

## Simon's Alternate Assignment 1.4: Whose's Line is it Anyway?

**NOTE:** The poem "Dreams" is for example purposes only. It is **not one of the choices for the alternate assignment 1.4.**

### Dreams

By Langston Hughes

Hold fast to dreams  
For if dreams die  
Life is a broken-winged bird  
That cannot fly.

Hold fast to dreams  
For when dreams go  
Life is a barren field  
Frozen with snow.



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Notice details Simon noted in his 1.4 chart that relate to **tone**, **theme**, and **poetic devices** in the poem "Dreams." Afterward, he used similar elements in his original poem, "Goals."



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### Original Poem

#### Dreams

By Langston Hughes

Hold fast to dreams  
For if dreams die  
Life is a broken-winged bird  
That cannot fly.

Hold fast to dreams  
For when dreams go  
Life is a barren field  
Frozen with snow.

### Simon's Poem

#### Goals

By Simon







Grip your goals ← *alliteration*  
For if goals scatter  
Life is a barren tree ← *imagery*  
And nothing will matter.

Grip your goals  
For when goals die  
Life is a black horizon ← *imagery*  
No sun in the sky. ← *alliteration*

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Poem or Song Title (Capitalize first, last and all important words and place the title in quotation marks.)	Poet or Songwriter
"Dreams"	Langston Hughes
Theme Statement (1–2 sentences)	Tone (one or two sentence description and quoted words from the poem that indicate the tone)
A life without our dreams can be difficult and empty.	The words "hold fast" suggest a <b>pleading tone</b> . The words "life cannot fly" and "life is frozen" suggest a <b>hopeless tone</b> .
Poetic Technique #1 (Name the technique.)	Textual Example (quotation showing the technique in the poem/song)
Alliteration	"dreams die" and "broken-winged bird."
Poetic Technique #2 (Name the technique.)	Textual Example (quotation showing the technique in the poem/song)
Imagery	"Broken-winged" bird is a really <b>visual</b> image, and "barren field / Frozen with snow" appeals to two senses, <b>sight</b> and <b>feel</b> .
Poetic Technique #3 (Name the technique.)	Textual Example (quotation showing the technique in the poem/song)
Metaphor	"Life is a broken-winged bird / That cannot fly," and "Life is a barren field / Frozen with snow."

## Alternate Assignment 1.4: Whose Line Is It Anyway?

Value	Analysis of Chosen Poem	Your Original Poem
 <b>Excellent</b>	<input checked="" type="checkbox"/> Your description and evidence of the speaker's <b>tone</b> is <i>perceptive</i> . <input checked="" type="checkbox"/> You demonstrate <i>precise</i> understanding of <b>poetic devices</b> in the poem. <input checked="" type="checkbox"/> Your <b>theme</b> statement demonstrates <i>insightful</i> understanding of the poem.	<input checked="" type="checkbox"/> The <b>tone</b> of your poem is established <i>deliberately</i> through your choice of words. <input checked="" type="checkbox"/> Your use of <b>poetic devices</b> in the poem demonstrates a <i>thorough</i> understanding of the terms. <input type="checkbox"/> Your poem <i>skillfully</i> reflects the same <b>tone, theme,</b> and <b>poetic devices</b> of the original poem.
 <b>Proficient</b>	<input type="checkbox"/> Your description and evidence of the speaker's <b>tone</b> is <i>thoughtful</i> . <input type="checkbox"/> You demonstrate <i>appropriate</i> understanding of poetic devices in the poem. <input type="checkbox"/> Your <b>theme</b> statement demonstrates <i>thoughtful</i> understanding of the poem.	<input type="checkbox"/> The <b>tone</b> of your poem is established <i>thoughtfully</i> through your choice of words. <input type="checkbox"/> Your use of <b>poetic devices</b> in the poem demonstrates an <i>accurate</i> understanding of the terms. <input checked="" type="checkbox"/> Your poem <i>effectively</i> reflects the same <b>tone, theme,</b> and <b>poetic devices</b> of the original poem.
 <b>Satisfactory</b>	<input type="checkbox"/> Your description and evidence of the speaker's <b>tone</b> is <i>straightforward</i> and <i>accurate</i> . <input type="checkbox"/> You demonstrate <i>sufficient</i> understanding of <b>poetic devices</b> in the poem. <input type="checkbox"/> Your <b>theme</b> statement demonstrates <i>adequate</i> understanding of the poem.	<input type="checkbox"/> The <b>tone</b> of your poem is established <i>straightforwardly</i> through your choice of words. <input type="checkbox"/> Your use of <b>poetic devices</b> in the poem demonstrates a <i>basic</i> understanding of the terms. <input type="checkbox"/> Your poem <i>accurately</i> reflects the same <b>tone, theme,</b> and <b>poetic devices</b> of the original poem.
 <b>Limited</b>	<input type="checkbox"/> Your description and evidence of the speaker's <b>tone</b> is <i>superficial</i> or <i>inaccurate</i> . <input type="checkbox"/> You demonstrate <i>little</i> understanding of <b>poetic devices</b> in the poems. <input type="checkbox"/> Your <b>theme</b> statement demonstrates a <i>confused</i> understanding of the poem.	<input type="checkbox"/> The <b>tone</b> of your poem is <i>not clearly communicated</i> through your choice of words. <input type="checkbox"/> Your use of <b>poetic devices</b> in the poem demonstrates <i>little understanding</i> of the terms. <input type="checkbox"/> Your poem <i>does not accurately</i> reflect the same <b>tone, theme,</b> and <b>poetic devices</b> of the original poem.
 <b>Resubmission Needed</b>	Your attempt to respond is <i>insufficient</i> . <b>Contact your teacher</b> to discuss suggestions for improvement and resubmission of your work.	
<b>TOTAL: 37.5/40</b> <b>= 94 %</b>	<b>20/20</b>	<b>17.5/20</b>
 <b>Assessment</b>	<p><b>Areas of strength:</b> <i>Simon, your analysis of the poem you selected shows a very thorough understanding of poetic techniques and some deep insights into the poem. You also took time to revise your theme statement from the previous assignment, and this version truly captures the essence of Langston Hughes' poem. Your original poem highlights your comprehension of poetic techniques and how poets use them.</i></p> <p><b>Might I suggest:</b> <i>While your poem is very well written, it is almost an exact replica of the original. You clearly have strong creative writing skills, so I would encourage you to stretch yourself to create a poem that is uniquely your own. Just a reminder as well, that the instructions required a minimum of 10 lines.</i></p>	