**Mid –Term Break** by Seamus Heaney

I sat all morning in the college sick bay
Counting bells knelling classes to a close.
At ten o'clock our neighbours drove me home.

In the porch I met my father crying -
He had always taken funerals in his stride -
And Big Jim Evans saying it was a hard blow.

The baby cooed and laughed and rocked the pram
When I came in, and I was embarrased
By old men standing up to shake my hand

And tell me they were 'sorry for my trouble';
Whispers informed strangers that I was the eldest,
Away at school, as my mother held my hand

In hers and coughed out angry tearless sighs.
At ten o'clock the ambulance arrived
With the corpse, stanched and bandaged by the nurses.

Next morning I went up into the room. Snowdrops
And candles soothed the bedside; I saw him
For the first time in six weeks. Paler now,

Wearing a poppy bruise on his left temple.
He lay in a four foot box, as in his cot.
No gaudy scars, the bumper knocked him clear.

A four foot box, a foot for every year.

**Discussion Questions**

**1.** What event does this poem narrate in Heaney’s life?

2. The title “Mid-Term Break” probably makes you think of a holiday. When did you know something was wrong? Give me the line. What else could mid-term “break” stand for?

3. What does Heaney mean by the knelling of the bells? What is the literal purpose and metaphorical purpose?

4. Provide examples of assonance.

5. What does the last line do for you? How is the speaker different by that point than during the day?

**Out, Out** by Robert Frost

The buzz-saw snarled and rattled in the yard
And made dust and dropped stove-length sticks of wood,
Sweet-scented stuff when the breeze drew across it.
And from there those that lifted eyes could count
Five mountain ranges one behind the other
Under the sunset far into Vermont.
And the saw snarled and rattled, snarled and rattled,
As it ran light, or had to bear a load.
And nothing happened: day was all but done.
Call it a day, I wish they might have said
To please the boy by giving him the half hour
That a boy counts so much when saved from work.
His sister stood beside them in her apron
To tell them "Supper." At the word, the saw,
As if to prove saws knew what supper meant,
Leaped out at the boy's hand, or seemed to leap—
He must have given the hand. However it was,
Neither refused the meeting. But the hand!
The boy's first outcry was a rueful laugh,
As he swung toward them holding up the hand
Half in appeal, but half as if to keep
The life from spilling. Then the boy saw all—
Since he was old enough to know, big boy
Doing a man's work, though a child at heart—
He saw all spoiled. "Don't let him cut my hand off—
The doctor, when he comes. Don't let him, sister!"
So. But the hand was gone already.
The doctor put him in the dark of ether.
He lay and puffed his lips out with his breath.
And then—the watcher at his pulse took fright.
No one believed. They listened at his heart.
Little—less—nothing!—and that ended it.
No more to build on there. And they, since they
Were not the one dead, turned to their affairs.and hold it up to the light

**Discussion Questions**

1. Provide an example of onomatopoeia.

2. What is the story behind the poem?

3. Describe your reaction to the poem.

4. Do you feel people move on perhaps too quickly after one has died?

5. Explain the reference to *Macbeth*.

**Stopping by Woods on a Snowy Evening** by Robert Frost

Whose woods these are I think I know. \_\_\_\_\_
His house is in the village, though;\_\_\_\_\_
He will not see me stopping here \_\_\_\_\_
To watch his woods fill up with snow. \_\_\_\_\_

My little horse must think it queer\_\_\_\_\_
To stop without a farmhouse near\_\_\_\_\_
Between the woods and frozen lake \_\_\_\_\_
The darkest evening of the year. \_\_\_\_\_

He gives his harness bells a shake\_\_\_\_\_
To ask if there is some mistake. \_\_\_\_\_
The only other sound's the sweep \_\_\_\_\_\_
Of easy wind and downy flake. \_\_\_\_\_\_

The woods are lovely, dark, and deep, \_\_\_\_\_\_
But I have promises to keep, \_\_\_\_\_\_\_\_
And miles to go before I sleep,\_\_\_\_\_\_\_
And miles to go before I sleep.\_\_\_\_\_\_\_

**Discussion Questions**

1. Label the rhyme scheme of this poem.
2. The first stanza presents the situation. What is going on in the first stanza?
3. What is the imagery of this poem? (time of day, season, feeling)
4. Why does he stop? Why does he stop *there*?
5. Why are the horse’s thoughts included in this poem? The horse acts as a foil. What do you think that might mean?
6. Is there a conflict presented in this poem? If so, what is it? Explain the resolution.
7. What are the final two lines for? What do they mean and what purpose do they serve?
8. What other meanings could the last two lines serve?

