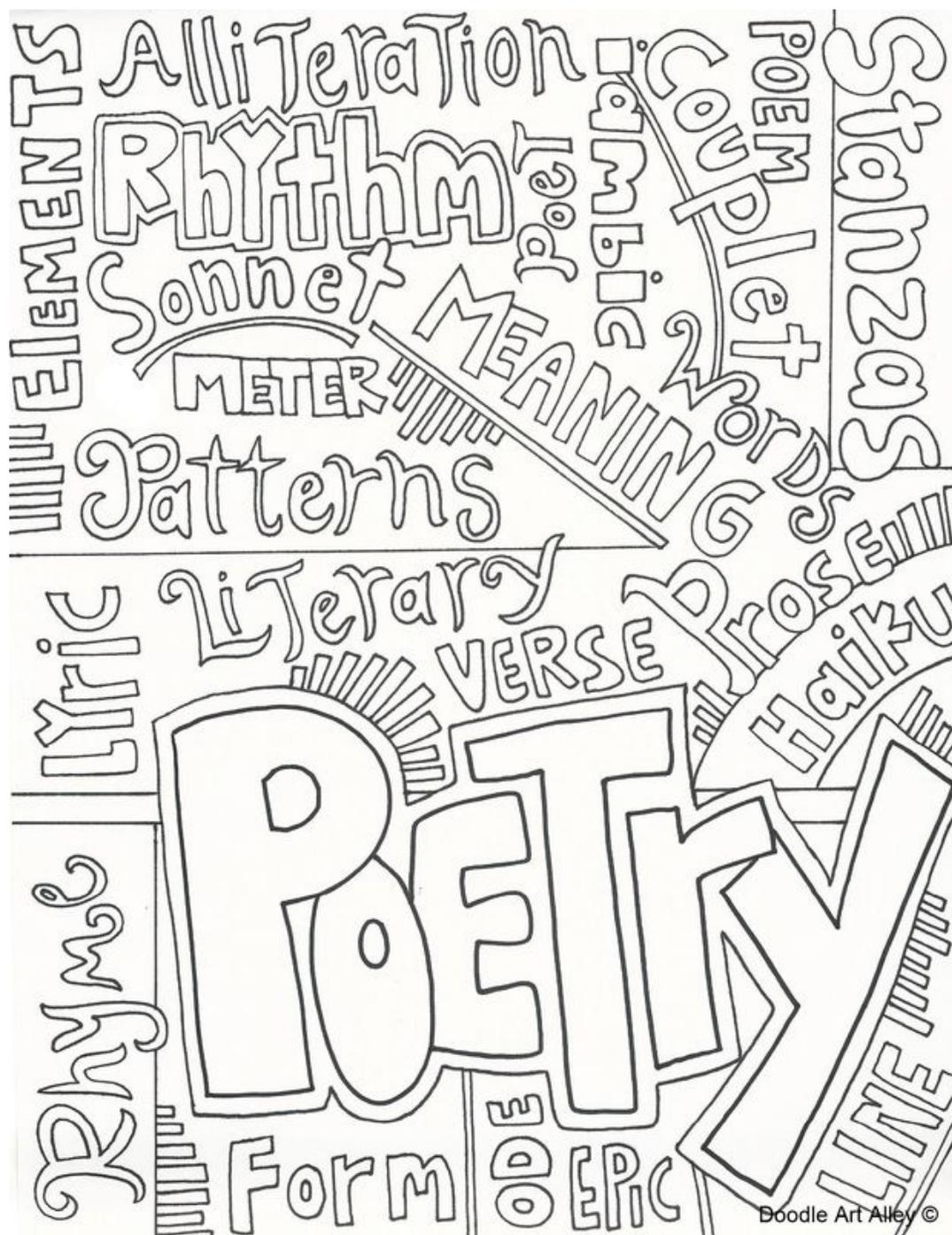


Student Name: _____

Period: _____

English 9 Poetry Packet



Unit Overview

“If you know what you are going to write when you’re writing a poem, it’s going to be average.”

