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Good Grief

Pen, where did you go?

I swear you were just here -- still here.

Everyone's hand is effortlessly gliding a utensil across the page,

but I am alone.

I hear the scritch scratching around me

yet I can't feel the vibrations running up my fingers,

they are bare and growing soft.

I have looked everywhere that might possibly hold your smooth plastic casing,

but you are gone.

Now my insides are boiling with rage.

If you were here I would probably snap you in two,

but if you were here we wouldn't be in this mess would we?

My hands are turning clammy,

my feet are continuously fidgeting.

I can feel my internal temperature rise and my face turn a ripe shade of red.

The person next to me glances over then quickly away.

He knows the pain.

What if I had watched you closer?

If only I had kept my eye on you... if only.

I could have brought a back up,

but the back up just isn't you.

The what ifs are piling up like snowflakes in the middle of January.

How do I go on?

I put my head down against the cool desk,

There's no point in trying anymore.

You've been gone for almost 12 minutes now, and everything looks dim.

My eyes are getting watery and and a tear slowly runs down my face.

It falls off the tip of my nose on to the spot where you should be.

Life won't be the same without you little buddy.

Man what was I thinking?

It was only a pen.

Finals are stressing me out so much I cried... over a pen.

Reflection

The apostrophe poem titled "Good Grief" that I wrote is a satirical piece on the five stages of grief. The poem is supposed to show the amount of stress children go through at school, but also show how some kids can over exaggerate very common everyday situations.

The first portion is based on the first stage of grieving which is denial. I tried to make it feel like the student still thinks that they haven't lost their pen, and that everything is alright. They haven't come to terms yet with what has actually happened, and are denying that anything bad has happened. The student then loses their cool while trying to convince themselves that everything is ok. I used auditory imagery, having the protagonist say "I hear the scritch scratching around me" (5), to help show the loneliness and isolation that they are feeling. All the other students have their writing utensils, but the student himself is left empty handed.

The second stanza is focused on anger. Usually a student would only have themselves to blame when they lose a pen, so therefor they would be mad at themselves, but in this poem the student is mad at the actual pen. This shows how the student is sort of delirious. I decided to use a lot of visual imagery in this portion because anger is a very outside emotion. When angry we don't think clearly, so by using the least complex sense it represents the shallowness of the emotion.

The next section is based on the third stage of grieving which is bargaining. This stage is where most people blame themselves or ask questions that have no answers like "what ifs" and "I could haves". The student is over exaggerating a lot by now and has come to terms with the fact that their pen is gone. This stanza is mostly questions,

but I did use a simile to show all the questions the student is flooded with. This can be seen in the phrase " the what ifs are piling up like snowflakes in the middle of January" (22). I leave the section with an open ended question to show how distraught the student is.

The fourth stanza is about depression. The name of this stage is self explanatory, but nevertheless it is an important part of the grieving process. This stanza revolves around the eyes saying " everything looks dim" (26), and " my eyes are getting watery" (27). A large part with depression is coming to terms with reality, and this not only invokes a lot of crying, but also represents the student seeing clearer than before. The student pulls out the water works and drama galore, all before the last stage of grieving, which is acceptance.

While writing about the students acceptance I decided to write in a more humorous way to contrast with the otherwise dramatic poem. The student finally realizes the way that they were acting was silly and that they over reacted to a simple issue. The ellipse in line 32 helps show the self realization of the student. The acceptance represented in the stanza is less of the loss of their pen, and more of the acceptance for their ridiculous behavior. I chose to keep this stanza short to help show the quick maturing of the student and the shift in their thinking.

In my poem I covered the five stages of grief in a humorous way, so that we can laugh at the way stress can affect us. I used several types of imagery and other literary devices to keep the poem interesting. Hopefully the reader can have a good laugh at the student and maybe even themselves.

