

Quarter 3 Week 7 Assignment Sheet

Writing 8

Ms. Sandlin

Middle School Writing

3/19/24

Instructions: After completing/working on each day's assignment include a parent initial signature below.

Day One/Wednesday:
<ul style="list-style-type: none">- Complete the active/passive voice handout.- Complete the credibility pages. <p style="text-align: right;">Parent Initial: _____</p>
Day Two/Thursday:
<ul style="list-style-type: none">- Complete the matching activity for URLs/credibility.- Read the provided argument. Highlight the main idea in the argument in one color.- Highlight a minimum of three reasons presented in the article that support the author's opinion/thesis. (Use a different color highlighter than the main idea.)- In a separate color highlight evidence that the author provided for each reason for their thesis. (Example: Thesis: Students learn better working independently. 1) They learn better working independently because they avoid distractions. 2) They learn better independently because they are forced to do more research/be more independent. 3) Students learn better individually because they are able to activate more creativity that could be stifled in a group. [Highlight pieces of evidence referenced for each reason in the article.] <p style="text-align: right;">Parent Initial: _____</p>
Day Three/Friday:
<ul style="list-style-type: none">- Read the credibility tutorial reference handout provided.- Restate eight tips that were shared in the credibility article on your own sheet of paper.- Read pages 50-51 of the assigned adverbs handout. Complete Exercise A on page 51-52. <p style="text-align: right;">Parent Initial: _____</p>
Day Four/Monday:
<ul style="list-style-type: none">- Complete the poetry assignment.- Read the adverbs instructions on page 52 and complete the adverbs handout Exercise B on page 52.- <p style="text-align: right;">Parent Initial: _____</p>

- (See back page for parent signature.)

The weekly schedule has been broken down to maximize parent and student success. Parents: please oversee that student work is at individual/grade-level standard. Please sign below after checking students' daily work.

I have looked over each day's assigned work and verify its quality and completion.

Parent signature: _____ Date: _____

Questions? Contact Ms. Sandlin
debra.ann.sandlin@gmail.com
(509) 379-6846

Name: _____

Date: _____

Verbs Worksheet (Active and Passive Voice)

A verb is a word that conveys action. Use the active voice to be shorter and more direct. In the passive voice, the subject receives the action of the verb.

Directions: Read the sentences below and label them "active" or "passive."

Example A- The pyramids were built thousands of years ago.

Answer- Passive Voice

1. Barack Obama was elected president in 2008. _____

2. Jason was kicked by Susana. _____

3. The waiter dropped the tray of drinks. _____

4. Michael was hurt by the passing ball. _____

5. David is going to the movies after school. _____

6. Lauren and Christina are eating out for lunch. _____

7. The cookies were eaten by the children. _____

8. The dog dug the tunnel in the ground. _____

Name _____

Date _____

Day 1

"The answer is.....!"



"No, the answer is.....!"

Cred=to believe
ible=able to be

1. Credible means: _____

1. What helps make someone credible? Sort these areas below.

Helps build credibility (3 below)	Does not really help make a person credible (5 below)

Their training in the area

their age

what they like to do for fun

favorite foods


their training in an unrelated area

they have long hair

if they've written any books about the topic

their Snapchat account looks good

3. You want to know if schools should require uniforms.
What sources might be credible? What might not be? Sort them below.

Credible (4)	Not-so-credible (noncredible) (4)
	

“Survey data showed that 75 percent of parents and 89 percent of staff supported uniforms and believed they decreased violence, theft, and gang activity” (govinfo.gov, 2002)

“Uniforms can violate freedom of expression” (Jon Doe in a Tweet)

“Schools with uniforms reduced referrals 30%” (Mom’s blog)

“Uniforms can violate freedom of expression” (Tinker vs. Des Moines Independent Community School District, 1969)

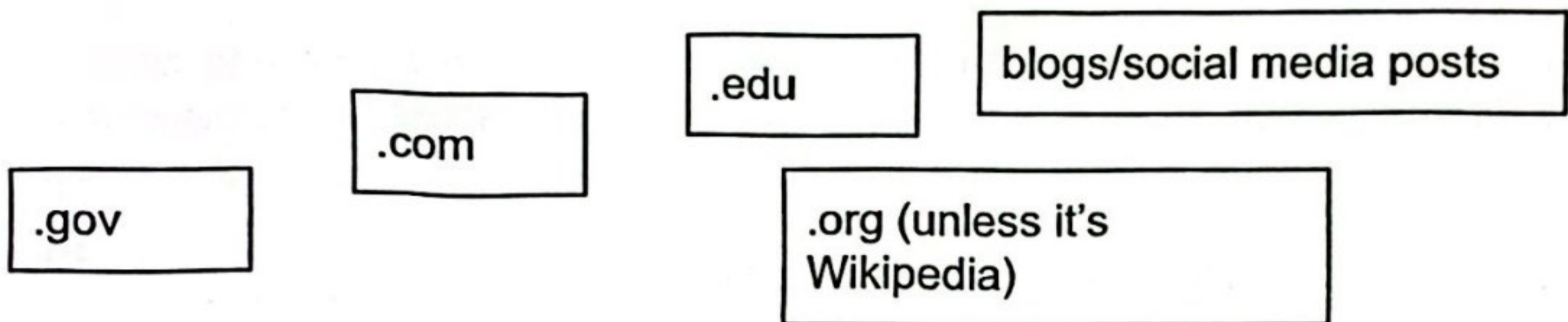
Uniforms “increase...safety, ease of going to school, confidence, and self-esteem” (unr.edu)

