

Poetic Devices

Review of poetic devices. Most you should know from 7th grade.

Alliteration: Repetition of beginning sounds - sounds NOT letters

- Sin city sanctuary (yes)
- green giants (no because the /g/ sounds are NOT the same)

Allusion: A reference the author expects the reader to know of a person, place, event, etc.

- she sang with a voice like Whitney

Apostrophe: talking to someone or something that can't or doesn't talk back

- prayer
- talking in frustration to a frozen computer screen

Couplet: 2 consecutive lines with end rhyme AND same syllable count (rhythm)

- Roses are red (4)
- A tear was shed (4)

Elegy: Poem written to honor something "gone" like a lost, childhood toy or pet

- Blanky you used to carry around EVERYWHERE
- Beloved pet which passed away

Figurative Language: must interpret the meaning behind the words (can not be taken literally)

- Simile / Metaphor / Hyperbole / Personification

Hyperbole: extreme exaggeration

- She died a thousand deaths

Imagery: extremely vivid detail, addresses the 5 senses (sight, smell, touch, taste, sound)

- Shimmering crystal blue waves with white bubbling foam

Internal Rhyme: rhyming within the same line

- He suffered a heartbreaking pain from the sound of the rain

Metaphor: A comparison between two UNLIKE items (NOT using like or as)

- Nick is a thorn between two roses.
- You are the mirror to my soul

Mood: The feelings or emotion a poem evokes in the reader.

- Mood is established through word choice
- *Depressing* – dark, slow, black, smoke, wheeze, tears

Ode: Poem written about something you have/use/love

- A hockey player's skates
- An artist's sketchpad
- A musician's guitar

Onomatopoeia: Words that mimic sound

- Pitter patter pitter patter (rain)

Oxymoron: Contradicting terms (not necessarily opposites)

- Slow run / Sad smile / Only choice / Organized chaos

Personification: Giving human characteristics to non-human objects.

- the memory makes me smile

Repetition: Repeated words or phrases for emphasis or a purpose

- The same line at the end of every stanza (yes)
- It was really, really beautiful (no)

Simile: comparison between two *unlike* objects using like or as

- She is like the sun that brightens up my day

Sonnet: Format of a poem

- 14 lines
- Rhyme Scheme ABAB CDCD EFEF GG
- 10 syllables each line

Symbol: an item (a thing) used to represent something else (something deeper)

- The fork in the road – symbolizes decisions in life
- Where the sidewalk ends – symbolizes childhood
- The Eagle – symbolizes American pride

Theme: the message behind the poem; what the author is trying to tell the audience

- Even though things are going badly now, there is a brighter future in story
- Sometimes what you think is important, isn't
- Don't let jealousy eat away at you, let it go

Topic: the one or two word subject of what the poem is about

- | | | |
|------------|---------------|-------------|
| • Love | • Greed | • Faith |
| • Jealousy | • Competition | • Tolerance |
| • Death | • Failure | • Success |

Rhyme Scheme: based on an end rhyme pattern, written using letters

- AABBA CCDDC EEFFE
- ABAB CDCD EFEF

Rhythm: The beats or syllable pattern

Voice: the person speaking out from within the poem

- NOT the author and NOT the person reading the poem in class (speaker)
- Figure out whose perspective the poem is being written from
 - A 85 year old woman
 - A young professional baseball player
 - An innocent child
 - Someone who has already died

Tone: The feeling of the author, usually conveyed through word choice

Poetry

- personification
 1. Start with something that is not a person.
 2. Verb → something a person does
 3. Can't be literal
 4. Not talking animals anthropomorphism

Jan 2-1:44 PM

- meter: beats, syllables, rhythm
- Couplet: 2 lines consecutive rhyme + same syllable
- apostrophe: (have apostrophe) talk to something that can't answer

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Feelings/Emotions

- character/narrator/voice
- reader (you) → mood
- author → tone
(forbidden: happy/sad)



