



***Running the Road to ABC***  
**Supplemental Activities for Teachers**

Explain to the students that imagery in poetry, music, and prose can use language to represent any of our senses – visual (see), auditory (hear), olfactory (smell), gustatory (taste), tactile (touch), organic (internal sensation) and kinesthetic (movement).

Ask the students to work in pairs to decide which senses they connect to the phrases below from ***Running the Road to ABC***.

They go up and down *steep hills*: \_\_\_\_\_

Handsome roosters still dream about *beautiful hens*: \_\_\_\_\_

Their legs take *cold showers* of morning dew on the weeds \_\_\_\_\_

Step aside to make way for their *rushing feet*: \_\_\_\_\_

They hear the *peyee-peeyee of the crickets*, and the twee-twee of half-awake lizards  
\_\_\_\_\_

They run ...like fish dancing with sea waves \_\_\_\_\_

The bread sellers rushing to keep their *bread hot* for their customers \_\_\_\_\_

Roads of *white turf* and roads of *red clay* \_\_\_\_\_

Butterflies brush their *powder-covered wings* against the children's *sweat-dripping faces*  
\_\_\_\_\_

*Singing* their grandparents' last words \_\_\_\_\_

Learning A and learning B, a *hum* today, a *song* tomorrow \_\_\_\_\_

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After sharing and explaining their choices, students can identify the imagery in any of the poems below or other poems of your or their choosing. They can select one of the imagery examples and act it out or illustrate it with a drawing or painting.

**Examples of Poems Containing Imagery**

This is an excerpt from **“Preludes” by T. S. Eliot.**

The winter evening settles down  
With smell of steaks in passageways.  
Six o'clock.  
The burnt-out ends of smoky days.  
And now a gusty shower wraps  
The grimy scraps  
Of withered leaves about your feet  
And newspapers from vacant lots;  
The showers beat  
On broken blinds and chimney-pots,  
And at the corner of the street  
A lonely cab-horse steams and stamps.  
And then the lighting of the lamps.

**Excerpt: "I Wandered Lonely as a Cloud/ Daffodils" by William Wordsworth.**

I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.  
For oft, when on my couch I lie  
In vacant or in pensive mood,  
They flash upon that inward eye  
Which is the bliss of solitude;  
And then my heart with pleasure fills,  
And dances with the daffodils.

**“Elegance”, Mary O. Fumento**

A ballet dancer is a swan  
Without the beak or feathers  
A ballet dancer is the seasons  
Without a change in weather  
A ballet dancer is a portrait  
With a difference to this art  
The picture captures feeling  
The dancer embraces heart

**“My Bed is Like a Sailing Ship”, Bruce Lansky**

My bed is like a sailing ship-  
when I'm tucked in, I take a trip.  
I leave behind my busy day  
and sail to places far away.

I sail past beaches, gleaming white,  
with palm trees swaying in the night.  
I watch the waves break on the shore,  
and then I see my bedroom floor!

I blink my eyes, I scratch my head-  
my ship is home, I'm back in bed.  
My ships goes sailing every night  
and sails home in the morning light.

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**Additional Poetry Resources Online:**

<http://www.poetryarchive.org/childrensarchive/home.do>

Students may also be inspired to write their own imagery poems by looking at some examples of Haitian art. There are many online galleries with examples of artwork that can be enlarged for use in this activity. Below are two that offer thumbnail copies of original pieces by Haitian artists.

<http://www.galleryofwestindianart.com/haitianthumbnails.html>

<http://www.arthaiti.com/>