 Resource 19 - A Framework for Responding to Poetry

Introduction

* Briefly introduce the title of the poem and name of the poet.
* Try to classify the type of poem it is for example, sonnet, ballad, haiku, acrostic, shape, lyric, ode, limerick, elegy, dramatic monologue and so on.
* Briefly explain the subject of the poem.

Point One: Explore the Themes of the Poem

* Try to group the ideas in the poem is there a story that the poem tells?
* What do you think the poem is about?
* What issues are explored in the poem and how are they represented?

Point Two: Imagery used to express themes

* What are the pictures in the poem?
* Are poetic techniques used to explain ideas?
* Are the five senses used to evoke certain reactions in the reader?

Point Three: Form and Structure

* How is the poem organised? For example, lines, verses, layout and shape.
* Why has the poet decided to structure the ideas in this way for example, the sequence of ideas, length of lines, patterns and so on.

Point Four: Rhyme and Rhythm

* How does the poem rhyme? For Example, abab or aabb and so on.
* What is the rhythm of the poem when read aloud?
* Why has the poet chosen this rhyme and rhythm to express these ideas?

Point Five: Language Patterns

* Think about the sound of the poem and choice of words
* The poet uses specific words because they have a certain association in the reader's mind.
* Look out for alliteration, onomatopoeia, assonance, personification, symbolism. How has the poet grouped words to achieve a desired effect?

Conclusion

* What is the poet trying to communicate to the reader?
* How effective are the poetic devices/language that he uses?
* What is your response to the poem?

| Aspect | Response |
| --- | --- |
| Poet |       |
| Poem Title |       |
| Context:Data writtenPlaceFactors influencing poet |       |
| Form |       |
| Purpose |       |
| Subject |       |
| Theme/ message |       |
| Tone |       |
| Structure |       |
| Imagery* Metaphors
* Similes
* Personification
* Symbolism
* Allusions
* Motifs
* Alliteration
 |       |
| Effectiveness |       |