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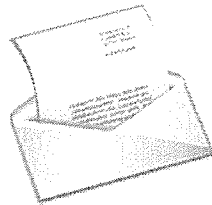
English 7, Hour _____

Miss Wollschlager

Date _____

Poetry Packet

A poem is like a song, each word and line are carefully crafted to create a hit!



Why is important to learn poetry?

“No matter what kind of writing you do, reading poetry can be a great way to improve your writing skills. The principles of poetry can be applied to nearly every kind of writing you do. Let’s take a look at what we can learn from poetry” (“Daily Writing Tips”).

What can we learn from Poetry?

- The use of **Word Choice**
- The use of **Imagery**-what you can see, hear, taste, smell, feel
- The use of Figurative Language

BEFORE READING “ABANDONED FARMHOUSE” ACTIVITY:

You need to choose one of the five words (**abandoned, scarce, boulders, oilcloth, or strewn**) that is difficult to understand from the poem and complete the following activity:

Word:

Synonyms:

(You must include two different ones from the meaning)

Meaning:

Picture:

BEFORE READING THE POEM ACTIVITY:

Please write in complete sentences your thoughts to the following questions:

1. When you think of a “family farm,” what images pop into your head? Describe what that may look like.

2. What are some of the good things about living on a farm?

3. What personal qualities do you think would be important to survive as a farmer?

4. What challenges might people on a farm face?

5. What demands might farming put on a farm family?

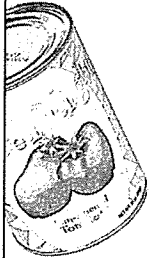
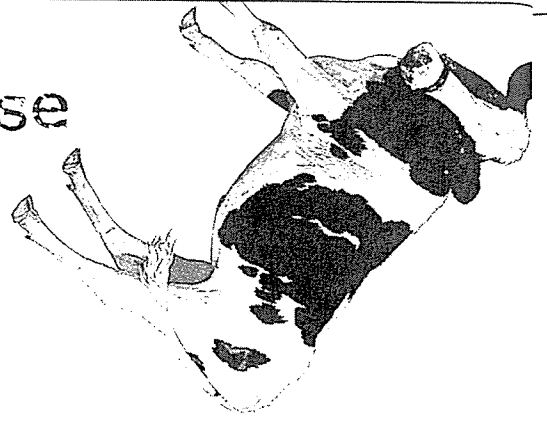
Abandoned Farmhouse

Ted Kooser

He was a big man, says the size of his shoes
on a pile of broken dishes by the house;
a tall man too, says the length of the bed
in an upstairs room; and a good, God-fearing man,
says the Bible with a broken back
on the floor below the window, dusty with sun;
but not a man for farming, say the fields
cluttered with boulders and the leaky barn.

A woman lived with him, says the bedroom wall
papered with lilacs and the kitchen shelves
covered with oilcloth, and they had a child,
says the sandbox made from a tractor tire.
Money was scarce, say the jars of plum preserves
and canned tomatoes sealed in the cellar hole.
And the winters cold, say the rags in the window frames.
It was lonely here, says the narrow country road.

Something went wrong, says the empty house
in the weed-choked yard. Stones in the fields
say he was not a farmer; the still-sealed jars
in the cellar say he left in nervous haste.
And the child? Its toys are strewn in the yard
like branches after a storm—a rubber cow,
a rusty tractor with a broken plow,
a doll in overalls. Something went wrong, they say.



Notes ▶

Observations ▶

Questions ▶

Name _____ Date _____ Class _____

Details in "Abandoned Farmhouse"

In the columns below, jot down details from the poem that tell you something about the characters in the poem.

man

woman

child

farm/farmhouse

AFTER READING THE POEM, PLEASE ANSWER THE FOLLOWING QUESTIONS:

1. Did you notice any words that were repeated a number of times in the poem?
What word or words were repeated?

2. Why do you think the author used that word so often?

3. Stanza is an Italian word that means room, and just as walls divide one room from another, the extra space between groups of lines in a poem divides one group (stanza) from another. A stanza in a poem can be like a paragraph in writing, it can introduce a new topic.

- a. Why do you believe the author of this poem grouped his lines the way he did?

4. Identify the following figurative language:

- a. An example of personification (a human trait or action given to something non-human):

- b. An example of a simile (a comparison using like/as):

- c. An example of alliteration (the repetition of a consonant sound-Sally sat by the seashore.):

BEFORE READING THE POEM, "DESERTED FARM" ACTIVITY:

You need to choose one of the four words (exiled, prairie, decaying, collapses or lillac) that is difficult to understand from the poem and complete the following activity:

Word:

Synonyms:
(You must include two different ones from the meaning)

Meaning:

Picture:

BEFORE READING THE POEM ACTIVITY:

1. Look at the title of the poem, "Deserted Farm." Compare it to the title of our last poem, "Abandoned Farmhouse."

a. Define deserted-

b. Define abandoned-

AFTER READING THE POEM, PLEASE ANSWER THE FOLLOWING QUESTIONS:

