Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Poetry Unit

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Creator’s choices and effects

**Creator’s Choices and Effects**

**Criterion A: Strand ii**: identify and explain the effects of the creator’s choices on an audience

Directions: This document will be used for the final assessment in the Poetry Unit.

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| Poetry Unlocked Chapter # | Poetic Device / Element | Purpose (why do writers use the device/element?) | Effect(s) on the Reader |
| 1 | Poetry as an entire genre | * helps us to express ourselves when normal everyday language isn’t enough
* an expression of human history and emotions.
 | * enjoyable
* emotionally involving
 |
| 2 | Theme & subject | * record human experience; universal
* make sense of human experience
 | * connects reader to self/others
* “focus” attention on idea(s) presented
 |
| 3 | Poet’s purpose & Point of view | * presents personal view of the world (values, attitudes, beliefs)
* share emphasis on a particular element
* to entertain or be creative
* to express a political or social view or express strong feelings or emotions
 | * can agree/disagree/find new idea or sympathize with author’s point of view
* reader influenced by emotive and persuasive language, arguments or reasons (to agree with writer)
 |
| 4 | Alliteration | * draw attention to words and make words “catchy” and easy to remember; a beat
* make words sound amusing/unusual or create a musical combination of sounds
* change pace (read words fast or slow)
 | * reader mood is influenced
* harsh sounds can create a discordant/chilling effect and soft sounds can be soothing/restful
 |
| Poetry Unlocked Chapter # | Poetic Device / Element | Purpose (why do writers use the device/element?) | Effect(s) on the Reader |
| 5 | Rhyme | * will vary rhyme scheme to avoid singsong effect (internal rhyme used too)
* when overused can be humorous
* “catchy” and helps as a memory aid
 | * reader mood is influenced
* memory aid
 |
| 6 | Meter (Rhythm) | * there is rhythm in everyday life (natural and created patterns)
* Sustained patterns help to create effects (fast-moving, sing-song, etc.)
 | * can mimic rhythm of life (heartbeat, the pace of walking, etc.)
 |
| 7 | Onomatopoeia | * enhance the sound of the poem through fun or for special effects
* help convey meaning, mood and atmosphere in a subtle way
* suggest qualities subtly (shorter sounds = smallness; long sounds = larger, slower action)
 | * imagination is more vivid
* poem comes to life
 |
| 8 | Assonance, Consonance, Word Sounds | * sounds enrich poetry without being as obvious or intrusive as rhyme
* create atmosphere and tone (short vowel and consonant sounds = sense of speed and movement; longer sounds = slow down pace of the poem)
* create sound patterns that support word pictures
 | * mood is influenced by sound
 |
| Poetry Unlocked Chapter # | Poetic Device / Element | Purpose (why do writers use the device/element?) | Effect(s) on the Reader |
| 9 | Simile | * create vivid and effective word pictures
* help understanding of meaning/emotion
 | * develops and focuses theme
* influences through images
 |
| 10 | Metaphor | * take concept we know and use it to better understand something else
* highlight similarities between things
 | * see beyond the literal
* see similarities in unexpected places
 |
| 11 | Personification | * makes strongest comparison
* helps poems come to alive by making all things “living”
 | * “humanizes” for relatability
 |
| 12 | Imagery | * help readers to understand meaning
* draws on reader experiences to create word pictures; appeals to sight/hearing
 | * see beyond the literal (see figuratively)
* visualize more realistically
 |
| 13 | Symbol | * code or shorthand to extend understanding using reader knowledge
* use references to bring related ideas to mind
 | * conventional or everyday symbols provoke common responses (four-leaf clover = luck)
* evokes emotions
 |
| 13 | Allusion | * code or shorthand to extend understanding
 | * reader makes connection based on prior knowledge (may not have)
 |
| N/A | Mood | * can create shifts to move reader from one emotion to another
* build tension
 | * emotional connection to writing
* reader agrees/disagrees w/ writer
 |
| N/A | Tone | * can use hyperbole to convey strength of feeling
* connotation of language
 | * reader knows writer’s feelings towards topic and reader’s understanding influenced; may agree/disagree
 |