

Name _____

Poetry Assessment

English 10 Pre-AP/Pre-IB ENGLISH LITERATURE AND COMPOSITION

Total time—80 minutes

Period 5

Question:

Read the poem carefully. Then write a well-organized essay in which you analyze the poetic techniques the writer uses to make his point. You may want to discuss the structure of the poem, word choice, enjambment, repetition, parallel structure, polysyndeton, listing, caesura or any other literary element...

Abandoned Farmhouse

By Ted Kooser

He was a big man, says the size of his shoes
on a pile of broken dishes by the house;
a tall man too, says the length of the bed
in an upstairs room; and a good, God-fearing man,
says the Bible with a broken back
on the floor below the window, dusty with sun;
but not a man for farming, say the fields
cluttered with boulders and the leaky barn.

A woman lived with him, says the bedroom wall
papered with lilacs and the kitchen shelves
covered with oilcloth, and they had a child,
says the sandbox made from a tractor tire.
Money was scarce, say the jars of plum preserves
and canned tomatoes sealed in the cellar hole.
And the winters cold, say the rags in the window frames.
It was lonely here, says the narrow country road.

Something went wrong, says the empty house
in the weed-choked yard. Stones in the fields
say he was not a farmer; the still-sealed jars
in the cellar say she left in a nervous haste.
And the child? Its toys are strewn in the yard
like branches after a storm—a rubber cow,
a rusty tractor with a broken plow,
a doll in overalls. Something went wrong, they say.

Timed Poetry Analysis Essay Rubric

10	8	7	6
Student demonstrated an understanding of the poem AND consistently attempted to connect author technique to purpose. Student may not be accurate in all of their analysis but they demonstrate an understanding of HOW to attempt it. Talks through the poem from beginning to end, discussing each section and the most important devices. Overall thorough and systematic given the time constraints. Explored a theme (not a topic). Organized. Grammatically correct.	Student sometimes analyzed the author's purpose and the tools/techniques the author used to develop that purpose but there were BIG lines/devices/chunks not discussed. Good starting point for further development of analysis. Explored a topic as opposed to a theme. Organized. Mostly grammatically correct.	Student did a surface level analysis of the poem. They identified the author's purpose but mostly summarized/translated the poem, ignoring author technique for the most part. Some organizational hiccups. Grammar gets in the way of reader comprehension.	Student attempted to do an analysis but misidentified the author's purpose or did not connect purposes to tools and techniques. There are some glimpses of analysis but mostly summary or incorrect analysis. Organizational scheme hard to identify. Grammar gets in the way of reader comprehension.