UNIT FIVE POETRY TEST
ENGLISH I HONORS

Part I: Short Answer
Answers may be anywhere from one number or word to one sentence to two or three sentences, but not more than that.

1. How many syllables total are in a haiku?
2. How many syllables in the first line? The second? The third?
3. In traditional haiku, what is the subject of the poem?
4. Do haikus typically have titles?
5. If you were writing in the style of a traditional master of haiku, would your poem rhyme?
6. What does “little i” think is beautiful?
7. What does this beauty help to make up for?
8. In “who are you, little i,” what do the time of day and time of year suggest about the speaker?
9. Explain the pun, or play on words, in the name “little i” and that is related to what “little i” is doing.
10. In “l(a” what is falling?
11. How does this image relate to the rest of the poem?
12. What is the rhyme scheme of the stanza below?

O, my love is like a red, red rose,
That’s newly sprung in June.
O, my love is like the melody,
That’s sweetly play’d in tune.

13. Name two of the four metaphors Vachel Lindsay uses to describe the sun.
14. In the poem “Monument,” the speaker describes ants busily at work. Why does their work disturb the speaker?
15. Explain the meaning of the title of Natasha Trethewey’s Pulitzer Prize winning anthology’s title, Native Guard? Bonus points for giving two potential interpretations.
16. Two of the poems we studied in unit five have titles that are questions. Answer one of them. 😊
Part II: Paragraph Response
Expectation: 5 sentences or so; don’t get carried away

r-p-o-p-h-e-s-s-a-g-r
by E. E. Cummings

17. Pretend you’re talking to a seventh grader who has just registered for English I Honors for next year. Show them what a smarty pants you are. Explain a little about how to read the poem & what Cummings’ intent was when he created a poem in this form about an insect.

Part III: Multiple Choice
Write the letter of the correct answer. There is only one correct answer per question. 😊

18. The lines “So deep in love am I,/ And I will love thee still, my dear,/Till a’ the seas gang dry” are an example of
   (a) allusion   (b) hyperbole   (c) metaphor   (d) slant rhyme

19. According to Mora, what is the purpose of smiling?
   (a) to appear friendly
   (b) to be accepted
   (c) to feel happy
   (d) to mask discomfort

20. How old is “little i”?
   (a) three or four years old
   (b) one or two years old
   (c) seven or eight years old
   (d) five or six years old
21. Why might Cummings have chosen to describe loneliness as he did in “I(a)?
(a) The poet himself was a lonely man.
(b) The poet wants the structure of the poem to reinforce the idea of loneliness.
(c) The poet wants to show loneliness in an ironic light.
(d) The poet is simply experimenting with form and the look of a poem.

22. Why might Cummings have decided to break the words in the poem into so many pieces?
(a) He chooses to isolate parts of the words to hint at the isolation that a lonely person feels.
(b) The isolated parts of words are meant to represent the separate pieces of the poet’s soul.
(c) The poet wants the poem to be difficult to read.
(d) Cummings wants the reader to laugh upon trying to read the poem.

23. What does the message of the poem seem to be?
(a) Loneliness causes the self to break apart and fall like a brittle leaf.
(b) Every time a leaf falls, another poor soul feels lonely.
(c) In order to understand oneself, one must understand nature.
(d) Loneliness is like a single leaf falling from a tree, its only life-giving connection in the world.

24. What does the speaker in “A Red, Red Rose” say his love is like?
(a) a rock
(b) a melody
(c) the sand
(d) a breeze

25. How long will the speaker love his “bonny lass”?
(a) until the rivers stop flowing
(b) until the mountains disappear
(c) until the sun burns up
(d) until the seas go dry

26. According to Trethewey, the red dirt spreads like
(a) a blood stain
(b) a blister
(c) a rash
(d) lava

27. What does Trethewey say her mother will become a part of?
(a) the soil
(b) the universe
(c) the anthill
(d) the circle of life
28. The ants remind Trethewey that she has not
   (a) gone underground
   (b) worked well with others
   (c) built a new structure
   (d) tended her mother’s grave

29. What does the poet in “Lineage” say her grandmothers were full of?
   (a) sturdiness and singing
   (b) laughter and tears
   (c) plows and toil
   (d) earth and grain

30. What question does the poet in “Lineage” ask?
   (a) What happened to her grandmothers?
   (b) Why did her grandmothers toil and sow?
   (c) Why isn’t she strong like her grandmothers?
   (d) Why doesn’t she have many clean words to say?

31. In “Taxi,” what do “streets coming fast” do?
   (a) bring people in love together
   (b) separate the people in love
   (c) make sounds like a “slackened drum”
   (d) wound the people in love

32. In “Taxi,” what happens when the city lamps prick the speaker’s eyes?
   (a) She weeps.
   (b) She leaves.
   (c) She thinks of her lover’s eyes.
   (d) She can no longer see her lover’s face.

Part IV: Matching
Match a poet’s name on the left with the biographical information from the right.

<table>
<thead>
<tr>
<th>33. Mugo</th>
<th>a. national poet of Scotland</th>
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<tbody>
<tr>
<td>34. Lowell</td>
<td>b. attended Harvard; was a POW in France</td>
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<tr>
<td>35. Cummings</td>
<td>c. both sets of grandparents fled Mexico in 1910 revolution</td>
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<tr>
<td>36. Walker</td>
<td>d. a troubadour</td>
</tr>
<tr>
<td>37. Trethewey</td>
<td>e. friend Langston Hughes encouraged her to continue her post-secondary education up north</td>
</tr>
<tr>
<td>38. Burns</td>
<td>f. controversial leader of American imagist movement</td>
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39. Mora | g. was stripped of her Kenyan citizenship after running afoul of the law for fighting against human rights abuses
40. Lindsay | h. college professor in Atlanta; Pulitzer Prize winner

Part V: Matching
Match the name of a poetry movement on the left with a poem’s name and/or description from the right.

| 41. Concrete | a. According to poetry.org, “Romantic poets cultivated individualism, reverence for the natural world, idealism, physical and emotional passion, and an interest in the mystic and supernatural.” No one knows exactly when it began, but it was sometime in the late 1700’s and is still evident in some contemporary poetry. |
| 42. Modernism | b. succinct, focuses on precision of language choices, is free verse, and creates a picture of a fleeting moment in the reader’s mind |
| 43. Imagism | c. focuses on themes of identity, assimilation, culture, and discrimination |
| 44. Romanticism | d. began in 1910 and occurred in all art forms simultaneously; related to the advances in technology during the Industrial Revolution |
| 45. Hispanic (Chicano/Chicana) | e. Poets who are a part of this movement create poetry that cannot be understood without looking at the printed page. |