

Poetry Contest

Resources for teachers

2023
2nd edition

"Democracy and our Lives"

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Poetry Contest

How to Write a Calligram Poem *A1 Level*

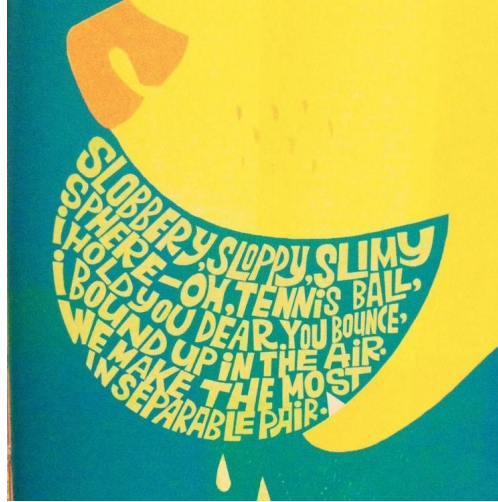
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What is a calligram?

Calligrams are poems which create a shape that represents the topic of the poem.

AKA
Visual Poems
Shape Poems

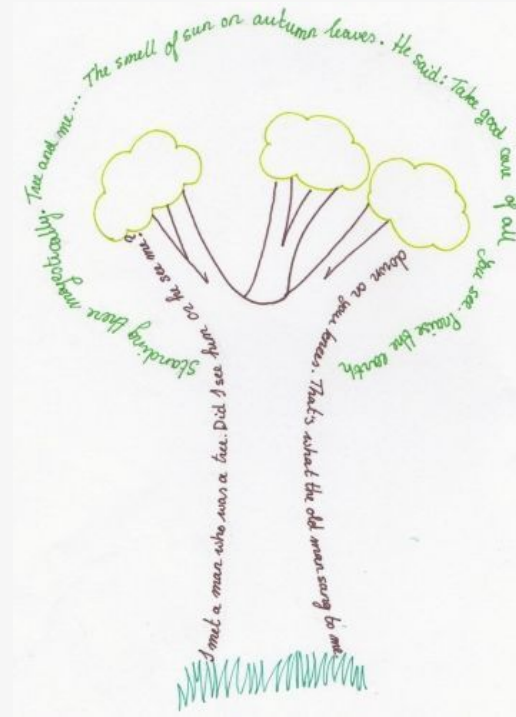
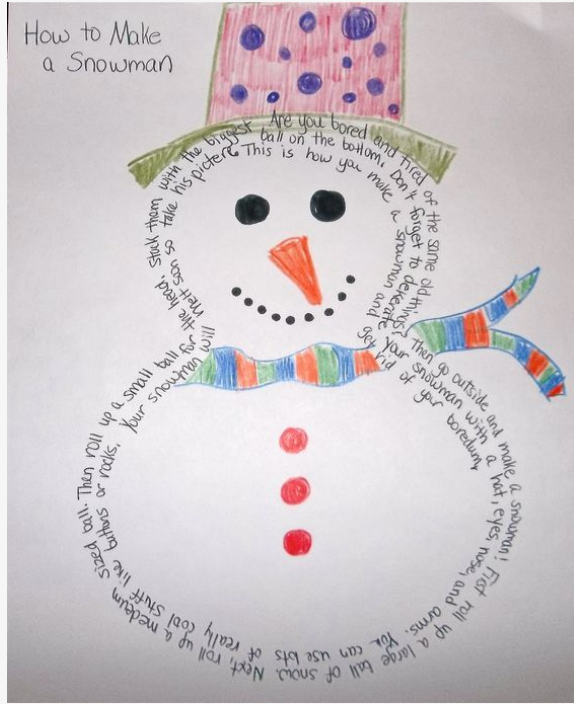


Step 1: Share different poems with your students

Send a letter to your family or a very dear friend
All this is possible thanks to the humble envelope
friendship will never end
you can make sure that your strong bond or agreed
using an envelope, then

Red, sweet as honey, bitter as blood.
Orange, fluttery as fall, still as a stone.
Yellow, loud as a trumpet, soft as a petal.
Green, rough as a pinecone, smooth as a lake.
Blue, my color, just like the sky.
Indigo, bright as the moon, dark as night.
Purple, weak as a flower, strong as courage.

Rainbow.



Step 2: Talk about Democracy with your students

What do you think **democracy** is?

