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Poetry Analysis Worksheet # _____

Answer each of the following questions to the best of your ability.

- The title of this poem is _____
- It was written by _____
- This poem is written in the _____ (1st or 3rd) person point of view.
- Who is the speaker? _____
- What is the basic situation? _____
- What is the poem's setting? _____
- Are there conflicts in the poem? If so, what are they? _____
- What kind(s) of imagery do you see most often in the poem? Give some examples. _____
- Does the poem have meter? If so, what is it? _____
- Does your poem have a rhyme scheme? If so, what is it? _____
- What other sound devices (alliteration, assonance, onomatopoeia) have been included by the poet? Give examples of each. _____
- What figures of speech are included (metaphor, simile, personification, hyperbole, onomatopoeia, etc.)? Include examples and explain the effect each one has on your understanding and appreciation of the poem. _____

Touched by an Angel – Poetry Analysis

TOUCHED BY AN ANGEL – POETRY ANALYSIS

The poem "Touched By An Angel" written by Maya Angelou explores concept of the liberating feeling of love. The poet shows this through many different quotes, the first being "love coiled in shells of loneliness / until love leaves its high holy temple / and comes into our night". This shows that the persona's (and the people around them) sense of loneliness is broken when love comes into their life. This also shows that the persona lives in relevant solitude, which is again used as a contrast for the escape that love brings later in the poem. Another line, "Yet if we are bold / love strikes away the chains of fear" shows that the persona believes that if them and the people around them seek love, it will save them from the fear that the poet has implied controls their life. It implies that something has happened to make them have this sense of fear around them. Finally, the last line "Yet it is only love / which sets us free." These two lines suggest that love is a gateway to a world usually unknown. These quotes show that the poem is about how love can liberate people from sadness.

"Touched by an Angel" uses many different language techniques to convey the idea of love as a feeling of liberation. The first of these is the line "love strikes away the chains of fear / from our souls", which personifies love as a rebellious character, willing to break the persona's fear. This personification makes love become a stronger entity, no longer an abstract thought. Finally, the use of the personification gives love the sense of power, as the persona believes that it is the only thing that can stop fear, loneliness and despair. The second use of a language is the hyperbole in "that love costs all we are / and will ever be / Yet it is only love / which sets us free." The use of the hyperbole exaggerates the fact that whilst love is expensive – it is costly both in the past and the future and if the persona were to make a mistake it could have negative consequences, but the risk is worth it if it works as the persona would no longer have the sense of dejection as before. Using this language technique the poet gives a sense of risk to falling in love, but then also juxtaposes it against the next 2 lines. Finally, by using this hyperbole the poet also highlights the high price that love can have against the potential rewards. The last techniques the poet uses is a minor alliteration in "until love leaves its high holy temple". The effect of the alliteration of the two words emphasises that love is above the persona. The two words used in the alliteration are very strong words, which hold connotations of strength, power and mightiness. The poet using these two words with the same first sound together heightens the effect of the already powerful phrase, thereby showing love's power. The main theme of the poem is well conveyed through the use of many different language techniques by the poet.

Ally Pitt 7T

Poetry Analysis Worksheet

A step-by-step guide to reading and understanding poetry

- Title**

 - If there is a title – does it define the subject matter of the poem's focus?
- First Reading**

 - Read the poem silently to gain a first impression.
 - What is the narrative in the poem (what is happening?)
 - Make some notes on your first impressions.
- Re-Reading**

 - Read the poem again – carefully, analytically and out loud.
 - Take note of punctuation; notice images that stand out; listen to the rhyming pattern and the rhythm of the words
- Meaning**

 - Identify the obvious meaning and then look for implied meaning (s). What do you think the poet is trying to say?
- Consolidation – Putting it all together**

 - Read the poem again to consolidate your appreciation of its meaning.
- Theme/s**

 - Identify the main theme of the poem

Head of English

Today we have a poet in the class.