“Schools with uniforms have less bullying.” (momsblog.com; also Wikipedia)

“Research by the Schoolwear Association found that 83% of the teachers thought ‘a good school uniform . . .could prevent bullying based on appearance or economic background” (procon.org, 2021)

4. Based on the last page, what are some Web sites that are credible? Noncredible?

Sources Tend to Credible (2)	Sources Tend to be Noncredible (2)



5. So....Which sources about homework are credible? (circle or highlight them)

Which one is *not* likely credible? (put a * by it)

<https://www.procon.org/headlines/is-homework-beneficial-top-3-pros-and-cons/>

<https://momblogsociety.COM/is-homework-harmful-or-helpful/>

<https://www2.ed.gov/parents/academic/help/homework/brochure.html>

<https://www.bu.edu/articles/2019/is-homework-helpful/>

5. Application. (Your Turn)

a. **Choose a topic by circling (paper copy) or underlining/highlighting (online)**
Cellphones in school homework (good or bad)

Year-round school playing violent video games makes people violent

Social media does more harm than good animals in zoos (good or bad)

Junk food (chips, candy) being sold at school (good or bad)

a. Find a .gov, .edu, or .org source for your topic (for example, if I were to want credible information about homework, I would type into Google *is homework good .gov*)

a. Write the url (Web address) of your source here: _____

b. What does your source say about your topic?

_____ is/causes _____ because _____.

OPTIONAL If time, share your topic and information with someone else in the class.

What do URLs say about Credibility?

Instructions: Match the URL to the corresponding domain suffix.

- | | |
|---------------|----------------------------|
| 1. _____ .com | A. network |
| 2. _____ .edu | B. commercial site |
| 3. _____ .gov | C. organization |
| 4. _____ .org | D. government site |
| 5. _____ .net | E. educational institution |
| | F. military site |
| | G. community |