Brainstorming:

Community, voting, dialogue, politics, politician, future, difference, equality, presidency, people, freedom, rights, collaboration, diversity, respect, citizenship, responsibility, identity, integration, choice, etc.

Be **open** to your student's suggestions, as they might also mention **names** of people they associate to this concept. You can decide to write about only **one** or as **many** as you like.



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Step 3: Brainstorm

Chose a concept and make a **word cloud** with ideas related to it.



Step 4: Write the poem

Use the word cloud you created before. You can use **words** or **phrases**.



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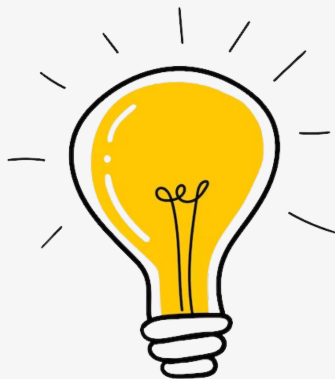
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Step 5: Find the main theme

Think of the message behind the words: this is the central point of the poem.



The most significant idea

Step 6: Design

Choose an image that represents the main idea in your poem.

I WAS BORN IN A SMALL TOWN OUTSIDE OF CHICAGO. I ALWAYS LIKED MATH. I WAS PRETTY GOOD AT IT TOO. WHEN I WAS IN MY SENIOR YEAR, I GUESSED I WAS TRANSFERRED TO A SCHOOL ON THE WEST COAST. I WORKED HARD AND EARNED EVERY BIT OF MY DEGREE IN ACTUARIAL SCIENCES. IT FEELS LIKE YESTERDAY BUT IT'S BEEN NEARLY 10 YEARS SINCE I STARTED MY FIRST JOB AS AN ADVISOR. I TOOK MY FIRST IT WAS JUST A LOT OF HARD WORK BUT MY TIME AND PUT IN A FEW GOOD REFERRALS. I TOOK MY TIME I BUILT MY BUSINESS AND SOLIDIFIED MY REPUTATION AS A TOP PRODUCER. I'VE ALWAYS BEEN INDEPENDENT AND I'VE ALWAYS LIKED THE FEELING OF WORKING THE WAY YOU LIKE THEM. BUT I CAN'T GET A FEELING OF A LARGER COMPANY. I MET A LOT OF PEOPLE BUT I NEVER FEEL LIKE I BELONG. I'VE BEEN THINKING ABOUT IT FOR A WHILE NOW. I'M LOOKING FOR SOMETHING NEW. I WANT TO FIND A PLACE WHERE I CAN REALLY MAKE MY MARK.

Time to draw with words!



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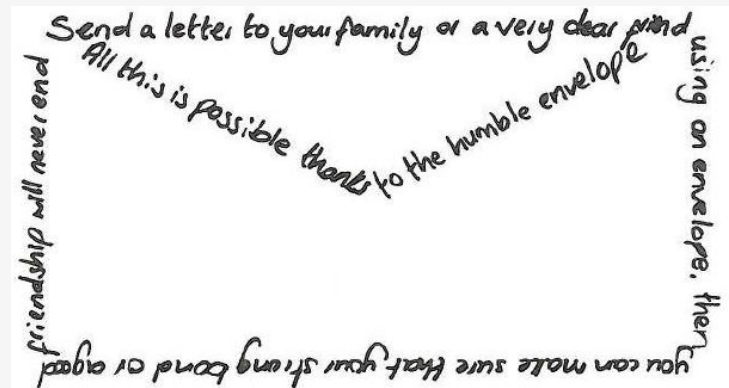
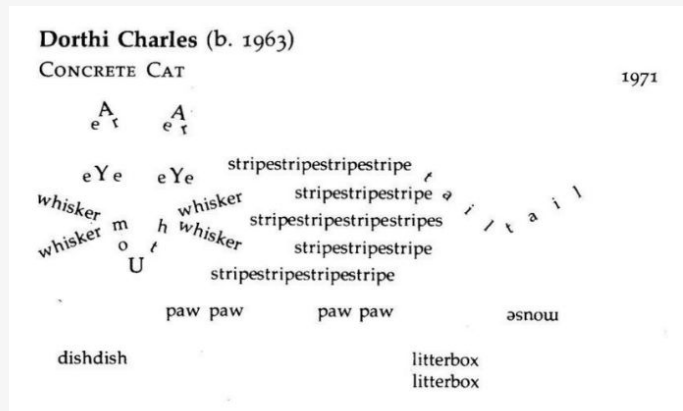


