**PASS: P**OETRY **A**NALYSIS IN 5 **S**IMPLE **S**TEPS Yellow Sheet 1

**1. Annotate your copy of the poem.**

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| * **What do the words of the title suggest? What might the poem be about?**
* **What does the shape of the poem suggest?**
* **Explicate: Rewrite each line of the poem in your own words.**
* **Paraphrase: Write a general idea of what each stanza (and the entire poem) is about.**
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**2. Identify and explain the use of any of these literary techniques.**

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| **Symbol:** object suggests idea – flag, *eagle, heart, cross, star, hearth* | **Metaphor:** compares unlike things – Tenor: target/subjectVehicle: item of comparison *Bob is a pig. Bob is a shoe.*  | **Simile:** compares unlike things (using like or as) – *Bob eats like a pig.* |
| **Personification:** gives person-like qualities to a nonperson entity – *My gurgling stomach begs for food.*  | **Alliteration:** repetition of consonant sound at the beginning of a series of words – ***F****red the* ***ph****armacist* ***f****ried eggs* ***F****riday.* | **Assonance:** repetition of internal vowel sound in a series of words – *The c****a****t h****a****d a b****a****d day.* |
| **Allusion:** indirect reference that adds meaning – To a friend with a bad perm, *Nice hairdo, Medusa!* | **Hyperbole:** exaggeration – *I am starving! I could just die!* | **Oxymoron:** combines opposite terms – *Jumbo shrimp, alone together, deafening silence* |
| **Imagery:** appeals to senses – *The sun-kissed spring day filled the air with lavender joy.*  | **Pun:** double meaning, insinuation –  *A boiled egg is hard to beat.* | **Connotation:** meaning based on the deeper feelings conveyed in a word –*We live in a house but call it a home.*  |

**3. Identify and explain the tone, mood and structure.**

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| **Tone:** the attitude the author has toward his/her subject matter and/or audience |
| **Mood:** the atmosphere |
| **Rhyme scheme, stanza structure, type of poem** \_\_\_**Ode:** lyric poem of elevated styleRoses are red, a \_\_\_**Pastoral:** about land/farming; Christian/spiritual guidance Violets are blue. b \_\_\_**Sonnet:** 14 lines, formal rhyme scheme, a shift at the end Sugar is sweet, c **Quatrain:** 4 lines in a stanza e.g. **abab cdcd efef gg** (variations exist) And so are you. b **Couplet:** 2 lines in a stanza \_\_\_Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**4. Identify and explain shifts (changes).**

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| **Highlight the specific elements in which you see shifts in the poem. Explain them. Consider these concepts:**Tone, mood, setting (who/what/why/where/when), speaker (the one talking/not necessarily the author), intended audience, word repetition or stand-out words, punctuation, stanza divisions, line length, rhyme scheme, etc.  |

**5. Identify and explain the theme. WARNING:** Do not confuse *theme* with *topic*!

 **TOPIC** = subject matter – *Abortion* **THEME** = message *about* the topic – *Abortion is a right. Abortion is murder.*

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| Review your thoughts about the title. Did it reveal or suggest the topic/theme? Did the poem meet your expectations?**Using literary terms, quotes, and *perhaps* some aspects of the title, identify and explain the theme.**  |