<https://www.youtube.com/watch?v=ytKFL8xUJr0>

Christopher Witt

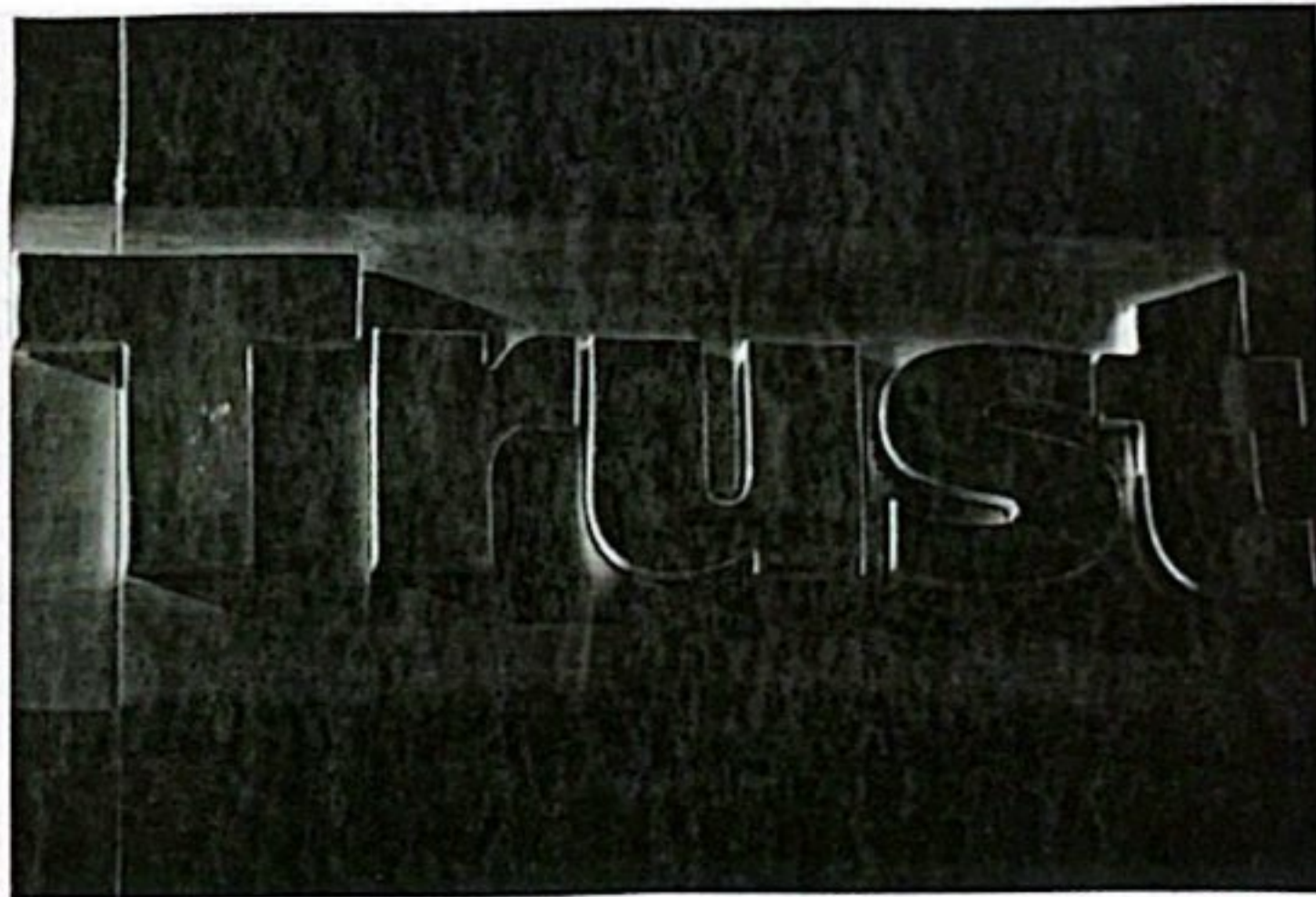
Communication Matters

Subscribe to Christopher Witt!



How to Establish Credibility in a Speech or Presentation

Christopher Witt — December 19, 2013 — [6 Comments](#)



courtesy of Neal Sanche at <http://www.flickr.com/photos/thorinside/>

Your credibility as a speaker is so critical that if you don't have it — if the audience doesn't find you credible — you might as well stop speaking.

Credibility, like beauty, is in the eye of the beholder. For any number of reasons, consciously and unconsciously, people decide whether and how much they trust you. They often make snap judgments based on first impressions, which they then seek to confirm or to revise (mostly to confirm) after further experience.

Your credibility depends on three factors.

1. Your Personal Credibility

Are you reliable, honest, sincere? Are you a person of your word? Are you, in a word, trustworthy? (Trustworthiness and likability are *not* the same thing, but they are often linked in people's minds. If they don't like you, they'll find reasons to distrust you. If they like you, they'll tend to trust you.)

2. **Your Expertise**

Do you know what you're talking about? Do you have the requisite experience, knowledge, and insight? Do you present yourself and your ideas credibly?

3. **Your Audience's Judgment**

Their values, their likes and dislikes, their knowledge and experience, their prejudices are what ultimately determine your credibility *to them*. What makes you credible to one audience may make you incredible to another.

To establish your credibility when you're giving a speech...

- **Trust your audience. Like your audience. Respect your audience.**

You may not agree with them. You may want to change how they think, feel, or act. But if you don't care about them and their well-being, you shouldn't speak to them.

- **Want what's best for your audience.**

Think of your speech or presentation as a way of benefiting them. Show them how your idea—your initiative, proposal, project, product, service—will help them solve a problem of theirs or help them achieve a goal that matters to them.

- **Align with their values.**

Even if you want or, especially, if you want your audience to change their values, begin by identifying with them. Show people how the changes you want them to make — the new values you want them to adopt — affirm, refine, or advance the values they already hold. (You can simply tell them they're wrong, of course, and that their values are all screwed up. Doing so may give you a pleasing sense of righteousness, but it will do little — nothing — to advance your cause.)

- **Use evidence that they find credible.**

Facts and figures, respected authorities, charts and graphs, anecdotes and personal testimonials — they all convey differing degrees of credibility to differing audiences. Evidence that is conclusive to one audience may be dubious to another.

- **Be the embodiment of your message.**

You are the message. Everything about you (your character, knowledge, experience, values) and how you present yourself (your voice, your gestures, your facial expressions) will reinforce your credibility if and only if they are in alignment with what you're saying.

Another good way to establish or increase your credibility when speaking is to build rapport with your audience or to increase your confidence while speaking.

The Polarization Cycle

For every action, there is an equal and opposite reaction.

Isaac Newton's third law of motion

We began this book with a presentation of three Great Untruths—ideas so out of tune with human flourishing that they harm anyone who embraces them. In Part II, we narrated a variety of campus events that have attracted national and sometimes global attention, and we showed how some students and professors involved in these events seem to have embraced the Great Untruths. Now, in Part III, we widen the lens and look at how we got here. Why did a set of interrelated ideas—which we have called a culture of *safetyism*—sweep through many universities between 2013 and 2017? Students who graduated from college in 2012 generally tell us that they saw little evidence of these trends. Students who began college at some elite universities in 2013 or 2014 tell us they saw the new culture arrive over the course of their four years. What is going on?