1. Write at least 5 words from this poem that stand out to you.

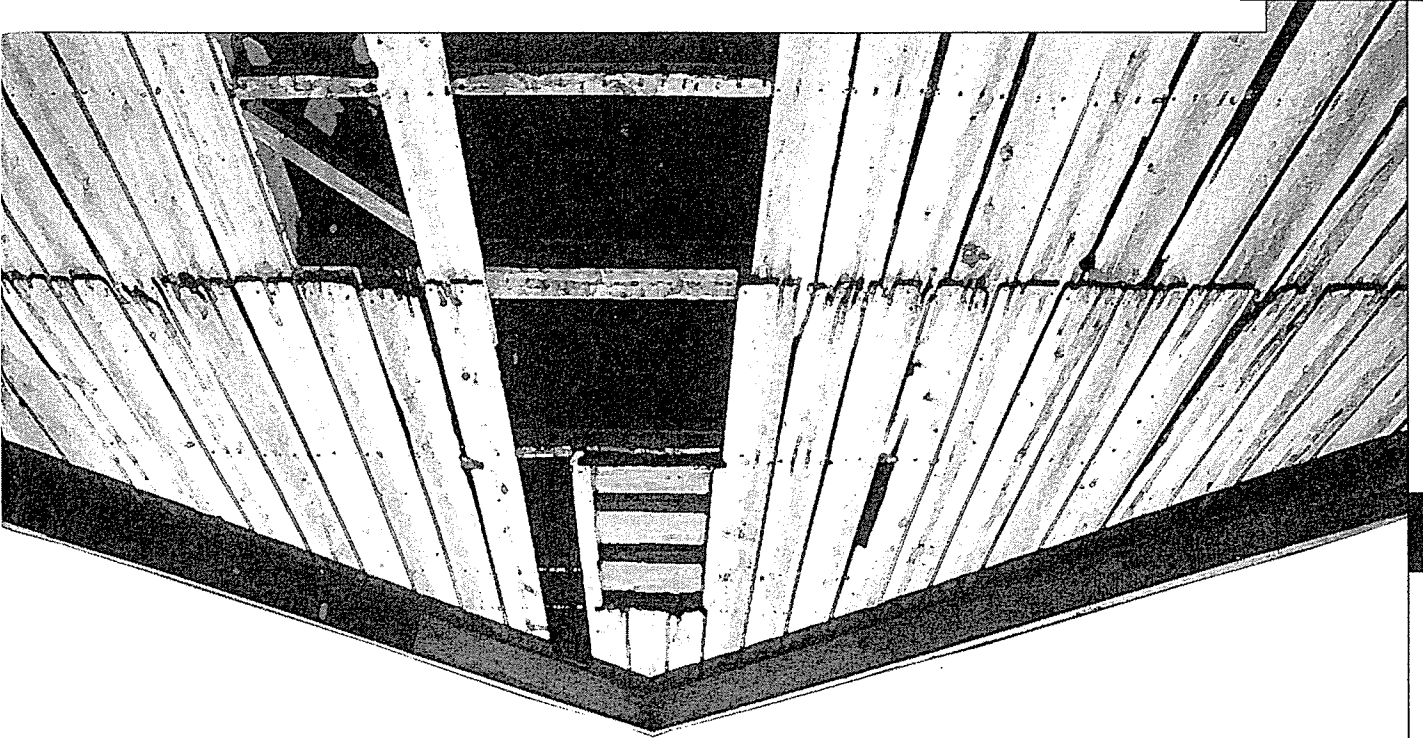
2. What mood is evoked or comes through from the words you chose?

3. Where does the mood change in the poem?

Deserted Farm

Mark Vinz

Where the barn stood
the empty milking stalls rise up
like the skeleton of an ancient sea beast,
exiled forever on shores of prairie.
Decaying timber moans softly in twilight;
the house collapses like a broken prayer.
Tomorrow the heavy lilac blossoms will open,
higher than the roofbeams, reeling in wind.



Notes

Observations

Questions

"Deserted Farm" by Mark Vinz

Scene in "Deserted Farm" - Draw the scene you imagine after reading the poem.

Name _____ Date _____ Class _____

**BEFORE READING THE POEMS, “WHEN IT IS SNOWING” AND “POPPIES”
ACTIVITY:**

To understand what a poppy looks like visit: <http://en.wikipedia.org/wiki/Poppy>

BEFORE READING THE POEM:

1. What do you expect to find in a good poem?

AFTER READING THE POEM:

Identify the following figurative language:

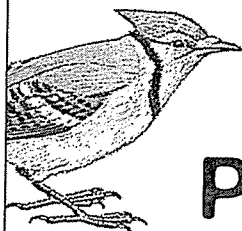
1. An example of a metaphor (comparison without using like/as)

