Class Exercise (Level One):

1. Print off several blank boards and word card sheet to pass out to groups of students in the class (4-5 students per group would be ideal).

2. Have the students cut out the word cards from the sheets and ask each of them to draw a picture on the back of the cards that suggests the meaning of the word if they can (these can be used to gauge the “imagability” of a poem). Have them set aside all the blank cards to write their own words on.

3. Now have students begin trying out different words in the grid, focusing on the 2+3 unit of meaning in the first line. Example: “Moon+Light” “Cold+Bright+Haze.” Students should make this first line as evocative as possible.

4. Have them pay close attention to the sound of the final word. This sound will need to be rhymed in lines 2 and 4. They may want to make a short list of rhyming words (as concrete and poetic as possible) on the blank cards provided.

5. Now have them think about how each line should move from one to the next. Jueju poems follow a set thematic progression by line. Intro, Extend, Turn/Shift, Conclude (as discussed earlier).

6. Students should feel comfortable changing their poems radically several times before they are done.

7. In the K-8 levels of the competition, classes can choose their favorite poem and submit as a class (and if selected, the class will be awarded $500 as a whole). Otherwise, students can submit their own poems directly or to their teachers, who can bundle them and send them to us.
Review Level One Rules:
1. Only use monosyllabic words.
2. Each line has only five syllables (or think of this as five monosyllabic words).
3. Use 2- and 3-word units (New-Rain or Grass-Green-June).
4. Observe rhyme scheme of AABA: June, moon, soon).
5. Observe thematic progression
   Line One: Introduce a scene (often a scene in nature)
   Line Two: Extend and deepen the scene
   Line Three: Introduce a shift or turn (often revealing something of the poet’s inner feelings, or toward the human world in general, but in the example poem at right, we see a shift in seasons from summer to winter, revealing the poet’s feeling of aging or loss).
   Line Four: Conclusion, ending, landing.

6. Level 2 Difficulty: Parallelism will be discussed next.