There is no simple answer. In Part III, we present six interacting explanatory threads: rising political polarization and cross-party animosity; rising levels of teen anxiety and depression; changes in parenting practices; the decline of free play; the growth of campus bureaucracy; and a rising passion for justice in response to major national events, combined with changing ideas about what justice requires. We believe that it is impossible to understand the state of higher education today without understanding all six. Before we present these threads, however, we must make two points explicitly and emphatically.

The first point is that there are different threads for different people. Part of the complexity of our story is that not all of the threads have

lord, trustworthy?
(not trust you.)
tend to trust you.)
in people's minds. If

influenced each person and group on campus equally. The rising political polarization in the United States, in which universities are increasingly seen as bastions of the left, has led to an increase in hostility and harassment from some off-campus right-wing individuals and groups. Some of these events qualify as hate crimes and are targeted especially at Jews and people of color. We discuss that thread in this chapter. Rising rates of teen depression and anxiety affect both boys and girls but have hit young women particularly hard (as you'll see in chapter 7). The rise in overprotective or "helicopter" parenting and the decline of free play (chapters 8 and 9) have negatively affected kids from wealthier families (mostly white and Asian) more than kids from working class or poor families. The increase in the number of campus administrators, along with the scope of their duties, may be having an effect at all schools (chapter 10), but new ideas and stronger passions about social justice may matter most on campuses where students are more engaged politically (chapter 11).

The second point is that this is a book about good intentions gone awry. In all of the six chapters in this part of the book, you'll read about people primarily acting from good or noble motivations. In most cases, the motive is to help or protect children or people seen as vulnerable or victimized. But as we all know, the road to hell can be paved with good intentions. Our goal in Part III is not to blame; it is to understand. Only by identifying and analyzing all six explanatory threads can we begin to talk about possible solutions, which we do in Part IV.

The Boiling Point

In the last two chapters, we told many stories about students and faculty reacting to words in ways that seemed inappropriate, over-the-top, and in some cases, aggressive. Whether about a response to an email, an effort to shout a speaker down, or a petition to denounce a colleague, the stories in this book have mostly presented problems on campus that arise from a part of the political left. Sometimes the targets were on the right (such as Heather Mac Donald and Amy Wax), but more often the targets were themselves on

If we were to limit our analysis to events on campus, this would be most of the story. A set of new ideas about speech, violence, and safety has emerged on the far left in recent years, and the debate on campus is largely a debate *within* the left, pitting (mostly) older progressives, who generally have an expansive notion of free speech, against (mostly) younger progressives, who are more likely to support some limitations on speech in the name of inclusion.²

But if we step back and look at American universities as complex institutions nested within a larger society that has been growing steadily more divided, angry, and polarized, we begin to see the left and the right locked into a game of mutual provocation and reciprocal outrage that is an essential piece of the puzzle we are trying to solve in this book. Allison Stanger, the Middlebury professor who suffered a concussion at the hands of protesters, said exactly this in a *New York Times* essay titled "Understanding the Angry Mob at Middlebury That Gave Me a Concussion."³ In it, she wrote:

In the days after the violence, some have spun this story as one about what's wrong with elite colleges and universities, our coddled youth or intolerant liberalism. Those analyses are incomplete. Political life and discourse in the United States is at a boiling point, and nowhere is the reaction to that more heightened than on college campuses.

She next listed several of the ways in which President Trump had insulted or offended members of marginalized groups while inspiring hateful speech among many of his followers, and added: "That is the context into which Dr. Murray walked [where he] was so profoundly misunderstood."

We agree with Stanger that the national political context is an essential part of any story about what has been happening on college campuses in recent years. Things are indeed at a "boiling point" in the United States. You can see the temperature rising in the next two figures.

Handwritten note: *challenge from well aware guests via the OS department for essay. brought to attention.*

Figure 6.1 comes from the Pew Research Center, which in 1994 began asking a nationally representative sample of Americans about their level of agreement with a set of ten policy statements, and repeated the survey every few years. The policy statements include “Government regulation of business usually does more harm than good,” “Immigrants today are a burden on our country because they take our jobs, housing, and healthcare,” and “The best way to ensure peace is through military strength.”⁴ Pew computes how far apart members of different groups are on each issue, then takes the average of the absolute values of those differences across all ten statements. As you can see in the line near the bottom marked “Gender,” men and women are just about the same distance apart in 2017 (7 points) as they were in 1994 (9 points). Only two of the lines show a clear increase. People who attend religious services regularly are now 11 points away from those who never attend, compared to just 5 points apart in 1994. But that 6-point increase is dwarfed by the 21-point increase in the distance between Republicans and Democrats over the same time period, nearly all of it occurring since 2004.