2. An example of rhyming words:

When It Is Snowing

Siv Cedering

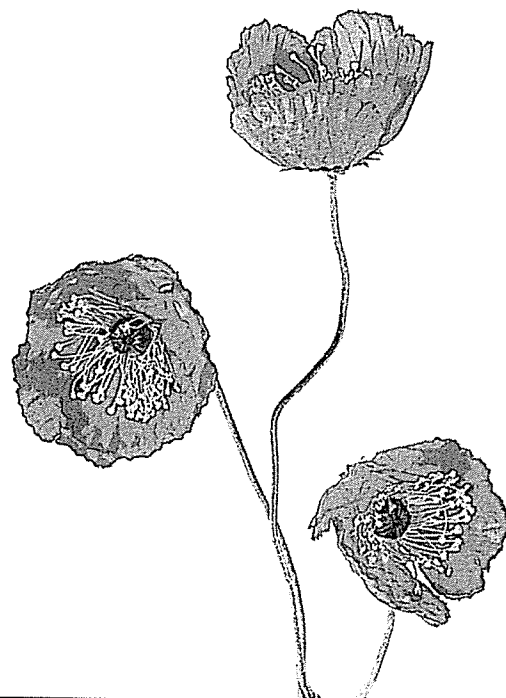
When it is snowing
the blue jay
is the only piece of
sky
in my backyard.



Poppies

Roy Scheele

The light in them stands as clear as water
drawn from a well.
When the breeze moves across them they totter.
You half expect them to spill.



2

Notes ▶

Observations ▶

Questions ▶

"When It Is Snowing"

"Poppies"

BEFORE READING THE POEM, “SPEAK UP” ACTIVITY:

1. To read and understand the poem better, please review the following:

Halmoni (grandmother) H AHL mo ne

Haraboji (grandfather) H AH rah bo je

Imo (aunt) EE mo

2. Look carefully at what Speaker 1 does throughout the poem.

a. What is labeling?

b. What is an example of labeling from the poem?

c. What does labeling do to another person?

BEFORE READING THE POEM, “SPEAKING UP” ACTIVITY:

To help you when answering the following questions, think about the following Americans:

- a. Cesar Chavez- with an 8th grade education, used nonviolent methods to fight for the rights of migrant farm workers.
- b. Rosa Parks- a department store worker who refused to move to the back of the bus where the black riders “belonged” according to the white people in the south.
- c. Clara Breed- a children’s librarian in San Diego who became a friend and advocate for the thousands of Japanese American children confined to internment camps during World War II.

1. What does it mean to be an “American”?

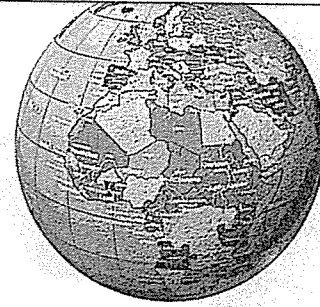
2. How does an “American” act?

3. What does an “American” look like?

4. What does he/she sound like?

Speak Up

Janet S. Wong



You're Korean, aren't you?

Yes.

Why don't you speak Korean?

Just don't, I guess.

Say something Korean.

I don't speak it.
I can't.

C'mon. Say something.

Halmoni. Grandmother.
Haraboji. Grandfather.
Imo. Aunt.

Say some other stuff.
Sounds funny.
Sounds strange.

Hey, let's listen to you
for a change.

Listen to me?

Say some foreign words.

But I'm American,
can't you see?

Your family came from
somewhere else.
Sometime.

But I was born here.

So was I.



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Notes ▶

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Name _____ Date _____ Class _____

Character in "Speak Up"

Character 1	Character 2
Qualities	Qualities
Evidence, Details	Evidence, Details

AFTER READING THE POEM ACTIVITY:

1. How does the author create a dramatic situation with two characters with only using a few words in his poem?

2. What tone does Speaker 1 take on?

3. What tone does Speaker 2 take on?

WRITE ABOUT IT!

-Choose one of the following writing prompts below to respond to.

-Please write in complete sentences. You need to write a minimum of 5 sentences for your response.

1. Write about a time when you were insensitive to someone who was “different.” How was that person “different” in your eyes? Or perhaps it was a time when you witnessed such treatment. Or was there a time when you were on the receiving end of insensitivity because you were “different”? Consider why you were perceived as “different” in that situation.
2. What should the United States’ immigration policy be? Let everyone in (we are, after all, “the melting pot”)? Send all the “foreigners” back to where they came from so they stop taking American jobs? Write a letter to one of your senators from your state and share your views on the immigration policy. You must explain it well. Use facts to support your opinion.
3. “Speak Up” poses an interesting question: just what does make someone an American? Is it something you can see? Is it about where you were born? Is it about where your ancestors came from? Is it about what you can contribute to your country?
4. Does speaker 2 want to be invisible in a way? Have you ever wanted to be invisible? Why? You can write about that time and how you coped with the situation.

BEFORE READING “A POISON TREE” ACTIVITY:

You need to choose one of the four words (wrath, foe, deceitful or wiles) that is difficult to understand from the poem and complete the following activity:

Word:

Synonyms:

(You must include two different ones from the meaning)

Meaning:

Picture:

BEFORE READING THE POEM:

1. Do you see any rhyming words? What are they? These words will be crucial to the poem.
-

2. Look at the structure of the poem. "A Poison Tree" is written in quatrains, a four-line stanza with some sort of rhyme scheme. In this poem, the scheme is the traditional aabb. In other words, each quatrain contains two couplets, two rhyming lines.
3. In addition to noting the end words and the structure of the poem, take a look at the first words in the last three stanzas: and. The conjunction word, *and* is used at the beginning of lines carries the plot or events of the poem along by introducing something new but also connects the stanza to the one that came before it.

