**Poetry Booklet Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Reference Worksheets:**

Introduction to Poetry

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“Home Street” by Gary Hyland

“Hometown” by Bruce Springsteen

“Childhood” by Lorna Crozier

“I Remember Back Home” by Clifton Joseph

“The Child who Walks Backwards” by Lorna Crozier

My Papa’s Waltz by Theodore Roethke

“My Heart Leaps” by William Wordsworth



**Introduction to Poetry**

**Characteristics of Poems**

\*Concise - They are usually shorter than prose, so words must be carefully chosen and used.

\*Express strong thoughts or emotions

\*Are not bound by regular conventions of writing - Punctuation, capitalization, indentation, sentence structure, etc.

\*Some types of poems have rules of structure - sonnet, limerick, ballad, etc.

\*A "paragraph" in a poem is called a "stanza".

\*Often rely on figurative language to communicate thoughts and emotions - Figurative language is the contrast to literal language.

\*Often make use of rhythm and rhyme.

# Understanding Poetry

**Read Slowly**. Drift with the flow of the poet’s pace.

**Read Aloud.** Let the poet speak to you with the inflection and tone of your own voice. Listen to yourself.

**Read Kindly.** Try to get the words to rhyme, the meter to beat and the emotions to emerge. Read in the way you would like that poet to read your work.

**Read with an Open Mind.** If you feel inclined to disagree with the poet, remember that you have to understand exactly what you disagree with in order to refute it. Don’t “paddle upstream” trying to get the poet to say what you would say or the way you would say it. Remember that this poem has already been written. You can’t change it. If you disagree with it write your own poem. Remember that you can appreciate the expression even when you disagree with the thought.

**Reread, Several Times.** Be patient.

# LITERARY DEVICES and FIGURES OF SPEECH

**Alliteration** - the repetition of an initial (beginning) sound in a series of consecutive or neighbouring words.

EXAMPLE: The boy bounced the basketball backwards.

**Allusion** - a reference in literature to something the writer expects us to know (historical, biblical, mythological, etc.)

EXAMPLE: Was the ticking package, wrapped with ribbon and bright paper, a Trojan gift?

**Assonance** – repetition of vowel sounds usually accompanied by unlike consonant sounds

EXAMPLE: Sounding like an overtone, from some lonely world unknown.

**Euphemism** - a term substituted for one which may be harsh or offensive, to make it less harsh. EXAMPLE: Passed away – died

**Hyperbole** – an extreme or clearly intended exaggeration; a conscious overstatement to create a desired effect.

EXAMPLE: His mind was a million miles away

**Imagery** - the use of descriptive, picture-making words to create mental pictures. - Visual – seeing, Auditory – hearing, Gustatory – taste, Olfactory – smell, Tactile – touch, Kinesthetic – sensation of movement, balance or muscular tension

**Irony** – a mode of expression in which the intended meaning is the opposite of what is stated, often implying ridicule or light sarcasm; when what happens is opposite to what is expected. EXAMPLE: Do not weep maiden, as war is kind.

**Metaphor** - A direct comparison of two things without the use of “like” or “as”.

EXAMPLE: Life's but a walking shadow; a poor player, That struts and frets his hour upon the stage.

**Onomatopoeia** - a word that imitates a sound and suggests meaning. EXAMPLE: Bang, Pow, Swoosh EXAMPLE: The car hissed by on the wet street.

**Oxymoron –** a term consisting of contradictory elements juxtaposed to create a paradoxical effect. EXAMPLE: loud silence, jumbo shrimp

**Personification** – when concrete objects such as things, places or animals take on human characteristics -- attributes of form, character, feelings, behavior, and so on. Ideas and abstractions can also be personified. EXAMPLE: The wind whistled outside my door. OR The city was asleep as they drove through the dark streets.

**Pun –** A humourous play on words, using similar sounding or identical words to suggest different meanings. EXAMPLE: I just fille dup my car with gas – that’s what I call being tankful!

