Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

English 8

Poetry

Poetry Terms and Poetic Devices

**\*Stanza:**

 **-Poems are usually organized in groups of lines that form units in a poem**  (just as paragraphs are units of a story)

 \* **Personification:**

**-giving inanimate objects human qualities**

The wind stood up and gave a shout.

\***Couplets: A pair of rhymed lines** that may or may not constitute a separate [stanza](http://highered.mcgraw-hill.com/sites/0072405228/student_view0/poetic_glossary.html#stanza) in poem (a couple= two= a pair)

 

A sonnet from *Romeo and Juliet*: The Prologue contains a couplet at the end. A sonnet contains 14 lines. The last two lines (13 and 14) rhyme= couplet.

13    **The which if you with patient ears attend, a**14 **What here shall miss, our toil shall strive to mend. a**

\***Alliteration**:

**-the repetition of consonant sounds- especially at the beginning of words.**

Crazy cats kept coming constantly. Large llamas lounge lazily.

Note the “S” sound: “Slowly, silently, now the moon

Walks the night in her silver shoon (shoes)

This way, and that, she peers, and sees

Silver fruit upon silver trees” “Silver” by Walter de la Mare

\***Assonance**:

**-the repetition of** [**vowel sounds**](http://en.wikipedia.org/wiki/Vowel) **to create internal** [**rhyming**](http://en.wikipedia.org/wiki/Rhyme)

|  |  |
| --- | --- |
| the silken sad unc**er**tain rustling of each p**ur**ple c**ur**tain  | — [Edgar Allan Poe](http://en.wikipedia.org/wiki/Edgar_Allan_Poe), "[The Raven](http://en.wikipedia.org/wiki/The_Raven)" |
|  |  |

\***Onomatopoeia**:

**-The formation or use of words (such as *hiss* or *murmur*) that imitate the sounds associated with the objects or actions they refer to.**

sputter, splat, squirt, scrape, clink, clank, clunk, clatter, crash, bang, beep, buzz, bang

**\*Simile:**

 **-a comparison between two things using like or as**

The sun is like a lemon. The sun is as yellow as a lemon. Kino hissed like a snake.

**\*** **Metaphor:**

**-a comparison between two things**

 Kino was a terrible machine now. The pearl is the world.

**\* Hyperbole**:

**-an exaggeration**

My book bag weighs a million pounds.

**\*Imagery:**

**-a description, using the five senses to describe a topic in great detail, helps create an image in the reader’s mind:**

\*the description of the pearl by Steinbeck, the description of the Hunger Games beginning ceremony

\***Style:**

**The way an author chooses words, arranges them in sentences** or in lines of dialogue or verse, and develops ideas and actions with description, imagery, and other literary techniques.

**\*Rhyme and Meter:**

**Rhyme** is the repetition of sounds at the ends of words. The most traditional type of rhyme is **END RHYME**, or rhyming words at the end of the lines. **INTERNAL RHYMES** occur within the lines.

The **meter** of a poem is its rhythmical pattern. The pattern is determined by the number and types of stresses or beats in each line.

Poetry that does not have a regular meter is called **FREE VERSE**.

\***perfect rhyme: also known as exact rhyme**

— is when the later part of the word or phrase is identical sounding to another.

**\*free verse: Poetry without a regular pattern of** [**meter**](http://highered.mcgraw-hill.com/sites/0072405228/student_view0/poetic_glossary.html#meter) **or rhyme**.

The verse is "free" in not being bound by earlier poetic conventions requiring poems to adhere to an explicit and identifiable meter and rhyme scheme in a form such as the sonnet or ballad.

**\*Blank verse: regular** [**meter**](http://www.newworldencyclopedia.org/entry/Meter_%28poetry%29)**, but no** [**rhyme**](http://www.newworldencyclopedia.org/entry/Rhyme)

**(iambic pentameter:** is defined by its rhythm of pairing ten syllables for each line into five pairs. Shakespeare closely follows this.)

\***Rhyme schemes:**

**- a regular pattern of rhyme in a poem, to indicate the rhyme scheme of a poem, one uses lower case letters.**

Three Types of Rhyme Schemes:

**Poem 1**

a

b

a

b

**Poem 2**

a

a

a

b

b

b

**Poem 3**

**Shakespeare Sonnet (14 lines)** CHORUS.

Rhyme Scheme ABABCDCDEFEFGG

      **Chorus**
  1    Two households, both alike in dignity, a
  2    In fair Verona, where we lay our **scene**, b
  3    From ancient grudge break to new mutiny, a
  4    Where civil blood makes civil hands **unclean.** b
  5    From forth the fatal loins of these two foes c
  6    A pair of star-cross'd lovers take their life; d
  7    Whose misadventured piteous overthrows c
  8    Do with their death bury their parents' strife. d
  9    The fearful passage of their death-mark'd love, e
 10    And the continuance of their parents' rage, f
 11    Which, but their children's end, nought could remove, e
 12    Is now the two hours' traffic of our stage; f
 13    **The which if you with patient ears attend, g****14    What here shall miss, our toil shall strive to mend. g**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

English 8

Poetry

**THE FUNERAL: by Gordon Parks:
A Trip Home In Memory Of His Father**

After many snows I was home again.

Time had whittled down to mere hills the great mountains

of my childhood.

Raging rivers I once swam trickled now like gentle streams

and the wide road curving on to China or Kansas City

or perhaps Calcutta

had withered to a crooked path of dust

ending abruptly at the county burial ground.

Only the giant that was my father remained the same.

A hundred strong men strained beneath his coffin

when they bore him to his grave.

1. In the first line, “snows” most likely means:
2. Years b. Rain c. Days d. Holidays
3. Compared to the speakers memory, the mountains, rivers, and roads of his hometown are really quite:
4. Ugly b. beautiful c. small d. immense
5. “A hundred strong men” is an example of:
6. Alliteration b. assonance c. hyperbole d. onomatopoeia

**The Meadow Mouse by Theodore Roethke**

1

In a shoe box stuffed in an old nylon stocking
Sleeps the baby mouse I found in the meadow,
Where he trembled and shook beneath a stick
Till I caught him up by the tail and brought him in,
Cradled in my hand,
A little quaker, the whole body of him trembling,
His absurd whiskers sticking out like a cartoon-mouse,
His feet like small leaves,
Little lizard-feet,
Whitish and spread wide when he tried to struggle away,
Wriggling like a minuscule puppy.

Now he's eaten his three kinds of cheese and drunk from his
bottle-cap watering-trough--
So much he just lies in one corner,
His tail curled under him, his belly big
As his head; his bat-like ears
Twitching, tilting toward the least sound.

Do I imagine he no longer trembles
When I come close to him?
He seems no longer to tremble.

2

But this morning the shoe-box house on the back porch is empty.
Where has he gone, my meadow mouse,
My thumb of a child that nuzzled in my palm? --
To run under the hawk's wing,
Under the eye of the great owl watching from the elm-tree,
To live by courtesy of the shrike, the snake, the tom-cat.

I think of the nestling fallen into the deep grass,
The turtle gasping in the dusty rubble of the highway,
The paralytic stunned in the tub, and the water rising,--
All things innocent, hapless, forsaken.

1. “His absurd whiskers sticking out like a cartoon mouse” is an example of:

a. personification b. allusion c. hyperbole d. simile

1. In Part II of the poem, the mouse:
	1. Dies horrible c. turns into a turtle
	2. returns to nature d. Eats cheese
2. The theme of the poem is:
	1. Life is difficult for some people and things
	2. Save the animals
	3. Watch cartoons
	4. Mice are nice