

Using the Internet or AI takes away from the integrity of your effort and the learning experience. **It is plagiarism.** Answer the SAQs with *your own ideas*, in *your own words*. I want to hear *your* unique voice, ideas, and thoughts.

I like teaching you and am excited to explain things; [contact me](#), and we can work on the questions together!

8.12 Studying Poetry & Drama Unit Test

Click here for HONORS ENGLISH: [Study Guide](#)

Complete the tasks below to help prepare you for your test. The test has 11 multiple-choice questions (1 point each), **four short-answer questions** (2 points each), and **one short essay question** (4 points).

MULTIPLE-CHOICE QUESTIONS

Review concepts and prepare for the multiple-choice questions from Unit 8 by [playing Kahoot!](#)

SHORT ANSWER QUESTIONS

In **1–2 sentences**, explain a **conclusion** that can be drawn about the poem based on its **structure**.

Sonnet 116

by William Shakespeare

Let me not to the marriage of true minds
Admit impediments; love is not love
Which alters when it alteration finds,
Or bends with the remover to remove.
O no, it is an ever-fixed mark
That looks on tempests and is never shaken;
It is the star to every wandering bark,
Whose worth's unknown, although his height be taken.
Love's not Time's fool, though rosy lips and cheeks
Within his bending sickle's compass come;
Love alters not with his brief hours and weeks,
But bears it out even to the edge of doom.
If this be error and upon me proved,
I never writ, nor no man ever loved.

**Suggested
Sentence Starter:**

One structural element Shakespeare uses in “Sonnet 116” is _____. He uses this to _____.

Helpful Hints:

- A “conclusion” is what you think the poem is about.
- “Poetic structure” refers to the way that the poem is organized, such as rhyme scheme, rhythm, meter, and form (number of lines and what type of poem it is).

SHORT ANSWER QUESTION #13

In 1–2 sentences, explain a **conclusion** that can be drawn about the poem based on its **poetic elements**.

An Autumn Day

by Ella Wheeler Wilcox

Leaden skies and a lonesome shadow
 Where summer has passed with her gorgeous train;
 Snow on the mountain, and frost on the meadow –
 A white face pressed to the window pane;
 A cold mist falling, a bleak wind calling,
 And oh! but life seems vain.
 Rain is better than golden weather,
 When the heart is dulled with a dumb despair.
 Dead leaves lie where they walked together,
 The hammock is gone, and the rustic chair.
 Let bleak snows cover the whole world over –
 It will never again seem fair.
 Time laughs lightly at youth's sad 'Never,'
 Summer shall come again, smiling once more,
 High o'er the cold world the sun shines for ever,
 Hearts that seemed dead are alive at the core.
 Oh, but the pain of it -oh, but the gain of it,
 After the shadows pass o'er.

Suggested Sentence Starter:

One poetic element Wheeler Wilcox uses in “An Autumn Day” is _____. She uses this to _____.

Helpful Hints:

- A “conclusion” is what you think the poem is about.
- “Poetic elements” refer to literary devices used by the poet, such as imagery, figurative language, mood, etc.

SHORT ANSWER QUESTION #14

In 1–2 sentences, analyze the effects of the **figurative language** used in lines 1 through 24.

The Skater of Ghost Lake

by William Rose Benet

- (1) Ghost Lake's a dark lake, a deep lake and cold:
- (2) Ice black as ebony, frostily scrolled;
- (3) Far in its shadows a faint sound whirs;
- (4) Steep stand the sentineled deep, dark firs.
- (5) A brisk sound, a swift sound, a ring-tinkle-ring;
- (6) Flit-flit,--a shadow with a stoop and a swing,
- (7) Flies from the shadow through the crackling cold.
- (8) Ghost Lake's a deep lake, a dark lake and old!
- (9) Leaning and leaning with a stride and a stride,
- (10) hands locked behind him, scarf blowing wide,
- (11) Jeremy Randall skates, skates late,
- (12) Star for a candle, moon for a mate.
- (13) Black is the clear glass now that he glides,
- (14) Crisp is the whisper of long lean strides,
- (15) Swift is his swaying - but pricked ears hark.
- (16) None comes to Ghost Lake late after dark!
- (17) Cecily only--yes it is she!
- (18) Stealing to Ghost Lake, tree after tree,
- (19) Kneeling in snow by the still lake side,
- (20) Rising with feet winged, gleaming, to glide.
- (21) Dust of the ice swirls. Here is his hand.