**Repetition -** duplication of words, lines, or stanzas to achieve an effect. EXAMPLE: Somewhere ages and ages hence.

**Satire –** A style used to poke fun at, attack or ridicule an idea, vice, or foible, often for the purpose of inducing change

**Simile -** a direct comparison between two unlike things using "like" or "as". EXAMPLE: She ran like the wind.

**Symbol** – a person, place or thing used to represent a greater truth. EXAMPLE: Dove – peace

**Poetic Terminology**

**Stanza** – a group of lines of poetry arranged according to a fixed plan. Usually contain the same number of lines, meter, and rhyme scheme. Simply put – it is a paragraph of poetry.

**Common Stanza forms:**

* **Couplet – 2 lines**
* **Triplets or tercets – 3 lines**
* **Quatrains – four lines**
* **Sestet – six lines**
* **Octave – eight lines**

**Denotation**:The literal meaning of a word—the meaning you would find in a dictionary.

**Connotation**: The emotional meaning of a word—the deeper meaning a word is being used to represent. For example, “house” and “home” are literally very similar, but their connotations are very different. A house is just a building, while a home is the place you belong and where your [family](http://www.brighthub.com/education/homework-tips/articles/63904.aspx) is. “Home” has a different emotional effect than “house” does.

**Pathos:** that element in literature that stimulates pity or sorrow

**Tone:** The author’s attitude toward the subject being written about. The tone is the characteristic emotion that pervades a work or part of a work – the spirit or quality that is the work’s emotional essence

**Types of Poetry**

**Narrative Poetry –** the poem tells a story (has setting, characters, plot, resolution, and a strong theme)

1. Ballad – a narrative poem with a song-like form that usually tells a love story, historical event, or heroic tale. Lengthy. Usually told in third person. Discusses a single incident.
2. Legend – Long narrative poem used to explain the existence of something. Usually based on real people or places. Has a mythical quality.

**Lyrical Poetry –** a form ofpoetry that expresses powerful emotions and personal feelings

1. Free Verse – a form of modern poem that does not follow a set rhythm
2. Sonnet – a fourteen line poem that usually follows a set rhyme scheme and rhythm. Two popular forms
	1. Shakespearean Sonnet – 14 lines made up of 3 quatrains and 1 couplet; thyme scheme abab cdcd efef gg
	2. Petrarchan/Italian Sonnet – 14 lines made up of 1 octave and 1 sestet
3. Ode – a poem dedicated to praising the value or virtue of something
4. Elegy – a poem that laments the loss of someone or something
5. Haiku – Japanese poetic form that consists of three lines and a total of 17 syllables, 5 7 5. Focuses on nature. Often captures a moment in time/nature.
6. Limerick – a kind of humourous verse of five lines, in which the first, second, and fifth lines rhyme with each other, and the third and fourth lines, which are shorter, form a rhymed couplet.
7. Concrete – a poem whose shape or visual appearance contributes to its meaning
8. Descriptive Poetry – uses memorable descriptions to appeal directly to our senses. These poems engage our minds, hearts and imaginations
9. Villanelle – A French verse form calculated to appear simple and spontaneous but consisting of nineteen lines and a prescribed pattern of rhymes
10. Light Verse – a variety of poetry meant to entertain or amuse, but sometimes with a satirical thrust

**Types of Rhyme**

**Rhyme –** the repetition of the same sound in different words

**Rhyme Scheme –** the pattern of end rhymes used in a poem. Usually indicated by letters (eg. Abba, bcbc, de,de)

**End Rhyme –** rhyme that occurs at the end of lines

 Ex. A speak that would have been beneath my sight

 On any but a paper sheet so white

**Internal rhyme –** the rhyming or two or more words within a single line of poetry

 Ex. The deep cut, rough and angles seeped into his grin.

**Exact rhyme —** also called a full rhyme, perfect rhyme, or true rhyme — is when the later part of the word or phrase is identical sounding to another

**Imperfect rhyme -** rhyme in which either the vowels or the consonants of stressed syllables are identical, as in eyes, light; years, yours.

