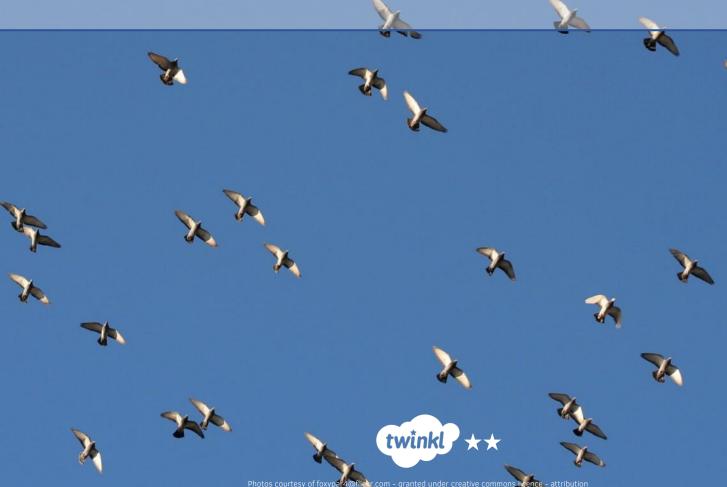
Free Verse



Learning Objective

To understand free verse.

Success Criteria

- To be able to understand the features of free verse.
- To be able to analyse free verse.
- To be able to create free verse.

After the Sea-Ship

By Walt Whitman

After the Sea-Ship—after the whistling winds;
After the white-gray sails taut to their spars and ropes,
Below, a myriad, myriad waves hastening, lifting up their necks,
Tending in ceaseless flow toward the track of the ship:

Waves of the ocean bubbling and gurgling, blithely prying, Waves, undulating waves—liquid, uneven, emulous waves, Toward that whirling current, laughing and buoyant, with curves, Where the great vessel sailing and tacking displaced the surface;

Larger and smaller waves in the spread of the ocean yearnfully flowing; The wake of the sea-ship after she passes, flashing and frolicsome under the sun, A motley procession with many a fleck of foam and many fragments, Following the stately and rapid ship, in the wake following.



After the Sea-Ship

Walk Whitman

After the Sea-Ship—after the whistling winds;
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Below, a myriad, myriad waves hastening, lifting up their necks,
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Can you find the following poetic device in this poem?

Onomatopoeia



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Can you find the following poetic device in this poem?

Repetition



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Can you find the following poetic device in this poem?

Personification



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Can you find the following poetic device in this poem?

Alliteration



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What typical poetic device is definitely NOT here?

Rhyme is absent from this poem.

This style of poetry is called 'free verse'

Free verse may contain many of the poetic devices you have learned about, but not rhyme.

It can also be used to turn a story into a poem.



Free Verse – Your turn!

- Choose a medieval theme and gather some ideas.
- Then begin to compose your free verse.
- · Remember: there are no rules!
- Try to describe your topic in a way that will paint a vivid picture in the mind of your reader.



Plenary

Write down three things you've learned about free verse this lesson.