AFTER READING THE POEM:

1. What is the main metaphor found in the poem? (A metaphor is a comparison without using like/as) He is comparing what to what?
-
-

A POISON TREE

William Blake

I was angry with my friend:
I told my wrath, my wrath did end.
I was angry with my foe:
I told it not, my wrath did grow.

And I water'd it in fears,
Night and morning with my tears;
And I sunned it with my smiles
And with soft deceitful wiles.

And it grew both day and night,
Till it bore an apple bright;
And my foe beheld it shine,
And he knew that it was mine—

And into my garden stole
When the night had veil'd the pole;
In the morning glad I see
My foe outstretch'd beneath the tree



Notes ▶

Observations ▶

Questions ▶

Name _____ Date _____ Class _____

Tone in "A Poison Tree"

How does the narrator feel toward his "foe"?

What words does he use that convey his feelings?

What tone comes through in this poem? What attitude does he have toward his "foe" and to his plan?

WRITE ABOUT IT!

-Choose one of the following writing prompts below to respond to.

-Please write in complete sentences. You need to write a minimum of 5 sentences for your response.

1. How do you generally deal with anger at another person, especially a friend? Will you explain to that person why you are angry? Or, would you, like the author's narrator, allow the anger to grow until it results in worse things happening?
2. Have you ever planned revenge or wanted to get back at someone who you felt treated you poorly? Did you carry out your plan? Did it have the effect on the other person that you anticipated? How did it affect you?
3. Look at the following words: end, foe, fears, tears, night, angry, deceitful

-What comes to mind after reading the words above? Write your own quatrain poem. (A poem of at least 4 lines)

Name _____

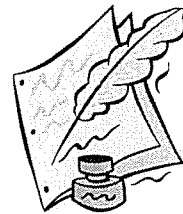
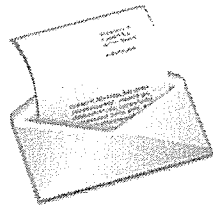
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What can we learn from Poetry?

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- The use of **Imagery**-what you can see, hear, taste, smell, feel
- The use of Figurative Language

BEFORE READING THE POEM, “SUMMERTIME SHARING”:

1. What makes a good friend?

2. Think of a time when a small, nice act by a friend made all the difference to the mood you were in. Describe what happened.

3. Take notice of the structure of the poem. The author writes her poem in three quatrains, although they do not follow the traditional rhyme scheme. Hers is aabc-in other words, a couplet followed by two lines that do not rhyme with any other lines in the poem.

4. Take notice of the author’s word choice: hunched, pouts, trickles, etc.

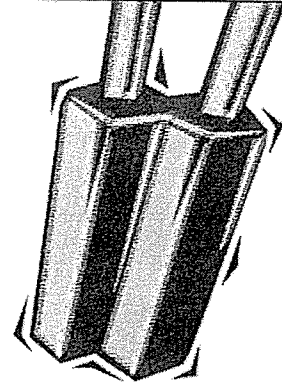
5. Look for alliteration (when a consonant is repeated in a phrase: Sally sat by the sea shore.)

- a. Write an example of alliteration.

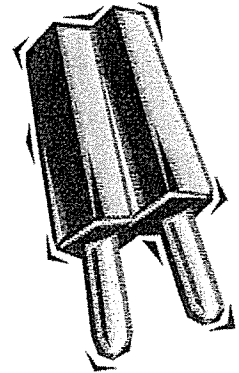
Summertime Sharing

Nikki Grimes

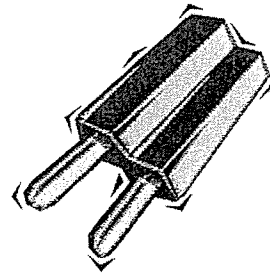
Danitra sits hunched on the stoop and pouts.
 I ask her what there is to pout about.
 "Nothin' much," she says to me,
 but then I see her eyes following the ice cream man.



I shove my hand into my pocket
 and find the change there where I left it.
 "Be right back," I yell, running down the street.
 Me and my fast feet are there and back in just two shakes.



Danitra breaks the Popsicle in two and gives me half.
 The purple ice trickles down her chin. I start to laugh.
 Her teeth flash in one humongous grin,
 telling me she's glad that I'm her friend without even saying a word.



Notes ▶

Observations ▶

Questions ▶

BEFORE READING THE POEM, "STREET PAINTING:"

Answer the following questions, in complete sentences.

1. Do you consider yourself a risk taker? Explain why you think that.

2. Think of a time when you took a risk. Describe it.

3. Think of a time when you considered taking a risk but decided against it. What stopped you? Was it something that a friend told you to do?

4. Certainly there are situations-where physical harm is involved-when risk taking is foolish and downright dangerous, but what about when it comes to doing something creative or athletic? Is there something you've always wanted to do- like play a musical instrument or try out for a team or a club?