Also called [half rhyme](http://dictionary.reference.com/browse/half%2Brhyme), slant rhyme, near rhyme

**Rhyming couplet**: Two successive lines of poetry that will rhyme and commonly have the same meter (open – cannot stand alone; closed – can stand on its own)

**Words to know about Rhythm**

**Rhythm –** the pattern of beats (accented and unaccented, or stressed and unstressed syllables) in a line of a poem. Rhythm is usually created through repetition of a particular pattern, and gives many poems a musical quality.

**Foot (plural feet) –** a group of syllables forming a metrical unit; contains one stressed syllable and one or two unstressed syllables; a long diagonal ( / ) is used to show the end of each foot

**Poetic metre –** the rhythmic structure of the poem – the way it sounds when read aloud. The rhythmical pattern resulting from the arrangement of stressed and unstressed syllables; several syllables are linked together in groups called feet; a line of poetry is usually made up of several feet.

**Blank verse**: Blank verse is a form of [poetry](http://www.brighthub.com/guides/poetry.aspx) that does not rhyme, but has a regular meter. Each line has the same (or close to the same) rhythm of stressed and unstressed syllables and words. A popular meter used in blank verse is iambic pentameter.

**Iambic pentameter**: A specific poetic meter. A line of iambic pentameter has exactly ten syllables, and the first syllable is unstressed. The line follows this pattern: unstressed, stressed, unstressed, stressed, etc. Here is an example by Shakespeare, with the stressed syllables in bold: “Shall **I** com**pare** thee **to** a **sum**mer’s **day**?”

**Common metres**

Monometre – 1 foot/line

Dimetre – 2 feet/line

Trimetre – 3 feet /line

Tetrametre – 4 feet/line

Pentametre – 5 feet/line

Hexametre – 6 feet/line

Octametre – 8 feet/line

**Common Rhythmical Patterns**

Iamb (Iambic foot) u / - unstressed stresses pattern

 u / u / u / u / u / u /

Ex. I can I’ll on / ly stop / to rake/ the leaves / away

Trochee (Trochaic Foot) / u – stressed unstressed pattern

 / u / u / u / u

Ex. Happy sing a / song of / six pence

Spondaic – all stressed

 / / / / / /

Ex. Slow Spon/dee stalks;/ strong foot

**Rhyme and Rhythm**

1. **Rhyme**

**Rhyme** is the repetition of words that sound similar. When a poet creates a pattern, it is called a **rhyme scheme**. A **rhyme scheme** is the pattern of similar-sounding words used at the end of lines of poetry.

**Types of Rhyme**

* \_\_\_\_\_\_\_\_\_\_\_\_ **Rhyme** ( ) - The rhyming of a single accented

 syllables, as in *park*/*dark*.

 "*Stand still, and I will read to th****ee***

 *A lecture, love, in Love's philoso****phy****.*

 *These three hours that we have sp****ent***

 *Walking here, two shadows w****ent***"

 -- "Lecture Upon the Shadow" by John Donne

* \_\_\_\_\_\_\_\_\_\_\_\_**Rhyme** ( ) - Rhyme in which the accented syllables

 in two words are followed by identical unaccented syllables, as in

 *turtle*/*fertile* or *drifting*/*lifting*.

 "*A woman’s face with nature’s own hand* ***painted****,*

 *Hast thou, the master mistress of my* ***passion****;*

 *A woman’s gentle heart, but not* ***acquainted***

 *With shifting change, as is false women’s* ***fashion***..."

 - "Sonnet 20" by William Shakespeare

* \_\_\_\_\_\_\_\_\_\_**Rhyme** (**half rhyme**, **imperfect rhyme**, **near rhyme**) - the final

 sound is the same, but the preceding sound is different.

"*Between my finger and my th****u****mb*

*The squat pen rests; snug as a g****u****n*"

-- “Digging” by Seamus Heaney

* \_\_\_\_\_\_\_\_\_\_ **Rhyme -** the rhyming of two or more words within a single line of

 poetry.

*"Once upon a midnight* ***dreary****, while I pondered weak and* ***weary****..." -- Edgar Allen Poe*

* \_\_\_\_\_\_\_\_\_\_**Rhyme -** rhyme occurring at the ends of lines.

