~ where they print money. Now what was strange was that were being followed by ~~a~~ man in a grey suit. Wait a minute wasn't that guy also setting behind us on the train? Yes I think so, ~~to~~ I pretended ~~to~~ stop and look in a shop. The man walk past me and stoped to look in a womans cloths

a lost parents

shop. Thats how I knew something was up. The man started walking and I followed him. We walked to the White House and up to the gate. He spoke a few words and walked on through the gate. I followed him through the gate and strangley no one stoped me. I followed the man into the front door.

I entered amazed. there was about a million builder in there working quietly as if they didn't want anyone to know that they were working in there. He were changing the room to like a tech no control center with 1 chair sitting above

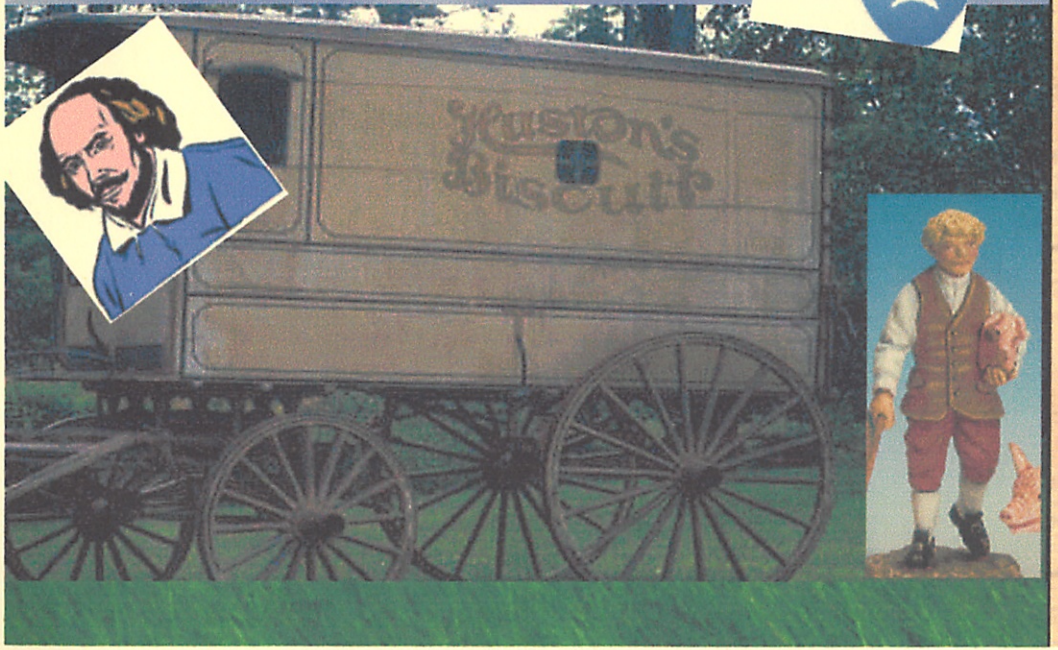
all of the equipment. I walked up to the platform. A man was sitting on the chair.

He said, "Kneel, Amy Heitz. You have been brought into my trap, as I Mek Esher-Hagel will take over the world. Let me tell you someting. It was your boyfriend's father that testified about 10 years ago. He told people that I was a threat to the world. They arrested some of my supporters that ~~day~~ year but I stayed hidden. Slowly I started taking over the government starting with the Department of Public Toilets. That was hard work, but finally I was in control of the Department of Re-~~Dy~~ ~~Analyzing~~ Identification. I found out your

father desiguse name, I tock
the name and got Mr. Gray to tell
me where your were and for
you

Shakespeare's Scribe

By: Gary Blackwood



TO:
Mr. Poe
London

Dear Sander,

Don't have much room, but I got your desperate letter and we are going to send you some money. Say hi to Teddy, the boys, and Mr. Pope for me. We are currently in Worchester, and its rough traveling on the road here. Mr. Shakespeare has a broken arm, and I am transcribing his latest play, Love Labor's Won. We also be held up, but talented Sam scared them off with the plague. It was funny here, but I guess in London people are dying of it. I have to go now, were are performing The Taming of the Shrew, Sal is Bianca. Oh man!

Always Yours,

Widge

A cool post cart!

Set 4

p1

A

DO NOT DOUBLE SPACE

Journal Entry 1/30

Weekend

My 3 day weekend was OK. I was bored most of the time, had work to do but didn't do it. I went on the job with my dad last this weekend, and he bought a tv in Circuit City. The people at that store are unfriendly. I like Best Buy better. Also I didn't go on the ski trip. My mom was working Sat. night so we went just to Boston Market

1/23

What pet do you want?

I don't really know what I want for a pet. I think a rabbit, or Cat. Wait not a cat, they have sharp teeth and claws. Also not a dog, you need to walk them. Not fish, all you do is look at them. A rabbit is nice. It is not too small or too big. You just let it out in the kitchen. You can potty train it and you feed it every day. You do need clean its cage. Also a rabbit will let ~~us~~ you hold it and pet it. That is why I want a rabbit.