Name:

**Digital Learning 4/13 – 4/17**

**Poetry Unit**

Day 1: Read the poem “Abuelito Who” and answer the following questions.

**Abuelito Who**

By Sandra Cisneros

Abuelito who throws coins like rain

and asks who loves him

who is dough and feathers

who is a watch and glass of water

whose hair is made of fur

is too sad to come downstairs today

who tells me in Spanish you are my diamond

who tells me in English you are my sky

whose little eyes are string

can't come out to play

sleeps in his little room all night and day

who used to laugh like the letter k

is sick

is a doorknob tied to a sour stick

is tired shut the door

doesn't live here anymore

is hiding underneath the bed

who talks to me inside my head

is blankets and spoons and big brown shoes

who snores up and down up and down up and down again

is the rain on the room that falls like coins

asking who loves him

who loves him who?

1. *Abuelito* means “Grandfather” in Spanish. What is the significance of this poem’s title?
2. What relationship does the speaker of the poem have with her abuelito?
3. What is the **tone** (attitude) of this poem? Explain.
4. How does the poem’s **tone** reflect its **central message**?
5. What is the **theme** (overall deeper meaning) of this poem?

**Song Lyric Analysis**

Days 2 & 3: Music is poetry! You will be analyzing a song of your choosing for various poetic elements.

**Step 1** - Find a clean version of a song that you enjoy. Either copy and paste the lyrics below, or write down the lyrics on a separate sheet of paper. Be sure to include the title of the song, along with the artist/band’s name.

**Step 2** – Choose THREE of the following to find in your song. Label each clearly in your poem (highlighting/underlining/drawing arrows with labels). Refer back to your poetry notes on the blog if you are struggling with any of the terms below:

* Simile
* Metaphor
* Personification
* Symbolism
* Imagery
* Hyperbole
* Allusion

**Step 3** – Answer the following questions about your song in complete sentences:

1. Is there a rhyme scheme in your song? If so, what is it?
2. What is the topic (literal meaning) of this song?
3. What is the theme (deeper meaning) of this song?
4. Explain how the three examples of figurative language/stylistic elements (from step 2) helped to deliver the theme of the song.

Day 4 – Read the poem “Ode to My Socks” and answer the following questions:

**“Ode to My Socks”**

By Pablo Neruda

Maru Mori brought me

a pair of socks

which she knitted herself

with her sheepherder's hands,

two socks as soft as rabbits.

I slipped my feet into them

as if they were two cases

knitted with threads of twilight and goatskin,

Violent socks,

my feet were two fish made of wool,

two long sharks

sea blue, shot through

by one golden thread,

two immense blackbirds,

two cannons,

my feet were honored in this way

by these heavenly socks.

They were so handsome for the first time

my feet seemed to me unacceptable

like two decrepit firemen,

firemen unworthy of that woven fire,

of those glowing socks.

Nevertheless, I resisted the sharp temptation

to save them somewhere as schoolboys

keep fireflies,

as learned men collect

sacred texts,

I resisted the mad impulse to put them

in a golden cage and each day give them

birdseed and pieces of pink melon.

Like explorers in the jungle

who hand over the very rare green deer

to the spit and eat it with remorse,

I stretched out my feet and pulled on

the magnificent socks and then my shoes.

The moral of my ode is this:

beauty is twice beauty

and what is good is doubly good

when it is a matter of two socks

made of wool in winter.

1. Give one example of a simile from this poem.
2. Give one example of a metaphor from this poem.
3. What is the theme, or moral message of this poem?
4. How is the tone of this poem conveyed (shown) through figurative language in this poem?