 "*A speck that would have been beneath my* ***sight***

 *On any but a paper sheet so* ***white***"

 -- Robert Frost

* \_\_\_\_\_\_\_\_\_\_\_\_ **Rhyme** - Simply stated, it is using the same word twice.

"*We paused before a House that seemed*

*A Swelling of the* ***Ground****—*

*The Roof was scarcely visible—*

*The Cornice—in the* ***Ground****—* "

-- "Because I Could not Stop for Death" by Emily Dickinson

* \_\_\_\_\_\_\_\_\_**Rhymes** - rhyme on words that look the same but which are

 actually pronounced differently – for example “bough” and “rough”.

"*Shall I compare thee to a summer’s day?*

*Thou art more lovely and more* ***temperate****:*

*Rough winds do shake the darling buds of May,*

*And summer’s lease hath all too short a* ***date****:*"

-- "Sonnet 18" by William Shakespeare

**Direction(s)**: Read the provided excerpts and identify the type of rhyme.

1. Life is real! Life is earnest!

 And the grave is not its goal;

 Dust thou art, to dust returnest,

 Was not spoken of the soul.

 -- “A Pslam of Life” by Longfellow

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. "In mist or cloud, on mast or shroud
Whiles all the night through fog-smoke white"

-- “Rime of the Ancient Mariner” by Samuel Taylor Coleridge

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Identify the figurative language.**

1. “The **learn´d** the arts of riding, fencing, gunnery,

 And how to scale a fortress- or a nunnery"

-- “Don Juan” by Lord Byron

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**Rhyme Scheme**

The rhyme scheme for Tennyson’s “The Eagle” would be indicated this way: aaa / bbb. The (/) identifies a break in poetry; a start of a new line.

He clasps the crag with crooked *hands;*  a

Close to the sun in lonely *lands,*  a

Ringed with the azure world, he *stands.*  a

The wrinkled sea beneath him *crawls;*  b

He watches from his mountain *walls,*  b

And like a thunderbolt he *falls.*  b

**Direction(s)**: Complete the rhyme scheme for Robert Frost’s “Stopping By Woods on a Snowy Evening.”

Whose woods these are I think I know,

His house is in the village though

He will not see me stopping here

To watch his woods fill up with snow.

My little horse must think it queer

To stop without a farmhouse near

Between the woods and frozen lake

The darkest evening of the year.

He gives his harness bells a shake

To ask if there is some mistake.

The only other sound’s the sweep

Of easy wind and downy flake

The woods are lovely, dark and deep,

But I have promises to keep,

And miles to go before I sleep,

**Identify the type of rhyme.**

And miles to go before I sleep.

1. What do you notice about the **rhyme scheme**?
2. Why does Frost choose to repeat the final rhyme in the last stanza?

**Rhythm, Scansion and Metre**

**Rhythm is a musical quality produced by the repetition of stressed and unstressed syllables.** Rhythm occurs in all forms of language, both written and spoken, but is particularly important in poetry.

* **Rhythm**
* **Scansion**
* **Metre**
* **Foot**
1. **Types of Metre** (Foot)
2. Iambic (ta-tum or "x /")
3. Trochaic ( tum-ta or “/ x”)
4. Spondaic ( tum-tum or “/ /”)

4. Anapestic (ta-ta-tum or “x x /”)

1. Dactylic (tum-ta-ta “/ x x”)
* The falling out of faithful friends, renewing is of love
* Double, double toil and trouble
* I am monarch of all I survey
* Take her up tenderly
1. **Types of Lines (Units)**

Metric feet are then broken into types of lines, depending on how many feet are in each line.

* monometer - one foot line
* dimeter - two foot line
* trimeter - three foot line
* tetrameter- four foot line
* pentameter - five foot line
* hexameter - six foot line
* heptameter - seven foot line
* octometer - eight foot line

**Direction(s)**: Scan (Scansion) an excerpt of "Sonnet 73" by William Shakespeare. Note the type of metre and number of feet in each line. Show the feet with a slash (/).