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You can use words as lines

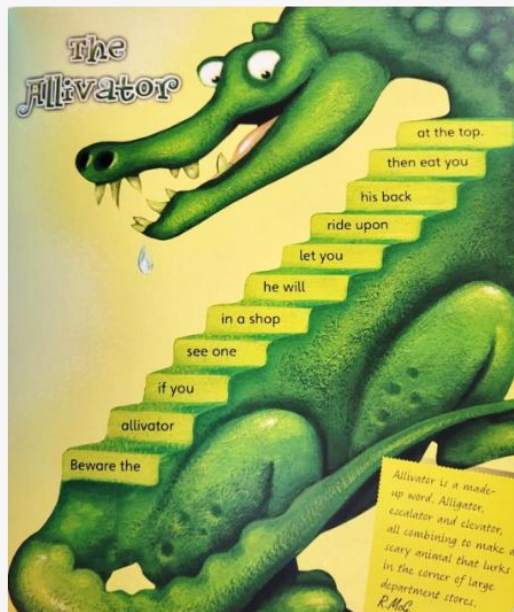


Or fill in an image with the poem

The Problem of Writing Poems in the Shape of Deciduous Trees

a common
problem for writers
poems in the shape of deciduous
trees is that once there are leaves the first
stems of the new autumn breeze, the
poems will begin to shake themselves
gently until their letters loosen
like leaves, and
they
start
to
float
down
then
turn to mush upon the ground

Brian Bilston



"Raindrop"

A
drop
of rain is
like a sudden
knock at the door.
Unexpected, yet often
welcomed with a smile. It
can brighten your day or ruin
your plans. It can make you laugh
or make you sad. Whether the raindrop
is moving fast or slow, or is big or small,
it always gets everyone's attention. A rain-
drop contains many secrets. It is a bubble of
anticipation and surprise. It cleanses the earth,
it feeds the flowers, and fills the holes. The
raindrop is never silent. It bangs on the
roof, spatters on the window, or
splashes into a puddle.
A raindrop.

Step 7: Writing a title

Write a title that makes allusion to the poem.

Be creative!

The Apple
S.C. Rigg

s
t
e
m
apple apple apple apple
apple yum apple yum apple yum apple
juicy juicy juicy juicy juicy juicy juicy juicy
crunchy crunchy crunchy crunchy crunchy crunchy
red yellow green red yellow green red yellow green red
apple apple apple apple apple apple apple apple apple
apple apple apple apple apple apple apple apple apple
yum delicious yum delicious yum delicious yum delicious yum
yum yum yum yum yum yum yum yum yum yum yum yum yum
yum yum yum yum yum yum yum yum yum yum yum yum yum
yum yum yum yum yum yum yum yum yum yum yum yum yum
yum yum yum yum yum yum wormy worm yuk yuk yum yum
yum yum yum yum yum yum yum yum yum yum yum yum
yum delicious yum delicious yum delicious yum delicious
apple apple apple apple apple apple apple apple apple
apple apple apple apple apple apple apple apple
apple apple apple apple apple apple apple
red yellow green red yellow green red
crunchy crunchy crunchy crunchy
juicy juicy juicy juicy
apple apple



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	1	3	5
Structure	There is no title. The image doesn't illustrate the message in the poem.	The title doesn't represent the poem. The image partly illustrates the message in the poem.	The title makes allusion to the poem. There is a clear image that illustrates or highlights the message in the poem.
Topic	The poem is off-topic.	Some of the content in the poem is connected to the concept of democracy.	The content in the poem is highly connected to the concept of democracy.
Creativity & originality	The poem shows little personal expression.	The poem demonstrates some personal expression.	The poem demonstrates original personal expression.
Grammar & Vocabulary	Limited vocabulary and no control of simple grammatical forms.	Shows some control of simple grammatical forms. Uses appropriate vocabulary.	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary.

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How to Write an Acrostic Poem *A2 Level*

2023
2nd edition

"Democracy and our Lives"

What is an acrostic?

Acrostic poems are the ones in which the first letter of each line spells out a key concept or theme when read vertically.