– Derek Walcott

Poetry is an important genre in student writing. It gives opportunities to play with language in novel ways, and sometimes to incorporate art and graphic design skills as well. Understand that it is the message that is important in poetry, not just the format or rhyming. Playing with line breaks and white space, exploring repetition and font choices for emphasis, and focusing on descriptive language that carries meaning are all ways to enhance (poetic) writing skills.

During the next few weeks, you will be reading, writing, memorizing, studying, and discussing poems. Your unit grade will be primarily based on the following:

- the work done in the packet
- writing of your own poems
- presentation of at least one memorized poem
- poetry test

Note that the poetry unit is no different than any other unit, in that class participation plays an important role in your final grade.

It is essential that you keep this packet neat, and organized. I will not make additional copies to replace lost handouts. If you misplace a handout, you will need to copy it over by hand.

In order to understand poetry, you will need to experience the process of writing poetry. Although I do not expect you to become a world-wide acclaimed poet, I do expect that you will attempt to write every poem demonstrated for you, and your efforts to be sincere. As you consider all senses, it is a great opportunity to expand your vocabulary.

We will study a wide variety of poems and songs. You will take notes on these poems, annotate and answer questions. Most of the material covered by the test will be in this packet.

Finally, you should look up any words you do not know. If there is a word you do not know – and there should be many – use it! You will not be tested on vocabulary words found in poems, but there sure is nothing wrong with learning new words.

By the way, keeping this packet presentable, tidy and neat matters! As this packet is an extension of you, feel free to be creative and use the space you are offered well and to your liking.

Poetry Terms

Term	Definition/Example	Image
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Imagery:

Personification:

Sonnet:

Haiku:

Rhythm:

Meter:

Diction:

Denotation:

Connotation:

Metaphor:

Poetry Warm-Up

Instructions: Discuss the questions below with your poetry group. Jot down your answers using complete sentences.

1. What is poetry? Write your best definition (in your own words).
2. What do you like about poetry? (Or what do you think other people like about poetry?)
3. What do you dislike about poetry? (Or what do you think other people dislike about poetry?)
4. What are some poems/poets that you have read before? What was your opinion of those poems/poets?
5. Review “**How to Read a Poem**” PDF. How many of these strategies do you use when reading poetry?
6. In your opinion, which step is most important?
7. Do you believe that it is possible to like a poem but not understand what it means? Explain.
8. Do you consider songs to be a form of poetry? Explain.



Introduction to Poetry by Billy Collins

I ask them to take a poem
and hold it up to the light
like a color slide

or press an ear against its hive.

I say drop a mouse into a poem
and watch him probe his way out,

or walk inside the poem's room
and feel the walls for a light switch.

I want them to waterski
across the surface of a poem
waving at the author's name on the shore.

But all they want to do
is tie the poem to a chair with rope
and torture a confession out of it.

They begin beating it with a hose
to find out what it really means.

**Discussion Questions**

1. What words and images stand out to you?
2. What is your emotional reaction to the poem (e.g., surprise, dismay, anger)?
3. Read the poem a second time and identify any figurative language (e.g., simile, metaphor, hyperbole) you encounter.
4. What do they think Collins is saying about the study of poetry?
5. According to Collins, what is the real goal of reading poetry?

Alliteration and Onomatopoeia

Alliteration and onomatopoeia are poetic devices. Both are methods of using words and sounds for effect in a poem.

Alliteration is the repetition of a beginning sound for effect. These may be vowel or consonant sounds. The alliterative sounds have been underlined in the following examples:

The alligator ate apples and avocados.

Walkin' in a winter wonderland.

Underline the alliteration in these sentences:

1. The warm wind wafted across the window.
2. I accidentally ate an awful apple.
3. Slipping and sliding, I stumbled in the snow and slush.



Finish these sentences with alliterations of your own:

1. Swiftly swimming _____.
2. The tired traveler _____.
3. While wandering _____.

Onomatopoeia is the imitation of natural sounds. For example: The steam hissed from the open valve. Onomatopoeia is a poetic device that produces an auditory image to the reader.

Underline the words you “hear” in these sentences:

1. The train rumbled down the track.
2. The truck’s brakes screeched in the distance.
3. The old floor creaked as we walked across the room.

