

ANALYSING POETRY

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The Tools of Poetry



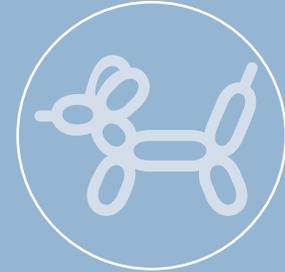
Form



Structure



Style



Technique



Poetic Devices

Blank Verse: Blank Verse is constructed with unrhymed/blank Iambic Pentameters.

Sonnet: There are many different types. Most common is an Italian sonnet consisting on an octave and a sestet. The English/Shakespearian sonnet often finished with a rhyming couplet

Quatrain, Cinquain, Sestet and Octave : depending on the number of lines (4, 5, 6, 8)

Ballad: The basic ballad form is iambic heptameter in sestet or six line stanzas. The second, fourth and sixth lines rhyming.

Meter

Iambic.....u / the Foot

Trochee / u Foot ing

Anapest..... u u /.....on the Foot

Dactyl...../ u uFoot fall ing

Spondee..... / / In Sensed

Pyrricu u..... be gin

The Poetic Structures



Lines and Structure



Rhyme Scheme



Lines and Stanzas

Lines

- Poetry is written in lines NOT sentences

Stanzas

- Poetry is written in Stanzas or Verses NOT Paragraphs

Single Entities

- Sometimes a poem will be written as a single entity and not be divided into a stanza

Rhyme Scheme

This is the pattern that signifies the arrangement of the rhyme in a poem.

'They'

The Bishop tells us: 'When the boys come back
'They will not be the same; for they'll have fought
'In a just cause: they lead the last attack
'On Anti-Christ; their comrades' blood has bought
'New right to breed an honourable race,
'They have challenged Death and dared him face to face.'
'We're none of us the same!' the boys reply.
'For George lost both his legs; and Bill's stone blind;
'Poor Jim's shot through the lungs and like to die;
'And Bert's gone syphilitic: you'll not find
'A chap who's served that hasn't found some change.
'And the Bishop said: 'The ways of God are strange!'

A
B
A
B
C
C
D
E
D
E
F
F

Siegfried Sassoon

Poetic Style

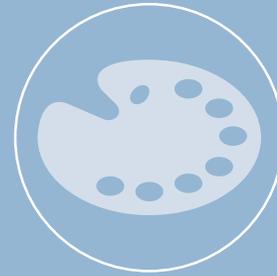
Style in **poetry** involves the method which a **poet** uses to convey meaning, tone, and emotion in his/her **poem**.



Meaning



Tone



Imagery



Meaning

Poets use a range of **techniques** to **convey meaning**.

Content

- **Content**: what is the Poem about?

Form

- **Form**: How is the poem written/structured?

Language

- How is **Language** used?

Content + Form + Language = Meaning

Meaning

Poets arrange the words to **enhance understanding** and **convey** their **message**

Purpose

- **Purpose:** Why has this poem been composed? What is the message being conveyed?

Point of View

- **Point of View:** Who is speaking?
The Persona

Audience

Audience: Who is being addressed?
The responder.

Content + Form + Language + Purpose + POV + Audience = Meaning

Identifying Meaning

Katrina

Katrina, now you are suspended between earth and sky.
Tubes feed you glucose intravenously. Naked you lie
In your special room in Ward Fifteen. Is your life
Opening again or closing finally? We do not know, but fear
The telephone call from a nurse whose distant sympathy
Will be the measure of our helplessness. Your twin brother's
Two-month-old vigour hurts us, remembering
Thin straws of sunlight on your bowed legs kicking
In defiance of your sickness, your body's wasting.
Against the black velvet of death threatening
Your life shies like a jewel, each relapse a flash of light
The more endearing. Your mother grieves already, so do I.
Miracles do not tempt us. We are getting in early,
Although we know there is no conditioning process which can counter
The karate-blow when it comes,
No way we can arrange the date-pad to conceal
The page torn-off, crumpled, thrown away.
Katrina, I had in mind a prayer, but only this came,
And you are still naked between earth and sky.
Transfusion-wounds in your heels, your dummy taped in your mouth.

Bruce Dawe

This poem is written from the **point of view** of a father.

Katrina is a 2 month old baby, a twin, who is fighting to survive.

This poem **depicts** the grief of her parents. The father tells us that "your mother grieves already", however, he stills holds on desperately for a miracle and is asking questions of Katrina out of desperation, "is your life opening again or closing finally?"

Tone

The **tone** of the poem will reveal the **poet's** subjective **views** and **attitudes**.

Mood and
Atmosphere

- ***Create Mood and Atmosphere:***
This is achieved through word choice, rhythm and sounds of words.

