

## Poetry Assignment

### Imagery

**Directions:** In each of the following quotations, tell what sensation the image(s) evoke (sight, taste, touch, sound, smell). (1 pt. each)

1. The sun that brief December day  
Rose cheerless over fields of gray. \_\_\_\_\_  
From "Snowbound" (John Greenleaf Whittier)
2. ... a mile of warm sea-scented beach. \_\_\_\_\_  
From "Meeting at Night" (Robert Browning)
3. The tossing, blooming, perfumed grass. \_\_\_\_\_  
From "The Flower-Fed Buffaloes" (Vachel Lindsay)
4. The doors are twisted on broken hinges.  
Sheets of rain swish through on the wind. \_\_\_\_\_  
From "Four Preludes on Playthings of the Wind" (Carl Sandburg)
5. He stirred his velvet head  
Like one in danger... \_\_\_\_\_  
From "A Bird Came Down the Walk" (Emily Dickinson)

### Similes and Metaphors

**Directions:** Tell what two things are compared in each of the following quotations. Then state if it is a simile or metaphor. (2 pts. each)

1. I saw Eternity the other night  
Like a great ring of pure and endless light, \_\_\_\_\_  
All calm, as it was bright. \_\_\_\_\_  
From "The World" (Henry Vaughan)
2. and there's the moon, thinner than a watchspring. \_\_\_\_\_  
From "what time is it...", (E.E. Cummings)
3. The Roman Road runs straight and bare  
As the pale parting-line in hair. \_\_\_\_\_  
From "The Roman Road" (Thomas Hardy)
4. ...some dreams  
hang in the air like smoke \_\_\_\_\_  
touching everything. \_\_\_\_\_  
From "some dreams in the air" (Lucille Clifton)
5. The lightning showed a yellow beak  
And then a livid claw. \_\_\_\_\_  
From "The Wind Begun to Rock the Grass" (Emily Dickinson)

## Personification

**Directions:** In the following poem, tell what is being personified and what words create the personification. (5 pts. each)

“The Wind”

The wind stood up, and gave a shout;  
He whistled on his fingers, and

Kicked the withered leaves about  
And thumped the branches with his hand,

And said he’d kill, and kill, and kill;  
And so he will! And so he will!

By James Stephens

## Rhythm

**Directions:** Reread the poem “The Wind” and then answer these questions:(5 pts. each)

- What is the meter throughout the poem (all but line 3)? \_\_\_\_\_
- What is the meter in line 3? \_\_\_\_\_

## Rhyme

- Give the rhyme scheme in the space after each line (5 points)

“One A.M.”

The storm came home too blind to stand:  
He thwacked down oaks like chairs  
And missing foothold in the dark  
Rolled ominous downstairs,

And fumbling with a giant hand  
Made nine white tries to scratch  
Against a shuddering wall of air  
The strict head of his match.

By X.J. Kennedy

- What word in stanza 1 is **onomatopoeic**? (5 pts) \_\_\_\_\_

## Tone

**Directions:** After each of the following poems, state the tone, then give four words from each that suggest this feeling. (5 pts. each)

“Ebb”

I know what my heart is like

Since your love died:

It is like a hollow ledge

Holding a little pool

Left by the tide,

A little tepid pool,

Drying inward from the edge.

By Edna St. Vincent Millay

Tone: \_\_\_\_\_

Words: \_\_\_\_\_

From “A Birthday”

My heart is like a singing bird

Whose nest is in a watered shoot;

My heart is like an apple tree

Whose boughs are bent with thickset fruit;

My heart is like a rainbow shell

That paddles in a halcyon\* sea;

\* halcyon: very calm

My heart is gladder than all these

Because my love is come to me.