Complete the following sentences using onomatopoeia of your own:

1. The rusty gate _____.
2. The branches _____.
3. The motorcycle _____.

Similes and Metaphors

A simile is a phrase or word that describes one thing as *similar* to another, often unrelated thing. An example is "Jane went up the stairs as quiet as a mouse." Similes use the words "like" and/ or "as".

A metaphor is a phrase or word that states that one thing *is* another, often unrelated thing. An example is "Harold is a snake."

Read the following sentences. At the end of the sentence, write in brackets whether the sentence is an example of a metaphor (M) or simile (S).

Example: The clouds were fluffy like cotton wool. (S)

1. As slippery as an eel.
2. He was a lion in battle.
3. She is as pretty as a picture.
4. The striker was a goal machine.
5. The moon was a misty shadow.
6. His eyes sparkled like a diamond.



Now you are going to make up similes and metaphors of your own by finishing these sentences.

1. As heavy as _____
2. He was a cold _____
3. She had skin like a _____
4. As cool as _____
5. The mountain was a _____
6. Slippery like a _____



Personification and Hyperboles

Personification is when you give a human quality to an inanimate object.

Personification is a comparison that treats things as if they were capable of the actions and feelings of people.

Personifications are things we feel but don't literally see.

Examples of personification:



The moon slept in the night sky.

The star is winking at me.

A hyperbole is any extravagant statement or exaggeration for effect.

Hyperbole is used as a figure of speech. For example: I could sleep for a year!

Examples of hyperboles:

He's so mean he eats snakes for breakfast.



I'm so hungry I could eat a horse.

Identify whether the following sentences use a hyperbole (H) or personification (P):

1. The flames called out their names.
2. After shoveling snow I was so tired I couldn't move.
3. The clock told us it was time to go.
4. She hit the ball hard enough to fly all the way to Pittsburgh.
5. The wind whispered to the trees.
6. It was so cold her car laughed at her when she tried to start it.
7. After the dance my feet were killing me.
8. All day long I worked my fingers to the bone.

Allusions

An allusion is a reference to well-known characters or events from literature, history, or another field of knowledge. Writers use allusions to add imagery and emotion into their writing. For example, a writer could say, “He has the Midas touch when picking stocks.” King Midas was a famous character from Greek Mythology whose touch turned items into gold.

Read the sentences below and explain their meaning based on the allusion in each sentence. Research the meaning of any allusions that are unfamiliar to you.

1. Because of the determination of its people, the country rose like a phoenix from the ashes of revolution.

a. What is a phoenix?

b. What does this allusion tell us about the country?



2. His rise to become head of an international corporation is a real Horatio Alger story.

a. Who was Horatio Alger?

b. What does this allusion tell us about the man’s success?

3. After working out at the gym, I felt like I could battle Hercules.

a. Who was Hercules?

b. What does this allusion tell us about the speaker’s work out?

4. Write your own sentence using an allusion:



1. "Mice" by Rose Fyleman
~What is poetry?

2. "Once They All Believed in Dragons" by Jack Prelutsky
~What would you write a poem about?

3. "April Rain Song" by Langston Hughes
~How does poetry make you feel?

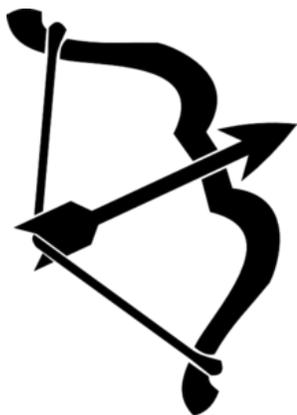
4. "The Months" by Sarah Coleridge
~ What is poetry like? (similes and metaphors)

5. "It is a Pleasant Day" by Eliza Lee Cabot Follen
~What are the benefits of poetry?

6. "De Colores" –a traditional folk song
~ What is a poem?

7. "Mother's Song" –a traditional lullaby
~How do you write a poem? Write your mommy a poem.

8. "The Arrow and The Song" by Henry Wadsworth
~ What would you write a poem about today?



“When Will My Life Begin?” From Disney’s Tangled
Poetry Terms: Mood, Tone, Rhythm, Rhyme, and Meter

7 AM, the usual morning lineup:
 Start on the chores and sweep 'til the floor's all clean
 Polish and wax, do laundry, and mop and shine up
 Sweep again, and by then it's like 7:15.

