

1. Title of Poem:

2. Poet:

3. Important background information on poet relevant to poem:

4. Who/what is the **speaker**? What kind of person is the speaker?

5. Who is the intended **audience**? How do you know?

6. What is the **occasion** surrounding the poem? What is the **setting**? (hour, season, century, etc.)

7. What is the **central purpose** of the poem?

8. Summarize the **events** of the poem.

9. Discuss the **diction** (word choice) of the poem. Point out words that are particularly well chosen or strong and explain why you think so and what those words add to the poem. (at least 4 words or phrases)

10. Discuss the **imagery**. What types of images are used? Is there any structure to the imagery? Explain.

11. Point out **and** explain any **symbols**.

12. Point out any examples of the following (or others that may be relevant) **and** explain their significance

- |                    |              |                            |             |
|--------------------|--------------|----------------------------|-------------|
| a. Metaphor        | e. Metonymy  | i. Understatement          | m. Chiasmus |
| b. Simile          | f. Paradox   | j. Irony                   | n. Zeugma   |
| c. Conceit         | g. Allusion  | k. Elliptical construction | o. Anaphora |
| d. Personification | h. Hyperbole | l. Enjambment              | p.          |

13. Point out any significant examples of **sound devices** and/or repetition **and** explain their function. Determine if any sounds in the poem relate to topics discussed within the poem (for example, short, choppy syllables with repeated "ee" sounds could relate to a chirping bird discussed in the poem).

14. State the **form** or **pattern** of the poem **and** how this affects meaning (villanelle, ode, English or Italian Sonnet, ballad, dramatic monologue, aubade, terza rima, apostrophe, pantoum, free verse, etc.)

15. How is the poem constructed? What are its units of organization (quatrains, paragraphs, couplets, tercets)? How are these units linked together (continued metaphor, pro and con, linked sound patterns, logical syllogism, train of thought, etc.)?

16. **Syntax** – how does syntactical structure affect the meaning of the poem? Consider word order (NOT word choice!), inverted syntax, line structure, line variety, line arrangement, parallelism, spelling, grammar conventions (or lack thereof), phrasing, punctuation, repetition, etc.

17. Evaluate the poem. What **theme** does the poem convey and how is this accomplished? Explain how the author uses literary devices to communicate the poem's central idea or theme.

- a. This is NOT a summary of previously stated material. This is your analysis of your findings. *How* does the poem mean as well as *what* it means should be discussed here.
- b. Somewhere in the analysis you should discuss TONE. Discuss specific tone words (see list online) that relate to the text. How is tone established? See examples online for student models.