

Out, Out—

By Robert Frost

1 The buzz saw snarled and rattled in the yard
2 And made dust and dropped stove-length sticks of wood,
3 Sweet-scented stuff when the breeze drew across it.
4 And from there those that lifted eyes could count
5 Five mountain ranges one behind the other
6 Under the sunset far into Vermont.
7 And the saw snarled and rattled, snarled and rattled,
8 As it ran light, or had to bear a load.
9 And nothing happened: day was all but done.
10 Call it a day, I wish they might have said
11 To please the boy by giving him the half hour
12 That a boy counts so much when saved from work.
13 His sister stood beside him in her apron
14 To tell them 'Supper.' At the word, the saw,
15 As if to prove saws knew what supper meant,
16 Leaped out at the boy's hand, or seemed to leap—
17 He must have given the hand. However it was,
18 Neither refused the meeting. But the hand!
19 The boy's first outcry was a rueful laugh,
20 As he swung toward them holding up the hand
21 Half in appeal, but half as if to keep
22 The life from spilling. Then the boy saw all—
23 Since he was old enough to know, big boy
24 Doing a man's work, though a child at heart—
25 He saw all spoiled. 'Don't let him cut my hand off—
26 The doctor, when he comes. Don't let him, sister!'
27 So. But the hand was gone already.
28 The doctor put him in the dark of ether.
29 He lay and puffed his lips out with his breath.
30 And then—the watcher at his pulse took fright.
31 No one believed. They listened at his heart.
32 Little—less—nothing!—and that ended it.
33 No more to build on there. And they, since they
34 Were not the one dead, turned to their affairs.

Name:

Date:

“Out, Out” Poem by Robert Frost (1916)

1. What is the tone of the poem? What words or phrases support your answer?

PREVIEW

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2. What is the mood in the beginning of the poem? How does it change throughout the text?

PREVIEW

3. How is the poem organized?

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4. What is the juxtaposition between the setting and the events that occur?

PREVIEW

5. What dialogue is present in this poem? What is the impact?

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6. What is the connotation behind the word “snarls”? How does it foreshadow what happens next?

PREVIEW

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7. What is an example of alliteration in the poem?

8. What imagery does Frost use in this poem? What senses does he appeal to?

PREVIEW

9. What inanimate object is personified in this poem? How so? What impact does it have?

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10. Who do you think is the speaker of the poem?

PREVIEW

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11. Why was this poem written? Explain.

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12. The title of the poem “Out, Out—” is an allusion to Macbeth’s speech in Shakespeare’s play “Macbeth” where he comments on the frailty of life and the despair in life with focus on lady Macbeth’s death.

“Out, out, brief candle! life’s but a walking shadow, a poor player that struts and frets his hour upon the stage and then is heard no more.”

Why do you think Frost chose to title this poem “Out, Out—”?

PREVIEW

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Name:

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Text Dependent Analysis (TDA) Prompt

Robert Frost sends a message to readers about the hardships of labor and the fragility of life. Explain how the author uses figurative language to develop the theme. Use evidence from the passage to support your response.

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Robert Frost “Out Out—” Text Dependent Analysis
Directions: Fill out the following before writing your TDA.

In 2-3 sentences, summarize the poem:

What message is the author sending to readers (theme)?

| | Line from poem that uses figurative language. (Textual Evidence) | Explanation of quote in my own words and the significance. |
|-----------|---|---|
| Example 1 | | |
| Example 2 | | |
| Example 3 | | |

TDA Essay Rubric

CONTENT:

- The writer effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text(s).
- The writer develops a strong thesis with the support of relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- The writer provides a thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas and inferences.
- The writer includes substantial, accurate, and direct references to the text(s).

FOCUS:

- The writer establishes and develops a thesis statement and completes all sections of the task without getting off topic.
- The writer explains how all evidence provided directly supports the thesis.
- The writer produces clear and coherent writing in which the development is appropriate to task, purpose, and audience.

ORGANIZATION:

- The writer organizes complex ideas, concepts, and information to make important connections and distinctions.
- The writer uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- The writer's supporting reasons are organized intentionally, explained clearly, and easy to follow.
- The writer includes an effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s).
- The writer provides a strong organizational structure that effectively supports the focus and ideas.

STYLE:

- The writer uses precise language and domain-specific vocabulary to explain the topic.
- The writer establishes and maintains a formal style of language.
- The writer uses an objective tone while attending to the norms and conventions of the discipline in which they are writing.

CONVENTIONS AND FORMAT:

- The writer uses proper grammar, mechanics, usage, and punctuation.
- The writer has very few errors that do not impact or take away from the readability of the essay.
- The writer writes or types essay using proper format (specified by teacher).
- The writer completes essay on time.