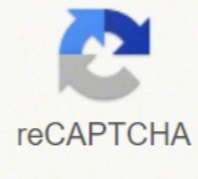




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Poetry analysis worksheet grade 8

Poetry Analysis Your Name _____

Title of Poem: _____ Author: _____

1. What is the subject of the poem? (What is being discussed?)
2. Who is the speaker in the poem? (Or, at least, what do we know about him/her?)
3. To whom is the speaker talking?
4. Why does the speaker feel compelled to speak out?
5. Where is the setting of the poem? Where is the speaker? When do the events in the poem take place?
6. What kinds of patterns are there in the poem? Does the poem rhyme? Does it have a particular meter (iambic pentameter)? Label all the rhyme schemes, identify the meter (if any).
7. How does the poet use language? Is the diction (word choice) formal, complex language? Is it more informal, conversational, or casual? Does the poet use a particular dialect or accent? Cite details (quotes from the poem) to support your response.
8. What imagery does the poet use to make his or her point? Quote specific examples.
9. What sorts of figurative language (metaphor/simile/hyperbole/personification) or sound devices (alliteration/onomatopoeia) does the poet use? Quote specific examples.
10. What is the tone of the poem? Does the tone change at any point in the poem, or is it consistent throughout?

Name _____ Date _____

Poems

Directions: Read the poem below and then answer the questions that follow.

"The Rainy Day"
By Henry Wadsworth Longfellow

The day is cold, and dark, and dreary;
It rains, and the wind is never weary;
The vine still clings to the mouldering wall,
But at every gust the dead leaves fall,
And the day is dark and dreary.

My life is odd, and dark, and dreary;
It rains, and the wind is never weary;
My thoughts still cling to the mouldering Past,
But the hopes of youth fall thick in the blast,
And the days are dark and dreary.

Be still, and hear! and cease repining;
Behind the clouds is the sun still shining;
The fate in the coffin is the fate of all,
Into each life some rain must fall,
Some days must be dark and dreary.

wondering! deviously

1. What is the subject of the poem? (What is being discussed?)

1. The weather
2. The speaker's life
3. The speaker's feelings
4. The speaker's thoughts

2. Who is the speaker in the poem? (Or, at least, what do we know about him/her?)

1. A young boy
2. A young girl
3. A young man
4. A young woman

3. To whom is the speaker talking?

1. Himself
2. A friend
3. A family member
4. A stranger

4. Why does the speaker feel compelled to speak out?

1. He is bored
2. He is sad
3. He is angry
4. He is lonely

5. Where is the setting of the poem? Where is the speaker? When do the events in the poem take place?

1. A rainy day
2. A rainy night
3. A rainy season
4. A rainy year

6. What kinds of patterns are there in the poem? Does the poem rhyme? Does it have a particular meter (iambic pentameter)? Label all the rhyme schemes, identify the meter (if any).

1. The poem rhymes.
2. The poem has a regular meter.
3. The poem has a rhyme scheme.
4. The poem has a consistent meter.

7. How does the poet use language? Is the diction (word choice) formal, complex language? Is it more informal, conversational, or casual? Does the poet use a particular dialect or accent? Cite details (quotes from the poem) to support your response.

1. The diction is formal.
2. The diction is informal.
3. The diction is conversational.
4. The diction is casual.

8. What imagery does the poet use to make his or her point? Quote specific examples.

1. The speaker uses imagery to describe the weather.
2. The speaker uses imagery to describe his or her life.
3. The speaker uses imagery to describe the past.
4. The speaker uses imagery to describe the future.

9. What sorts of figurative language (metaphor/simile/hyperbole/personification) or sound devices (alliteration/onomatopoeia) does the poet use? Quote specific examples.

1. The poet uses personification to describe the weather.
2. The poet uses personification to describe his or her life.
3. The poet uses personification to describe the past.
4. The poet uses personification to describe the future.