And so I'll read a book
 Or maybe two or three
 I'll add a few new paintings to my gallery
 I'll play guitar and knit
 And cook and basically
 Just wonder when will my life begin?

Then after lunch it's puzzles and darts and baking
 Paper mache, a bit of ballet and chess
 Pottery and ventriloquy, candle making
 Then I'll stretch, maybe sketch, take a climb,
 Sew a dress!

And I'll reread the books
 If I have time to spare
 I'll paint the walls some more,
 I'm sure there's room somewhere.
 And then I'll brush and brush,
 and brush and brush my hair
 Stuck in the same place I've always been.

And I'll keep wonderin' and wonderin'
 And wonderin' and wonderin'
 When will my life begin?

And tomorrow night,
 Lights will appear
 Just like they do on my birthday each year.
 What is it like
 Out there where they glow?
 Now that I'm older,
 Mother might just
 Let me go ...



1. What is the speaker's **tone** at the beginning of the song?

2. What does the speaker keep wonderin'?

3. When does the **rhythm** change and how does this change the speaker's **tone**?

4. Give an example of how **alliteration** is shown in this song.

5. Give an example of how **rhyme** is shown in this song.



"I WANDERED LONELY AS A CLOUD"

William Wordsworth

I WANDERED lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay: 10
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed--and gazed--but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood, 20
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

1. What is the speaker's **mood** at the beginning of the poem?
2. As the **speaker** wanders, what does he see "all at once"?
3. How does the speaker's **mood** change that day because of what he sees?
4. How does the memory of what he saw affect him later?
5. What **simile** does the speaker use to describe his loneliness?
6. Which words in the poem **personify** the daffodils, or make them seem like people—even friends and companions—to the lonely speaker?



“Let it Go” From Disney’s Frozen

Poetry Terms: Tone, Diction, Speaker, Rhyme, and Imagery

The snow glows white on the mountain tonight,
not a footprint to be seen.
A kingdom of isolation and it looks like I'm the queen.
The wind is howling like this swirling storm inside.
Couldn't keep it in, Heaven knows I tried.
Don't let them in, don't let them see.
Be the good girl you always have to be.
Conceal, don't feel, don't let them know.
Well, now they know!
Let it go, let it go!
Can't hold it back any more.
Let it go, let it go!
Turn away and slam the door.
I don't care what they're going to say.
Let the storm rage on.
The cold never bothered me anyway.
It's funny how some distance,
makes everything seem small.
And the fears that once controlled me, can't get to me at all
It's time to see what I can do,
to test the limits and break through.
No right, no wrong, no rules for me.
I'm free!
Let it go, let it go.
I am one with the wind and sky.
Let it go, let it go.
You'll never see me cry.
Here I'll stand, and here I'll stay.
Let the storm rage on.
My power flurries through the air into the ground.
My soul is spiraling in frozen fractals all around
And one thought crystallizes like an icy blast
I'm never going back; the past is in the past!
Let it go, let it go.
And I'll rise like the break of dawn.
Let it go, let it go
That perfect girl is gone
Here I stand, in the light of day.
Let the storm rage on!
The cold never bothered me anyway...

1. Give an example of **rhyme**.

2. What is the speaker's **tone**? How can you tell?

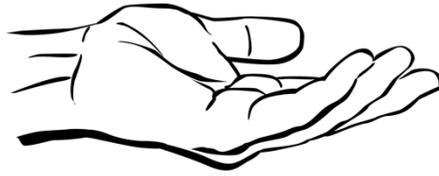
3. Does the speaker's **tone** change in the second version? Explain.

4. What is the **speaker** singing about? What words show this?

5. How does the **diction** show how the speaker feels?

6. Provide an example of how **imagery** is used in this song?





Women

Alice Walker

They were women then
 My mama's generation
 Husky of voice—stout of
 Step
 With fists as well as
 Hands
 How they battered down
 Doors
 And ironed
 Starched white
 Shirts
 How they led
 Armies
 Headragged generals
 Across mined
 Fields
 Booby-trapped
 Ditches
 To discover books
 Desks
 A place for us
 How they knew what we
Must know
 Without knowing a page
 Of it
 Themselves.

