

TP-CASTT Poetry Analysis

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| T | Title | Before you even think about reading the poetry or trying to analyze it, speculate on what you think the poem might be about based upon the title. Often time, authors conceal meaning and give clues in the title. Jot down what you think this poem will be about |
| P | Paraphrase | Before you begin thinking about meaning or trying to analyze the poem, don't overlook the literal meaning of the poem. One of the biggest problems that students often make in poetry analysis is jumping to conclusions before understanding what is taking place in the poem. When you paraphrase a poem, write in your own words exactly what happens in each line of the poem. Look at the number of sentences in the poem—your paraphrase should have exactly the same number. This technique is especially helpful for poems written in the 17th and 19th centuries that use language that is harder to understand. |
| C | Connotation | Although this term usually refers solely to the emotional overtones of word choice, for this chart the term refers to any and all poetic devices, focusing on how such devices contribute to the meaning, the effect, or both of a poem. You may consider imagery, figures of speech (simile, metaphor, personification, symbolism, etc), diction, point of view, and sound devices (alliteration, onomatopoeia, rhythm, and rhyme). It is not necessary that you identify all the poetic devices within the poem. The ones you do identify should be seen as a way of supporting the conclusions you are going to draw about the poem. |
| A | Attitude | Having examined the poem's devices and clues closely, you are now ready to explore the multiple attitudes that may be present in the poem. Examination of diction, images, and details suggests the speaker's attitude and contributes to understanding. Think about the tone of the poem and how the author has created it. Remember that usually the tone or attitude cannot be named with a single word - think complexity. |
| S | Shifts | Rarely does a poem begin and end the poetic experience in the same place. As is true of most us, the poet's understanding of an experience is a gradual realization, and the poem is a reflection of that understanding or insight. Watch for the following keys to shifts: <ul style="list-style-type: none"> • key words, (but, yet, however, although) • punctuation (dashes, periods, colons, ellipsis) • stanza divisions • changes in line or stanza length or both • irony • changes in sound that may indicate changes in meaning • changes in diction |
| T | Title | Now look at the title again, but this time on an interpretive level. What new insight does the title provide in understanding the poem. |
| T | Theme | What is the poem saying about the human experience, motivation, or condition? What subject or subjects does the poem address? What do you learn about those subjects? What idea does the poet want you take away with you concerning these subjects? Remember that the theme of any work of literature is stated in a complete sentence and make sure to avoid cliché. |

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| Title | <ol style="list-style-type: none"> 1. What is the title? 2. What does it mean? 3. Predict what types of emotions or events the poem might talk about. | | | | | | | | | | | | | |
| Paraphrase | <p>In your own words, write down the main events & conflicts in the poem. (At least 3)</p> <ol style="list-style-type: none"> 1. 2. 3. | | | | | | | | | | | | | |
| Connotation | <p>Write down three examples of literary devices from the poem.</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Write down 10 words/phrases that make the reader <i>feel</i> an emotion of some kind.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1.</td> <td style="width: 50%;">6.</td> </tr> <tr> <td>2.</td> <td>7.</td> </tr> <tr> <td>3.</td> <td>8.</td> </tr> <tr> <td>4.</td> <td>9.</td> </tr> <tr> <td>5.</td> <td>10.</td> </tr> </table> <p>Now, look at the words/phrases and list 3 possible tones or feelings they convey</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">1.</td> <td style="width: 33%;">2.</td> <td style="width: 33%;">3.</td> </tr> </table> | 1. | 6. | 2. | 7. | 3. | 8. | 4. | 9. | 5. | 10. | 1. | 2. | 3. |
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| 5. | 10. | | | | | | | | | | | | | |
| 1. | 2. | 3. | | | | | | | | | | | | |
| Attitude | <p>How does the poet feel about the subject matter of the poem? What emotions do you think the poet felt when writing this poem?</p> | | | | | | | | | | | | | |
| Shifts | <p>Where in the poem does the tone shift?</p> <p>What is the new tone?</p> | | | | | | | | | | | | | |
| Title | <p>Look back at the title. Explain any new thoughts that you have now about the meaning of the title.</p> <p>How do you feel about this poem?</p> | | | | | | | | | | | | | |
| Theme | <p>Write one theme statement based on what the poem is about.</p> | | | | | | | | | | | | | |

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