10. What is the tone of the poem? Does the tone change at any point in the poem, or is it consistent throughout?

1. The tone is sad.
2. The tone is angry.
3. The tone is lonely.
4. The tone is thoughtful.

There are four sections of questions/activities. Do them on separate paper. Be sure to number your answers by section and number. Example: Section I, #2

To Autumn By John Keats	7. gourd 8. hazel 9. o'er-brimm'd 10. store 11. granary 12. winnowing 13. reap'd 14. furrow 15. drows'd 16. fume 17. swath 18. twined 19. gleaner 20. laden 21. cyder-press 22. barred clouds 23. bloom 24. stubble-plains 25. gnats 26. sallows 27. borne aloft 28. bourn 29. hedge 30. treble 31. croft 32. red-breast 33. swallows 34. hue	f. to act together, usually in secret g. close friend h. soft, sweet, juicy, and full-flavored due to ripeness i. covered with moss j. someone who gathers grain left over after harvesting k. overhanging part of a roof l. to overflow m. twisted together n. small biting fly o. color p. loaded down q. row of closely planted shrubs r. high shrill sound s. bird with a red breast like a robin t. realm u. path cut in a sweep of a scythe v. to be half asleep w. harvested x. groove made by a plow y. to separate chaff from grain z. vegetables like squash, pumpkin or cucumber aa. supply for future use bb. machine that squeezes apples to make cider cc. to color with a warm tint or glow dd. field filled with remaining stumps of grain crops after harvest ee. carried up high ff. building for storing grain gg. thin, horizontal clouds that look like stripes hh. willow trees
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Season of mists and mellow fruitfulness,
Close bosom-friend of the maturing sun;
Conspiring with him how to load and bless
With fruit the vines that round the thatch-eaves run;
To bend with apples the moss'd cottage-trees,
And fill all fruit with ripeness to the core;
To swell the gourd, and plump the hazel shells
With a sweet kernel; to set budding more,
And still more, later flowers for the bees,
Until they think warm days will never cease,
For summer has o'er-brimm'd their clammy cells.

Who hath not seen thee oft amid thy store?
Sometimes whoever seeks abroad may find
Thee sitting careless on a granary floor,
Thy hair soft-lifted by the winnowing wind;
Or on a half-reap'd furrow sound asleep,
Drows'd with the fume of poppies, while thy hook
Sparest the next swath and all its twined flowers;
And sometimes like a gleaner thou dost keep
Steady thy laden head across a brook;
Or by a cyder-press, with patient look,
Thou watchest the last oozings hours by hours.

Where are the songs of spring? Ay, Where are they?
Think not of them, thou hast thy music too,—
While barren clouds bloom the soft-dying day,
And touch the stubble-plains with rosy hue;
Then in a wailful choir the small gnats mourn
Among the river sallows, borne aloft
Or sinking as the light wind lives or dies;
And full-grown lambs loud bleat from hilly bourn;
Hedge-crickets sing; and now with treble soft
The red-breast whistles from a garden-croft;
And gathering swallows twitter in the skies.

I. Vocabulary - In order to understand a poem, you have to first figure out the meanings of all the unfamiliar words in the poem. Do use a dictionary to help you do the following matching exercise.

1. mellow	a. small enclosed field
2. bosom-friend	b. center of fruits
3. conspiring	c. type of bird that migrates in groups over long distances
4. eaves	d. strong odor
5. moss'd	e. hazelnut
6. core	

