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 breads 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 __________
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.
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/