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 |