

The Bin Yawns

Study how a poem shapes a message for an audience.

10.T.T.4.b "Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose. (C)"

NAME _____

DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline vivid images, circle repeated words or phrases, and draw a box around places where nonhuman things act like people. Use your marks to track the poet's craft choices.

After the Final Bell

- ① At lunch, the bin yawns beside the courtyard gate, swallowing bright cups, wrappers, and forks before the final bell. A wind lifts one straw across the pavement, a thin blue flag searching for a shore. Bring your bottle, bring your bottle, let clear water travel in a vessel you will keep. The maple leaves do not ask for plastic rain. They open their hands to sunlight, and the creek beyond the fields keeps calling, keep me clear, keep me clear, while afternoon shadows lengthen nearby, slowly.
- ② See the hallway floor after a pep rally: silver packets glitter like small fish stranded from a tide. See the custodian's cart roll slowly, its wheels whispering over a trail we made. Not this trail, not this trail, not when a reusable cup can wait in your backpack. Choose the cup, choose the cup, and the morning will carry fewer crumbs of waste. A choice seems small as a button, yet hundreds of buttons can fasten a coat against the cold. Our hands can close the loop.
- ③ Tomorrow, let the recycling station stand like a lighthouse near the cafeteria doors, not as a decoration, but as a signal. Let metal cans ring into one bin, paper settle into another, and let the last plastic bottle be the last plastic bottle. Bring your bottle, bring your bottle, because a habit repeated becomes a path. We can walk that path past the maples, past the creek, past the bin that no longer yawns so wide. One campus, one current, one careful change, moving forward with less to throw away.

2 ANSWER WITH EVIDENCE Use the passage

1 What is the poem's main purpose? Use one detail from the poem to support your answer.

2 How does the repeated phrase "Bring your bottle" support the poem's purpose?

3 What does the comparison of silver packets to "small fish stranded from a tide" suggest about litter after the pep rally?

4 How does the personification of the bin and creek affect the poem's message?

3 YOUR TURN Your own words

Write a 10- to 12-line free-verse poem that persuades students to reduce single-use plastic at school. Include a repeated phrase used at least twice, one simile or metaphor, and one example of personification.

PART 1 • READ AND MARK

Underline vivid images, circle repeated words or phrases, and draw a box around places where nonhuman things act like people. Use your marks to track the poet's craft choices. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the poem's main purpose? Use one detail from the poem to support your answer.	The poem aims to persuade students to reduce single-use plastic and recycle. Details such as "Bring your bottle" and "Choose the cup" directly call for reusable choices.
2	How does the repeated phrase "Bring your bottle" support the poem's purpose?	Its repetition makes the action memorable and emphasizes bringing a reusable bottle as an important choice.
3	What does the comparison of silver packets to "small fish stranded from a tide" suggest about litter after the pep rally?	It makes the packets seem out of place and helpless, showing the hallway litter as an unpleasant, wasteful problem.
4	How does the personification of the bin and creek affect the poem's message?	The yawning bin suggests that it consumes too much waste, while the calling creek makes protecting the environment seem urgent.

PART 3 • YOUR TURN (SAMPLE ANSWER)

At our lockers, a crushed bottle waits like a tiny alarm. It cannot ring, but the trash can hums, "Send more." Bring a bottle, bring a bottle, and let the water fountain do its patient work. Skip the plastic fork that lasts longer than lunch. Choose a washable spoon from home. Bring a bottle, bring a bottle, so the courtyard grass can breathe after the bell. Our choices are keys; together, they unlock a cleaner school. Put less in the bin, and put more care in our hands.

Accept Question 1 responses that identify persuasion to reduce disposable plastic or increase reusable and recycling habits, supported by a relevant detail. Accept Part 3 poems only if they address reducing single-use plastic at school, have 10 to 12 lines, include the required repetition, comparison, and personification, and clearly persuade students.