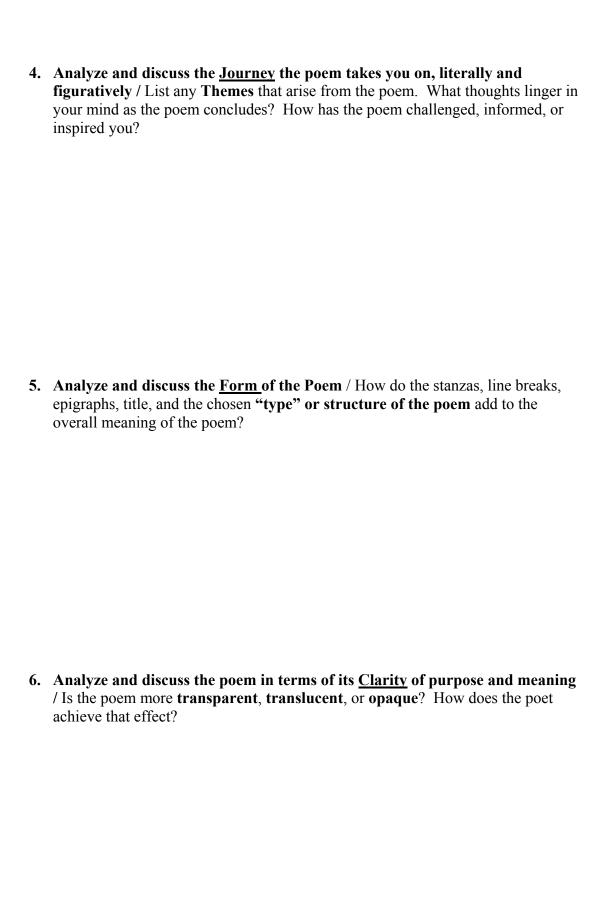
Royal Spring Middle School Willow Hambrick - Educator

Poetry Analysis Rubric Title of Poem: Type / Form of Poem: Name of Poet:			
		1.	Analyze the effectiveness of the poem's Music / Identify any Sound Devices?
2.	Analyze and interpret the poem's <u>Emotional Impact</u> / Identify and Discuss the overall <u>Tone</u> or <u>Mood</u> of the poem / Is there a shift in the tone or mood anywhere in the poem?		
3.	Analyze the effectiveness of the poem's <u>Imagery</u> / Identify any precise or unique words of phrases that give rise to effective imagery. / Identify and discuss		

any Figurative Language that fuels the experience of the poem.



7. Analyze and Discuss the poem in terms of its <u>Complexity</u> / Does the poem have richly embedded layers of meaning, or *implicative lacunae*? / How does the poet allow you to enter into the poem with your imagination and storehouse of archetypal experiences? / Is there white space in the poem where you can freely imagine and interpret according to your own interpretation of the Figurative Language? Any puns? Juxtapositions? Double meanings? Meaningful symbolism or metaphorical language?

8. Analyze and Discuss the ways the poem creates a sense of <u>Astonishment</u> / The liminal line breaks / the use of dramatic pause of caesura / a surprising turn / humorous or ironic effect / any "meta" or metaphysical or epiphanal moments of sudden understanding?

9. Analyze and discuss how you personally relate to the poem. / How do you identify with the poem's topic, themes, or ideas? / What will remain with you long after you have put away the poem? / Give a judgment of the overall effectiveness of the poem. / Would you read the poem again, or purchase a book of poems by this poet?

10. What have you read, studied, or heard that gave you a window into better understanding this poem? Does this poem bring to mind any other poets or authors? How has *your literary life* allowed you to experience a unique appreciation of the quality and depths of this poem?