

DIRECTIONS: Read the information below on analysing a poem, then do the assignment which follows.

Poetry Elements A poem is a concise representation of the poet's thoughts and feelings, presented to the reader through the words chosen, the sounds created as the poem is read aloud, and the physical arrangement of the poem on the page.

Imagery Poets create pictures in your mind through the words and poetic devices they use. This *imagery* appeals to your five senses: *hearing, sight, smell, taste, and touch*. Not every poem will appeal to all five senses. When reading a poem, think about the mental pictures the poet creates for you, and the senses to which it appeals.

Figurative Language Figures of speech include metaphor, simile, and personification. A *metaphor* is a literary device in which the poet compares two things that may not be similar at all as in *My love for you is a burning inferno*. Love really isn't on fire! A *simile* is also a way to make a comparison between two things, but this time the words *like* or *as* are used, as in *My love for you is like a burning inferno*. The third figure of speech is *personification*, where something is described as if it had human qualities. An example would be *My heart cries out for your touch*. Hearts, very obviously, cannot cry, yet the poet is attributing human emotions and actions to it.

Sound Devices Poets use sound devices like alliteration, onomatopoeia, assonance, rhythm, and rhyme scheme to help us better hear what they are imagining. *Alliteration* is the repetition of consonant sounds at the beginning of words. The classic example is the old tongue twister, *Peter Piper picked a peck of pickled peppers*, where the consonant sound of the letter P is repeated. *Onomatopoeia* is the use of a word that imitates the sound it makes. *The buzzing of the bees* is an example of onomatopoeia because the sound the bee makes does sound like the word buzz. *Assonance* is when the vowel sounds repeat in a series of words. *Rhythm* is the beat of the poem, or how musical it sounds. You should also pay attention to the rhythm of the poem and its rhyme scheme. Can you tap your fingers to a discernible rhythm when you read the poem? The *rhyme scheme* shows the pattern made by the ending sounds of each line in the poem. The first ending sound is given the letter A, and every subsequent ending that rhymes with it, the next new sound is given the letter B, and so on. In the poem that follows, the rhyme scheme is shown at the end of each line.

Mary had a little lamb	A
Its fleece was white as snow	B
And every where that Mary went	C
The lamb was sure to go.	B

ASSIGNMENT: If your teacher has chosen the *Crossroads 9* anthology, pick four poems from the list below. Otherwise, you must read and respond to any **four poems** from the anthology your teacher has chosen to use. If you read a poem and it doesn't really "click" for you, choose another. **Not every question on the next pages will necessarily apply to each poem!**

1. *Who Am I?*, p.22
2. *Poem from Soda Jerk*, p.24
3. *Wanted: Someone Who Cares*, p.25
4. *The Road Not Taken*, p.44
5. *Shooting the Sun*, p.150
6. *The Day the TV Broke*, p.238
7. *If I Can Stop One Heart From Breaking*, p.272
8. *Shoes*, p.308
9. *Birdfoot's Grampa*, p.310

Name:

Poem:

DIRECTIONS: Choose one of the poems from the list on the first page, write the title in the space above, read the poem thoroughly, and answer the questions which follow on a *separate* piece of paper. Each question should be written out in full and answered in a properly constructed paragraph. Attach this page to the front and hand it in for feedback from your teacher. **Not every question will necessarily apply to every poem!**

1. How did you feel as you read the poem?
2. What do you think about the poet's ideas? Do you agree? Why or why not?
3. What are your favourite images in the poem? Why did you choose them?
4. What do you think about the sound of the poem – its rhyme, its rhythm, and the words used?
5. What do you think the poet is saying?
6. Does the poet appeal to your senses in the poem? If so, what are examples?
7. Does the poet use simile or metaphor in the poem? If so, what is an example?
8. Does the poet use personification in the poem? If so, what is an example?
9. Does the poet use alliteration, onomatopoeia, or assonance in the poem? If so, what is an example?
10. Does the poet build mood in the poem? If so, what is an example?
11. Does the poet use vivid language in the poem? If so, what is an example?

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