Anthology of Poetry, Inc.

Teacher’s Guide
to
Publishing Your
Students’ Poems

PO Box 698  •  Asheboro, NC  27204
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E-mail: poetry@anthologyofpoetry.com
www.anthologyofpoetry.com
Testimonials

My daughter is a prolific writer and is so looking forward to seeing her work in print, especially as you published a poem by my other daughter in your anthology last year. I think this is a wonderful way to encourage children.

J. Harvey
Parent

I appreciate all you are doing to encourage children. One of my former students has enrolled in the UCLA School of Cinematography due to his excellence in writing. Being published was a key part in forming his interest in writing.

B. Linvog
Teacher

As long as I have been teaching children, it always amazes me at the hidden talent these young children possess. Poetry is as natural to them as speaking. I thank you once again for the pleasure my students have gotten in writing these poems for you.

M. Fleming
Teacher

I love what you guys do because it inspires me to keep writing. I can't even put words down about how I felt when I got the letter in the mail. It was a complete… I can't even say! A joy! An excitement!

Brandy J.
Student

Thank you very much for providing our sixth graders with the opportunity to have their poems published. From year to year, the excitement generated by this project is palpable, and, as a result, I find a tremendous amount of enthusiasm among my students for our poetry unit. Most of them are eager to learn how to compose a poem and work diligently to find both a rhyming scheme and syllable pattern that will work… It just shows how much they value the opportunity that you provide.

D. Onove
Teacher

I can't tell you how thrilled my daughter was when she found out that her poem was selected. She had another one published two years ago and the impact it had on her self-confidence is fantastic. She now focuses more on her writing and other studies and is doing so much better in school.

C. Defavero
Parent
Dear Educator:

You know how to teach writing—motivating your students is the tough part. We'd like to help. For over twenty years, the Anthology of Poetry, Inc., in partnership with teachers across the nation, has been publishing students' creative writing. We know our program generates excitement and changes students' attitudes about writing.

This year we are announcing an EXCITING IMPROVEMENT in our program! At the request of the teachers and parents who have supported our program for so many years, we'll now be publishing your students' poems in the SAME academic year in which you submit them. By moving the submission date up a month to November 15, and by making a number of changes to our process, we'll be able to put the finished book in students’ hands before the end of the school year.

We’re not a vanity press that publishes every poem it receives regardless of quality. Each poem submitted is read and considered against our criteria. Selection is an achievement which parents and students are proud to share with family and friends. There is no cost to participate, and teachers who submit poems from ten or more students will receive a complimentary copy of the 2012 edition of the *Anthology of Poetry by Young Americans*® to encourage future students. Of course, parents will be given the opportunity to purchase books.

The books will be delivered in April—just in time for National Poetry Month. Your young writers can be recognized in many ways, such as book signings and poetry readings . . . some schools even invite local media to cover their events! This is a great way to spend those “dead days” after testing.

To participate, complete only ONE copy of the enclosed submission form and include it in the package containing your students' poems. That’s it! Detailed requirements are on the form, and we have also attached a teacher's guide to some of the most popular poem styles. If you have a student with exceptional needs, or who would benefit from the encouragement of being published, let us know and we will make every effort to work with you.

We want your participation to be as easy as possible, so we pretty much take care of everything. You receive a great tool for motivating your students, your students get the thrill of becoming published authors, parents are proud of their children’s academic achievement, and we get the satisfaction of knowing that we are helping to foster the development of creative expression in student writers.

For further information, call or visit us at www.anthologyofpoetry.com.

P.S. Please share copies of this letter with your colleagues.

Visit us on Facebook and become a “fan.”
(www.facebook.com/anthologyofpoetry)

Sincerely,

George M. Nickles II
Editor-in-Chief
OVERVIEW

Educators face evolving challenges in education

✓ Increasing performance requirements
✓ Decreasing budgets
✓ Motivating students
✓ Inspiring student creativity

We can help answer those challenges

✓ Opportunity to be published provides motivation and excitement
✓ Value of program is supported by 20 years of teacher feedback
✓ Simple process requires very little time
✓ No cost to submit poetry
✓ A tangible reflection of students' work for parents and administrators

ABOUT OUR COMPANY

▪ Publishing since 1989
▪ All production is local, in Asheboro, NC
▪ Not a "vanity press" (i.e. not all poems are selected for publication)
▪ Each entry evaluated on its own merit
▪ Purchase of a book is not a requirement of publication
▪ Complimentary copy of book for teachers with ten or more submissions
▪ Flexibility to meet needs of teachers, parents, and students