Jan 7-8:32 AM

Figurative Language

- Not literal
- Devices:
 - simile
 - metaphor
 - personification
 - anthropomorphism
 - hyperbole

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Text Structures

- built, designed, organized, put together
- ① Stories = Freytag 
- ② Intro = Grab attention
- ③ Conclusions = Call-to-action
Cliffhanger
Irony
Bookend/mirror/cyclical 

Jan 10-10:25 AM

- ④ "Middle" = Shifts Counterargument Problem/solution

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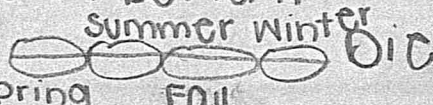
Symbols

simile: problems are like mountains

metaphor: problems are mountains

symbol: I see mountains

↳ something you can see but it represents something more important

Ex: Seasons - Born  Die

Spring: childhood/youth/18 yrs

Summer: 20s - 30s

Fall: Middle Aged

Winter: old age

Basic Steps for Writing Thematic Statements

Select one Thematic Idea (topic)
from the passage

Greed	Corruption
Laziness	Heroism
Anger	Family
Adolescence	Education
Humility	Violence
Patience	Relationships
Hope	Revenge
Despair	Power
Love	Envy
Pride	Loyalty
Kindness	Identity

(Optional) Adverb

Usually
Often
Rarely
Seldom
Occasionally
Sometimes

Verb

Results in	Diminishes
Causes	Endears
Benefits	Prevails
Promotes	Corrupts
Harms/Hurts	Embodies
Inspires	Enhances
Conceals	Empowers
Obstructs	Renders
Creates	Builds
Ends	Grows
Disregards	Admires

Finish with a statement that goes beyond the obvious and is relevant to everyday life.

(not all possible answers)

(not all possible answers)

Examples:

- Kindness often inspires people to consider the needs of others rather than of themselves.
- Arrogance usually disregards the needs and feelings of others.

Steps to Analyze a Poem Notes

"Because I Could Not Stop for Death" by Emily Dickinson

Because I could not stop for Death -
He **kindly** stopped for me -
The **Carriage** held but just Ourselves -
And Immortality.

We slowly drove - He knew no haste
And I had put away
My labor and my **leisure** too,
For His **Civility** -

We passed the School, where Children strove
At Recess - in the Ring -
We passed the **Fields of Gazing Grain** -
We passed the **Setting Sun** -

Or rather - He passed Us -
The Dews drew quivering and Chill -
For only Gossamer, my Gown -
My Tippet - only Tulle -

We paused before a *House that seemed*
A Swelling of the Ground -
The Roof was scarcely visible -
The Cornice - in the Ground -

Since then - 'tis Centuries - and yet
Feels shorter than the Day
I first surmised the Horses' Heads
Were toward Eternity -

1. **Tone** is positive or negative? Mark at least 4 words to prove it. (bolded and underlined)
2. More specifically, the feeling is calm
3. Is this poem a **story** (narrative)? If so, what is the:
 - a. Setting: a carriage ride through country
 - b. Character: a girl/woman (she's in a gown)
 - c. Events in the Plot: Death picks her up in a carriage, they ride passed a school and sunset, they get to a "house" in the "ground."
 - d. Resolution: It's "centuries" later, so she is dead.
4. Most poems are talking on 2 levels: a literal (exactly what it says) level and a figurative (symbolic) level.
 - a. The **literal topic** in 1-2 words is (this poem is about)
carriage ride
 - b. The **figurative topic** could be (what does the thing above **symbolize** or represent):
dying

6. In a sentence what is the author trying to tell the reader ABOUT that topic? (**thematic statement** needs to match the tone you determined)

Death + sometimes creates + a sense of calmness for the people who are dying
(topic) (adverb and verb) (answer / insight about what the reader learns)

7. Mark at least **3 lines to prove** the message/theme (if you can't, then you don't have a message) - *italics*