Poetry Unit Test-Objective  Sophomore English – Honors

Test format: Multiple choice with new poems that we have not discussed in class.

Concepts to study:
- Speaker of poem and characteristics of speaker
- Literary devices
  - Simile
  - Symbol
  - Personification
  - Irony
  - Hyperbole
  - Allusion
  - Alliteration
  - Onomatopoeia
  - Assonance
  - Tone
- Interpreting meaning of poem or lines in poem – what is being referred to, etc.
- Understand the story of the poem, theme of the poem, message of the poem
- Rhyme and meter
- Poem structures, sonnets (Italian and Shakespearean), blank verse, free verse
- Relationships between parts of the poem
- Tone of speaker
- Importance of title of poem
- Purposes behind what poet does with poem

How to study: Review poems in packet – notice how elements in poem achieve meaning
Review specific poetry terms and practice applying them. Look for examples of the terms in poems we have studied.
Practice with new poems we haven’t studied. Identify the speaker, message, and elements of poem that contribute to its meaning.

Poetry Unit Test – Impromptu Essay
You will be given two poems and asked which poem is more effective.
This portion of the test will be given on a separate day – the day before the objective test.
  Poetry Impromptu – Wednesday, February 27
  Poetry Objective Test – Thursday, February 28
Practice with Meter and Rhyme Scheme – Read the poem and answer the questions that follow.

1. The sea awoke at midnight from its sleep,
2. And round the pebbly beaches far and wide
3. I heard the first wave of the rising tide
4. Rush onward with uninterrupted sweep;
5. A voice out of the silence of the deep,
6. A sound mysteriously multiplied
7. As of a cataract from the mountain's side,
8. Or roar of winds upon a wooded steep.
9. So comes to us at times, from the unknown
10. And inaccessible solitudes of being,
11. The rushing of the sea-tides of the soul;
12. And inspirations, that we deem our own,
13. Are some divine foreshadowing and foreseeing
14. Of things beyond our reason or control.

1. What is the rhyme scheme of the octet?
   a. abbaabba
   b. ababcded
   c. abcaabca
   d. aabbaabb

2. What is the rhyme scheme of the sestet?
   a. cdcdaa
   b. cdecde
   c. efefgg
   d. cdecde

3. The meter of this poem is
   a. iambic tetrameter
   b. anapestic tetrameter
   c. iambic pentameter
   d. trochaic pentameter

4. This is an example of what type of poem? Be specific in your answer.
   a. an Indonesian sonnet
   b. a Shakespearean sonnet
   c. a Petrarchan sonnet
   d. an Elizabethan sonnet

Match the following

5. iamb          a. understand
6. trochee       b. gallant
7. dactyl        c. but soft
8. anapest       d. hickory

Answers:
   1. a
   2. b
   3. c
   4. c
   5. c
   6. b
   7. d
   8. a
1. He thought he kept the universe alone;
2. For all the voice in answer he could wake
3. Was but the mocking echo of his own
4. From some tree-hidden cliff across the lake.
5. Some morning from the boulder-broken beach
6. He would cry out on life, that what it wants
7. Is not its own love back in copy speech,
8. But counter - love, original response.
9. And nothing ever came of what he cried
10. Unless it was the embodiment that crashed
11. In the cliff's talus on the other side,
12. then in the far distant water splashed,
13. But after a time allowed for it to swim,
14. Instead of proving human when it neared
15. And someone else additional to him,
16. As a great buck it powerfully appeared,
17. Pushing the crumpled water up ahead,
18. And landed pouring like a waterfall,
19. And stumbled through the rocks with horny tread,
20. And forced the underbrush-and that was all.

1. In this poem, the speaker perceives that for human beings nature is most like which of the following?
   (A)  Nurturing and supportive
   (B)  Hostile and violent
   (C)  Unpredictable and unknowable
   (D)  Unaware and indifferent
   (E)  Oppressive and sinister

2. Which of the following is the best interpretation of "He thought he kept the universe alone" (line 1)?
   (A)  He maintained a detached attitude toward society.
   (B)  He felt that he was utterly alone in the world.
   (C)  Through contemplation, he merged his whole self with nature.
   (D)  Because of special insight, he felt he alone knew the essence of the universe.
   (E)  He kept to himself entirely and avoided any contact with other living things.