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OUR SELECTION PROCESS

- All students (K-12) eligible to participate
- All poem styles are considered
- Submissions divided by age
- Each poem read and considered on its own merit
- Poems selected based on:
  ✓ Originality
  ✓ Rhythmic sounds
  ✓ Rhymes
  ✓ Audience appeal
- Historically, approximately 55% of submitted poems accepted
- Special consideration given to students with specific educational needs, at the request of their teachers

IMPORTANT POINTS

- No cost to submit or be published
- Submissions can be made by mail or online
- 100% satisfaction guarantee
- Family-friendly publication
- All submissions edited and proofread by our editors before publication
- Pages designed to showcase each author’s work
- Books available to be ordered at any time, even years after publication
- Covers of the books can be personalized with gold-leaf engraving
- Cost of books affordable for most families: starting at $7.95 for paperback
- Over 20 years of experience in publishing students’ writing
SUBMITTING ONLINE

The online form can be found on the first page of our website in the upper left corner (www.anthologyofpoetry.com), by clicking on the button "Submit Your Poems!"

Once you have navigated to the correct page, follow these simple steps:

1. Please enter the student's information
   - Full Name
   - Age
   - Valid mailing address
   - City, State, Zip Code
   - Full school name
   - Teacher's name
   - Poem or Short Story Title (A title is not required.)
   - Poem/Short Story: Enter the poem or short story itself in the space provided.

2. Spam Blocker: Enter the words or phrase given in the box provided, THEN click the "Submit" button. (If the submit button is clicked without completing the spam blocker, you will be redirected to the Spam website and lose the poem/short story and the author's information.)
SUBMISSION REQUIREMENTS

1. Poems must be legibly handwritten or typed. Subject matter must be suitable for readers of all ages.
2. You may submit only one poem per student. All poems must be the students’ original work.
3. Poems may be mailed to the address below or submitted online at www.anthologyofpoetry.com.
4. Your student’s full name, age, and complete home mailing address must be legibly printed or typed in the top right-hand corner on the front of all pages.
5. Notification letters will be mailed to the parents of all students selected for publication.
6. Students will retain joint ownership of their poems with Anthology of Poetry, Inc.
7. Submission deadline is **November 15, 2011**. (Call or email us if you need an extension.)

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POETRY ENTRY VOUCHER

**Use This Voucher To Request Your Free Book**

PLEASE COMPLETE AND ENCLOSE WITH YOUR STUDENTS’ POEMS.

Check all that apply.

☐ I have enclosed at least 10 submissions. . .  please send my free book. (Limit: one)
☐ I have participated in your program in the past.
☐ I have not participated in your program in the past.
☐ I have enclosed a roster of students. . .  please notify me of those who are selected.

Be sure to include your school’s correct US MAIL address.
(Often a PO Box #)

School Name: ________________________________
Mailing Address: ________________________________
City, State, Zip: ________________________________
Contact Name: ________________________________
Phone Number: ________________________________
E-mail Address: ________________________________
Number of entries enclosed: ________
**PUBLISHING TIMELINE**

**Teacher's Role**

- **November 15**
  - Poetry Submission Due Date

**Anthology of Poetry, Inc.'s Role**

- **November - December**
  - Notification letters with Permission Forms mailed to parents

- **December 15**
  - Permission Forms (signed by parents) Due

- **January - March**
  - Books Edited and Printed

**April (National Poetry Month)**

- Book Signings
- Poetry Readings
- Media Events

**April (National Poetry Month)**

- Books shipped to schools and students
Teacher’s Aid: Popular Styles of Poems
Haiku

The Basics
1. Three lines, centered on the page
2. Syllable pattern:
   5 syllables in the first line
   7 syllables in the second line
   5 syllables in the third line
3. Usually has a nature theme
4. Does not need to rhyme

