


## POETRY




## POETRY




➤ A type of literature that expresses ideas, feelings, or tells a story in a specific form (usually using lines and stanzas)

## POINT OF VIEW IN POETRY

POET	SPEAKER
<ul style="list-style-type: none"> <li>☐ The poet is the author of the poem.</li> </ul>	<ul style="list-style-type: none"> <li>☐ The speaker of the poem is the “narrator” of the poem.</li> </ul>



## POETRY FORM



<ul style="list-style-type: none"> <li>☐ <b>FORM</b> - the appearance of the words on the page</li> <li>☐ <b>LINE</b> - a group of words together on one line of the poem</li> <li>☐ <b>STANZA</b> - a group of lines arranged together</li> </ul>	<p>A word is dead When it is said, Some say.</p> <p>I say it just Begins to live That day.</p>
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## KINDS OF STANZAS

Couplet	=	a two line stanza
Triplet (Tercet)	=	a three line stanza
Quatrain	=	a four line stanza
Quintet	=	a five line stanza
Sestet (Sextet)	=	a six line stanza
Septet	=	a seven line stanza
Octave	=	an eight line stanza

## SOUND EFFECTS



## RHYTHM



- ▣ The beat created by the sounds of the words in a poem
- ▣ Rhythm can be created by meter, rhyme, alliteration and refrain.

## METER



- A pattern of stressed and unstressed syllables.
- Meter occurs when the stressed and unstressed syllables of the words in a poem are arranged in a repeating pattern.
- When poets write in meter, they count out the number of stressed (strong) syllables and unstressed (weak) syllables for each line. They repeat the pattern throughout the poem.

## METER cont.



- ▣ FOOT - unit of meter.
- ▣ A foot can have two or three syllables.
- ▣ Usually consists of one stressed and one or more unstressed syllables.
- ▣ TYPES OF FEET
- ▣ The types of feet are determined by the arrangement of stressed and unstressed syllables. (cont.)

## METER cont.



### TYPES OF FEET (cont.)

- Iambic - unstressed, stressed
- Trochaic - stressed, unstressed
- Anapestic - unstressed, unstressed, stressed
- Dactylic - stressed, unstressed, unstressed

## METER cont.

### Kinds of Metrical Lines

- ▣ monometer = one foot on a line
- ▣ dimeter = two feet on a line
- ▣ trimeter = three feet on a line
- ▣ tetrameter = four feet on a line
- ▣ pentameter = five feet on a line
- ▣ hexameter = six feet on a line
- ▣ heptameter = seven feet on a line
- ▣ octometer = eight feet on a line

## FREE VERSE POETRY



- ▣ Unlike metered poetry, free verse poetry does NOT have any repeating patterns of stressed and unstressed syllables.
- ▣ Free verse poetry is very conversational - sounds like someone talking with you.
- ▣ Does NOT have rhyme.
- ▣ A more modern type of poetry.

## BLANK VERSE POETRY

- Written in lines of iambic pentameter, but does NOT use end rhyme.

from Julius Ceasar

Cowards die many times before their deaths;  
The valiant never taste of death but once.  
Of all the wonders that I yet have heard,  
It seems to me most strange that men should fear;  
Seeing that death, a necessary end,  
Will come when it will come.

## RHYME



- Words sound alike because they share the same ending vowel and consonant sounds.

LAMP  
STAMP

- ↑ Share the short "a" vowel sound
- ↑ Share the combined "mp" consonant sound

- (A word always rhymes with itself.)

## END RHYME



- A word at the end of one line rhymes with a word at the end of another line

Hector the Collector  
Collected bits of string.  
Collected dolls with broken heads  
And rusty bells that would not ring.

## INTERNAL RHYME



- A word inside a line rhymes with another word on the same line.

Once upon a midnight dreary, while I  
pondered weak and weary.

From "The Raven"  
by Edgar Allan Poe

## NEAR RHYME



- a.k.a. imperfect rhyme, close rhyme

ROSE  
LOSE

- The words share EITHER the same vowel or consonant sound BUT NOT BOTH

- ↑ Different vowel sounds (long "o" and "oo" sound)
- ↑ Share the same consonant sound

## RHYME SCHEME



- A rhyme scheme is a pattern of rhyme (usually end rhyme, but not always).

