**Jigsaw**- Teacher knows nothing about these Poems (Seventeen, Child Who Walks Backwards, Childhood)

Three different poems have been distributed. In partners or in a group of three, your job is to annotate the poem and do the best possible TPCASTT. I will then put you with another group, and you will have to sum up your poem to them, ensuring you miss nothing important. Remember, think first, and use the internet second.

A method of analyzing poetry is the TP-CASTT method of analysis. The following is a breakdown of this method:

Ponder the **title** before reading the poem.

**Paraphrase** (Translate) the poem into your own words.

Contemplate the poem for meaning beyond the literal level – **connotative**: figurative language and devices.

* Address the meaning, the effect, or both of a poem**.** Consider: imagery, figurative language (speech, sound, repetition, and metaplasmic) symbolism, diction, point of view, rhythm, and rhyme)

Identify the *subject*. Note the author/poet *tone* and **attitude**.

Note **shifts** in the speaker’s attitude.

**Is there a shift in time, tone or speaker?**

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| **Shift Hints** |
| * Key words (but, yet, however, although) * Punctuation (dashes, periods, colons, ellipsis) * Stanza division * Changes in line or stanza length or both * Irony (sometimes irony hides shifts) * Effect of structure on meaning * Changes in sound (rhyme) may indicate changes in meaning * Changes in diction (slang to formal language) |

Examine the **title** again, this time on an interpretive level.

Determine the overall **theme**.