

3.2.6 Practice: Analyze a Poem

English III Literacy Advantage (S2931390)

Name: _____

Write a short poetry analysis of either Emily Dickinson's "Poem 113" or Walt Whitman's "I Hear America Singing."



Requirements

1. Identify at least two poetic devices from the following choices: rhyme, slant rhyme, rhythm, alliteration, free verse, or repetition.
2. Organize your writing with a thesis statement, body paragraphs, and a conclusion.
3. Use examples from the poem to illustrate your point, such as quotations or descriptions of what the poem says or does.
4. Explain what the poetic devices say about the poem's meaning.
5. Write a three- to five-paragraph analysis of 300 to 500 words in length using 12-point font and one-inch margins.

Include:

- Begin your **thesis statement** by telling the name of the poem you are writing about and stating what you think the poem means.
- Your **thesis statement** should also mention the poetic devices you will discuss and the effects they have.
- **Include quotations** in your body paragraphs to help prove the claim you make in your thesis statement.
- Your conclusion should tell us **how the meaning of the poem is affected by the emotions** the poem makes you feel.

Which poem do you like best? HIGHLIGHT or CIRCLE the TITLE

Poem 113

The Bee is not afraid of me.
I know the Butterfly —
The pretty people in the Woods
Receive me cordially —

The Brooks laugh louder
When I come —
The Breezes madder play;
Wherefore mine eye thy silver mists,
Wherefore, Oh Summer's Day?

—Emily Dickinson

I Hear America Singing

I hear America singing, the varied carols I hear,
Those of mechanics, each one singing his, as it should be, blithe and strong,
The carpenter singing his as he measures his plank or beam,
The mason singing his as he makes ready for work, or leaves off work,
The boatman singing what belongs to him in his boat, the deck-hand singing on the steamboat deck,
The shoemaker singing as he sits on his bench, the hatter singing as he stands,
The wood-cutter's song, the ploughboy's on his way in the morning, or at noon intermission or at sundown,
The delicious singing of the mother, or of the young wife at work, or of the girl sewing or washing,
Each singing what belongs to him or her and to none else,
The day what belongs to the day — at night the party of young fellows, robust, friendly,
Singing with open mouths their strong melodious songs.

—Walt Whitman

Look back through your chosen poem. What poetic devices do you notice? Circle all that you see in the poem.

rhyme	Slant rhyme	rhythm	alliteration	personification	free verse	repetition
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Write



Step 1: Topic Sentence

Your topic sentence should identify which poem you're writing about and which poetic devices you notice in the poem, and indicate how you think those devices affect the poem's meaning.

Example: *Dr. Seuss's poem, "Green Eggs and Ham" is a humorous poem filled with repetition, alliteration, and rhyme.*

Step 2: Evidence

In this section, you need to provide example passages from the poem that show the poetic device you chose. You also need to explain how these examples create meaning from the device you're discussing.

- **Go through the poem above and MARK the devices you want to analyze.**
- **Define the devices in your paragraph**
- **Give one example from the poem to illustrate how the device is being used.**

Example: *Repetition is a literary device in which a word or phrase is repeated for emphasis. In the poem, Sam's friend repeats his claim, "I do not like them Sam-I-am!" This becomes expected and makes readers laugh. Another poetic device used is . . .*

Step 3: Conclusion

Add the words **"In conclusion"** or **"Clearly."**

Restate the topic sentence.

Say something about how the poetic devices enhance the overall meaning of the poem. Hint:
How does it make you feel?