1. What generation of women does the **speaker** describe?

2. List three things that these women tried to obtain for their children.

3. How did they go about obtaining what they knew their children needed?

4. In lines 12-18, Walker uses an **implied metaphor**, suggesting rather than stating a comparison. What does she compare the women to?

5. What is the speaker's **tone**, her attitude toward these women?

6. What words or phrases in the poem help you identify the speaker's tone?



“Colors of the Wind” From Disney’s Pocahontas

Poetry Terms: Imagery, Speaker, Personification, Metaphor, and Tone

You think I'm an ignorant savage
And you've been so many places
I guess it must be so
But still I cannot see
If the savage one is me
How can there be so much that you don't know?
You don't know ...

You think you own whatever land you land on
The Earth is just a dead thing you can claim
But I know every rock and tree and creature
Has a life, has a spirit, has a name

You think the only people who are people
Are the people who look and think like you
But if you walk the footsteps of a stranger
You'll learn things you never knew you never knew

Have you ever heard the wolf cry to the blue corn moon
Or asked the grinning bobcat why he grinned?
Can you sing with all the voices of the mountains?
Can you paint with all the colors of the wind?
Can you paint with all the colors of the wind?

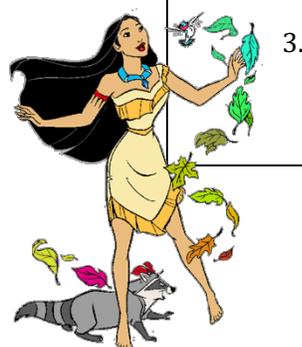
Come run the hidden pine trails of the forest
Come taste the sunsweet berries of the Earth
Come roll in all the riches all around you
And for once, never wonder what they're worth

The rainstorm and the river are my brothers
The heron and the otter are my friends
And we are all connected to each other
In a circle, in a hoop that never ends

How high will the sycamore grow?
If you cut it down, then you'll never know
And you'll never hear the wolf cry to the blue corn moon

For whether we are white or copper skinned
We need to sing with all the voices of the mountains
We need to paint with all the colors of the

You can own the Earth and still
All you'll own is Earth until
You can paint with all the colors of the wind



1. Who is the **speaker** of the song?

2. What is the speaker’s **tone** at the beginning of the song? How can you tell?

3. What is the **metaphor** in the second verse?

4. Write down one example of **personification** in this song.

5. Give three examples of **imagery** in the lyrics. Write them down below.
 - 1.

 - 2.

 - 3.

A Blessing
James Wright

Just off the highway to Rochester, Minnesota,
 Twilight bounds softly forth on the grass.
 And the eyes of those two Indian ponies
 Darken with kindness.
 They have come gladly out of the willows
 To welcome my friend and me.
 We step over the barbed wire into the pasture
 Where they have been grazing all day, alone.
 They ripple tensely, they can hardly contain their happiness
 That we have come.
 They bow shyly as wet swans. They love each other.
 There is no loneliness like theirs.
 At home once more,
 They begin munching the young tufts of spring in the darkness.
 I would like to hold the slenderer one in my arms,
 For she has walked over to me
 And nuzzled my left hand.
 She is black and white,
 Her mane falls wild on her forehead,
 And the light breeze moves me to caress her long ear
 That is delicate as the skin over a girl's wrist.
 Suddenly I realize
 That if I stepped out of my body I would break
 Into blossom.

1. What is the setting of the poem—where and when does it take place?

2. How do the ponies feel about the visit? How do they feel about each other?

3. Why does the speaker feel especially fond of one of the ponies?

4. What human qualities and feelings does the speaker give to the ponies?

Directions: List at least three images from the poem in the appropriate columns. Some images might be listed in both columns.

Sight	Touch



“A Whole New World” From Disney’s Aladdin

Poetry Terms: Extended Metaphor, Monologue, Imagery, Simile, Alliteration, and Rhyme

I can show you the world
Shining, shimmering, splendid
Tell me, princess, now when did
You last let your heart decide?