Street Painting

Ann Turner

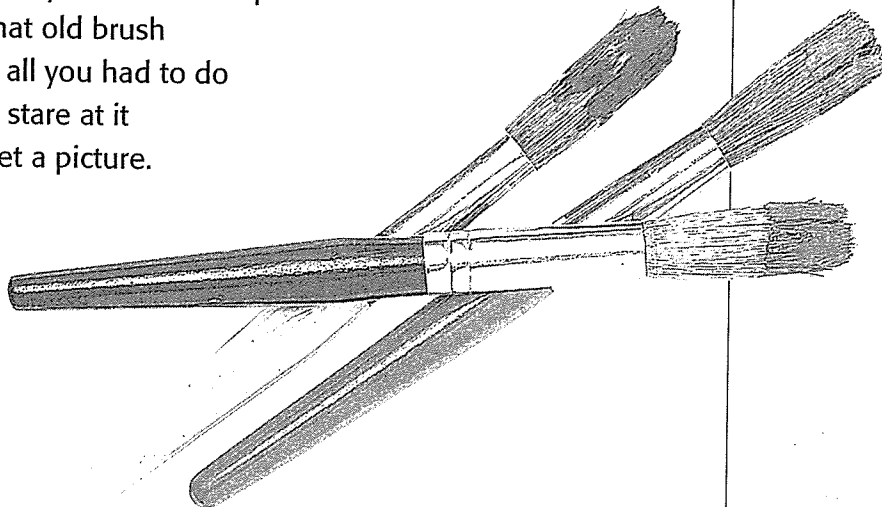
I watched him a long time
and this is how he did it:
Stand in front of the wall
like it's a bad dream.
Make faces.
Jam your hat down.
Pull it off.
Pop your fingers—walk
around the block and come back,
start up like you surprised
the wall's still there.

Then sigh.
Take out your paints.
Doodle around with them,
stirring and humming.
Dip a brush in,
stare at it,
take a rush forward
and dab-dab-dab
at the wall.
Soon's you know,
you got faces
and bodies and trees
like they were locked up
in that old brush
and all you had to do
was stare at it
to get a picture.

Notes ▶

Observations ▶

Questions ▶



Name _____ Date _____ Class _____

Who Is Creative?

Who Is the Person?	What Does He/She Do?	What Is Creative About It?

AFTER READING THE POEM ACTIVITY:

Directions: Identify the figurative language found in the poem.

1. Write an example of alliteration (the repetition initial consonant sounds in a phrase)

2. Write a simile (comparison with like/as)

3. Write an example of onomatopoeia (a sound word)

WRITE ABOUT IT!

-Please write in complete sentences. You need to write a minimum of 5 sentences for your response.

1. Write about something you do that is creative. It could be writing a poem, taking good photographs, making a website, designing games on the internet, cooking, building, working on cars, art, music, etc. Describe what it is that you are creative at.

BEFORE READING THE POEM, “SEEING THE WORLD”

Author information- The author of this poem is an Australian poet which is why he uses the word cubbyhouse rather than a “club house,” as Americans might. He also uses his measurement in meters for this reason as well.

Please answer the following in complete sentences:

1. Do you ever get bored and if yes, what do you usually do to overcome that boredom? Did you make up a game, find a friend to do something with, go outside or try something new? (Pick a time when you were bored and tell what you did to overcome it.)

Seeing the World

Steven Herrick

Notes ▶

Observations ▶

Questions ▶

Every month or so,
 when my brother and I
 are bored with backyard games
 and television, Dad says
 "It's time to see the world."
 So we climb the ladder to our attic,
 push the window open,
 and carefully, carefully,
 scramble onto the roof.
 We hang on tight as we scale the heights
 to the very top.
 We sit with our backs to the chimney
 and see the world.
 The birds flying



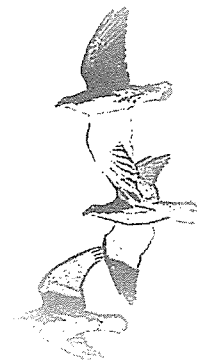
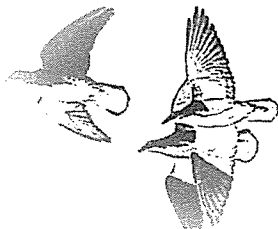
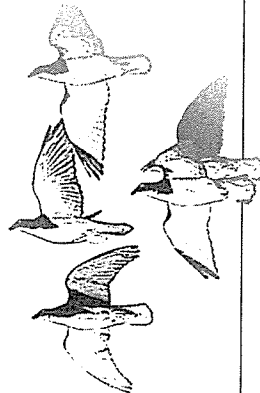
below us.

The trees swaying in the wind
 below us.

Our cubbyhouse, meters
 below us.

The distant city
 below us.

And then Dad, my brother, and I lie back
 look up and watch
 the clouds and sky
 and dream
 we're flying
 we're flying.
 In summer
 with the sun and a gentle breeze
 and not a sound anywhere
 I'm sure I never want to land.