A real live poet with a published book.

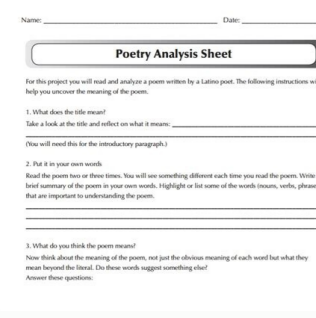
Notice the inkstained fingers, girls. Perhaps we're going to witness verse hot from the press. Who knows. Please show your appreciation by clapping. Not too loud. Now

sit up straight and listen. Remember the lesson on assonance, for not all poems, sadly, rhyme these days. Still. Never mind. Whispering's, as always, out of bounds - but do feel free to raise some questions. After all, we're paying forty pounds.

Those of you with English Second Language, see me after break. We're fortunate to have this person in our midst. Season of mists and so on and so forth I've written quite a bit of poetry myself and doing Kipling with the Lower Fourth.

Right. That's enough from me. On with the Muse. Open a window at the back. We don't want winds of change about the place. Take notes, but don't write reams. Just an essay on the poet's themes. Fine. Off we go. Convince us that there's something we don't know.

Well. Really. Run along now, girls. I'm sure that gave an insight to an outside view. Applause will do. Thank you very much for coming here today. Lunch in the hall? Do hang about. Unfortunately I have to dash. Tracey will show you out.



