

Name:

Class:

Poetry Test

rhythm speaker	mood theme	tone poem	imagery allusion	symbol rhyme
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Part 1: Fill in the blanks with words from the word bank.

1. A concise piece of writing that conveys a message through language and often relates to culture, art, nature, or life is called a _____.
2. The pattern of stressed and unstressed syllables in each line is called _____.
3. The message or idea that an author expresses in a poem about the subject is called _____.
4. An object or action that stands for something beyond itself is called _____.
5. The repetition of sounds at the ends of words is called _____.
6. The voice behind the poem or the character or narrator saying the poem is called the _____.
7. A subtle, intentional reference to a historical, mythic, or literary person, place, event, or movement is called _____.
8. The feeling that a piece of writing creates within the reader is called _____.
9. The attitude of the speaker or author as interpreted by the reader is called _____.
10. Language that appeals to one or more of your senses is called _____.

Part 2: Match the type of poetry to its correct definition.

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| _____ 11. Narrative | A. a poem that praises an event, a person, or a thing |
| _____ 12. Lyrical | B. a highly structured poem made up of five tercets followed by a quatrain, with two repeating rhymes and two refrains |
| _____ 13. Free Verse | C. a poem that tells a story of an event with characters, setting, and plot |
| _____ 14. Sonnet | D. a lament for the dead which the speaker expresses grief or sadness |
| _____ 15. Villanelle | E. a plot-driven song with one or more characters and often constructed in quatrain stanzas |
| _____ 16. Ballad | F. a fourteen-line poem, traditionally in iambic pentameter and it must have a formal rhyme scheme |
| _____ 17. Ode | G. a poem that does not rhyme or contain a structured meter |
| _____ 18. Elegy | H. a poem with songlike qualities, that expresses the speaker's personal emotions and feelings |

Part 3: Match the sound device with its corresponding example.

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| _____ 19. alliteration | A. The early bird gets the worm. |
| _____ 20. assonance | B. The dishes clang together and wake the baby. |
| _____ 21. consonance | C. Mark my words. |
| _____ 22. onomatopoeia | D. Please do not let my actions be in vain.
Please take away the suffering and pain. |
| _____ 23. anaphora | E. Go slow over the road. |

Part 4: Match the figurative language with its corresponding example.

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| _____ 24. personification | A. You could hear my heart pounding from a mile away. |
| _____ 25. hyperbole | B. Her eyes sparkled like a thousand diamonds. |
| _____ 26. idiom | C. It was an open secret that the eldest son had a different father. |
| _____ 27. simile | D. My mother was an absolute angel, sent from the heavens above. |
| _____ 28. metaphor | E. Youth is wasted on the young. |
| _____ 29. paradox | F. The suit he bought cost him an arm and a leg. |
| _____ 30. oxymoron | G. A crescent moon stared at me through the trees. |

Part 5: Read the poem below and answer the following questions by circling your response.

“A Psalm of Life” by Henry Wadsworth Longfellow

What the Heart of the Young Man Said to the Psalmist

Tell me not, in mournful numbers,
Life is but an empty dream!
For the soul is dead that slumbers,
And things are not what they seem.

Life is real! Life is earnest!
And the grave is not its goal;
Dust thou art, to dust returnest,
Was not spoken of the soul.

Not enjoyment, and not sorrow,
Is our destined end or way;
But to act, that each to-morrow
Find us farther than to-day.

Art is long, and Time is fleeting,
And our hearts, though stout and brave,
Still, like muffled drums, are beating
Funeral marches to the grave.

In the world's broad field of battle,
In the bivouac of Life,
Be not like dumb, driven cattle!
Be a hero in the strife!

Trust no Future, howe'er pleasant!
Let the dead Past bury its dead!
Act,— act in the living Present!
Heart within, and God o'erhead!

Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Footprints on the sands of time;

Footprints, that perhaps another,
Sailing o'er life's solemn main,
A **forlorn** and shipwrecked brother,
Seeing, shall take heart again.

Let us, then, be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labor and to wait.

31. What is the structure of the poem?

- a. Nine stanzas made up of all cinquains
- b. Eight stanzas with the rhyme scheme ABAB
- c. Nine stanzas made up of all quatrains
- d. Eight stanzas with the rhyme scheme ABAC

32. Which line from the poem is an example of a paradox?

- a. And things are not what they seem.
- b. Footprints on the sands of time;
- c. Still, like muffled drums, are beating
- d. We can make our lives sublime

33. Which line from the poem is an example of alliteration?

- a. Be a hero in the strife!
- b. Learn to labor and to wait.
- c. Funeral marches to the grave.
- d. Life is but an empty dream!

34. What does the word forlorn mean as it is used in the poem?

- a. feeling faint and physically weak
- b. feeling inspired about a future event
- c. feeling repulsed or horrified
- d. feeling hopeless or abandoned

35. What does the speaker hope people will do with their lives?

- a. Spend as much time with your children before they grow up
- b. Engage as much as possible in life instead of watching it go by
- c. Develop empathy and gentleness for one's self
- d. Work hard to please others and serve your community

Part 6: Read the poem below and answer the following questions by circling your response.

“Death, be not proud” by John Donne

Death, be not proud, though some have called thee
Mighty and dreadful, for thou art not so;
For those whom thou think'st thou dost overthrow
Die not, poor Death, nor yet canst thou kill me.
From rest and sleep, which but thy pictures be,
Much pleasure; then from thee much more must flow,
And soonest our best men with thee do go,
Rest of their bones, and soul's delivery.
Thou art slave to fate, chance, kings, and desperate men,
And dost with poison, war, and sickness dwell,
And poppy or charms can make us sleep as well
And better than thy stroke; why swell'st thou then?
One short sleep past, we wake eternally
And death shall be no more; Death, thou shalt die.

36. What is being personified in the poem?

- a. War
- b. Fate
- c. Death
- d. Sleep

37. What is the speaker's tone?

- a. rebellious and confident
- b. unhappy and helpless
- c. distracted and bemused
- d. bitter and jealous

38. Why does the speaker compare death to a slave?

- a. To teach people that we must act as if we are not afraid to die and only then will our fears dissolve
- b. To emphasize that everyone experiences death, and death will come for every living creature
- c. To explain that death works for the human race and can only take action when brought on by fate, chance, kings, desperate men, poison, war, or sickness
- d. To show that people are in control of their own destiny, no matter how death tries to interfere

39. What type of poem is this?

- a. sonnet
- b. villanelle
- c. free verse
- d. haiku

40. Which of the following best describes the theme of this poem?

- a. Death is ignorant to our goals and dreams, thus it should be no concern to us.
- b. Death is not as horrific as one thinks, but rather Death is amicable and peaceful.
- c. You can't choose death; When it is your time to die, you are not meant to interfere with God's plan.
- d. Death should not be feared because it is a just a transition to the afterlife.

Part 7: Constructed Response: Answer the following prompt in at least two fully developed paragraphs.

41. Compare and contrast the two poems "A Psalm of Life" by Henry Wadsworth Longfellow and "Death, Be Not Proud" by John Donne. How are the themes of Life and Death connected? How are they contradictory? Use textual evidence from both poems to support your response.

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