Shining bright
Up high in the sky
Never will it die



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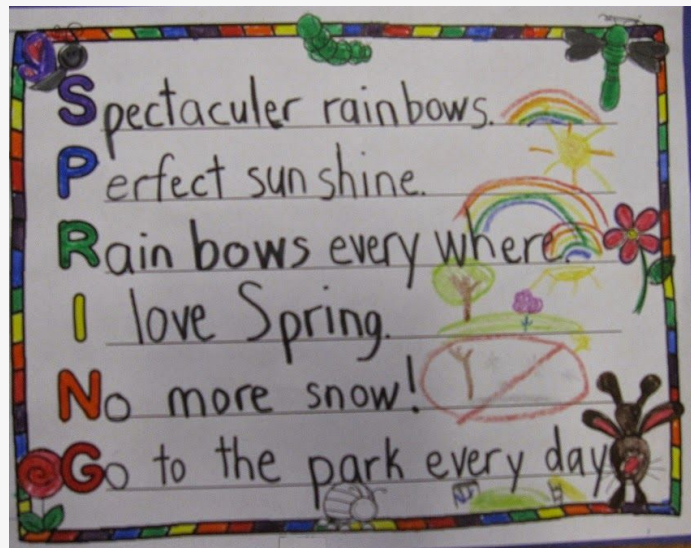
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Step 1: Share different poems with your students



Personal thoughts

Original ideas

Expressive language

Mental images

Sensory details

F ight for you.
R espect you.
I nclude you.
E ncourage you.
N eed you.
D eserve you.
S tand by you.

Step 2: Talk about Democracy with your students

What do you think **democracy** is?

Brainstorming:

Community, voting, dialogue, politics, politician, future, difference, equality, presidency, people, freedom, rights, collaboration, diversity, respect, citizenship, responsibility, identity, integration, choice, etc.

Be **open** to your student's suggestions, as they might also mention **names** of people they associate to this concept. You can decide to write about only **one** or as **many** as you like.



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Step 3: Brainstorm

Chose a concept and make a **word cloud** with ideas related to it.



Step 4: Write the poem

Use the word cloud you created before. Choose **one word**.



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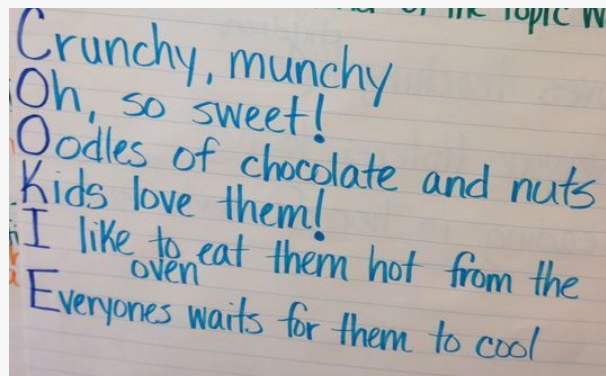


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Step 4: Write the poem

Use the word cloud you created before. Choose **one word**.

Write the word vertically and use each letter as the **beginning** of each line.



Crunchy, munchy
Oh, so sweet!
Oodles of chocolate and nuts
Kids love them!
I like to eat them hot from the
oven
Everyones waits for them to cool

Step 5: Writing a title

Write a title that makes allusion to the poem.

Be creative!



	1	3	5
Structure	There is no title. The word spelt from the letters at the beginning of each line is not connected to the concept of democracy.	The title doesn't represent the poem. The letters at the beginning of each line spell out a concept barely connected to democracy.	The title makes allusion to the poem. The letters at the beginning of each line spell out a clear key concept of democracy.
Topic	The poem is off-topic.	Some of the content in the poem is connected to the concept of democracy.	The content in the poem is highly connected to the concept of democracy.
Creativity & originality	The poem demonstrates little personal expression.	The poem demonstrates some personal expression.	The poem demonstrates original personal expression.
Grammar & Vocabulary	Limited vocabulary and no control of simple grammatical forms. Sentences are difficult to understand or incomprehensible.	Uses basic vocabulary and grammatical forms reasonably appropriately and with some degree of control. Errors may obscure meaning at times.	Uses simple vocabulary and grammatical forms with a good degree of control. While some inaccuracies are noticeable, meaning can still be determined without obscuring meaning.

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How to Write a Pregunta Poem *B1 Level*

2023
2nd edition

"Democracy and our Lives"

What is a Pregunta Poem?