That time of year thou mayst in me be hold

When yellow leaves, or none, or few, do hang

Up on those boughs which shake against the cold,

Bare ruin'd choirs where late the sweet birds sang

* What is the rhythm?
1. **Application of Knowledge**

**Direction(s)**: Scan the following excerpt noting both the type of metre and number of feet in each line to determine the rhythm.

Bats have webby wings that fold up;

Bats from ceilings hang down rolled up;

Bats when flying undismayed are;

Bats are careful; bats use radar;

--Frank Jacobs, “The Bat”

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1. **Poetry Form**

A **stanza** is the amount of lines in a poem. It is important to note the lines because the rhythm (metre) of a poem can determine the **form**. For instance, all sonnets will have fourteen lines and have an iambic pentametre. The poem's structure consists of three quatrains and a couplet.

* Couplet - two line stanza
* Triplet - three line
* Quatrain - four line
* Quintet - five line
* Sestet - six line
* Septet - seven line
* Octave - eight line

**Poetry Analysis Worksheets: *Wonderful* by Everclear**

To get you started, watch the music video *Wonderful* by EverClear. Contemplate and then complete the following: (3)

What is the connection to childhood?

What issue is being discussed?

What is the irony of the song title?



“Childhood Memories”

by Tim Boove

Some people have a childhood garden
Filled with green and growing things
Some people have a childhood garden
Filled with purple peonies
Mine is sere
Throughout the year
Nothing grows here

Some people have a childhood rainbow
A sea of colors all aglow
Some people have a childhood rainbow
Red to violet in a row
Mine is gray
Bow of clay
Without a ray

Some people have a childhood temple
Covered with a million treasured dreams
Some people have a childhood temple
A sunny Wat of Gods and kings
Mine is plain
Squats in the rain
Functional 'n sane

Where childhood memories abound
Life flows vividly around
Where childhood memories have fled
Hearts lie dead

Let’s TPCASTT this one together.

**TPCASTT Explanation**

T-title: The meaning of the title without reference to the poem.

P-paraphrase: Put the poem, line by line, in your own words. DO NOT READ INTO THE

POEM. Only read on surface level.

C-connotation: looking for deeper meaning.

* Diction and symbolism
* Imagery
* Metaphors and similes
* Rhyme scheme
* End rhymes and internal rhymes
* End stop
* Enjambment
* Alliteration
* Assonance
* Consonance
* Mood
* Allusions
* Punctuation
* Personification
* Etcetera

A-attitude: Looking for the author’s tone. How is the writer speaking?

S-shifts: Looking for shifts in tone, action, and rhythm. Don’t just write the number. Discuss

how the shift(s) affects the poem.

T-title: reevaluate the title as it pertains to the poem

T-theme: What does the poem mean? What is it saying? How does it relate to life?

|  |  |
| --- | --- |
| Title |  |
| Paraphrase |  |
| Connotation |  |
| Attitude |  |
| Shift |  |
| Title |  |
| Theme  |  |

**Starting out- The Beginning**

**Hometown**

Every person, in every time is rooted to some degree to past experiences and to some particular place- a place that is considered home. This home has an impact on our lives.

Home Street

Equator of my youth

from which I explored

every latitude

both north and south

I still gauge distance from your boulevards

especially when I fear

the man I have become

has stayed too far from

the boy who trembled there.

* Gary Hyland

A Metaphor is a comparison between two unlike objects, not using like or as.

Examples

* Veil of fog hung over the city
* All the world’s a stage and men and women are merely players

This is a metaphorical poem; thus, the poet is making a comparison. What metaphor is he using throughout the poem?

