

The Voice of the Glacier and other poems

Summary

These poems explore some of the powerful forces of nature that shape our world: glaciers, landslides, earthquakes, tsunamis, tornadoes, and volcanoes.

Features of the Text

- Poetic devices – onomatopoeia, personification, rhyme, rhythm, repetition, alliteration, metaphor, consonance
- Poetic forms – free verse, lyric poetry, narrative, different rhyme schemes
- Descriptive language

Purpose

The Voice of the Glacier and other poems can be used for the following purposes:

- introducing the ideas and vocabulary in the associated nonfiction title;
- identifying factual information in poems;
- analyzing the features of poetry.

Following Up

The students can:

- use the blackline master on page 61 to identify the poetic devices used in this collection
- memorize one of the poems and share it with the class
- create a “found” poem by rearranging one from the collection and adding their own ideas
- brainstorm onomatopoeia or alliterative phrases for other natural phenomena.

Guided Reading Summary

Introducing the text

Discuss what the students know about poetry.

- *Why might a writer choose to write poetry?*
- *How is poetry different from other kinds of writing?*

Reading and discussing the text

Explain that poetry is often intended to be read aloud.

Ask the students to listen for words that convey action and power as you read “The Voice of the Glacier” aloud.

Define and discuss the poetic devices mentioned below.

Ask the students to identify them in the poem.

Onomatopoeia – words that sound like their meaning (creaking, crack)

Personification – giving inanimate objects human characteristics (heave my weight, knuckles crack, my tongue)

Repetition and internal rhyme (can crush. No rush. No rush)

Briefly discuss poetic devices used in other poems in the collection that give poetry a musical quality. These may include:

Alliteration – a repeated initial sound (sea serpent/snaking);

Consonance – a repeated consonant sound (mass of gas);

Assonance – a repeated vowel sound (peak/lost thirty feet).

Have the students read the other poems in the collection and identify the poetic devices used. Invite them to share what they found.