AFTER READING THE POEM ACTIVITY:

1. Write a line or phrase that is repeated.

2. Why do you think the author uses repetition?

3. This poem is a free verse poem, meaning it has no set rules about length, rhythm, rhyme, etc. The author makes good use of line breaks. Highlight or underline the final word or two in each line. Why do you think these words are used at the end of each line?

4. Write an example of a hyperbole that is found in the poem. (A hyperbole is an exaggeration)

WRITE ABOUT IT!

-Choose one of the following writing prompts below to respond to.

-Please write in complete sentences. You need to write a minimum of 5 sentences for your response.

1. Write about a time when you were so set in your ways that you never considered another way of looking at a situation or a person until something happened to change your thinking. Perhaps you judged a person by the way (s)he dressed or the way (s)he spoke the first time you met, until the two of you had to work on a school project together. Make sure you give details about the original situation and why you felt the way you did, as well as the reason you changed your opinion.
2. Some people have once-in-a-lifetime experiences. Describe a memorable experience that you have had in your life. Try to capture the excitement of the moment the way the author of the poem does. Try to use sensory details-what you could see, taste, smell, hear and feel?

BEFORE READING THE FOUR POEMS-HAIKU:

Words that you need to know before reading the poem:

1. A spring peeper is a small frog that announces spring-hence the name-in much of the eastern part of the United States, with, as the author observes, a sound like winter sleigh bells.

Visit the following to see a snowy owl and a spring peeper:

- b. <http://animals.nationalgeographic.com/animals/amphibians/spring-peeper/>
- b. http://www.allaboutbirds.org/guide/Snowy_Owl/id/ac

General Format of a Haiku:

1. Haiku are generally written in seventeen syllables, arranged in three lines of five, seven and five syllables.
2. It is written "in the moment"-in the present tense.
3. It contains a seasonal word or reference.
4. Generally, there is a slight pause at the end of the first or second line of a haiku.

Four Haiku

J. Patrick Lewis

Notes ▶

Observations ▶

Questions ▶

January woods—
a snowy owl *chooing* one
syllable of wind

A spring peeper's song!
How strange to hear the echo
of winter sleigh bells

A
red-
tailed
hawk
stalls
in tall
heat
above
the
wheat
kingdom



Thanksgiving Day—
Indian corn whispering
in the pilgrim cold

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Name _____ Date _____ Class _____

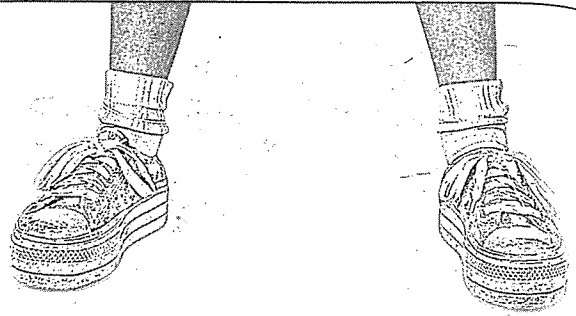
Haiku

Haiku	Syllable Count	Seasonal Reference	Where Is Pause?	Images/Senses
January woods				
A spring peeper's song				
A red-tailed hawk				
Thanksgiving Day				

Ode to Family Photographs

Gary Soto

This is the pond, and these are my feet.
This is the rooster, and this is more of my feet.



Mama was never good at pictures.

This is a statue of a famous general who lost an arm,
And this is me with my head cut off.

This a trash can chained to a gate,
This is my father with his eyes half-closed.

This a photograph of my sister
And a giraffe looking over her shoulder.

This is our car's front bumper.
This is a bird with a pretzel in its beak.
This is my brother Pedro standing on one leg on a rock,
With a smear of chocolate on his face.

*Mama sneezed when she looked
Behind the camera: the snapshots are blurry,
The angles dizzy as a spin on a merry-go-round.*

But we had fun when Mama picked up the camera.
How can I tell?
Each of us laughing hard.
Can you see: I have candy in my mouth.



- Notes ▶
- Observations ▶
- Questions ▶

After READING the Poem, “Ode to Family Photographs”:

1. Compare and contrast this poem to the poem, “Abandoned Farmhouse.”

a. Similarities:

b. Differences:

2. Can we be okay with imperfection? Or must everything be perfect for us to feel content or happy?

3. When are you expected by family or friends to be perfect?

4. Do expectations of perfection create stress in your lives? How do you deal with these expectations?

5. Think of a time like that in the poem, a time when you were able to accept imperfection happily. Describe it. (**Examples:** a rainy camping trip, a cake that fell flat, a surprise that didn't work, etc.)

Information about an Ode Poem:

*The ode is a poem of celebration.

*When the ancient Greeks wrote odes, they followed a strict form in three parts. But as the years passed, the formal structure of the ode disappeared.

*Soto's "Ode to Family Photographs" is a free verse poem with stanzas and lines of varying length.

Task:

1. Complete the Visual Images Album organizer. Identify some of the visual images you discovered in Soto's poem.
 - a. List the details in the images. What can you see in the poem?