Example

```
1  2  3  4  5
Sweet, tender flowers
1  2  3  4  5  6  7
Adorn each meadow and field
1  2  3  4  5
Harbingers of spring
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Difficulty
Fairly easy. Once students master counting the syllables of a word, they should be able to produce a haiku. Very young students (K-2) will often have an extra syllable on a line, or be short a syllable. This is not held against the student when the editors are selecting. However, as students become more experienced our editors will hold a haiku to its standard, and a haiku that doesn’t follow the pattern will not be selected for publication.
Tanka

The Basics
1. Five lines, centered on the page
2. Syllable pattern:
   - 5 syllables in the first line
   - 7 syllables in the second line
   - 5 syllables in the third line
   - 7 syllables in the fourth line
   - 7 syllables in the fifth line
3. Does not need to rhyme

Example

1 2 3 4 5
Endless rain falling
1 2 3 4 5 6 7
Drowning the world in sorrow
1 2 3 4 5
Until the clouds part
1 2 3 4 5 6 7
Sunlight struggles through the dark
1 2 3 4 5 6 7
Hinting at the hope to come

Difficulty
Fairly easy - basically the same as a haiku, but with additional lines. Once students master counting the syllables of a word, they should be able to produce a tanka. Very young students (K-2) will often have an extra syllable on a line, or be short a syllable. This is not held against the student when the editors are selecting. However, as students become more experienced our editors will hold a tanka to its standard, and a tanka that doesn’t follow the pattern will not be selected for publication. Regardless of its topic, the poem should represent a complete thought - not just a collection of random phrases.
Cinquain

The Basics
1. Five-line stanzas, centered on the page
2. Syllable pattern:
   - 2 syllables in the first line and last line
   - 4 syllables in the second line
   - 6 syllables in the third line
   - 8 syllables in the fourth line
3. Line requirements:
   - First line is the title (1 word, two syllables)
   - Second line describes the title
   - Third line is three action words about the title
   - Fourth is feeling or statement about the title
   - The fifth line is another word for the title (1 word, two syllables)
   - The first and last lines are capitalized
   - The second and third lines are not capitalized
   - The fourth line is capitalized if it is a complete sentence
   - If the fourth line is a complete sentence, it will be the only line with punctuation at the end of the line
4. Does not need to rhyme

Example

Teachers
1 2
patient, loyal
1 2 3 4
helping, laughing, caring
1 2 3 4 5 6 7 8
They deserve our respect and love
1 2
Heroes

Difficulty
Slightly difficult. Students must understand syllable counts and have a good functional vocabulary to select words that are effective and meet the requirements of the line. Younger students (K-2nd grade) will not be held to the syllabic pattern, but the meaning of the lines should be followed. Students 3rd - 6th grade should follow the syllabic pattern as much as possible. Students in 7th grade through 12th grade need to follow the syllabic pattern and meaning of the lines or the poem may not be selected.

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Bio Poem

The Basics

1. Tells things about the author in a specific order, such as:
   - First name
   - Descriptive adjectives
   - Child of (parents’ names)
   - Feels happy when (circumstance when they are happy)
   - Fears (something they are afraid of)
   - Hopes to be (dream)
   - Resident of (name of state, NOT city or street)
   - Last name

2. Should be very individual

3. Does not need to rhyme

Example

Personal
Tracy
Loving, funny, happy
Daughter of Mark and Laura
Feels happy when puppies are playing
Fears spiders and grizzly bears
Hopes to be a veterinarian someday
Resident of North Carolina
Smith

Other Person
Abraham
Tall, honest, serious
Child of very smart parents
Felt happy when everyone is equal
Feared losing his country
Hoped to bring people together
Resident of the White House
Lincoln

Difficulty

Very easy. Most children have no problem writing about themselves! The biggest challenge is in writing a creative, unique poem. In most cases, this poem style is not challenging enough for older students and the poems they produce are too simple for their age and writing ability. Most bio poems written by older students (age 13-18) are not selected for that reason.

These poems are sometimes written on “fill-in-the-blank” forms. Unfortunately this often results in almost identical poems that cannot be selected for publication. The reader should feel like they really know the author or subject of the poem.
Quatrain

The Basics
1. Four lines
2. Rhyme pattern is a, b, a, b
3. Poem can be centered, left justified, or right justified

Example

I walked to the corner and waited,
Hoping my mother would soon arrive.
Her late appearance was fated;
I can't wait 'til I learn to drive.

Difficulty
Fairly easy. Students need to understand rhyming sounds in order to follow the rhyming pattern. For younger students, very simple and basic poems are acceptable. As students get older and gain experience, we expect the quality and complexity of the poem to increase. The poem in the example above would be acceptable for an older student. The following poem may be acceptable for a young student, but would not be selected if submitted by an older student:

I once had a dog
Who chased a cat
They both sat on a log
Next to a bat.
Limerick

The Basics
1. Five lines, left justified
2. Usually silly or funny
