

# POETRY ANALYSIS PROJECT

## AMERICAN ROMANTICISM/GOTHICISM

In this project, you are to do several things:

1. Provide a rhyme scheme for the poem your group has selected
2. Create a scansion of the poem
3. Write an explication of the poem
4. Create a vocabulary list for the class
5. Create a worksheet (set of study questions) for the class (include key)
6. Present the poem to the class, illustrating your findings
  - ❖ Extra Credit – Create a graphic conveying the main theme or iconic imagery of the poem

1. **Rhyme scheme:** A rhyme scheme applies to the end rhyme (or lack of) in each line. Use letters to mark each unique end sound per line. You can use the same letter as many times as you need to, so long as it is always for the same end sound. If you use up all letters in the alphabet, you can double up on letters (i.e. AA,BB,CC etc.)

Gather ye rosebuds while ye may,	A
Old Time is still a-flying;	B
And this same flower that smiles today	A
Tomorrow will be dying.	B

Or

Once upon a midnight dreary, while I pondered weak and weary,	A
Over many a quaint and curious volume of forgotten lore,	B
While I nodded, nearly napping, suddenly there came a tapping,	C
As of some one gently rapping, rapping at my chamber door.	B
'Tis some visitor,' I muttered, 'tapping at my chamber door -	B

2. **Scansion:** The scansion shows the stressed and unstressed syllables in each line to mark the pattern of the way the poem is supposed to be read. Stressed syllables are marked with a (/) and unstressed syllables with a (˘). Read the poem aloud and listen for the rhythm of the words.

❖ Bonus – Try to identify the overall type of metric feet used (see poetic terminology).

/ ˘ ˘ / ˘ / ˘ ˘ /
Rock a bye baby, on the treetop,
/ ˘ ˘ / ˘ / ˘ ˘ /
When the wind blows, the cradle will rock;
/ ˘ ˘ / ˘ / ˘ ˘ /
When the bough breaks, the cradle will fall,
˘ / ˘ ˘ / ˘ / ˘ ˘ /
And down will come baby, cradle and all.

Most lines consist of a dactyl, followed by two troches, and ends with an iamb. The fourth line begins with an extra unstressed syllable.

❖ Every syllable must be accounted for

3. **Explication:** Go through the poem, line by line, word by word, and figure out exactly what this poem is trying to convey. Type or write an explanation of what each stanza is saying, in your own words. Include all important details.
4. **Vocabulary List:** Type or write a list of all difficult vocabulary in the poem and provide the contextual definition (as it applies the context of the poem).
5. **Worksheet:** Type out or write a list of study questions based on your poem. This should consist of a combination of multiple choice/matching and short answer/open-ended questions. Your questions should pertain more to the theme and important details of the poem rather than superficialities. You will also need to provide a worksheet with the answers included (key) as well as a point breakdown. Your group will also be responsible for grading the worksheets.
6. **Presentation:** Present your poem to the class. Provide the class with your vocabulary list and study questions. Read your poem aloud and explain its meaning. While poem is being read, project an image of the poem with its scansion and rhyme scheme via the projector and document camera.
  - ❖ **Extra Credit – Graphic:** Create a visual representation of the underlying theme of the poem or a scene of significant imagery. This can be done in any media; however, you cannot simply print or copy an image from the internet.

GRADING RUBRIC	
<b>Rhyme Scheme</b>	20 Points
<b>Scansion</b>	30 Points
<b>Explication</b>	50 Points
<b>Vocabulary List</b>	20 Points
<b>Worksheet</b>	30 Points
<b>Presentation</b>	50 Points
<b>Bonus</b>	Up to +20 Points
<b>Total</b>	Up to 220 Points ÷ 2 for <u>two test grades</u>

- ❖ You will also receive a daily grade for your participation in the project.