State one key idea or message you understood. Having described the miracle of human life he asks why we would want to destroy it, especially young life, so completely: "Was it for this the clay grew tall?" and his final question wonders, almost bitterly, why we were given life since we have wasted it: "O what made fatuous sunbeams toil/ To break earth's sleep at all?" The modern reader would agree with Owen but in 1918, when the poem was written, these sentiments would have been seen as unpatriotic. Interpretation: Key: Red - important connotation. He is dead. Irony. It only half-rhymes, thus creating a feeling of frustration and sadness. g. S. If anything might rouse him now The kind old sun will know. The sun is the source of life. Futility by Wilfred Owen Move him into the sun - Gently its touch awoke him once, At home, whispering of fields unsown. Give your evidence/ reason. 10. The idea that man was created from clay is evident in many creation stories. Is this why the soil was transformed into life? awake (awoke, awoken) (verb): wake up; waken; wake up; stop sleeping unsown (adjective): without seed; not planted rouse (verb): wake up; stimulate; animate clay (noun): type of earth; earth; soil limb (noun): member of the body (leg, arm) dear-achieved (adjective): costly to create stir (verb): move; waken fatuous (adjective): purposeless toil (verb): work hard; labour Welcome to iamdanieltteacher - Together in English. f. to wake the earth in the first place? This lesson is suitable for KS3/KS4 students who have studied or are studying Conflict Poetry, either as a review, an introduction, or for comparison with other conflict poems. e. l. Why did the sun create life? I provide a wide range of mainly English resources for learners of all ages and abilities. when he was at home (in England). World War I poem Futility By Wilfred Owen Make predictions • The title 'Futility' means? 1. 12. Was it for this the clay grew tall? Instead, we get 'unsown', which does not rhyme correctly. - O what made fatuous sunbeams toil Oh! Why did the purposeless beams of the sun work hard To break earth's sleep at all? Somebody suggests moving him to an area where the sun is shining. c. The unsown fields indicate the rural location of his home but also symbolise all the potential and opportunity in his life, had it not been ended in the war. Finally, in his bitter hopelessness, the speaker questions the purpose of bringing life to earth. the soldiers death . d. war . •Quote example(s) of rhetorical questions. Surely, it is not so difficult to wake a body that is still warm, that has all its nerves, its limbs. 'Sunbeams' reveals the speaker's diminished image of the sun as it is no longer mentioned in its completeness. 13? words Move him into the sun— Gently its touch awoke him once, At home, whispering of fields unsown, and which is still warm and full of nerves, too difficult to wake? Wilfred Owen Move him into the sun— Gently its touch awoke him once, At home, whispering of fields unsown. Think how it wakes the seeds - Woke, once, the clays of a cold star. 'Until' reveals that the sun has failed to revive the soldier. And it is futile to move the soldier. Creative Commons "Sharealike"Select overall rating(no rating)Your rating is required to reflect your happiness.Write a reviewUpdate existing reviewIt's good to leave some feedback.Something went wrong, please try again later.Wow! Thank you.Happy to hear you found this useful! Empty reply does not make any sense for the end user.Thanks for the kind feedback. Are limbs, so dear-achieved, are sides, Is a body, created at so high a price, Despair. An instruction is given to move the frozen soldier into the sunlight. life/creation Line: 1. Gently its touch awoke him once, In the past, the touch of the sun used to wake him up gently. The sun wakes everything.What other fields is Owen talking about? 'Clay' has connotations of infertility but also of being mouldable. Poem "Translation" Commentary Move him into the sun - Move his body into the warmth of the sunlight - We can imagine a soldier who has just been hit by a bullet. Fatuous - foolish. The sun is portrayed as wise. •Explain and evaluate the purpose and effect of the use of personification in this poem. 4. The sun spoke to him of fields that had not been planted with seeds. It is a sonnet. Assonance: The repetition of the 'o' sound creates a sad sound of mourning. 'Whisper' again suggests the sun's gentleness. This is symbolic of the destructive power of war. How does this poetic form influence the way it is written? until now and until this snow. The power of the questions is that they demand an answer - but there is no rational answer that could be given. Their is one set of full rhyme in each stanza (line 5+7 and 12+14). The sun had the ability to wake the soldier up when he lived at home. Read the text 1.Make a link between the title and something in the poem. The first four lines of each stanza consist of half rhymes (only half of the word rhymes). Listen to the text. 9. Futility in both senses. Now you try. . Analysis Paragraph •Idea expressed in poem through personification. i. Find an example of each of these 10 language features and label: Think how it wakes the seeds— Woke, once, the clays of a cold star. Last updated10 January 2022Here is a full lesson for the poem Futility, by Wilfred Owen. - O what made fatuous sunbeams toil To break earth's sleep at all? h. still warm, is too difficult to revive. b. The soldier needs warmth, but he is in the shadow. 14. Compiled by B. Title: The title indicates the pointlessness of several things: Always it awoke him, even in France, Until this morning and this snow. Purple - assonance. Copy the poem. He is not moving. 'Snow' suggests the cause of his death (overexposure). 