A Pregunta Poem introduces a question (or series of questions) in the first stanza and answers it/ them in the second one.

It's called *Pregunta*, since it was a poetic form practised by Spanish-court poets in the late 14th c. and in the 15th c.

If two loves want one heart
And the heart thrums both loves' strings
How long before one parts
From two and chooses a single fling?

Since no hearts be alike
If no love presumes a thing
You may wish to keep arms wide
And see what each day brings.

Step 1: Share different poems with your students

PLEASE MRS BUTLER

Please Mrs Butler
This boy Derek Drew
Keeps copying my work, Miss.
What shall I do?

Go and sit in the hall, dear.
Go and sit in the sink.
Take your books on the roof, my lamb.
Do whatever you think.

Please Mrs Butler
This boy Derek Drew
Keeps taking my rubber, Miss.
What shall I do?

Keep it in your hand, dear.
Hide it up your vest.
Swallow it if you like, my love.
Do what you think is best.

Please Mrs Butler
This boy Derek Drew
Keeps calling me rude names, miss.
What shall I do?

Lock yourself in the cupboard, dear.
Run away to sea.
Do whatever you can, my flower.
But don't ask me.

→ Allan Ahlberg ←

Why must we go to school?

Why must we go to school, dad?
Tell us, dear daddy, do.
Give us your thoughts on this problem, please;
No one knows better than you.

To prepare for life, my darling child,
Or so it seems to me;
And stop you all from running wild -
Now, shut up and eat your teal!

Why must we go to school, dad?
Settle the question, do.
Tell us, dear daddy, as much as you can;
We're really relying on you.

To learn about fractions and Francis Drake,
I feel inclined to say,
And give your poor mother a bit of a break -
Now, push off and go out and play!

Why must we go to school, daddy?
Tell us, dear desperate dad.
One little hint, that's all we ask -
It's a puzzle that's driving us mad.

To find all the teachers something to do,
Or so I've heard it said,
And swot up the questions your kids'll ask you,
My darlings - now, buzz off to bed!



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Step 2: Talk about Democracy with your students

What do you think **democracy** is?

Brainstorming:

Community, voting, dialogue, politics, politician, future, difference, equality, presidency, people, freedom, rights, collaboration, diversity, respect, citizenship, responsibility, identity, integration, choice, etc.

Be **open** to your student's suggestions, as they might also mention **names** of people they associate to this concept. You can decide to write about only **one** or as **many** as you like.



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Step 3: Brainstorm

Chose a concept and make a **word cloud** with ideas related to it.



Step 4: Think of a key question

Use the word cloud you created before. Choose an idea from it and make questions around it.

put it on the spot

examine it

Main idea

inquire into it

observe it

wonder about it



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Step 5: Write your poem

1st stanza: Make questions about your topic.

2nd stanza: Answer those questions.



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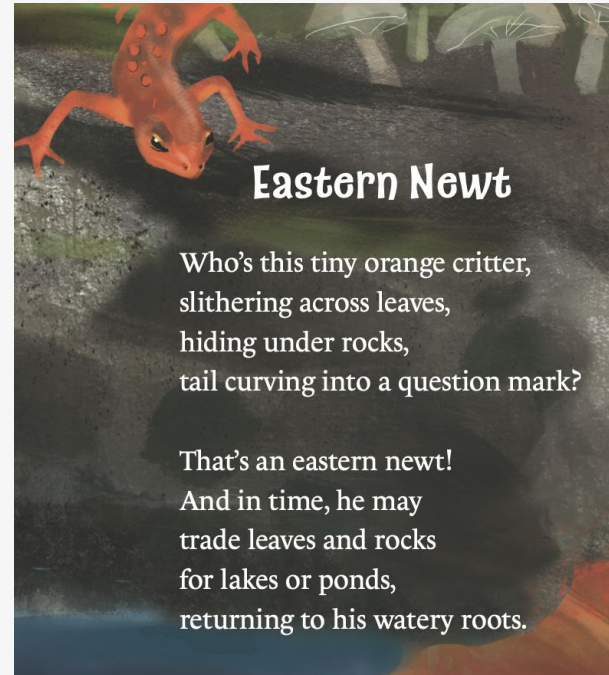


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Step 7: Writing a title

Write a title that makes allusion to the poem.

Be creative!



