

Creative Ode Writing

Duration

One 45-minute class session

Resources

1. Student Handout 1: Poem: *Poets! Towers of God!* by Rubén Darío
2. Student Handout 2: Poem Planning and Poem Writing Space
3. Teacher Handout: Sample Planning Sheet



Objectives of the Lesson

- To see how similes and metaphors in poems help deliver the author's message
- To see how odes function

College Board Objectives from the 2020–21 CED

- Skill 3.C: Explain the function of structure in a text.
- Skill 6.A: Identify and explain the function of a simile.
- Skill 6.B: Identify and explain the function of a metaphor.

Activities

- Students read *Poets! Towers of God!* by Rubén Darío (if students completed Lesson Plans 1 and 2, then this step can be skipped because they already read it).
- Students then decide what object, person, idea, etc. they want to honor in the first stanza of their own ode.
- Students use the same format as Darío in stanza 1 to creatively plan and write an opening to their own ode while still employing the same literary devices Darío used, but changing them to match the student's purpose.

Lesson Plan

Steps

1. Give students a copy of *Poets! Towers of God!* by Ruben Darío.
2. Have students read the poem to determine the function of the ode. Students need to consider ways in which Darío is honoring poets and what is being said about them. They can either annotate individually, or this can be a class discussion.

NOTES

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3. Students then need to decide what they want to honor in their own ode.
4. Students then need to complete the planning sheet so they can predetermine how they want to use the same literary devices as Dario in their stanza.
5. Once the planning is complete, students need to write the first stanza of an ode following Dario's structure!

NOTES

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Poem

Directions: Read the following poem by **Rubén Darío**. You may want to consider taking notes while you read.

Poets! Towers of God!

Rubén Darío (1867–1916)

Translation by Thomas Walsh and Salomón de la Selva.

Stanza

- 1 Poets! Towers of God
Made to resist the fury of the storms
Like cliffs beside the ocean
Or clouded, savage peaks!
Masters of lightning!
Breakwaters of eternity!
- 2 Hope, magic-voiced, foretells the day
When on the rock of harmony
The Siren traitorous shall die and pass away,
And there shall only be
The full, frank-billowed music of the sea.
- 3 Be hopeful still,
Though bestial elements yet turn
From Song with rancorous ill-will
And blinded races one another spurn!
Perversity debased
Among the high her rebel cry has raised.
The cannibal still lusts after the raw,
Knife-toothed and gory-faced.
- 4 Towers, your laughing banners now unfold.
Against all hatreds and all envious lies
Upraise the protest of the breeze, half-told,
And the proud quietness of sea and skies...

NOTES*Write or type in this area.*

AP® English Literature and Composition **Student Handout 2**
Planning Sheet and Poem Worksheet



Planning Directions: Begin by deciding what you want to address in your ode. Then, decide on how you want to use each device for each line in your own poem. Use Dario’s poem for examples and inspiration. Then, explain what effect you are hoping to achieve by using the literary device you created.

My Ode to: _____

Literary device and how Dario used it	Your version of the literary device for your own ode <i>Write or type your response into the rows below:</i>	Explain the desired effect you are hoping to achieve <i>Write or type your response into the rows below:</i>
Line 1: metaphor “Poets, towers of God”	Metaphor:	
Line 2: allusion to Poseidon	Allusion:	
Line 3: simile “like cliffs beside the ocean”	Simile:	
Line 4: allusion to Zeus (if you want to get really fancy, make the allusions in this line connect to the allusion in line 2 as opposing forces like Dario did)	Allusion:	
Line 5: metaphor: “breakwaters of eternity”	Metaphor:	

Poem writing directions: Use the space below to write the opening stanza to your own ode!

Write or type your response in this area.

Planning Directions: Begin by deciding what you want to address in your ode. Then, decide on how you want to use each device for each line in your own poem. Use Dario’s poem for examples and inspiration. Then, explain what effect you are hoping to achieve by using the literary device you created.

My Ode to: Children’s Laughter

Literary device and how Dario used it	Your version of the literary device for your own ode <i>Write or type your response into the rows below:</i>	Explain the desired effect you are hoping to achieve <i>Write or type your response into the rows below:</i>
Line 1: metaphor “Poets, towers of God”	Metaphor: flowers in the spring	I am associating spring with new life. Once spring (childhood), shifts into summer (young adulthood), the temperatures might get too hot for flowers to keep their petals. They wilt. Once children learn the harshness that exists within the world, their laughter dwindles like the petals of a flower. We need to embrace the spring while we have it.
Line 2: allusion to Poseidon	Allusion: <i>The Cry of the Children</i> by Elizabeth Barrett Browning “young lambs are bleating in the meadows”	By comparing children’s laughter to the young lambs mentioned in Browning’s poem, I am hoping the audience will associate genuine laughter with the carefree nature that should belong to children but does not always.
Line 3: simile “like cliffs beside the ocean”	Simile: like fragile glass in a kiln	Glass melts in a kiln. That’s when it can be melted down and reshaped. It will never be the same once in the heat, but it will not be destroyed. I am comparing a child’s carefree nature to the glass and the harshness of the world to the kiln.

Literary device and how Dario used it	Your version of the literary device for your own ode <i>Write or type your response into the rows below:</i>	Explain the desired effect you are hoping to achieve <i>Write or type your response into the rows below:</i>
Line 4: allusion to Zeus (if you want to get really fancy, make the allusions in this line connect to the allusion in line 2 as opposing forces like Dario did)	Allusion: <i>We Are Seven</i> by William Woodsworth "And feels its life in every limb"	I want to compliment the innocence associated in line 2 with the naivety in this allusion. In this line, although constantly faced with death, a little girl doesn't acknowledge death as something that takes away from life. This innocence juxtaposes the allusion in line 2, but the sentiments are the same: preserve the innocence of the children.
Line 5: metaphor: "breakwaters of eternity"	Metaphor: soft snow covering a landscape	A child's laughter can muffle the noise of the world. Any dirt can be covered by a layer of snow (a bad day disappearing at the sound of a child's laughter).

Poem writing directions: Use the space below to write the opening stanza to your own ode!

Write or type your response in this area.

Student poems may vary.