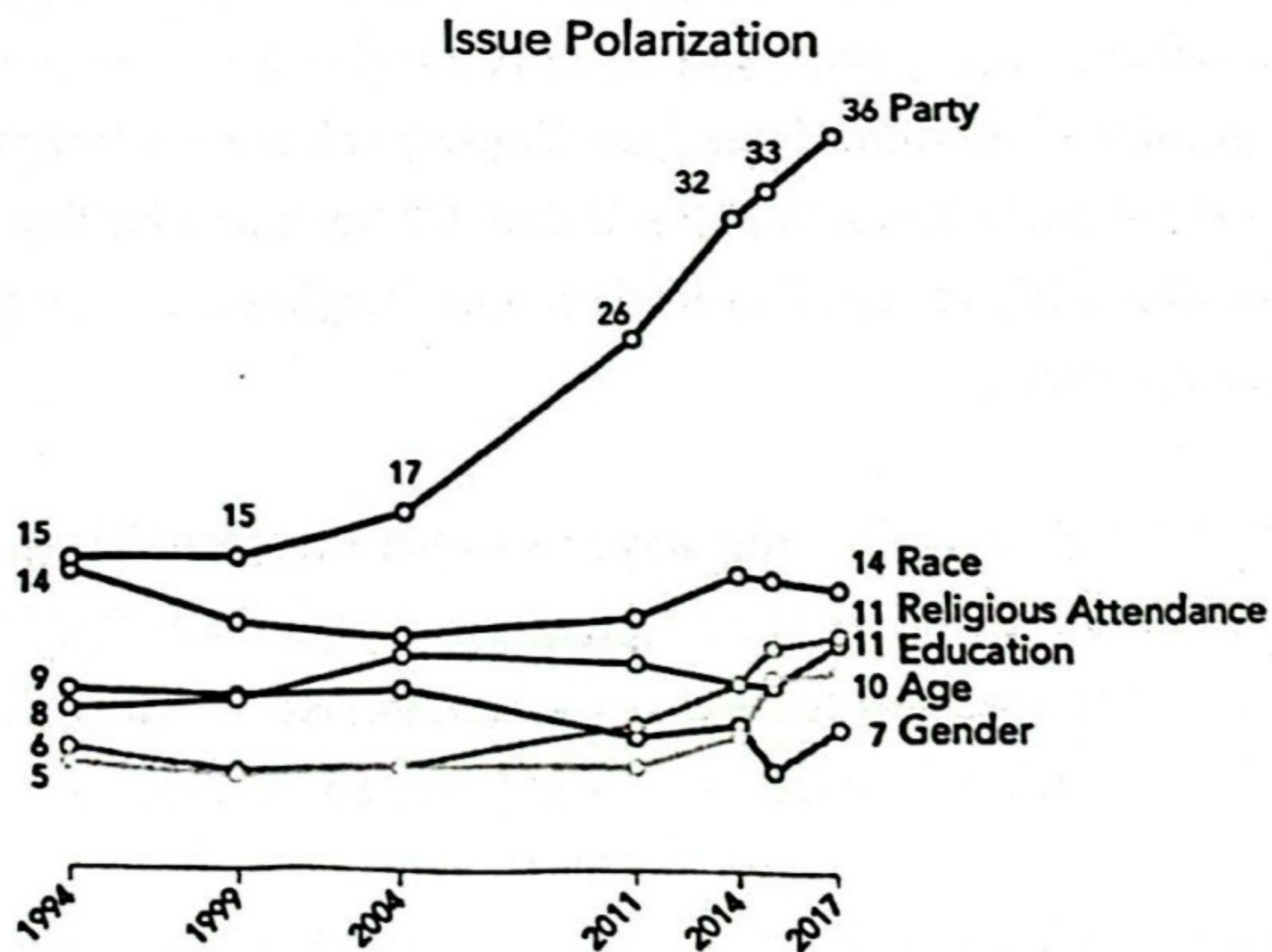


FIGURE 6.1. *The distance between Republicans and Democrats, on a set of 10 policy questions, has grown very large since 2004. Differences by race, gender, education, and age have not changed much since 1994. (Source: Pew Research Center.)*

If the people on the “other side” are moving farther and farther away from you on a broad set of moral and political issues, it stands to reason that you would feel more and more negatively toward them. Figure 6.2 shows that this has been happening. Every two years, the American National Election Study measures Americans’ attitudes on a variety of topics. In part of the survey, the researchers use a “feeling thermometer,” which is a set of questions asking respondents to rate a variety of groups and institutions on a scale where 0 is defined as “very cold or unfavorable” and 100 is defined as “very warm or favorable.” The top two lines in the graph show that when Republicans and Democrats are asked to rate their own party, the lines are in positive territory and haven’t moved much since the 1970s.⁵ The bottom two lines show what they think about the other party. These lines have always been in negative territory, but many will be surprised to see that the cross-party ratings weren’t all that negative from the 1970s until 1990—they hovered in the 40s. It’s only in the 1990s that the lines begin to drop, with a plunge between 2008 and 2012 (the years of the Tea Party and Occupy Wall Street).