I can open your eyes
Take you wonder by wonder
Over, sideways and under
On a magic carpet ride

A whole new world
A new fantastic point of view
No one to tell us no
Or where to go
Or say we're only dreaming

A whole new world
A dazzling place I never knew
But when I'm way up here
It's crystal clear
That now I'm in a whole new world with you
Now I'm in a whole new world with you

Unbelievable sights
Indescribable feeling
Soaring, tumbling, freewheeling
Through an endless diamond sky

A whole new world
Don't you dare close your eyes
A hundred thousand things to see
Hold your breath - it gets better
I'm like a shooting star
I've come so far
I can't go back to where I used to be

A whole new world
Every turn a surprise
With new horizons to pursue
Every moment red-letter
I'll chase them anywhere
There's time to spare
Let me share this whole new world with you

A whole new world
That's where we'll be
A thrilling chase
A wondrous place
For you and me



1. What is the **extended metaphor** in the song?

2. Provide two examples of how **imagery** is shown in this song.

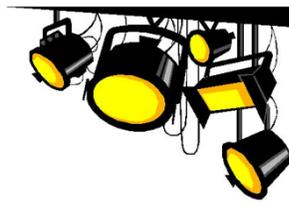
1.

2.

3. Is this song an example of a **monologue**? Explain why or why not?

4. Give one example of a **simile**.

5. Give one example of **alliteration**.



The Seven Ages of Man

William Shakespeare

All the world's a stage,
And all the men and women merely players;
They have their exits and their entrances,
And one man in his time plays many parts,
His acts being seven ages. At first, the infant,
Mewling and puking in the nurse's arms.
Then the whining schoolboy, with his satchel
And shining morning face, creeping like snail
Unwillingly to school. And then the lover,
Sighing like furnace, with a woeful ballad
Made to his mistress' eyebrow. Then a soldier,
Full of strange oaths and bearded like the pard,
Jealous in honor, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the cannon's mouth. And then the justice,
In fair round belly with good capon lined,
With eyes severe and beard of formal cut,
Full of wise saws and modern instances;
And so he plays his part. The sixth age shifts
Into the lean and slippered pantaloon,
With spectacles on nose and pouch on side;
His youthful hose, well saved, a world too wide
For his shrunk shank, and his big manly voice,
Turning again toward childish treble, pipes
And whistles in his sound. Last scene of all,
That ends this strange eventful history,
Is second childishness and mere oblivion,
Sans teeth, sans eyes, sans taste, sans everything.



1. In Shakespeare's famous metaphor that compares the world to a stage, what does he compare men and women to?

2. Shakespeare uses an **extended metaphor** when he has Jaques describe a person's life as though it were a play made up of seven acts. Name those seven acts.

1.

2.

3.

4.

5.

6.

7.

3. In this **monologue** what images help you picture childhood as Jaques sees it?

4. What **simile** describes the schoolboy's attitude toward school? How do you think Jaques feels about infants and schoolboys?

5. Give an example of how **alliteration** is used in this poem.

“Beauty and the Beast” From Disney’s Beauty and the Beast
Poetry Terms: Denotation, Connotation, Rhyme, Mood, and Simile

Tale as old as time
True as it can be
Barely even friends
Then somebody bends
Unexpectedly.

Just a little change
Small to say the least
Both a little scared
Neither one prepared
Beauty and the Beast.

Ever just the same
Ever a surprise
Ever as before
Ever just as sure
As the sun will rise.

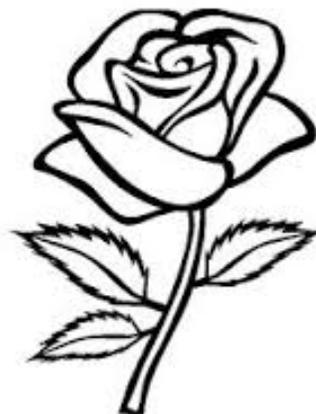
Tale as old as time
Tune as old as song
Bittersweet and strange
Finding you can change
Learning you were wrong.

Certain as the sun
Rising in the east
Tale as old as time
Song as old as rhyme
Beauty and the Beast.

Tale as old as time
Song as old as rhyme
Beauty and the Beast.



1. Give an example of how **denotation**.
2. Give an example of how **connotation**.
3. Give an example of **rhyme**.
4. What is the **mood** of the song? What words show this?
5. Give an example of a **simile**.