	1	3	5
Structure	There is no title. No question is introduced in the first stanza, nor answer given in the second one.	The title doesn't represent the poem. There is little relation between the first and the second stanza.	The title makes allusion to the poem. The first stanza presents a question, which is answered in the second one.
Topic	The poem is off-topic.	Some of the content in the poem is connected to the concept of democracy.	The content in the poem is highly connected to the concept of democracy.
Creativity & originality	The poem demonstrates little personal expression.	The poem demonstrates some personal expression.	The poem demonstrates original personal expression.
Grammar & Vocabulary	Uses basic syntactic structures and vocabulary with some degree of control. Errors may impede communication at times.	Uses simple syntactic structures and vocabulary. Frequent errors, which do not impede communication.	Uses a wide range of syntactic structures and vocabulary with occasional inappropriate use of less common lexis. Few errors, which do not impede communication.

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How to Write a Bio Poem *B2 Level*

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2nd edition

"Democracy and our Lives"

What is a bio poem?

A bio poem gives voice to historical characters as well as concepts or ideas.



Step 1: Share different poems with your students

Abraham
Fierce unyielding brave tall
Son of Thomas Lincoln and Nancy Hanks
Lincoln, husband of Mary Lincoln
Lover of freedom, tall hats, and good
speeches



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Step 2: Talk about Democracy with your students

What do you think **democracy** is?

Brainstorming:

Community, voting, dialogue, politics, politician, future, difference, equality, presidency, people, freedom, rights, collaboration, diversity, respect, citizenship, responsibility, identity, integration, choice, etc.

Be **open** to your student's suggestions, as they might also mention **names** of people they associate to this concept. You can decide to write about only **one** or as **many** as you like.



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Step 3: Brainstorm

Chose a concept and make a **word cloud** with ideas related to it.



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Step 4: Choose the protagonist of your poem

This will be the voice of your poem.

It could be a historical character or even a concept.



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Step 5: Write your poem

You can choose writing in the 1st or 3rd person singular.

Use proper characteristics of the person or concept you are describing: *beliefs*
wonders
thoughts
dreams
needs
emotions



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Step 7: Writing a title

Write a title that makes allusion to the poem.

Be creative!

Macbeth

*Powerful, guilty, troubled, frightened
Lover of power, dictatorship, and truth*

Who feels guilty, jealous, and sad

Who gives help, death, and lies

Who fears getting caught, being killed, and telling the truth

Who would like to see his wife happy, Duncan alive, and the 3 witches dead

Who lives in a Scottish castle



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You can use any outline you like and even create your own!

- Line 1: Your first name
- Line 2: Four descriptive traits
- Line 3: Sibling of...
- Line 4: Lover of (people, ideas)
- Line 5: Who feels...
- Line 6: Who needs...
- Line 7: Who gives...
- Line 8: Who fears...
- Line 9: Who would like to see...
- Line 10: Resident of (your city)
- Line 11: Your last name
(Or choose another name to describe yourself)

My Bio-Poem

By: _____

I am _____

I love _____

I like _____

I want _____

I feel _____

I am _____

1. _____
2. Who lived _____
3. Who was _____
4. Who loved _____
5. Who was _____
6. Who thought _____
7. Who wanted _____
8. Who faced _____
9. Who was inspired by _____
10. Who saw _____
11. Who is known _____
12. Who lived _____
13. _____

Adjectives that Describe Person	Lover of ...
Who wondered ...	Who dreamed of ...
Who learned ...	Who discovered ...
Who made a difference by ...	Who is remembered for ...



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	1	3	5
Structure	There is no title. The impersonation of the character/ concept is not clear enough.	The title doesn't represent the poem. The impersonation of the character/ concept is slightly clear.	The title makes allusion to the poem. The impersonation of the character/ concept is clear.
Topic	The poem is off-topic.	Some of the content in the poem is connected to the concept of democracy.	The content in the poem is highly connected to the concept of democracy.
Creativity & originality	The poem demonstrates little personal expression.	The poem demonstrates some personal expression.	The poem demonstrates original personal expression.
Grammar & Vocabulary	Uses simple syntactic structures and vocabulary. Frequent errors, which do not impede communication.	Uses a wide range of simple syntactic structures and vocabulary with occasional inappropriate use of less common lexis. Few errors, which do not impede communication.	Wide range of simple and complex syntactic structures and vocabulary. Occasional errors may be present, which do not impede communication.