

**AP Literature and Composition-Williams**  
**williams.ck@easthartford.org**  
**www.thatenglishteacher.com**

## **Poetry - Independent Study**

**Directions:** This project encourages you to enjoy an independent study of poetry related to a topic of your own choice. A major goal of the assignment is for you to become more sensitive to, and aware of, the poetic forms and the language and musical devices that a poet considers when writing a poem. We'll become more acquainted with these forms and devices by reading chapters from Perrine's *Sound and Sense* and by working on a variety of activities related to poems.

### **A list of some of the devices you should note as you read your poems:**

Speaker, Audience, and Occasion

Imagery - sensory language

Figurative Language - simile, metaphor, personification, apostrophe, synecdoche,  
metonymy, paradox and oxymoron

Musical Devices - onomatopoeia, assonance, consonance, alliteration, rhyme

Understatement/Overstatement

Irony/Paradox

Connotation of Words - the emotional associations that words inspire

Syntax - the arrangement of words

Organization/Structure/Pattern - fixed and open poetic forms

Allusion

### **Assignment:**

#### **Step One: Due Friday, April 13, 2012 (Typed, MLA format, uploaded to Turnitin)**

Locate and read at least twenty poems *of literary merit* on one self-selected topic (no more than two poems from any one poet). Type out the titles and poets for each of these twenty poems. Enclose the title of each poem within quotation marks; spell the poet's name correctly and provide a brief (2-5 sentence paraphrase). As you read, locate poems that reveal a variety of attitudes towards your topic. For example, you

have selected "the sea" as your subject. Look for poems, from different historical periods, that reveal a variety of viewpoints toward the sea: its destructive quality; its calming influence; a source of adventure or mystery; a metaphor for freedom; a way to escape; the beauty of the natural world; a source of knowledge.

**Step Two: Due Friday, May 4, 2012 (poetry explication must be typed, MLA format, uploaded to Turnitin)**

Select six poems from the twenty poems you have read. Each poem must suggest a different point of view about your subject. Make sure that these six poems, as a group, contain a rich variety of poetic forms and language devices. Complete a "Poetry Analysis Form" (TYPCASST or FRACTIONS) AND a "Poetry Explication" for each of the six poems. As you read and study these poems, you should research their biographical, literary, and historical contexts (see Step Three).

**Step Three: Begin this as you select each poem of the six poems from your twenty poem list**

Locate three to five sources of literary criticism related to the poet or poem for each of the six poems. Your purpose here is to research literary, biographical, cultural, and historical aspects of these works. Develop an *Annotated Bibliography* to be uploaded to Turnitin on the same day as Step Four.

**Step Four: Due Friday, May 18, 2012**

**Select one of the topics listed below. Compose and write a well-developed 3-5 page essay**

**Oral Presentations: May 21-23, 2012.**

1. You may wish to focus the essay on a body of work presented by a single poet. His or her poems may reveal radically different approaches and attitudes toward your topic. In your essay, examine how this poet has depicted this aspect of life.
2. You may wish to focus the essay on a body of poems with some feature in common other than author. This body of poems, by different poets, will be unified by a common theme. The poems will have similar or contrasting treatments of the theme.
3. You may wish to focus the essay on poems that are masterpieces of poetic form. These are the poems that you consider to be virtuoso performances of a poet's art, embodying a fixed, traditional form in a highly original way. Particular forms include the sonnet, the villanelle, the sestina, the ode, and the Elizabethan love lyric.