Why is this happening? There are many reasons, but in order to make

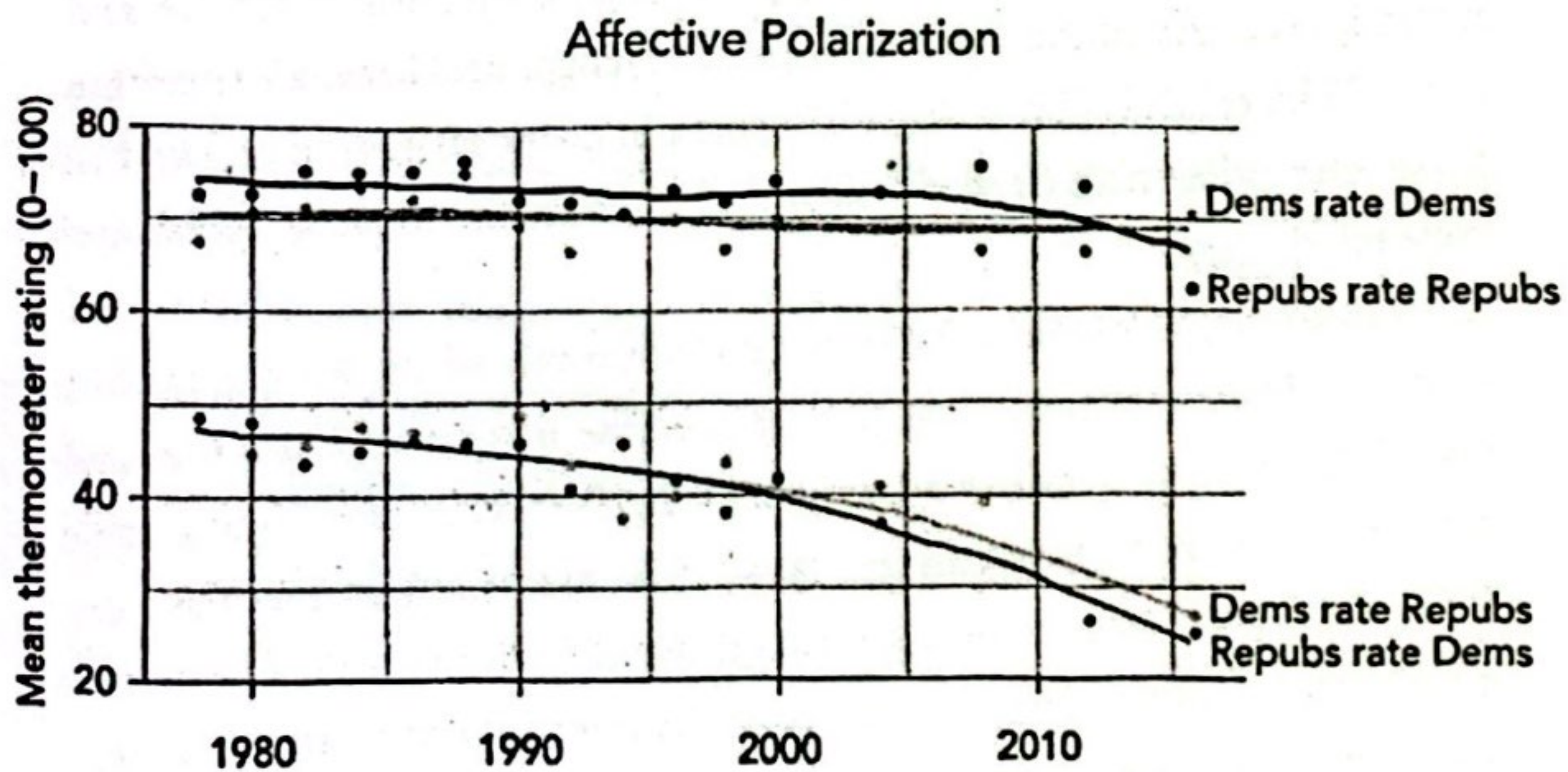


FIGURE 6.2. *Affective partisan polarization. Americans’ feelings toward their own party have barely changed since the 1970s, but Americans have become increasingly “cold” or hostile toward the other party since the 1990s. (Source: American National Election Study,⁶ plotted by Iyengar and Krupenkin, 2018.)*

sense of America's current predicament, you have to start by recognizing that the mid-twentieth century was a historical anomaly—a period of unusually low political polarization and cross-party animosity⁷ combined with generally high levels of social trust and trust in government.⁸ From the 1940s to around 1980, American politics was about as centrist and bipartisan as it has ever been. One reason is that, during and prior to this period, the country faced a series of common challenges and enemies, including the Great Depression, the Axis Powers during World War II, and the Soviets during the Cold War. Given the psychology of tribalism that we described in chapter 3, the loss of a common enemy after the collapse of the Soviet Union can be expected to lead to more intratribal conflict.