- Use the letters of the alphabet to represent sounds to be able to visually "see" the pattern. (See next slide for an example.)

## SAMPLE RHYME SCHEME

The Germ by Ogden Nash

A mighty creature is the <b>germ</b> ,	a
Though smaller than the pachy <b>derm</b> .	a
His customary dwelling <b>place</b>	b
Is deep within the human <b>race</b> .	b
His childish pride he often <b>pleases</b>	c
By giving people strange <b>diseases</b> .	c
Do you, my poppet, feel <b>infirm</b> ?	a
You probably contain a <b>germ</b> .	a

## ONOMATOPOEIA

- Words that imitate the sound they are naming

BUZZ



- OR sounds that imitate another sound

“The silken, sad, uncertain, rustling of  
each purple curtain . . .”

## ALLITERATION

- Consonant sounds repeated at the beginnings of words

If **P**eter **P**iper **p**icked a **p**eck of **p**ickled  
**p**eppers, how many **p**ickled **p**eppers did  
**P**eter **P**iper **p**ick?



## CONSONANCE

- Similar to alliteration EXCEPT . . .
- The repeated consonant sounds can be anywhere in the words

“silken, sad, ungertain, rustling . . .”

## ASSONANCE

- Repeated VOWEL sounds in a line or lines of poetry.

(Often creates near rhyme.)

Lake    Fate    Base    Fade  
(All share the long “a” sound.)

## ASSONANCE cont.

Examples of ASSONANCE:

“Slow the low gradual moan came in the  
snowing.”

- John Masefield



“Shall ever medicine thee to that sweet sleep.”

- William Shakespeare


## REFRAIN

- A sound, word, phrase or line repeated regularly in a poem.

“Quoth the raven,  
‘Nevermore.’”






## POETRY TYPES



## LYRIC

- A short poem
- Usually written in first person point of view
- Expresses an emotion or an idea or describes a scene
- Do not tell a story and are often musical
- (Many of the poems we read will be lyrics.)





## HAIKU

A Japanese poem written in three lines

An old silent pond . . .  
A frog jumps into the pond.  
Splash! Silence again.

Five Syllables  
Seven Syllables  
Five Syllables




## CINQUAIN

A five line poem containing 22 syllables

How frail  
Above the bulk  
Of crashing water hangs  
Autumnal, evanescent, wan  
The moon.

Two Syllables  
Four Syllables  
Six Syllables  
Eight Syllables  
Two Syllables




## SHAKESPEAREAN SONNET

A fourteen line poem with a specific rhyme scheme.

The poem is written in three quatrains and ends with a couplet.

The rhyme scheme is abab cdcd efef gg

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.  
Sometimes too hot the eye of heaven shines,  
And often is his gold complexion dimmed;  
And every fair from fair sometimes declines,  
By chance or nature's changing course untrimm'd.  
But thy eternal summer shall not fade  
Nor lose possession of that fair thou ow'st;  
Nor shall Death brag thou wanderest in his shade,  
When in eternal lines to time thou grow'st  
So long as men can breathe or eyes can see,  
So long lives this, and this gives life to thee.



## NARRATIVE POEMS



- ▣ A poem that tells a story.
- ▣ Generally longer than the lyric styles of poetry b/c the poet needs to establish characters and a plot.

### Examples of Narrative Poems

- “The Raven”
- “The Highwayman”
- “Casey at the Bat”
- “The Walrus and the Carpenter”

## CONCRETE POEMS



- ▣ In concrete poems, the words are arranged to create a picture that relates to the content of the poem.

Poetry  
Is like  
Flames,  
Which are  
Swift and elusive  
Dodging realization  
Sparks, like words on the  
Paper, leap and dance in the  
Flickering firelight. The fiery  
Tongues, formless and shifting  
Shapes, tease the imagination.  
Yet for those who see,  
Through their mind's  
Eye, they burn  
Up the page.

THERE ARE MANY MORE  
TYPES OF POETRY!