By Christina Rossetti

Tone: \_\_\_\_\_

Words: \_\_\_\_\_

## Ballads and Lyric Poems

**Directions:** Give the definition for the following, then list three qualities usually found in each type of poetry. (5 pts. each)

### Ballads

Definition (2 pts): \_\_\_\_\_

Qualities: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

### Lyric Poetry

Definition (2pts): \_\_\_\_\_

Qualities: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Name: \_\_\_\_\_

## Poetic Devices Worksheet 5

**Directions:** Read the lines of poetry. Slash marks show where the lines break in the original poems. Identify two or more poetic techniques being used in each example and write them on the line. There may be more than two techniques being used. In the boxes below, explain each of your answers.

**Answers:** Alliteration, Consonance, Onomatopoeia, Repetition, Rhyme, Rhythm

1. I'm growing fonder of my staff; / I'm growing dimmer in the eyes;  
I'm growing fainter in my laugh; / I'm growing deeper in my sighs;

Which techniques are being used (list two or more)? \_\_\_\_\_

Alliteration, Consonance, Onomatopoeia, Repetition, Rhyme, and/or Rhythm

**How do you figure?**

Explain how you got your answer

2. Confound the cats! All cats--away-- / Cats of all colors, black, white, gray;  
By night a nuisance and by day-- / Confound the cats! All cats, always.

Which techniques are being used (list two or more)? \_\_\_\_\_

Alliteration, Consonance, Onomatopoeia, Repetition, Rhyme, and/or Rhythm

**How do you figure?**

Explain how you got your answer

3. I dreamed a dream next Tuesday week, / Beneath the apple-trees;  
I thought my eyes were big pork-pies, / And my nose was Stilton cheese.

Which techniques are being used (list two or more)? \_\_\_\_\_

Alliteration, Consonance, Onomatopoeia, Repetition, Rhyme, and/or Rhythm

**How do you figure?**

Explain how you got your answer

4. O Sea! whose ancient ripples lie on red-ribbed sands where seaweeds shone;  
O moon! whose golden sickle's gone,

Which techniques are being used (list two or more)? \_\_\_\_\_

Alliteration, Consonance, Onomatopoeia, Repetition, Rhyme, and/or Rhythm

**How do you figure?**

Explain how you got your answer

5. Across the moorlands of the Not / We chase the gruesome When;  
And hunt the Itness of the What / Through forests of the Then.

Which techniques are being used (list two or more)? \_\_\_\_\_

Alliteration, Consonance, Onomatopoeia, Repetition, Rhyme, and/or Rhythm

**How do you figure?**

Explain how you got your answer

6. Big Balloons Bounce into the / Big Blue Sky / Up, up, and away / There they go

Which techniques are being used (list two or more)? \_\_\_\_\_

Alliteration, Consonance, Onomatopoeia, Repetition, Rhyme, and/or Rhythm

How do you figure?

Explain how you got your answer

7. BANG!!! There goes another building, / BOOM!!! And there go 2 more,  
Said the man who took target practice / In the seat of a military tank.  
BAM!!! There goes another. / Life is hard when you don't have a father to guide you.  
BOOM!!! You could end up in jail, / BANG!!! You could end up crazy,  
AHHHH!!! Or you could end up dead / Because you pressed the wrong button.

Which techniques are being used (list two or more)? \_\_\_\_\_

Alliteration, Consonance, Onomatopoeia, Repetition, Rhyme, and/or Rhythm

How do you figure?

Explain how you got your answer

8. Buzz, goes the blue fly, / Hum, goes the bee,  
Buzz and hum they cry, / And so do we:

Which techniques are being used (list two or more)? \_\_\_\_\_

Alliteration, Consonance, Onomatopoeia, Repetition, Rhyme, and/or Rhythm

How do you figure?

Explain how you got your answer

9. There was a crow sat on a stone, / When he was gone, then there was none.

Which techniques are being used (list two or more)? \_\_\_\_\_

Alliteration, Consonance, Onomatopoeia, Repetition, Rhyme, and/or Rhythm

How do you figure?

Explain how you got your answer

10. Tiger, Tiger burning bright, / in the forests of the night,

Which techniques are being used (list two or more)? \_\_\_\_\_

Alliteration, Consonance, Onomatopoeia, Repetition, Rhyme, and/or Rhythm

How do you figure?