My Hometown By Bruce Springsteen

Please listen to the following song on YouTube. Once you have listened, look at the lyrics and annotate the poem/song to the best of your ability (5)

I was eight years old and running with a dime in my hand
Into the bus stop to pick up a paper for my old man
I'd sit on his lap in that big old Buick and steer as we drove through town
He'd tousle my hair and say son take a good look around this is your hometown
This is your hometown
This is your hometown
This is your hometown

In `65 tension was running high at my high school
There was a lot of fights between the black and white
There was nothing you could do
Two cars at a light on a Saturday night in the back seat there was a gun
Words were passed in a shotgun blast
Troubled times had come to my hometown
My hometown
My hometown
My hometown

Now Main Street's whitewashed windows and vacant stores
Seems like there ain't nobody wants to come down here no more
They're closing down the textile mill across the railroad tracks
Foreman says these jobs are going boys and they ain't coming back to your hometown
Your hometown
Your hometown
Your hometown

Last night me and Kate we laid in bed
talking about getting out
Packing up our bags maybe heading south
I'm thirty-five we got a boy of our own now
Last night I sat him up behind the wheel and said son take a good look around
This is your hometown

YouTube Eric Church’s My Hometown. Note any similarities you may find. (5)

“Childhood”

Every poem, essay, short story or novel contains an overall idea or truth about life in general. This idea is called a **theme**.

In the poem, “Childhood,” which follows, the poet questions where a child is in the presence of a mother’s warm love.

As you read “Childhood,” pay special attention to the colors the poet mentions. What do these colors represent?

**“Childhood” – Lorna Crozier**

Close your eyes for a moment,

listen:

the floor boards groan at your mother’s step,

bread pans scrape the oven grate,

her fingers tap the crust.

Where are you now?

Pretending sleep in another room

where windows turn dreams to frost,

feather forests, the birds are white

and make no sound.

Listen: your mother pours milk in a cup.

It holds the light like a small lamp,

draws shadows from her face.

Where have you gone?

Your mother is calling.

Your name is warmed by her breath.

Snow fills your tracks,

turns everything into a softer shape,

a silence, forgiveness.

Come in for supper,

it is growing dark.

A cup waits for you, a loaf of bread.

Please complete a TPCASTT for this poem. I am sure that as you went through it, you annotated the poem. Annotation is an elevated word meaning “highlight” underline, label and write jots notes, ask questions about the poem in order to help you understand it.

Your mother is calling, listen:

with her voice she builds a doorway

for you to enter, even now,

from such a long way off.

**Questions:**

1. Through what sense (ie. Sight, smell, taste, hearing, touch) does the author of “Childhood” create a memory of early years in the first stanza of this poem? Quote a line from the poem which illustrates your answer. (2)
2. Use quotation marks to quote the lines which show that the mother would welcome her child home again?(2)
3. There are two groups of symbols used in “Childhood”. The first is the color white which often symbolizes innocence. Sometimes it represents cold or death too. Several things in this poem are white: frost, birds, and snow. The second group of symbols represent a mother’s care of or welcome for her child. List these two symbols. (2)

|  |  |
| --- | --- |
| Title |  |
| Paraphrase |  |
| Connotation |  |
| Attitude |  |
| Shift |  |
| Title |  |
| Theme  |  |

I Remember- Back Home By Clifton Joseph

Name five things that Joseph remembered from back home. As you listen to the poem via YouTube, also write down the sources of happiness and oppression in Joseph’s childhood.

I remember back home

and the joyness of the sun

crickets crackling

orange sun’s east slant

when the day is done

I remember back home

and the laughter of young fun

marbles, grun/doves, elbows

running mango juice

donkey-trots of thoughts

fresh-baked spiced buns

I remember back home

back home back home back home

I remember

short-pants & cricket ball

rolling along

picnics and rum

I remember back home

back home

back home

I remember

steelband’s bright blue blasts of joy

the hearts tropical patter

like loud coloured columns

of West African drums

I remember bloomed bougainvilleas

Braggingly swaying in the sandy wind

I remember back home

back home

I remember back home

and sweeping the yard

carrying water on heads

on roads of marl

detentions, lines/writing

& teachers’ beatings real/hard

I remember back home

& it wasn’t all goof

four to a bed

& some nights without food

It wasn’t all bright smiles

sea/sand/sun & fun

back home had its share

of dreams burnt in the sun

dreams burnt in the sun

dreams burnt in the sun

I remember back home

& the promise of young fun

fish/fries, tea parties

& endless chatter

dominoes clatter & cutlass slammer

slow handclaps as boundaries shatter

cricketers running in the rain & thunder

crowd shout out syncopated laughter

politicians get rich

the people don’t matter

progress gets lost

in the trail of the dollar

tourism’s boom

turn into a busted bladder

oppression handed down

from mother to brother

back home back home

back home

gotta get better…

Questions:

