

# TPPASTT Template

**Instructions:** You will be analyzing the poem you chose to present to your peers last week using the template below. [Here](#) is the sample I created.

**Requirements:**

- You must fill out the template but do not need to write in complete sentences.
- **You must share this template with me and allow editing access on the day the template is assigned.**
- **Turn it in on HRS connect using Google Assignments.**
- I need to see the revision history and should not see large chunks of text appear quickly on the doc.
- If you consult with anyone, including me, you must include that information on this form.

<b>TPPASTT Poem Analysis Method:</b> title, paraphrase, poetic devices, diction, attitude, tone, shift(s), title revisited and theme		
<p><b>Title</b> <u>Before you read</u> the poetry or try to analyze it, speculate on what you think the poem <i>might</i> be about based upon the title. Sometimes authors conceal meaning in the title and give clues in the title. Write down what you think this poem will be about...</p> <p>(2 points)</p>		
<p><b>Paraphrase</b> Before you think about meaning or try 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 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. Sometimes your teacher may allow you to <i>summarize</i> what happens in the poem. Make sure that you understand the difference between a <i>paraphrase</i> and a <i>summary</i>.</p> <p>(4 points)</p>	Original	Paraphrase
<p><b>Poetic Devices</b> You may consider <u>imagery</u>, <u>figures of speech</u> (simile, metaphor, personification, symbolism, etc), <u>diction</u> (word choice), <u>point of view</u>, and <u>sound devices</u> (alliteration, onomatopoeia,</p>		

<p><u>rhythm, and rhyme</u>). 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. Focus on how such devices contribute to the meaning, the effect, or both of a poem.</p> <p><a href="#"><u>Poetic Devices Glossary</u></a> (6 points)</p>	
<p><b>Attitude</b> 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 <u>the speaker's attitude</u> and contributes to understanding. Remember that usually the tone or attitude cannot be named with a single word. Think <i>complexity</i>.</p> <p><a href="#"><u>Tone Word List</u></a> (2 points)</p>	
<p><b>Shift</b> Rarely does a poem begin and end the poetic experience in the same place. As is true of most of 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:</p> <ul style="list-style-type: none"> <li>• key words, (but, yet, however, although)</li> <li>• punctuation (dashes, periods, colons, ellipsis)</li> <li>• stanza divisions</li> <li>• changes in line or stanza length or both</li> <li>• changes in rhyme or diction</li> </ul> <p>(2 points)</p>	
<p><b>Title Revisited</b> Now look at the title again, but this time on an interpretive level. What new insight does the title provide in understanding the poem?</p> <p>(2 points)</p>	

**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 to take away with you concerning these subjects? Remember that the theme of any work of literature is stated in a complete sentence.

(2 points)