Describing
Tone

- ***Describing Tone:*** friendly, sharp, sarcastic, ironic, angry, humorous, condescending

(Mood + Atmosphere) + (Description of Tone) = Tone

Identifying Tone

Children

Long-summer scorched, my surfing children
Catch random waves or thump in dumpers,
Whirling, gasping, tossed disjointed.
I watching, fear they may be broken -
That all those foaming limbs will never
Re-assemble whole, together.
All under such a peaceful sky.
All under such another sky
The pictures show some village children
Caught at random, tossed, exploded,
Torn, disjointed, like sticks broken,
Whose jagged scorching limbs will never
Re-assemble whole together.

Nancy Keesing

This poem uses **contrasting** stanzas to convey meaning and the **tone** changes as a result.

In the first stanza the parent watching the children, this is a joyful occasion the tone is happy and anxious, as the parent feels fear that the children could be hurt, all part of the parental instinct.

In the final stanza this fear is put into context as the parent considers the life of children in a war-torn village, the tone becomes serious and somewhat macabre.

Imagery

Imagery, often involving the senses, conjures up **word pictures**.

Emotive
Language

- These affect us **emotionally** and **intellectually**.

Figurative
Language

- Poetry may use **metaphors**, **similes** or **personification** for comparisons.

Poetic
Devices

The use of **sound devices** such as **alliteration**, **assonance** and **onomatopoeia** enhance imagery.

Emotive Language + Figurative Language + Poetic Devices = Imagery

Identifying Imagery

African Beggar

Sprawled in the dust outside the Syrian store,
a target for small children, dogs and flies,
a heap of verminous rags and matted hair,
he watches us with cunning, reptile eyes,
his noseless, smallpoxed face creased in a sneer.
Sometimes he shows his yellow stumps of teeth
and whines for alms, perceiving that we bear
the curse of pity; a grotesque mask of death,
with hands like claws about his begging-bowl.
But often he is lying all alone
within the shadow of a crumbling wall,
lost in the trackless jungle of his pain,
clutching the pitiless red earth in vain
and whimpering like a stricken animal.

Raymond Tong

This poem uses vivid imagery of the beggar, his appearance and treatment by the public, to convey the poet's message about poverty and homelessness.

Poetic Technique

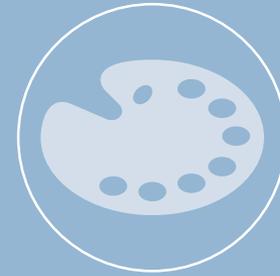
Devices used in poems to create effect.



Similie



Metaphor



Personification



Poetic Techniques

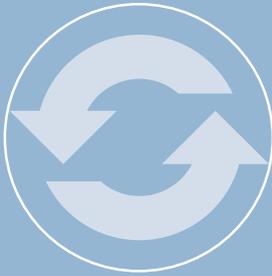
Simile: A simile is a direct comparison that always contains the words as or like. "He is as wealthy as Bill Gates"

Metaphor: A metaphor is a comparison without the use of as or like. "He is a Bill Gates"

Personification: Gives human qualities to inanimate objects or abstract ideas. "The clouds looked down and wept on the drought-stricken earth."

Poetic Technique

Devices used in poems to create effect.



Repetition



Imagery



Allusion



Poetic Techniques

Repetition: Poets will re-use certain words to draw the attention of their audience and help to convey meaning

Imagery: This is used to draw a mental picture for the audience.

Allusion: This is either a direct or an indirect referral to a particular aspect. "Milton's epic poem, 'Paradise Lost', deals with the biblical themes of the Temptation and the Fall of Man".

Poetic Technique

Devices used in poems to create effect.



Onomatopoeia



Assonance



Alliteration



Poetic Techniques

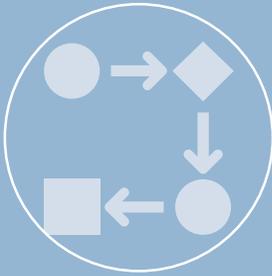
Onomatopoeia: The use of words that imitate the sound that is created. "The cat's meow"

Assonance: Is the repetition of vowel sounds at the beginning of words.

Alliteration: Is the repetition of consonant sounds at the beginning of words. "Baby, bounces the ball."

Poetic Technique

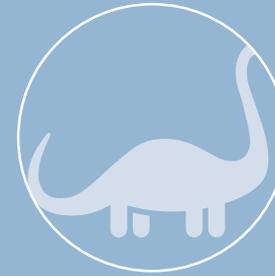
Devices used in poems to create effect.



Antithesis



Oxymoron



Paradox



Poetic Techniques

Antithesis: Compares and contradicts ideas or statements within a sentence. "Don't underestimate him; he's a mouse in stature, a lion in strength".

Oxymoron: Place two seemingly contradictory words next to each other. "The mother waved her son off to war with painful pride".

Paradox: A seemingly absurd or contradictory statement which, when analysed, is found to be true. "You will kill him with your kindness".

Poetic Technique

Devices used in poems to create effect.



Hyperbole



Euphemism



Pun



Poetic Techniques

Hyperbole: An over-exaggeration, not meant to be taken literally. "The teacher complained that she had hundreds of interruptions that day."