A second major reason is that, since the 1970s, Americans have been increasingly self-segregating into politically homogeneous communities, as Bill Bishop showed in his influential 2008 book, *The Big Sort: Why the Clustering of Like-Minded America Is Tearing Us Apart*. Subsequent research has shown that we live in increasingly economically and politically segregated communities right down to the city block.⁹ The two major political parties have sorted themselves along similar lines: as the Republican Party becomes disproportionately older, white, rural, male, and Christian, the Democratic Party is increasingly young, nonwhite, urban, female, and nonreligious.¹⁰ As political scientists Shanto Iyengar and Masha Krupenkin put it, “The result is that today, differences in party affiliation go hand in glove with differences in world view and individuals’ sense of social and cultural identity.”¹¹

A third major reason is the media environment, which has changed in ways that foster division. Long gone is the time when everybody watched one of three national television networks. By the 1990s, there was a cable news channel for most points on the political spectrum, and by the early 2000s there was a website or discussion group for every conceivable interest group and grievance. By the 2010s, most Americans were using social media sites like Facebook and Twitter, which make it easy to encase oneself within an echo chamber. And then there's the “filter bubble,” in which search engines and YouTube algorithms are designed to give you more of what you seem to be interested in, leading conservatives and progressives

into disconnected moral matrices backed up by mutually contradictory informational worlds.¹² Both the physical and the electronic isolation from people we disagree with allow the forces of confirmation bias, groupthink, and tribalism to push us still further apart.

A fourth reason is the increasingly bitter hostility in Congress. The Democrats controlled the House of Representatives for about sixty years, with only brief interruptions in the mid- to late twentieth century, but their dominance ended in 1994, when the Republicans swept to victory under Newt Gingrich, who became Speaker of the House. Gingrich then imposed a set of reforms intended to discourage his many new members from forging the sort of personal relationships across party lines that had been normal in previous decades.¹³ For example, Gingrich changed the work schedule to ensure that all business was done midweek, and then he encouraged his members not to move their families from their home districts, and instead fly to Washington for a few days each week. Gingrich wanted a more cohesive and combative Republican team, and he got it. The more combative norms then filtered up to the Senate as well (though in weaker form). With control shifting back and forth several times since 1995, and with so much at stake with each shift, norms of civility and possibilities for bipartisanship have nearly disappeared. As political scientists Steven Levitsky and Daniel Ziblatt put it, "Parties [have] come to view each other not as legitimate rivals but as dangerous enemies. Losing ceases to be an accepted part of the political process and instead becomes a catastrophe."¹⁴

These four trends, plus many more,¹⁵ have combined to produce a very unfortunate change in the dynamics of American politics, which political scientists call *negative partisanship*. In a recent review of data on "affective polarization" (the degree to which members of each party feel negatively toward the other party), Iyengar and Krupenkin summarize the change like this:

Prior to the era of polarization, ingroup favoritism, that is, partisans' enthusiasm for their party or candidate, was the driving force behind political participation. More recently, however, it is

hostility toward the out-party that makes people more inclined to participate.¹⁶

In other words, Americans are now motivated to leave their couches to take part in political action not by love for their party's candidate but by hatred of the other party's candidate. Negative partisanship means that American politics is driven less by hope and more by the Untruth of Us Versus Them. "They" must be stopped, at all costs.

This is an essential part of our story. Americans now bear such animosity toward one another that it's almost as if many are holding up signs saying, "Please tell me something horrible about the other side, I'll believe anything!" Americans are now easily exploitable, and a large network of profit-driven media sites, political entrepreneurs, and foreign intelligence agencies are taking advantage of this vulnerability.

The vulnerability comes with an unfortunate asymmetry: the faculty and students at universities have shifted to the left since the 1990s, as we showed in the last chapter, while the "outrage industry" of talk radio, cable news networks, and conspiracy websites is more developed and effective on the right.¹⁷ (The mainstream media overall leans left,¹⁸ but the left simply never found a format or formula that could match the influence of Rush Limbaugh, Glenn Beck, and Sean Hannity.) Right-wing media has long loved to make fun of professors and stir up anger over "politically correct" practices spotted on university campuses. But as campus activism increased in 2015 and offered up an unending stream of dramatic cell phone videos (including students cursing at professors and shouting down speakers), right-wing media outlets began to devote far more attention to campus events, which they portrayed gleefully, usually stripped of any explanatory context. The rising expressions of anger from the left on campus, sometimes directed against conservative speakers, led to rising expressions of anger from the right, off campus, sometimes directed in threatening ways at left-leaning professors and students, which in turn triggered more anger from the left on campus . . . and the cycle repeats.

Adjectives. Write each sentence, adding two or more adjectives. Include at least one noun used as an adjective, one proper adjective, one compound adjective, one pronoun used as an adjective, and one verb used as an adjective.

EXAMPLE: The skater entered the arena.