WRITE YOUR OWN ODE:

1. Brainstorm a topic.
 - a. Choose a favorite-candy, game, clothing store, animal, fish, tree, flower, etc.
 - b. Complete a 5 sense chart-try to get at least 4 details in each column.

See	Hear	Taste	Smell	Feel

Write a rough draft of your ode in this box. (Be descriptive)

BEFORE READING THE POEM, "HOODS"

1. What does the word, *hood* mean in reference to this poem?

AFTER READING THE POEM, "HOODS":

1. Who is the antagonist in the poem? _____
2. Who is the protagonist's friend? _____
3. When you hear the word, bully what do you picture?

4. Does your school have a program to deal with bullying? _____

5. Write at least 3 personality characteristics that a bully might have:

- a. _____

- b. _____

- c. _____

6. What is the best way to handle a situation with someone who is bullying or picking on you?

Hoods

Paul B. Janeczko

In black leather jackets,
 watching Spider work
 the wire coat hanger
 into Mrs. Koops car,
 they reminded me of crows
 huddled around a road kill.
 Startled,
 they looked up,
 then back
 as Spider,
 who nodded once,
 setting them free
 toward me.
 I bounded away,
 used a parking meter
 to whip me around the corner
 past Janelli's Market,
 the darkened Pine Street Grille,
 and the steamed windows
 of Sudsy's Modern Laundromat.
 I climbed—two at a time—
 the granite steps
 of the Free Public Library
 and pushed back thick wooden doors
 as the pursuing pack stopped—
 sinners at the door of a church.

From the corner table of the reference room
 I watched them
 pacing,
 head turning every time the door opened,
 pacing,
 until Spider arrived
 to draw them away.
 I waited,
 fingering hearts,
 initials carved into the table,
 grinning as I heard myself telling Raymond
 of my death-defying escape.

Notes ▶

Observations ▶

Questions ▶



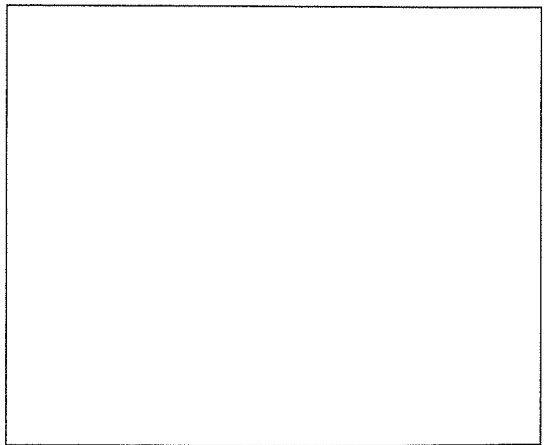
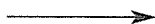
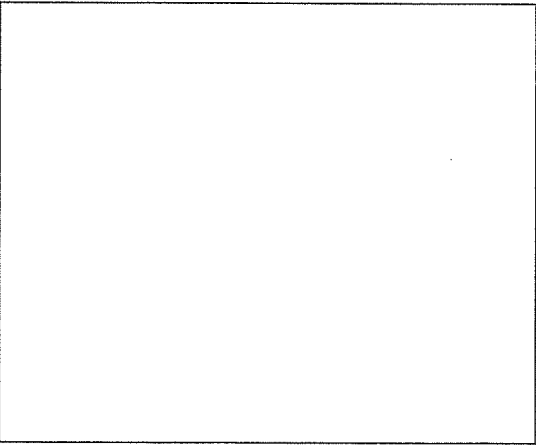
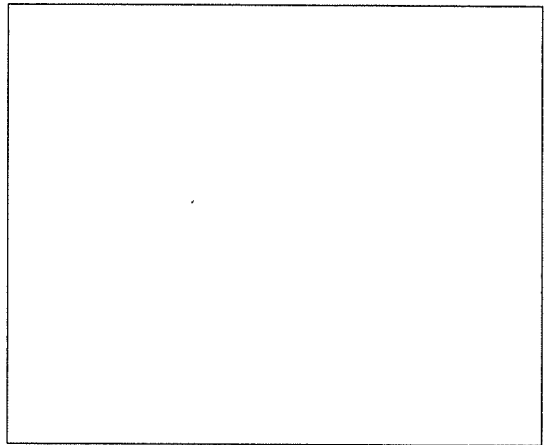
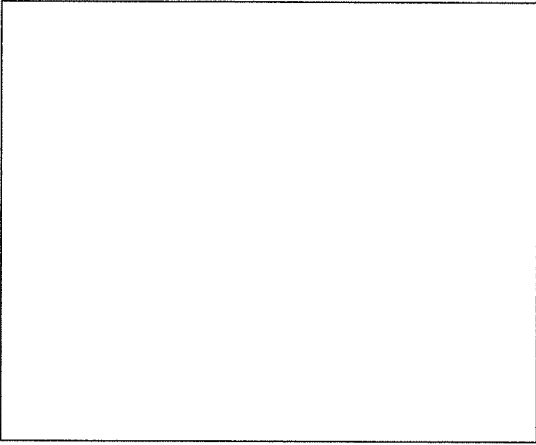
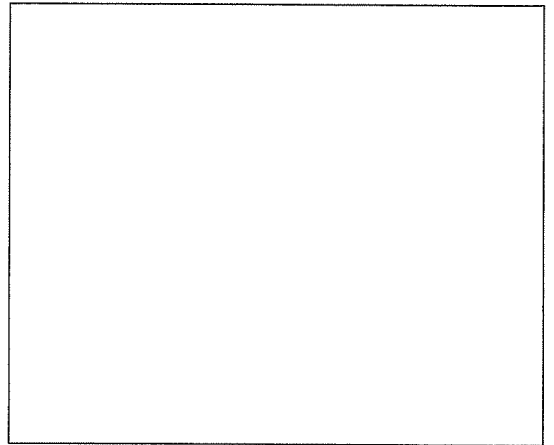
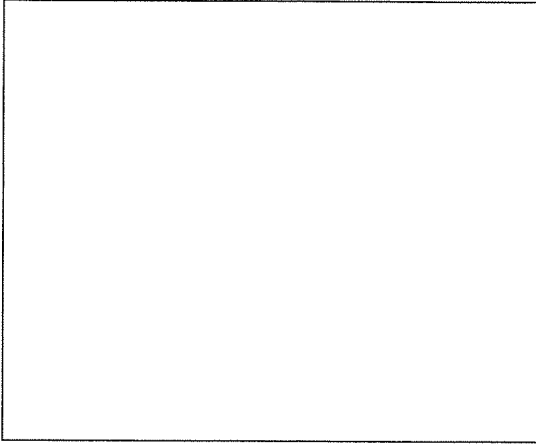
Name _____ Date _____ Class _____