Euphemism: Expresses an unpleasant or uncomfortable situation in a more sensitive, kind and tactful manner. "He passed away".

Pun: A clever play on words, alike in sound but different in meaning. "Cricket Captain stumped!"

Poetic Technique

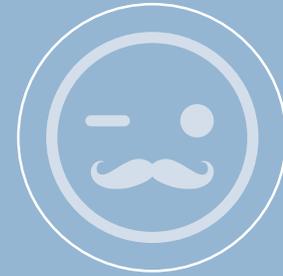
Devices used in poems to create effect.



Synecdoche



Irony



Sarcasm



Poetic Techniques

Synecdoche: In a synecdoche, a part is used for a whole, or a whole is used for a part. "Australia won the cricket".

Irony: Implies the opposite of what is said. "I can't wait for my detention on Wednesday afternoon".

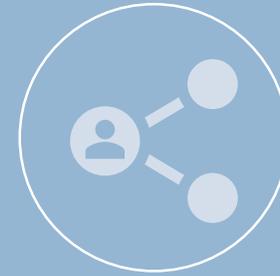
Sarcasm: Like Irony, is it used to highlight, expose or ridicule human, social or political weaknesses or stupidities.

Analytical Questions

Students complete an analytical essay on one of the questions below:



How does the composer of a poem of your choosing use language and poetic technique to convey purpose?



Select a poet of your own choosing. Why do they use a range of poetry techniques to convey themes?



Tips and Tricks to Remember

- Use the **MISS** rule:
- **M**eter: stressed/unstressed, iambic pentameter...
- **I**magery: simile, metaphor, conceit...
- **S**ound effects: alliteration, rhyme, onomatopoeia, assonance...
- **'S**pecial' effects: personification, anthropomorphism...

Tips and Tricks to Remember

S • Structure (including form, rhyme and rhythm)

M • Meaning (including storyline and viewpoint)

I • Imagery (including the senses, simile, metaphor, adjectives and personification)

L • Language (including word use and onomatopoeia)

E • Effect (including mood, emotion and tone)

There are some steps you can follow if you are struggling to understand the poems:

- Step 1: break the poem down into sentences or clauses. Ignore line-breaks to start off with, and focus on deciphering the meaning before moving on to consider connotations.
- Step 2: if you need to adjust the grammar to understand the lines, then do so.
- Step 3: check to see if the closing lines/stanza offer a change of tone - chances are, this is where your poet makes their point clearer.
- In case of emergency, remember, even if you don't fully understand the whole thing, you should be able to comment on the poet's techniques!

Tips and Tricks to Remember

- The John Donne poems are your core text. The unseen poem is the partner text. This is the first important factor to bear in mind.
- Make connections between core and partner using the TWITTER rule:
- **T**heme
- **W**ho/**W**hen?
- **I**magery
- **T**one
- **T**echnique
- **E**xplore interpretations (AO3ii)
- **R**hyme & **R**hythm
- **Remember:** find a connection, and explore it. Use the unseen poem comparatively rather than on its own. Don't forget your assessment objectives!

Practicing

Simile	A word with the function of describing a noun	Metaphor
The not so clever cat Ate the polyester mat	A comparison where the person/thing 'is' something else	The enormous, grey elephant began to paint
A string of words beginning with the same of similar sounds	Alliteration	I'm wondering where I've left my feet, and why my hands are outside clapping.
She was as clever as a professor, with eyes that sparkled like a diamond	Onomatopoeia	Words which imitate the sound
A non-human thing or idea is given human attributes	A comparison using 'as' or 'like'	The day was a picture, a painting of perfection.
The clash of the clouds, the whoosh of the wind	A line ending in which the sense continues into the following stanza	Enjambment
Rhyme	The terrifying teacher terrorised the trembling twins	The same or similar sounds at the end of two or more words
The frost froze spitefully over the pavement and waiting with glee for an unsuspecting pedestrian	Adjective	Personification

Answers

Simile	A word with the function of describing a noun	Metaphor
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Writing an Analytical Essay

Stage 1

Select your question.
Select the Poet and/or Poetry that you will be writing about.

Stage 2

Annotate your poems for structure, style, technique and overall meaning/purpose.

Stage 3

Create an Essay plan. Outline, the main ideas for each paragraph.

Stage 4

Write your intro, link to the question.
Include thesis statement.

Stage 5

Begin writing.
Ensure that each paragraph has a topic sentence, clear ideas and that they are supported with evidence.

STAGE 6: Conclude your essay and proof read to ensure you have addressed the question and removed any writing errors.

Poetry Marking Rubric

Knowledge and Understanding

- Develop ideas that show your understanding of poetry and the way it was created.

Analysis

- Develop a point of view, connecting ideas from the poetry to your chosen question. Use technical language and refer to form structure, style and technique.

Application

Support your views/ideas with references and analysis from the poems you have selected.

Communication

Write a well planned and well structured assignment that answers the question you have chosen.

Acknowledgements

- [Slideshare](#)