What to do today

1. Read a poem
   • Read *Hold Fast to Dreams*. What is the message of this poem?
   • Re-read it, really thinking about each line.
   • What do you like about this poem? Is there anything that you dislike?
     What patterns can you spot?

2. Revise metaphors
   • Use the *Revision Card* to remind yourself about metaphors and similes.
   • Write a sentence to remind yourself what a metaphor is and a sentence to remind yourself what a simile is.

3. Plan and write a Poem.
   • Plan a poem called, ‘Life Without Dreams’.
   • On the *Planning Frame* write metaphors for a life without dreams and verbs that could show dreams ending. Use the *Ideas Sheets* or think of your own ideas.
   • Now try turning your ideas into a poem. Choose your favourite ideas and see how they could fit and flow together.

Well done. Share your poems with a grown-up. Show them the verbs that you have chosen and the metaphors that you have used.

Try the Fun-Time Extras
   • Share your poem with somebody else. Send it to them or make a recording so they can hear you or watch you.
   • Make an illustration for your poem.
   • Read Langston Hughes’s Poem – *A Dream Deferred*. What do you think deferred must mean?
Hold Fast to Dreams

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.

Langston Hughes,
_The Collected Poems of Langston Hughes_,
Vintage, 1995
**REVISION CARD: Metaphors**

A **metaphor** is a comparison in which a place, person or thing is described as if it was another entirely different but similar thing.

*Ben is a greedy pig.*

Ben is not actually a pig - he’s a boy - but the comparison to a greedy pig is very effective in telling us that Ben obviously tucks into his food like a farm animal at meal times!

Metaphors very often contain the verbs *is* or *are*, *was* or *were*.

*The stars were jewels in the night sky.*

*Life is a journey.*

*The children in my class are a dream.*

*He was a big baby, moaning about the weather like that.*

Metaphors are different to **similes**

**Similes** describe people, places, situations or things by comparing them to something that they are *like*.

Similes either contain the word *like* or the phrase *as...as...*

*Ben ate like a snuffling pig.*

*Ben was as greedy as a pig.*

**In Hold Fast to Dreams**, Langston Hughes uses two metaphors to describe a life without dreams as if it is something else.

a broken-winged bird

a barren field, frozen with snow
## Planning Frame

<table>
<thead>
<tr>
<th>Verbs for dreams ending</th>
<th>Metaphors for a life without dreams</th>
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Ideas Sheet

Possible verbs

wither  decay  bleed  break  shatter  rupture  implode  collapse  break apart  shrivel  fracture  crack  fade  empty  dry up  blanch  ossify  calcify  darken  close  shut down  evaporate  disperse  scatter  are extinguished

Possible metaphors

Something...

deserted  poisoned  abandoned  shuttered  broken  cracked  homeless  leafless  sunless  empty  splintered  unloved  cheerless  unfinished  lost  smashed  snuffed  out  frozen  buried
A Dream Deferred (Harlem)

What happens to a dream deferred?

Does it dry up
Like a raisin in the sun?
Or fester like a sore—
And then run?
Does it stink like rotten meat?
Or crust and sugar over
Like a syrupy sweet?

Maybe it just sags like a heavy load.

Or does it explode?

Langston Hughes,
The Collected Poems of Langston Hughes,
Vintage, 1995