3. Rhyme pattern is a,a,b,b,a

Example

A daring young pilot named Jane
Liked to walk on the wing of her plane
One day she let out
With a very stern pout
And cried “it’s no fun in the rain!”

Difficulty
This is a poem style that seems very simple, but it can be surprisingly difficult for a student to master. Often students mistakenly believe that because a limerick is meant to be silly or funny, it doesn’t need to make sense. As a result they write a limerick that is just a collection of five lines that are only connected by a rhyming pattern. A good limerick should tell a little story.
Color Poem

The Basics

1. No set number of lines (but remember there must be at least 3 lines to be considered for selection)
2. The student chooses a color and writes about it
3. The poem can be centered, left justified, or right justified

Example

Red is exciting
    like movie explosions.
Red is angry
    like sirens in the night.
Red makes me smile
    and my face blush.

Difficulty

Very easy. The challenge of this poem is in encouraging the kids to go beyond the most basic associations they may make with a color. The following poem may be selected if a very young student submitted it, but it would not be selected from an older student. (Color poems submitted by middle and high school students are almost never accepted because the students generally do not produce a poem representative of the skill level we expect from their age and level of writing experience.)

Blue is like a blueberry
Blue is like a blue gumball
Blue is like blue paint
Blue is like a bluebird
Alliteration

The Basics
1. No set number of lines (but remember there must be at least 3 lines to be considered for selection)
2. One sound is repeated in the words
3. No rhyme pattern is needed, but it can be used

Example

    Tall Tina trooped through Tupolo
    To find a truck to take her to work.
    Theresa told her to take care
    Because tall trucks too easily topple.

Difficulty
Fairly easy. The concept itself is very simple, but student often put more effort into finding words that start with the same sound than in writing the poem itself. Unfortunately, the alliteration poems we usually receive are generally not very creative or poetic - our two most important criteria! Because of this, we usually do not select them.
Diamonte

The Basics
1. Seven lines long
2. Poem is in the general shape of a diamond, and is centered
3. Only the first word and the last word are capitalized
4. Commas are placed between the words on each line, but no punctuation is used at the end of the lines
5. The poem starts with one word and ends with the opposite of that word. The middle line of the poem is where the description shifts.

   Word 1
   two words describing word 1
   three verbs related to word 1
   four words: first two describe word 1, last two describe word 2
   three verbs related to word 2
   two words describing word 2
   Word 2 (opposite of word 1)

Example

   Sunny
   bright, hot
   playing, swimming, tanning
   humid, muggy, damp, depressing
   dripping, waiting, soaking
   cool, dreary
   Rainy

Difficulty
Moderately easy. The most challenging issue for most students is making the change from describing Word 1 to describing Word 2. The best diamonte poems are ones in which the shift is subtle. As always, we are looking for original and creative poems. If a teacher submits 25 diamonte poems and all of them are transitioning from dog to cat or cat to dog, chances are there will be a number of poems that are nearly identical. Poems that are extremely similar to each other will not be selected, so it is important that students choose different topics. As in other styles, older students must follow the format or the poem will not be selected.
ABC Poem

The Basics
1. The first word of each line starts with consecutive letters
2. Left justified
3. Space between the first letter of the first word and the rest of the word (to emphasize the style)

Example

A cross the ocean
B rittany lives with
C hristopher and their
D aughters,
E mily and Kimberly.

(Please note that this is a partial example. The poem should continue to use the rest of the alphabet.)

Difficulty
Moderately easy. Younger students may have trouble finding words for all of the letters (particularly X and Z). It is important that the student have a complete thought they are expressing. Very young students may submit ABC poems that simply have one word on each line, but the words must be related (foods, animals, etc.). One word ABC poems are not acceptable for older students.
Acrostic

The Basics
1. The first letter of each line spells a word vertically
2. The lines of the poem should be related to the word being spelled vertically
3. Left justified
4. Space between the first letter of the line and the rest of the word to emphasize the style

Example

A lways welcoming
M any different people
E ach with something to give
R especting each other
I magining peace
C hanging the world
A merica leads the way

Difficulty
Fairly easy. This poem style is often used by younger students to spell out their name. Acrostics with just one word on each line are generally only acceptable from very young students. Acrostics can be simple, but they should paint a picture of the word being spelled out. One of the most common problems we see in an otherwise acceptable acrostic is missing letters in the word being spelled vertically - poems missing letters/lines cannot be selected.

Variation
Another version of this poem is the Buried Acrostic. Letters in the poem spell words vertically, but the letters are “buried” in the poem. In this style, the lines should be arranged so that the buried letters line up vertically.