Internment

Juliet S. Kono

Corralled, they are herded inland
from Santa Rosa.
After the long train ride
on the Santa Fe,
the physical exam,
the delousing with DDT,
the branding of her indignation,
she falls asleep.

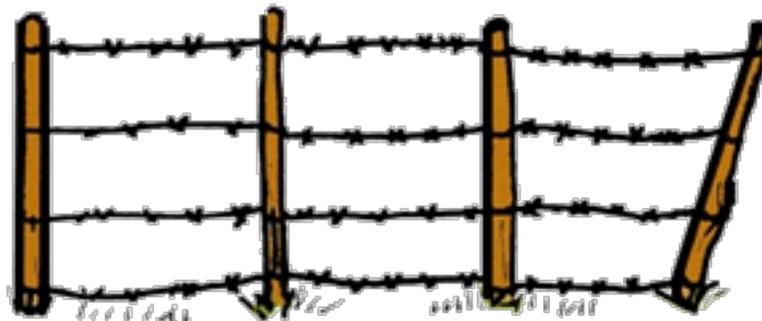
Days later, she awakens
in an unfamiliar barracks –
Crystal City, Texas –
on land once a pasture.
Not wanting to,
not meaning to see beauty
in this stark landscape,
she sees, nonetheless,
through her tears –
on the double row
of barbed wire fencing
which holds them in
like stolid cattle –
dewdrops, impaled
and golden.

1. In the first stanza, what events happen to the girl before she falls asleep?

2. Describe the place where she finds herself upon waking?

3. What words in the first stanza have **connotations** that suggest that Kono is comparing the imprisoned travelers to cattle?

4. In Kono's poem, what does the girl see that she considers beautiful? Why is she reluctant to find beauty in her situation?



“Part of Your World” From Disney’s The Little Mermaid

Poetry Terms: Tone, Speaker, Monologue, Extended Metaphor, Persona, and Imagery

(Maybe he's right. Maybe there is something the matter with me.
I just don't see how a world that makes such wonderful things could be bad.)

Look at this stuff, Isn't it neat?
Wouldn't you think my collection's complete?
Wouldn't you think I'm the girl
The girl who has everything?
Look at this trove Treasures untold
How many wonders can one cavern hold?
Looking around here you think
Sure, she's got everything
I've got gadgets and gizmos a-plenty
I've got whozits and whatzits galore
You want thingamabobs?
I've got twenty!
But who cares?
No big deal
I want more

I wanna be where the people are
I wanna see, wanna see them dancin'
Walking around on those - what do you call 'em?
Oh - feet!

Flippin' your fins, you don't get too far
Legs are required for jumping, dancing
Strolling along down a - what's that word again?
Street

Up where they walk, up where they run
Up where they stay all day in the sun
Wanderin' free - wish I could be
Part of that world

What would I give if I could live out of these waters?
What would I pay to spend a day warm on the sand?
Bet'cha on land they understand
That they don't reprimand their daughters
Proper women sick of swimmin'
Ready to stand

And ready to know what the people know
Ask 'em my questions and get some answers
What's a fire and why does it - what's the word?
Burn?

When's it my turn?
Wouldn't I love, love to explore that world up above?
Out of the sea
Wish I could be
Part of that world



1. What is the speaker's **tone** in this song?

2. What **persona** is the speaker trying to become?

3. Is this song an example of a **monologue**? Explain why or why not?

4. What is the **extended metaphor** in the song?

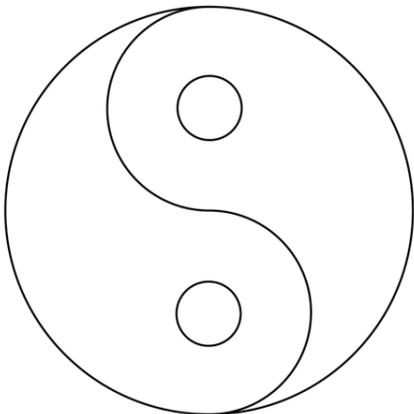
5. Provide one example of how **imagery** is shown in this song.



