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| ***Stopping By Woods on a Snowy Evening***Whose woods these are I think I know.His house is in the village though;He will not see me stopping hereTo watch his woods fill up with snow.My little horse must think it queerTo stop without a farmhouse nearBetween the woods and frozen lakeThe darkest evening of the year.He gives his harness bells a shakeTo ask if there is some mistake.The only other sound's the sweepOf easy wind and downy flake.The woods are lovely, dark and deep.But I have promises to keep,And miles to go before I sleep,And miles to go before I sleep. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***\_***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Poetry Annotation**

1. Read the poem aloud.
2. Identify the following elements and make notations: rhyme scheme, figurative language, images, symbols, and sound devices (alliteration, consonance, assonance, rhythm, and onomatopoeia).
3. Circle any part of the poem that stands out, confuses you, or is important.
4. Write questions in the margin; highlight unusual words; mark phrases that indicate the poem’s meaning.
5. Determine the poem’s theme and draw arrows to the lines that support the theme.

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**Write the Poetry Analysis**

Once the annotations are complete, it’s time to write the analysis. Remember an analysis consists of facts and commentaries. It is not a summary, a listing of facts, or random ideas. Use the following outline to help you:

I.  Introduction stating the title of the poem, the author, and the poem’s theme.

II. Evidence #1: Identify an important line, poetic device, rhyme scheme, etc.

1. Analysis/Interpretation #1: Explain how the evidence supports the designated theme.
2. Analysis/Interpretation #2: Explain how the evidence supports the designated theme.

III. Evidence #2: Identify an important line, poetic devices, rhyme scheme.

1. Analysis/Interpretation #1: Explain how the evidence supports the designated theme.
2. Analysis/Interpretation #2: Explain how the evidence supports the designated theme.

IV. Conclusion restating your main ideas.