loo   M ing over the prairie
bl  O cking the rain
making the grass t  U rn yellow and brown
    N ot letting clouds pass
    un  T il there are too many to stop
and then it r  A ins
    only for a m  I nute and then it stops
and the air is dry o  N ce more
Free Verse

The Basics
1. No specific rhyme pattern or style
2. Strictly expressive
3. Relies completely on creativity and word usage

Example

Music floated over the air
dropping notes as it went
filling the day with color
and making love spark in those it touched

Difficulty
Somewhat difficult. Older students often write free verse poetry because they can express themselves without concern over the rules of form that other styles have. Since the poem relies entirely on the student’s creativity and ability to create an image with words, a good free verse poem often takes more effort than the student realizes. In selecting a free verse poem, we are looking for a creative or unique way of expressing an idea.
Sonnet

The Basics

1. Fourteen lines
2. Ten syllables in each line
3. Rhyming pattern is \textit{abab, cdcd, efe, gg}
4. Left justified

Example

Memories of that day crowd in my mind
Cameras caught each horrific detail
Releasing images for me to find
Of the Towers we thought would never fail

Smoke and terror blacked the sun from the sky
The world came to a stop in that moment
All eyes were on New York, none of them dry
Time has passed but sorrow will not relent

So many changes, so many new fears
Since the infamous day the Towers fell
We will rise above, drying all our tears
Never forgetting the lives lived so well

We will forgive but always remember
The events of that day in September.

Difficulty

Difficult. Very few sonnets are submitted - students are often intimidated by the combination of a rhyming pattern and a syllable count. A well-written sonnet is a complete thought, expressed from start to finish.
Concrete

The Basics
1. Creates a picture with words
2. Poem must stand alone regardless of the shape.

Example

A tree
grows in my yard,
green and free. Reaching in joy
for the sky, hundreds of arms with
leafy hands praising God’s grace. Stretching
its roots down into the soil, a living foundation.
Life pulses through its branches, slowing as cold winter takes hold but never stopping. Sleeping
deep and calm under a blanket of frost and snow, confident of its rebirth in the spring. Waiting patiently for warmth to wake the sleeping giant. Waking is slow and gentle, buds slowly forming as life flows more quickly and carries energy to the very tips of each branch. Invisible power with visible results and suddenly the tree in my yard is alive once again, from dormant to vibrant.
Gradually,
more
green
makes
its way
on to
each
branch
reaching up
to praise God once again.

Difficulty
Fairly easy. It is important to note that we cannot print in different directions, so a concrete poem in which the words follow the outline of a design or drawing will not be reproduced that way in publication. We do attempt to recreate a shape similar to the original, but if we are not able to do so we will print it as a free verse. The poem must stand alone without the shape in order to be selected.
A Final Note

Getting the best from your students

Poetry is not a dead literature form - it is living and vibrant! Because it is living, new poetry forms are still being created. We encourage teachers to explore the types of poetry with their students. Every student has a unique perspective on his or her world, and there is a poetry form that suits each one. Students should be encouraged to try a wide variety of styles to find the one that best suits their expressive style.

Stacking the deck

Teachers and students alike want to know what they can do to increase their chances of being selected. Some students submit multiple poems in the hope that it will increase their chances of being selected, however we will only consider one poem per student each year. The answer is - be creative! Poetry that expresses a student’s feelings or impressions of the things around them can be beautiful, moving, funny, and heartbreaking. We want to read a poem and feel that we are seeing a piece of the student’s personality or experiencing a small part of their life.

Great (but unacceptable) poems

Some of the best poems we receive are never selected. They are well-written, beautifully expressed poems but we can’t select them because the student was either writing about a topic that is not appropriate for all ages, or uses inappropriate language. Unfortunately, topics and language that would have been shocking not long ago are quickly becoming accepted as normal, particularly for older students, so it is important they understand that we hold our publication to a higher standard.

Plagiarism

Sadly, this is a growing problem. The Internet has made the theft of an author’s work relatively easy. Students faced with a dreaded poetry assignment can turn to a multitude of resources on the Internet and “borrow” a poem. Occasionally, students will submit a poem written by a well-known author such as Jack Prelusky or Shel Silverstein. We take deliberate plagiarism very seriously - we consider it theft.

In some cases, a student changes a word or phrase and assumes that the change makes the poem their original work. This often happens when students are given the assignment of writing a poem “in the style of” a well-known author. If a significant portion of the poem is not the student’s, it cannot be considered for publication.