**Stopping by Woods on a Snowy Evening:** An Alternate Ending

Compose an alternate ending for Robert Frost’s poem. Include a minimum of two stanzas following the rhyme scheme Frost used (in the first three stanzas). Your ending should explain where the speaker of this poem is going or why he is stopping in the woods at the time of the poem. Be creative!

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**Fifteen** by William Stafford

South of the Bridge on Seventeenth

I found back of the willows one summer

day a motorcycle with engine running

as it lay on its side, ticking over
slowly in the high grass. I was fifteen.

I admired all that pulsing gleam, the
shiny flanks, the demure headlights
fringed where it lay; I led it gently
to the road and stood with that
companion, ready and friendly. I was fifteen.

We could find the end of a road, meet
the sky on out Seventeenth. I thought about
hills, and patting the handle got back a
confident opinion. On the bridge we indulged
a forward feeling, a tremble. I was fifteen.

Thinking, back farther in the grass I found
the owner, just coming to, where he had flipped
over the rail. He had blood on his hand, was pale—
I helped him walk to his machine. He ran his hand
over it, called me a good man, roared away.

I stood there, fifteen.

**Discussion Questions**

1. What is the story of the poem?

2. Describe two strong visual and auditory images.

3. How is the motorcycle personified?

4. How does the answer to #3 help you understand how the speaker feels about the bike?

5. What is the effect of repetition?

6. What is the theme of this poem?

7. How can this poem be an extended metaphor?

**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.\_\_\_\_\_\_\_\_\_

**Discussion Questions**

1. Please label the rhyme scheme.
2. This poem is dedicated to the mysterious young man. How is this young man better than nature? Use specific examples from the sonnet.
3. What does the couplet mean? How is this accomplished? This is also the theme of the sonnet.
4. What literary element is used throughout the sonnet?

Poetry Portfolio

**Due Thursday, March 28th**

 You will be completing an individual poetry portfolio for this class. Throughout the poetry unit, we will be discussing various types of poetry. It is now your turn to demonstrate your knowledge of poetry by composing your own poetry and by annotating poems of your choosing.

You will be given plenty of time to work on your portfolio. Handwritten work will NOT be taken. Incomplete portfolios will NOT be taken. And late portfolios will NOT be taken.

**This is a 200 point SUMMATIVE assignment.**

**Requirements:**

* The portfolio MUST BE BOUND and kept neat and together.
* Typed (Times New Roman, 12-point font, double spaced)
* Title Page
* Five Published Poets’ Poems + Analysis
* Background information on the poets
* Five Personal Poems
* Personal Background Information
* Works Cited Page
1. Title Page
	1. Include the following:
		1. Title of your portfolio
		2. Your Name (First and Last)
		3. My Name (Ms. Marth)
		4. Class and Period (English I Honors\_\_\_Period)
		5. Due Date
2. Five Published Poets’ Poems
	1. Choose 5 different poets
		1. You may use up to two musical artists for this project.
	2. Use one of the methods of analyzing poetry to analyze the poems
		1. TP-CASTT, DIDLS, SIFT, and SOAPSTone
		2. At least three of the methods of analyzing poetry MUST be included in your portfolio.
	3. Brief explanation of why you chose the poem.
3. Background Information on Poets (1 paragraph each)
	1. General Information about Poet
	2. What are they famous for?
	3. What style of poetry did the poet use or what style of poetry were they known for?
4. Personal Poetry
	1. Create five original poems.
	2. You must include at least three different types of poems in your portfolio.
5. Personal Background Information (1-2 paragraphs)
	1. Things you may include:
		1. Date of birth
		2. Birth place
		3. Hobbies
		4. Important events
		5. Any other information that would provide insight into your poetry
6. Works Cited Page
	1. You must cite the websites or books where you found the poems.
7. Binding
	1. Your portfolio must have some sort of binding and cover to protect your work.
8. Early Completion
	1. If you turn in your completed portfolio early, you may receive up to 10 extra credit points.
		1. 10 points for turning your portfolio in Monday, March 25th
		2. 7 points for turning it in Tuesday, March 26th
		3. 5 points for turning it in Wednesday, March 27th

**POETRY PORTFOLIO DUE THURSDAY, MARCH 28th**