3. The echo is "mocking" (line 3) because the speaker
   (A)  had hoped for some response to his call
   (B)  is cynical about other human beings
   (C)  has despaired of the existence of God
   (D)  is being ridiculed by other travelers in the woods
   (E)  is humorously criticizing himself and his aloneness

4. The primary implication of lines 5 through 8 is that
   (A)  human beings are possessed of a primal need for one another
   (B)  life is richer when one knows who one's antagonist is
   (C)  one understands oneself well only after being measured against others
   (D)  life and nature eternally oppose and frustrate the essential needs of human beings
   (E)  each human being is like a copy of a masterpiece whose essence remains a mystery
5. Which of the following is the critical transition point in the poem?
(A) "He would cry out . . ." (line 6)
(B) "And nothing ever came . . ." (line 9)
(C) "Unless it was . . ." (line 10)
(D) "But after a time . . ." (line 13)
(E) "As a great buck. . ." (line 16)

6. Which of the following is the most accurate statement about the word "embodiment" (line 10)?
(A) It is an indirect reference to the "universe" (line 1).
(B) It is a simile for the "echo" (line 3) of the speaker.
(C) It is a metaphor for boulders and "talus" (line 11).
(D) It is a pronoun foreshadowing the "him" in line 15.
(E) It is an abstract noun denoting the "buck" (line 16).

7. The figure of speech in line 18 is
(A) a simile
(B) personification
(C) a symbol
(D) an extended metaphor
(E) allegory

8. As the buck is presented in lines 16-20, the effect is one of a
(A) beautiful and enchanting presence
(B) primeval and impervious force
(C) hostile and destructive power
(D) curious and animated intelligence
(E) cunning and deceptive spirit

Sample Questions for “To An Athlete Dying Young” and “Ex-Basketball Player”
1. All of the following metaphors in “To An Athlete Dying Young” are correctly paraphrased except
   a. “the road all runners come” = the road to the cemetery
   b. “your threshold” = the edge of an open grave/edge of land of dead
   c. “fields where glory does not stay” = playing fields
   d. “lads that wore their honors out” = boasting athletes whose fame died before them

2. The tone of the poem is created chiefly from which of the following?
   a. The speaker’s congratulations to a dead youth.
   b. A melancholy comparison of a happy triumph and somber funeral.
   c. The eloquent description of a dead hero’s funeral
   d. The irony of a winning runner’s losing the race of life.

3. The story of the glory days of a basketball star in “Ex-Basketball Player” placed beside the persona’s comments and disappointed attitude does which of the following?
   a. Paints a tragic picture
   b. Sharpens the poem’s ironic message about glory fading
   c. Creates humor
   d. Highlights the persona’s sense of horror

4. The tone of “Ex-Basketball Player” is
   a. humorous
   b. mournful
   c. admiring
   d. disappointed

Answers:
1. a 2. a 3. b 4. d
1. Do not go gentle into that good night,
2. Old age should burn and rave at close of day;
3. Rage, rage against the dying of the light.

4. Though wise men at their end know dark is right,
5. Because their words had forked no lightning they
6. Do not go gentle into that good night.

7. Good men, the last wave by, crying how bright
8. Their frail deeds might have danced in a green bay,
9. Rage, rage against the dying of the light.

10. Wild men who caught and sang the sun in flight,
11. And learn, too late, they grieved it on its way
12. Do not go gentle into that good night.

13. Grave men, near death, who see with blinding sight
14. Blind eyes could blaze like meteors and be gay,
15. Rage, rage against the dying of the light.

16. And you, my father, there on the sad height,
17. Curse, bless, em now with your fierce tears, I pray.
18. Do not go gentle into that good night.
19. Rage, rage against the dying of the light.

1. Which of the following IS NOT an attitude one of the men displays?
   a. resistingly aware
   b. unexpected melancholia
   c. determined rage
   d. wistful regret
   e. solemn objectivity

2. The most important shift in the passage occurs in
   a. line 16
   b. line 4
   c. line 10
   d. both a and b
   e. none of the above

3. How does the author suggest one should meet death?
   a. prayerful acceptance
   b. challenging preparedness
   c. solemn resistance
   d. amiable resignation
   e. angry opposition

4. Where does the author reveal his ambiguity toward his father and his impending death?
   a. the various characterizations of men
   b. line 17 - "Curse, bless..."
   c. "...dying of the light"
   d. "...your fierce tears..."
   e. reference to death as "that good night"
Enigma (A riddle in poetic form)
I talk, but I do not speak my mind
I hear words, but I do not listen to thoughts
When I wake, all see me
When I sleep, all hear me
Many heads are on my shoulders
Many hands are at my feet
The strongest steel cannot break my visage
But the softest whisper can destroy me

Answer: An actor

These enigmas are taken from 'The Girls Own Book' by Mrs Child, 1864

'Tis true I have both face and hands,
And move before your eye;
But when I move, I always stand,
And when I stand I lie.

Answer: A clock

'Tis in the church, but not in the steeple;
'Tis in the parson, but not in the people;
'Tis in the oyster, but not in the shell;
'Tis in the clapper, but not in the bell.

Answer: The letter R