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Students explore language expressions and learn about figurative and literal meanings. In this booklet, students are asked to read the provided examples and identify what types of figurative language exist. This activity involves group work, couplets, idioms, rhymes, publications, technology, etc. as honest as a mirrorÁ Á Áe Á ...as it saysÁe Á Á These are worksheets and activities on sums and other comparisons. The iSubjects poem: Page 6: Use this lesson as a "" for my eighth graders during the week before the winter break. "Print, cut, fold and go! The words of tone are separated by connotation" positive, neutral and negative. Example: A dancer will be able to write. A reference page that describes each type of poem is inclPage 4This is perfect for interactive notebooks or for students to hold on and reference throughout the day. Then " click the button to add the selected questions to a test before " to another page. Assign a different student to read each stanza (there is also a version " Johnny Cash of the poem on YouTube) 2. Objects, or parts of larger objects, may be in your home, in a ShopPage 12 car traits worksheet, by This worksheet fits well the work around the following focus standards:RL.5.1: To quote precisely " from a text when explaining what the text says explicitly and drawing inferences from the text; RL.5.2: Determine a theme of a story, drama or poem from the details of the text, including how " the characterPAogina 13G:AAÁoficos of characters for Act 1, Acts 2 and 3, and Acts 4 and 5. Have children work in collaboration " in pairs or independently to arrive at big facts that correspond to the letters. This is a great To evaluate what students already know about figurative language or a great page 2. This worksheet can be used to test the retention of literary terminology students. Your purpose is to be used by high school students or baccalaureate to increase the reading and auditory comprehension. The first first Start by: "Find objects that these positive features remind you. You can grant this certificate to your students when you recite your poetry. On Mondays, students are given one of these sheets to complete and deliver on Fridays. Anime Chair to think outside the box to use the letters that may not be a poetless poetless from this free poster for your poetry unit. In the past, I used this graph in several ways; ranging from, "Hey! We are literally going to see this, record thoughts, and that's it. This Sampler includes four text poems, fine, you tell me who I am from Ebony Edwards. They track the development of the characters, ask for textual tests and require students to monitor families, knowledge and deaths. I start the poetry identifying terms of poetry that students will need to know when they read and analyze poetry. Students will write a poem of idiom. Students then define these terms. Download "Chestnut Roasting" for free, and if you like it, page 7th is a free, advanced and detailed unit ready to teach for the poem "Now do not leave Bennical Esperanza" by Elmor Morton Wylie. These articles are à € à øThe literary terms include: humor, tone, adjustment, characterization, point of view, similitudespin 3Lo that is obtained a 4-page booklet (8 "pages" When it is bent) with space to write and illustrate each of the following poems: acronous poem / name, alliteration, cinquain, concrete poetry / pattern, diamante, haiku, poem i am / voice, limerick, and quartet. IDEA OF THE LEACT: 1. What à € à € "" is more, à € is completely Á "" to download! Topics Treated Itemable Included in: Á Poetry Grade 6 7, 8 Unit CompleteTupac V. The worksheet includes an example of a single pager. Harp Weaverby page 15 is a copy of the poem that has instructions to mark the text. It also includes several pages from Fine, You Tell Me Who I Am: Teacher's Guide. Students will read 10 different sentences/phrases, some of which are examples examples Popular literary works, and use the word bank (allusion, alliteration, onomatopoeia, images and Idoh captain! My captain! Listening Guideby This activity was designed by Jennifer Duke. Students create their own design ± or pumpkin, either paper, with a real or digitally pumpkin. Langston Hughes Poetry Actiy by Students will explore the personal lives of Tupac Shakur and Langston Hughes, and then read a poem from each writer. Every day we started reading and Discussing a famous poem. Then they use this page to write their acrostic poem describing their creation! I used this in my class during years: Poetry: Analysis of rhyme schemes. To understand the rhyme scheme? No Analyzi * Free * figurative Language Practice Worksheebdy This worksheet is designed to help students identify specific types of figurative language and explain why it can delete the section with An example, the section with the definition, or both and ask the student to fill in the blank spaces. An excellent idea for your poetry unit would be to create a «competition bracket Á» and make every day two students recite a poem of your choice. Each page has a table with different tonal words, basic definitions, a space for students to do 5slam poetry reflection logby use this graph in my class to help students keep a record of, and Register personal opinions of, several poems Slam that we see in class. I am bars and mirrors I am from shoes of Punta Rosa and feet wounded I am from Chasse to Arabesco I am rehearsal to recitals I am from fupos: page 9Poesia Planby Poetry unit à € "Incredibly detailed work scheme on reading skills that includes Activities and resources for more than 18 lessons! Includes differentiated activities at three levels (Basic, Support and More task activities and more. It is based on the songÁ " n Country Song, ÁWhere lá " m From by Jason Michael Carroll. The poem is also in the IGCSE English curriculum for exams 2022 (Songs of Ourselves, Volume 2, Part 4: Love, Age, and Wisdom), but unity can be used independently ofPage 8Acrotic Poem of Ancient Egypt Use this acrotic poem of Ancient Egypt for children to put in what they know or have learned about Ancient Egypt. The rest of the class votes on the poem template Á"lam FromÁ" by Here is a poem template that I love... (Alliteration, personification, simil, metaphor, hyperbole, onomatopoeia, and images). Images).

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