FIGURATIVE  
LANGUAGE



## SIMILE



- ▣ A comparison of two things using “like, as than,” or “resembles.”
- ▣ “She is as beautiful as a sunrise.”



## METAPHOR



- ▣ A direct comparison of two unlike things
- ▣ “All the world’s a stage, and we are merely players.”

- William Shakespeare



## EXTENDED METAPHOR



- ▣ A metaphor that goes several lines or possible the entire length of a work.

## IMPLIED METAPHOR



- ▣ The comparison is hinted at but not clearly stated.

- ▣ “The poison sacs of the town began to manufacture venom, and the town swelled and puffed with the pressure of it.”



- from The Pearl
- by John Steinbeck

## Hyperbole



- ▣ Exaggeration often used for emphasis.

## Litotes



- ▣ Understatement - basically the opposite of hyperbole. Often it is ironic.
- ▣ Ex. Calling a slow moving person “Speedy”

## Idiom



- ▣ An expression where the literal meaning of the words is not the meaning of the expression. It means something other than what it actually says.

- ▣ Ex. It’s raining cats and dogs.

## PERSONIFICATION




- ▣ An animal given human-like qualities or an object given life-like qualities.




from “Ninki”  
by Shirley Jackson

“Ninki was by this time irritated beyond belief by the general air of incompetence exhibited in the kitchen, and she went into the living room and got Shax, who is extraordinarily lazy and never catches his own chipmunks, but who is, at least, a cat, and preferable, Ninki saw clearly, to a man with a gun.


## OTHER POETIC DEVICES




## SYMBOLISM




When a person, place, thing, or event that has meaning in itself also represents, or stands for, something else.



= Innocence




= America



= Peace

## Allusion




Allusion comes from the verb “allude” which means “to refer to”

An allusion is a reference to something famous.

A tunnel walled and overlaid  
With dazzling crystal: we  
had read  
Of rare Aladdin’s wondrous  
cave,  
And to our own his name we  
gave.

From “Snowbound”  
John Greenleaf Whittier

## IMAGERY




Language that appeals to the senses.


Most images are visual, but they can also appeal to the senses of sound, touch, taste, or smell.

then with cracked hands that ached  
from labor in the weekday weather . . .  
from “Those Winter Sundays”

## POETRY ANALYSIS



To analyze poetry, we will use three column analysis.

You got this  **handout**

Three Column Poem Analysis		
<small>Tells, Look at the title of the poem and try to predict if the title has a certain meaning.</small>		
Level 1 (Literal)	Level 2 (Interpretive)	Level 3 (Critical/Evaluative/Reflective)
<p><small>Makes notes on the following aspects of the poem:</small></p> <ol style="list-style-type: none"> <li>Circle unfamiliar vocabulary and words or images that are important in understanding the poem's meaning toward the subject.</li> <li>Underline key words, phrases or lines that capture the key experience: who, what, when, where.</li> <li>Draw attention marks used to indicate that an</li> </ol>	<p><small>Notes written in this column will focus on why a line means, where it fits in the poem or how that line contributes to the overall meaning of the poem. In the left-hand column, write notes that address the following:</small></p> <ol style="list-style-type: none"> <li>Identify examples of figurative language and note possible meaning.</li> <li>Look for shifts: these place point of view, time, etc. that occur.</li> <li>Underline lines that address the key questions: Why and how?</li> <li>Draw attention marks to the critical words, the subtle statements of the connotations in positive, negative or neutral.</li> </ol>	<p><small>Notes written in the right column focus on the overall meaning:</small></p> <ul style="list-style-type: none"> <li>What is the poem supposed to teach?</li> <li>What does this poem have to do with us?</li> <li>What do I think about the poem?</li> <li>What does this poem tell about myself?</li> <li>What is the theme of the poem?</li> <li>How does the poem use rhetorical tools to reveal character, experience, etc. to develop the theme of the poem?</li> </ul>
<p><small>Thesis: What is the major point the poet is trying to tell you as a reader? Write a thesis statement.</small></p> <p><small>Tells, Evaluate the title again, this time as an interpretive tool. See if the title has any significance and describe its significance.</small></p>		