Legal Alien

by Pat Mora

Bi-lingual, Bi-cultural,
 able to slip from "How's life?"
 to "*Me'stan volviendo loca*,"
 able to sit in a paneled office
 drafting memos in smooth English,
 able to order in fluent Spanish
 at a Mexican restaurant,
 American but hyphenated,
 viewed by Anglos as perhaps exotic,
 perhaps inferior, definitely different,
 viewed by Mexicans as alien,
 (their eyes say, "You may speak
 Spanish but you're not like me")
 an American to Mexicans
 a Mexican to Americans
 a handy token
 sliding back and forth
 between the fringes of both worlds
 by smiling
 by masking the discomfort
 of being pre-judged
 Bi-laterally.



1. According to the speaker, how do Americans view her?

2. Why does the speaker believe that Mexicans view her as "alien"?

3. What does her smile, "mask" or hide?

4. Who do you think the speaker of "Legal Alien" is? How do you know?

5. What does the speaker mean when she says, "American but hyphenated"?

6. In line 16 the speaker uses a **metaphor** in which she compares herself to a token. However, token is a word with multiple meanings. What different meanings of token is the poet suggesting?

7. How would you describe the voice of the **persona**? Consider her tone and her style of speaking.

Haiku 1

Miura Chora

Get out of my road
and allow me to plant these
bamboos, Mr. Toad.

Haiku 2

Chiyo

A morning glory
Twined round the bucket:
I will ask my neighbor
for water.

Haiku 3

Matsuo Basho

The old pond;
A frog jumps in:
Sound of water.

Haiku 4

Kobayashi Issa

A dragonfly!
The distant hills
Reflected in his eyes.

1. These haiku are of course translated. Which of the four haiku follow the rule of five syllables in lines 1 and 3, seven syllables in line 2?

2. Describe two images you see in each haiku.

3. Which haiku relies most on the sense of hearing?

4. What season of the year do you think each haiku describe? Which word or words give you a clue?



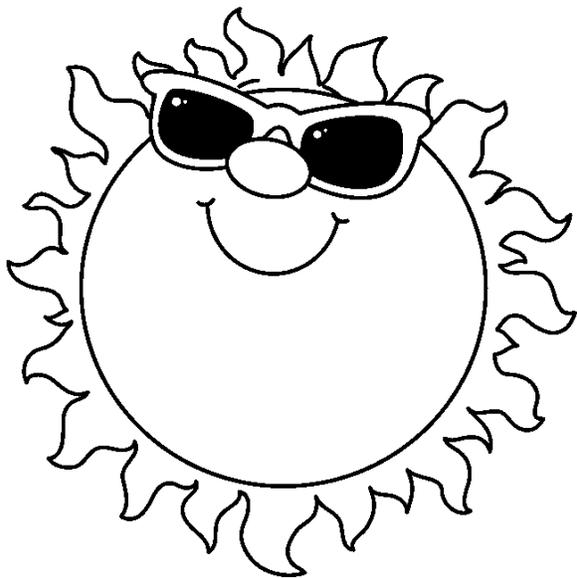
俳句

勇氣

Sonnet 18

By William Shakespeare

Shall I compare thee to a summer's day? _____
 Thou art more lovely and more temperate: _____
 Rough winds do shake the darling buds of May, _____
 And summer's lease hath all too short a date: _____
 Sometime too hot the eye of heaven shines, _____
 And often is his gold complexion dimm'd; _____
 And every fair from fair sometime declines, _____
 By chance or nature's changing course untrimm'd; _____
 But thy eternal summer shall not fade _____
 Nor lose possession of that fair thou owest; _____
 Nor shall Death brag thou wander'st in his shade, _____
 When in eternal lines to time thou growest: _____
 So long as men can breathe or eyes can see, _____
 So long lives this, and this gives life to thee. _____



1. Please label the rhyme scheme.
2. What is the **denotation** of temperate? How is this word appropriate to describe both a day in summer and a person?
3. Explain the metaphor in line 4, "summer's lease."
4. This poem is dedicated to the mysterious young man. How is this young man better than nature? Use specific examples from the sonnet.
5. What does the **couplet** mean? How is this accomplished? This is also the theme of the sonnet.
6. What literary element is used throughout the sonnet?