1. This is called Spoken Word poetry. Please look up Sarah Kay. View a few of her Spoken Word poems. Did you like them? Why or why not? (3)
2. What is your favorite line from one of her poems? (1)
3. Do you like this form of poetry? (1)
4. Obviously Jospeh has parts of his home that he wants to see get better. What parts of your home or neighbourhood would you like to see get better? (3)
5. Compare this poem to Bruce Springsteen’s My Hometown. Now think about THEME. (A broad idea or lesson that is conveyed by a work. The message may be about life, society, or human nature. Themes often explore timeless and universal ideas and may be implied rather than stated implicitly.) What may be the theme of these two poems? (2)

The Child Who Walks Backwards By Lorna Crozier

My next-door neighbour tells me

her child runs into things.

Cupboard comers and doorknobs

have pounded their shapes

         into his face. She says

he is bothered by dreams,

rises in sleep from his bed

to steal through the halls

and plummet like a wounded bird

        down the flight of stairs.

This child who climbed my maple

with the sureness of a cat,

trips in his room, cracks

his skull on the bedpost,

     smacks his cheeks on the floor.

When I ask about the burns

on the back of his knee,

his mother tells me

he walks backwards

      into fireplace grates

or sits and stares at flames

while sparks burn stars in his skin.

Other children write their names

on the casts that hold

       his small bones.

His mother tells me

he runs into things,

walks backwards,

breaks his leg

       while she lies

sleeping.

**“The Child Who Walks Backwards” – Lorna Crozier**

1. Who is the persona in the poem?
2. What are the persona’s impressions of the mom?
3. What would you do if you were a medical worker in an emergency room and this child was admitted under your care? (2)
4. What do you want to say to the mother? (2)
5. What do you say if you are the neighbour? (2)

**Discovery and Disillusionment: Childhood Innocence and Loss of Innocence**

How do the experience of childhood and youth affect our development mentally, physically, emotionally and spiritually?

Please annotate and TPCASTT the following poem, (14) as well as answer the questions. (6)

My Papa’s Waltz

By Theodore Roethke

The whiskey on your breath

Could make a small boy dizzy;

But I hung on like death:

Such waltzing was not easy.

We romped until the pans

slid from the kitchen shelf;

My mother’s countenance

Could not unfrown itself.

The hand that held my write

Was battered on one knuckle;

At every step you missed

My right ear scraped a buckle.

You beat time on my head

With a palm caked hard by direct,

Then waltzed me off to bed

Still clinging to your shirt.

1. Cacophony is harsh, unpleasant, and jarring words. Highlight or underline the harsh sounding words in the poem. What is the purpose of the words? Why did the poet choose them? (2)
2. How does the poem connect to the sub themes disillusionment, childhood innocence and or loss of innocence? (2)
3. Is the poet’s recollection positive or negative? Explain? (2)

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| --- | --- |
| Title |  |
| Paraphrase |  |
| Connotation |  |
| Attitude |  |
| Shift |  |
| Title |  |
| Theme  |  |

“My Heart Leaps” By William Wordsworth

My heart leaps up when I behold

A rainbow in the sky;

So was it when my life began;

So is it now I am a man;

So be it when I shall grow old,

Or let me die!

The Child is father of the Man;

And I could wish my days to be

Bound to each by natural piety

1. Tell me four things about William Wordsworth you think is important: (look it up) (4)
2. William Wordsworth is a romantic poet. What does that mean? (It does not mean he writes romantic poetry) (2)
3. Tell me what the speaker is trying to convey. In other words, what is the speaker saying? Be specific. Do not just tell me “he is happy.” (4)
4. How does this poem make you feel? Why? It is odd, but when I think of this poem I think of this song (YouTube Sunshine, Lollipops and Rainbows) “My Life is Sunshine, lollipops…do do doooo dum dum dum daa” (2)