The champion skater entered the crowded arena.

1. He could not swallow the food.
2. Mickey bought a sweater and a pair of pants.
3. The seagull's wing trailed on the sand.
4. She grew plants with berries.
5. Snow covered the branches and ground.
6. Donald finally selected a toy for his sister.
7. They made posters to announce the carnival.
8. A stream flowed past the fence.
9. In the evening, fireflies flashed in the darkness.
10. At the zoo they saw seals begging for fish.

2.2 Adverbs

Like adjectives, *adverbs* are used to describe or add information about other words.

An adverb is a word that modifies a verb, an adjective, or another adverb.

Adverbs Modifying Verbs, Adjectives, and Other Adverbs

Just as adjectives answer questions about nouns and pronouns, adverbs answer questions about words they modify.

An adverb answers one of four questions about the word it modifies: *Where? When? In what manner? To what extent?*

An adverb modifying a verb can answer any of the four questions. An adverb modifying an adjective or another adverb, however, will only answer one of the questions: *To what extent?*

The chart below shows adverbs answering each of the four questions. Notice the positions of the adverbs. When an adverb modifies a verb or verb phrase, it may come after or before the verb or verb phrase. Frequently, it comes within the verb phrase. If an adverb modifies an adjective or another adverb, it generally comes immediately before the adjective or other adverb.

Adverbs Modifying Verbs	
Where? slide <i>under</i> move <i>near</i> sit <i>there</i> slipped <i>between</i>	When? <i>often</i> asks sails <i>daily</i> should have answered <i>promptly</i> <i>soon</i> will depart
In What Manner? reacted <i>positively</i> <i>silently</i> nodded left <i>quickly</i> <i>rudely</i> laughed was <i>cheerfully</i> humming	To What Extent? <i>widely</i> read <i>barely</i> walks arrived <i>unexpectedly</i> had <i>just</i> started must <i>not</i> have finished
Adverbs Modifying Adjectives	Adverbs Modifying Adverbs
To What Extent? <i>very</i> tall <i>somewhat</i> satisfied <i>frequently</i> absent <i>not</i> sad	To What Extent? <i>very</i> thoroughly <i>not</i> exactly <i>more</i> quickly <i>quite</i> definitely

EXERCISE A: Recognizing Adverbs. Write the adverb or adverbs in each sentence.

EXAMPLE: The otter swam very rapidly.
 very rapidly

1. We will be leaving for the movie soon.
2. The starving refugees needed much more food.
3. Will you definitely move to Ohio?
4. Everyone thought the movie was too violent.

5. He frowned rather sternly at the boy's antics.
6. Our cat does not like cat food.
7. The multicolored balloons floated away.
8. Some students have nearly completed their papers.
9. Todd accepted the suggestion surprisingly quickly.
10. Sharon was remarkably indifferent.

Nouns Used as Adverbs

A few words that are usually nouns can also act as adverbs.

Nouns used as adverbs answer the question *Where?* or *When?* about a verb.

Some of the nouns that can be used as adverbs are *home*, *yesterday*, and *today*.

Nouns	Adverbs
Our <i>home</i> is in Lubbock.	Let's go <i>home</i> . (Go <i>where</i> ?)
The summer <i>nights</i> have been humid.	My father works <i>nights</i> . (Works <i>when</i> ?)

EXERCISE B: Recognizing Nouns Used as Adverbs.

Write the two adverbs in each sentence. Then circle each noun used as an adverb.

EXAMPLE: Yesterday, I took a very difficult test.

(Yesterday) very

1. Evenings my parents and grandparents would loudly discuss politics.
2. I was sent home because I had a very high fever.
3. Tuesday was an extremely bad day, but the things that happened Wednesday were worse.
4. You must definitely see a doctor today.
5. If you decide to visit tomorrow, please come early.
6. Saturdays I usually babysit for my brother.
7. I did not see her yesterday.
8. I ran approximately two miles Friday.
9. She works days and attends school nights.
10. Winters are always dreadfully cold in that province.

Poetry Application

Instructions: Choose a poetry format from the following poetry formats. Follow the rules for the selected poetry style in a final poetry-writing exercise. Choose a format that will challenge you to exercise skills that you would benefit from developing or trying; one that has not been mastered yet. Include a title for your poem.

- 1) **Free verse poem:** (minimum of fourteen lines) No specific rules apply.
- 2) **Concrete poem:** (as a modification only; see Ms. Sandlin to complete.) words that form a picture.
- 3) **Blank verse:** (in the style of a sonnet but not requiring rhyme).
 - Iambic pentameter (an unstressed and then stressed syllable, ten syllables per line)
 - Fourteen lines
- 4) **Syllabic verse:**
 - Choose a set number of syllables for each line
 - Write a minimum of fourteen lines
 - Choose to rhyme or decide not to rhyme. (See “Fern Hill” by Dylan Thomas.)

5. Poetry format chosen: _____

6. Poem title: _____
