

Name _____

Date _____

Teacher _____

Period _____

Lesson 1: "The Writer," (lines 1-15) by Richard Wilbur

Guided Question: How does Wilbur use figurative language to develop an important idea in the poem?

1. Describe your first impressions of the poem by analyzing the poet's structure and style

- Structure (i.e. lines per stanza, syllables per line, etc.)
- Style his poem (i.e. unusual shape or body of the poem, bold type, italics, capitalization, font size, etc.).
What do you notice?

2. Review lines 1-3. Who/what is the poet's subject? For example, who or what is this poem about?

3. According to line 3, what is the subject doing?

4. What metaphor does the poet use in lines 1-2 to describe the house? For example, what is the house being compared to?

8. In lines 4-6, what is the daughter doing?

9. In lines 4-6, identify at least 2 specific words or phrases that the poet uses to show that his daughter does not wish to be disturbed.

10. Identify the simile in lines 5 and 6.

11. Paraphrase lines 7-8. For example, what is the poet saying about his daughter's life?

12. If the poet uses metaphors to compare the house to a _____, then how can the metaphor be further extended and applied to his daughter?
- For example, if she is not in a house where is she?
 - What would she be called?
 - Where would she be going?
13. Why does the father pause in line 4?
14. Why does the daughter pause in line 10?
15. If the daughter experiences a writer's block in line 10, why doesn't she simply open the door and let her father into the room?
16. What changes for the daughter in lines 13-15?
17. What can **you** learn from the daughter's actions?
18. Brainstorm possible central ideas being introduced and developed by the poet in lines 1-9. For example, what life lesson is the father learning about his daughter.

Lesson 2: "The Writer," (lines 16-33) by Richard Wilbur

Literary Term:

1. Symbolism-

Guided Question: How does the symbolism of the bird develop an important idea in the story?

1. The subject changes to a bird in lines 16-33. According to line 17, where was the starling trapped?
2. How did the father and daughter help the bird in line 18?
3. What did the father do after he helped the starling in line 19?
4. What happened to the starling in lines 22-27?
5. What happened to the starling in lines 28-30?
6. List at least 4 adjectives the poet uses to describe the bird?
7. Who or what does the bird symbolize in the poem?
8. What does the window symbolize in the poem?
9. The bird's "batter against the brilliance" in line 23, echoes another line from the poem. Review lines 7-15. Determine which line best connects to line 23. Explain why.

10. What important idea about life is the poet developing through the symbolism of the bird being trapped and the daughter's writer's block in lines 13-15?

11. What is the narrator's tone towards his daughter? What word or phrase does the narrator use in lines 31-33 to establish his tone towards his daughter?

12. What is the narrator's tone towards writing? What specific words or phrases does the narrator use in lines 31-33 to establish this tone?

13. In lines 32-33, the father repeats a phrase from early in poem when he says, "I wish/What I wished you before, but harder." What did he wish her before?

14. Why do you think the father now wishes this "but harder"?

Central Ideas / Literary Device Tracking Tool

15. Write a well-developed claim about Richard Wilbur’s central idea in the poem.

Find a short phrase or quote from the text that supports the claim.	<i>Explain how this quote connects to the claim.</i>	Literary Device <i>Explain how Wilbur’s use of language (specific word choices, tone, metaphors, repetitions, imagery) or symbolism emphasizes his silent advice to his daughter that she must struggle and solve her own problems.</i>

Part 3: Writing (100 points)

Text-Analysis Response

Your Task: Closely read the text and write a well-developed, text-based response of three paragraphs. In your response, identify a central idea in the text and analyze how the author's use of *one* writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do *not* simply summarize the text.

Guidelines:

Be sure to:

- Identify a central idea in the text
- Analyze how the author's use of *one* writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Examples include: **word choice, tone, metaphors, similes, repetition, imagery, structure, and symbolism**
- Use strong and thorough evidence from the text to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English