**Language Arts 9 Name: ( )**

**Unit 3 – Lesson 3 Section 2 Self-Assessment KEY**

**Enter your responses between the** *(blue)* **parentheses below each item.**

Section  Annotating a Poem



1. What is the mood in Robert Frost’s poem “Stopping by the Woods on a Snowy Evening” on page 5 in the online Lesson? Explain why the poet chose a particular image to describe and what effect it has on the poem’s main idea.( /3 marks)

(The mood is contemplative, awestruck, relaxed. Lines such as "the woods are lovely, dark and deep" or "filling up with snow", "The only other sound's the sweep  / Of easy wind and downy flake" create a peaceful mood that suggests the speaker is enjoying his leisure away from the day's work. )

1. Apply the strategies you learned for reading and understanding poetry to a poem. Read “What Has Happened to Lulu” by Charles Causley provided in the table below, and apply annotation strategies to the poem.

**Answers will vary.** Possible annotations below.

|  |  |
| --- | --- |
| **Poem** | **Annotations** |
| **What has Happened to Lulu?**  By Charles Causley | Title: ( ) |
| What has happened to Lulu, mother?  What has happened to Lu?  There’s nothing in her bed but an old rag-doll  And by its side a shoe.  Why is her window wide, mother,  The curtain flapping free,  And only a circle on the dusty shelf  Where her money-box used to be?  Why do you turn your head, mother,  And why do tear drops fall?  And why do you crumple that note on the fire  And say it is nothing at all?  I woke to voices late last night,  I heard an engine roar.  Why do you tell me the things I heard  Were a dream and nothing more?  I heard somebody cry, mother,  In anger or in pain,  But now I ask you why, mother,  You say it was a gust of rain.  Why do you wander about as though  You don’t know what to do?  What has happened to Lulu, mother?  What has happened to Lu? | Speaker: ( The speaker is a confused younger sibling. )  Tone: ( The poem has a dark, puzzled tone. )  Word Choices: ( This poem uses simple words to deliver its message, for example, “old rag doll” but the message is still powerful and clear. )  Imagery: ( The poem uses concrete images such as ‘gust of rain’ ‘crumple’ and ‘curtain flapping free’. )  Mood: ( This poem has a very depressing mood. The speaker doesn’t realize that “Lu” is gone and not coming back, and the mother doesn’t know how to tell the speaker.)  Sound: ( The various sound devices used, such as alliteration (Lulu, flapping free…) onomatopoeia (engine roaring) add dramatic effect to the poem. Students should identify these precisely. )  Interpretations: ( Answers will vary. Student responses should demonstrate an attempt to infer meaning from the poem. )  ( )  ( )  Connections (to self, text, world): (Answers will vary. Student responses should demonstrate an attempt to make connections with the poem.)  ( )  Meaning/Theme ( Answers will vary. The meaning could be that children are oblivious to what is really going on…or that “Lu” who is presumably a sibling, has snuck out in the night and has no intention of coming back. ) |

Criteria - Annotation includes: ( /2 each)

* evidence of an attempt to understand the poem
* discussion of word choice and imagery
* identification of sound devices
* identification of tone/mood, supported by evidence
* identification of meaning/theme, supported by evidence
* evidence of an attempt to make some connections between this text and self, other texts, world

**Total: /12**