Explain how you got your answer



## Exercise: Identifying Patterns of Stress

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Consider the sound of the underlined word in each passage. Speak the underlined word aloud:

**Darth Vader decided to crush the rebel soldier.**

**Luke Skywalker will rebel against his father's wishes.**

Hear the difference between the way rebel sounds in the first and second sentences? It is spelled the same. So what made the difference in sound?

That difference is a change in stress. As we speak English, we stress some syllables and leave other syllables "unstressed." Technically, from a linguistic standpoint, every syllable has at least some stress to it, or we wouldn't be able to hear it. It would be more accurate to say "long" and "short" stress, but even that is not completely accurate either, since some words may have degrees of intermediary (in-the-middle) stress. Regardless of this fact, it is common practice to refer to syllables with greater stress as "long," "strong," "heavy" or "stressed," and to refer to syllables with lesser stress as "short" or "light" or "unstressed."

**Identify the Stress in the Following Words and Phrases:**

**(1) Bill Clinton**

**(2) Monica Lewinsky**

**(3) How now brown cow?**

**(4) Arnold Schwarzenegger**

**(5) Oops! I did it again! I played with your heart.**

Name \_\_\_\_\_

**Directions:** Here are 24 adjectives listed in a random order. Using the Visual Thesaurus, sort this list into 12 pairs of words with similar definitions. Then, complete the “Connotations Chart” (Page 2) by correctly identifying the word in each pair that has a neutral or positive connotation and the word in each pair that has a negative connotation.

### 24 Adjectives

<b>obsessive</b>	<b>reserved</b>	<b>mushy</b>	<b>curious</b>
<b>bold</b>	<b>timid</b>	<b>cheap</b>	<b>hyperactive</b>
<b>sentimental</b>	<b>strong-willed</b>	<b>withdrawn</b>	<b>brash</b>
<b>scrawny</b>	<b>frugal</b>	<b>stylish</b>	<b>smug</b>
<b>cowardly</b>	<b>stubborn</b>	<b>nosey</b>	<b>energetic</b>
<b>thin</b>	<b>self-confident</b>	<b>faddish</b>	<b>fervent</b>

## Connotation Chart

**Directions:** Complete this chart with twelve pairs of words with similar definitions but different connotations. Write the word of the pair with a positive or neutral connotation in the left-hand column and the other word of the pair with the negative connotation in the right-hand column.

[illegible]



### Presentation Grade Sheet

Requirements	Superior(10)	Excellent (9)	Good (8)	Satisfactory (7)	Needs Work (6)
Author Info					
Literary Elements					
Oral Analysis					
Visual/Auditory Aids					
Presentation					

Total Points \_\_\_\_\_ X 2 \_\_\_\_\_ = Score \_\_\_\_\_/100

### Poetry Test Answer Key

#### Imagery

1. sight 2. smell 3. sight/smell 4. sight 5. sight, touch

#### Similes and Metaphors

1. eternity/ring of light (simile)
2. moon/watchspring (metaphor)
3. Road/hairline (simile)
4. dreams/smoke (simile)
5. lightning/beak (metaphor)

#### Personification

“The Wind”: The wind is being personified ( stood, shout, whistled, kicked, thumped, said).

#### Rhythm

- A. Iambic tetrameter
- B. Trochee Trimeter (with an extra stress at the end of the line.

#### Rhyme

“One A.M.”:

Stanza 1                      Stanza 2

A	A
B	D
C	B
B	D

#### Tone

“Ebb”

Tone: mournful/sad

Words: died, hollow, left, dying

From “A Birthday”

Tone: Elated/happy

Words: singing, rainbow, halcyon, gladder

#### Ballads and Lyric Poems

Ballads: Definition: a poem that tells a story; can be set to music

Qualities: 4-line stanzas; consistent rhythm; repeating rhyme scheme

Lyric Poetry: Definition: Brief, intense expression of personal feeling; can be set to music

Qualities: 3-line stanzas; regular meter; repeating rhyme