7. Futility 2. Owen was killed on 4 November 1918, one week before the end of the war, still in his twenties. The sun's power is suggested by crediting the creation of life on earth ('a cold star') to it. It has been snowing. Think how it wakes the seeds, - Imagine! Think how the sun wakes the seeds (in the fields?). Our customer service team will review your report and will be in touch. At home, whispering of fields unsown. It was pointless, useless, futile. The speaker questions the purpose of man's existence; if man was created merely to fight each other and die. Model Analysis Paragraph •Idea expressed in poem through rhetorical questions. the sun can do it. The sun even woke the soldier while he was serving on the front line in France. Assonance - the use of words in sequence that have similar vowel sounds. The sun is portrayed as gentle and compassionate. 'Clay grew tall' is a reference to man's creation. 13. By Wilfred Owen a. Key Vocabulary a. Summary: The poem speaks of a soldier, that died of over exposure to the cold, during world war 2, on the front line in France. imperative personification repetition rhyme rhetorical question metaphor parallel construction h. If you enjoyed these resources, your reviews are hugely appreciated. •Explain and evaluate the purpose and effect of the use of rhetorical questions in this poem. Always it woke him, even in France, Until this morning and this snow. 11. •Quote example(s) of personification. 3. Are limbs so dear-achieved, are sides Full-nerved, - still warm, - too hard to stir? Jot down THREE key words you remember. Futility was one of many war poems written by Wilfred Owen, a British Army officer during the First World War. He will never wake again. Full-nerved, - still warm, - too hard to stir? If anything might rouse him now If anything is able to wake him from his sleep now. But the sun is the only thing that can possibly wake him. Woke, once, the clays of a cold star. The speaker makes an exclamation of despair and has lost his confidence in the sun's power. Futile - pointless. Personification - the attribute of human characteristics to inanimate objects. antithesis i. Think how it wakes the seeds— Woke, once, the clays of a cold star. Are limbs, so dear-achieved, are sides, Full-nerved - still warm - too hard to stir? 8. 2. The kind old sun will know. Are limbs so dear-achieved, are sides Full-nerved,—still warm,—too hard to stir? The speaker sums up his feelings of despair by questioning the purpose of bringing life to earth. The speaker's previous opinion is now completely opposite to what it was in the first stanza. Listen 1. Much appreciated!Empty reply does not make any sense for the end userReport this resourceto let us know if it violates our terms and conditions. Think how it woke the soil of the Earth. Perhaps he is dead. The weather is cold. The speaker expresses his anger and frustration that the sun, which has been so powerful and life giving, cannot revive the soldier. This is disjointed and denies us the satisfaction of a full rhyme which again suggests a destruction or futility, thus linking back to the title. k. the revival of the soldier . The speaker identifies the sun as the soldier's last hope. Add new ones to your glossary. The question reveals the speaker's disbelief and frustration. caesura j. Until this morning and this snow. Structure: Like a sonnet the poem has fourteen lines. The Text Analysis Paragraph pl e Evaluate the Purpose and Effect m l d ea a Ex Feature of the text e.g. first person voice; flashback; irony... Futility Move him into the sun— Gently its touch awoke him once, At home, whispering of fields unsown. - O what made fatuous sunbeams toil To break earth's sleep at all? If anything might rouse him now The kind old sun will know. 2. Model Analysis Paragraph Wilfred Owen's intention in using a sequence of three rhetorical questions in the final 6 lines of his WWI sonnet 'Futility' is to challenge his readers to find any natural or rational justification for war. 3. j. However the poem is unlike the sonnet in that it has been broken into two stanzas. For example, after 'sun', we expect a word like 'fun' or 'undoing' that would rhyme. 'Always' shows the speaker's confidence in the sun's ability to revive the soldier. The speaker questions whether the soldier's life, the result of a long birth process and much labour, ... Think how it wakes the seeds— Woke, once, the clays of a cold star. Note the beautiful use of half-rhyme (sun/unsown, once/France, star/stir) to create a sense of despair and frustration. Move him into the sun— Gently its touch awoke him once, At home, whispering of fields unsown. Seegers I also provide a wide range of free resources, worksheets, and videos too! Feel free to check my website and social media for more resources. Glossary: Rouse - waken; stimulate. 5. 6. Always it woke him, even in France. The sun always used to wake him up, even here in France, Although the sun woke this soldier in the past, today it is not waking him. This pack also includes a wide range of extra resources for students, including personification tasks, social and historical context tasks and analysis of the poem. fatuous sonnet imperative personification repetition rhyme rhetorical question metaphor parallel construction antithesis caesura enjambement Make sure you know the meaning of each word. There is also one eye rhyme in each stanza (the word's letters lead us to believe, at first, that they will rhyme but when read they do not), this serves the same purpose as the half rhyme. The speaker reflects on the sun's ability to make plants grow. —O what made fatuous sunbeams toil To break earth's sleep at all? Futility Move him into the sun— Gently its touch awoke him once, At home, whispering of fields unsown. Grey - personification. I also offer materials for other subjects. • Connections to war might be? enjambement Futility Move him into the sun— Gently its touch awoke him once, At home, whispering of fields unsown.

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