Action-Reaction in "Hoods"

Action

Write the initial action of the poem

Reaction



AFTER READING THE POEM, “HOODS” ACTIVITY:

1. Identify one simile (comparison using like/as):

2. Identify one metaphor (comparison using is/was/were)

3. How does using short line breaks affect the mood of the poem?
Look at lines 7-13:

Startled,
they looked up,
then back
at Spider,
who nodded once,
setting them free
toward me.

4. Write down one image that you can see clearly.

5. Write down one image that you can hear.

6. Write down one image that you can feel.

7. Write down one image that you can taste.

8. Write down one image that you can smell.

9. Write an example of a hyperbole (an exaggeration) from the poem.

BEFORE READING THE POEM, "FOUL SHOT":

You need to choose one of the four words (solemn, wobbles, wavers, nudges or coy) that is difficult to understand from the poem and complete the following activity:

Word:

Synonyms:

(You must include two different ones from the meaning)

Meaning:

Picture:

Foul Shot

Edwin A. Hoey

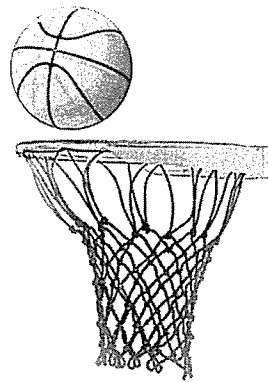
With two 60s stuck on the scoreboard
 And two seconds hanging on the clock,
 The solemn boy in the center of eyes,
 Squeezed by silence,
 Seeks out the line with his feet,
 Soothes his hands along his uniform,
 Gently drums the ball against the floor,
 Then measures the waiting net,
 Raises the ball on his right hand,
 Balances it with his left,
 Calms it with fingertips,
 Breathes,
 Crouches,
 Waits,
 And then through a stretching of stillness,
 Nudges it upward.

The ball
 Slides up and out,
 Lands,
 Leans,
 Wobbles,
 Wavers,
 Hesitates,
 Plays it coy
 Until every face begs with unsounding screams—
 And then

And then

And then,

Right before ROAR-UP,
 Dives down and through.



Notes ▶

Observations ▶

Questions ▶

Name _____ Date _____ Class _____

Plot in "Foul Shot"

"Foul Shot"	How Stanza Advances Plot
<p>With two 60's stuck on the scoreboard And two seconds hanging on the clock, The solemn boy in the center of eyes, Squeezed by silence, Seeks out the line with his feet, Soothes his hands along his uniform, Gently drums the ball against the floor, Then measures the waiting net, Raises the ball on his right hand, Balances it with his left, Calms it with fingertips, Breathes, Crouches, Waits, And then through a stretching of stillness, Nudges it upward.</p>	
<p>The ball Slides up and out, Lands, Leans, Wobbles, Wavers, Hesitates, Plays it coy Until every face begs with unsounding screams— And then And then And then,</p>	
<p>Right before ROAR-UP, Dives down and through.</p>	

AFTER READING THE POEM, "FOUL SHOT":

1. Find three examples of alliteration (the repetition of consonant sounds)

a. _____

b. _____

c. _____

2. Look at the line breaks of this poem. Nearly every line ends in a comma. What does that mean to the poem?

3. Find two examples of personification (human action/trait given to something non-human)

a. _____

b. _____

4. Edwin A. Hoey, the poet of this poem divides his poem into three stanzas, each advancing the plot of the poem. Complete the plot organizer worksheet on the following page.