

# Exploring Allusions Project

## • Objectives:

- Learn how to research an allusion in a literary text
- Practice developing poetic context through research
- Compare and contrast poetic style
- Improve your small-group presentation skills
- Create questions and develop your understanding of a text through an intellectual discussion with another scholar

# Focus and structure of your Eight-Minute Context & Poetry Commentary

- Students should aim to identify and **explore all significant aspects of the extract**. These include:
  - **Briefly explaining context for the poem**
    - Author, Era, Form, Etc.
  - **Analyzing the writer's techniques, including the use of stylistic devices and their effect(s) on the reader.**
- A commentary should be **sustained and well organized**. *It should neither be delivered as a series of unconnected points nor take the form of a narration or a line-by-line paraphrase of the passage or poem.*
- **The commentary should not be used as a springboard for a discussion of everything the student knows about the author & work in question.**

# Eight-Minute Commentary

- **Intro:** Introduce your commentary by briefly explaining the historical and literary context for the poem
    - Author, Era, Form, Etc.
    - Dominant-Effect Thesis Statement
  - **Body:** Analyze the writer's techniques, including the use of stylistic devices and their effect(s) on the reader.
    - Use a method like TP-CASTT to plan an organized commentary
  - **Conclusion:** Conclude with what was dominant thematically and in terms of writing, and what the effect of those thematic and writing choices was on you
- **Title**--Consider the title.
  - **Paraphrase**--Put the poem into your own words. Get the surface "meaning": what is the poem about?
  - **Connotation**--
    - Sound devices (alliteration, rhyming pattern, etc.)
    - Point of view
    - Figurative language (simile, metaphor, personification)
    - Symbolism
    - Tone
    - Irony
    - Comparisons / contrasts
  - **Attitude**--What is the speaker's attitude? What is the tone of the poem? What is the author's attitude/tone? Does it differ from the speaker?
  - **Shift**--Is there a shift or progression from one idea to another in the poem?
  - **Title**, again
  - **Theme**--What is the poem saying? What message or idea is the author getting across?

# Poetic Commentary Reflection: On a Note Card

## **SIDE ONE**

1. On a scale of 1-10, how easy (1) or difficult (10) was it for you to create and say each of the three components of the commentary? Why? Explain.
  - A. Intro
  - B. Body
  - C. Conclusion
2. Evaluate your partner's analysis and delivery of their poem in the same three categories.
  - A. Intro
  - B. Body
  - C. Conclusion

**SIDE TWO** Write a dominant-effect thesis statement about the poem that you didn't present on, ideally analyzing how the poem was used as an allusion in Frankenstein.