(22) Brilliant his eyes burn. Now, as was planned, (23) Arm across arm twined, laced to his side, (24) Out on the dark lake lightly they glide.	
Suggested Sentence Starter:	In “The Skater of Ghost Lake,” Rose Benet uses _____ when she writes “_____” to describe _____. *You must write a specific type of figurative language the poet uses.
Helpful Hints:	<ul style="list-style-type: none"> Identify a <i>specific type of figurative language</i> and write an example of it from the poem.

SHORT ANSWER QUESTION #15

In **1–2 sentences**, **explain a conclusion** that can be drawn about the play based on the **structure** of this excerpt.

Thundermuffs

by Cindy Blobaum

RYAN: I’ll look behind the curtains. (*Goes into living room, starts to move curtains aside*)

DAD: Hmm. (*Looks under bed*) He’s not under his bed. Where could he be?

RYAN (*Quietly; to himself*): Well, I’ll be. . . (*Puts curtains back in place, then shouts*) Mom! Dad! Everyone. Come here! I’ve found him! (*Everyone rushes into living room.*)

ALL (*Ad lib*): Where is he? I don’t see him. Is he still scared? (*Etc.*)

RYAN (*Proudly*): Look! (*Throws open the curtains. MITCHELL is sitting on the porch, his back to the family, earmuffs over his ears.*)

MOM (*Shaking her head*): I don’t believe it!

STEPHEN: Would you look at that!

OLIVIA: He figured it out for himself! (*Family files out the door to the porch. MITCHELL turns and notices them.*)

MITCHELL (*Lifting up one side of earmuffs*): I don’t mind a good storm. I just like it quiet. (*Large crack of thunder is heard.*)

DAD: All right, everybody—inside! It’s not safe to be out here during an electrical storm. We’ll enjoy the show from the comfort—and safety—of the living room. (*Another large crack of thunder is heard and family ad libs excited chatter and laughter as curtain falls.*)

Suggested Sentence Starter:	One component of the dramatic structure Blobaum uses in <i>Thundermuffs</i> is _____. This helps _____.
Helpful Hints:	<ul style="list-style-type: none"> A “conclusion” is what you think the play is about, what you think the characters are like, or what you think will happen next. The “structure” of a play refers to the way that the play is organized, such as exposition, rising action, climax, falling action, and resolution.

SHORT ESSAY QUESTION #16

How does the playwright use **dramatic elements** to enhance the play? Explain your thoughts in **3–5 sentences**, using **evidence from the passage** to support your ideas.

Thundermuffs

by Cindy Blobaum

THERESA: I know what I'll do. I'll head straight for the porch to watch the clouds build and the lightning flash. I want to get a comfortable chair so I won't have to sit on the floor.

MOM: (*In warning tone*): Only if there are no tornado warnings. Remember: "Rain may help our gardens grow, But watch out when the strong winds blow."

OLIVIA: That's right. (*Recites*) "When the tornado sirens sound, You are safest underground."

RYAN: (*Annoyed*): We know, we know. (*In a singsong voice*) And. . . "When lightning flashes you can see, Never stand under a tall tree."

DAD: It's good to hear you kids remember all those sayings. We want you to be safe. (*Dramatically*) I love to see lightning split the sky and feel the floor shake and hear windows rattle from thunder rumbles as much as everyone else in this family. . . (*He suddenly notices MITCHELL.*) except for—(*All heads turn to look at MITCHELL. DAD shakes his head sadly.*) We need to do something about that boy. (*MITCHELL becomes aware that everyone is looking at him and slowly lowers his book.*)

MITCHELL: What? What did I do this time?

STEPHEN (*With disgust*): You haven't done anything. . . yet.

THERESA: No, but I'll bet that at the first sign of a decent thunderstorm, you'll run to one of your hiding places.

OLIVIA: Like under your bed.

RYAN: Or in a closet.

STEPHEN: Oh, Mitch, aren't you embarrassed that you hate storms when Storm is your own last name?

MITCHELL (*Matter-of-factly*): I don't hate storms. I just like it quiet.

MOM: Now, kids, teasing isn't going to solve anything. We're a family. Let's put our heads together and think of a way to help Mitch feel more comfortable during a storm so he'll join us on the porch. (*As family members get into a huddle, thunder rumbles. MITCHELL looks around and sneaks off to bedroom, where he curls up on the bed.*)

Suggested Sentence Starter:

One dramatic element Blobaum uses in *Thundermuffs* is _____. The author writes, "_____." This helps enhance the play because _____.

Helpful Hints:

- A "conclusion" is what you think the play is about, what you think the characters are like, or what you think will happen next.
- "Dramatic elements" refer to the playwright's choices, such as the cast of characters, setting and stage directions, dialogue, etc.