

Individual Learning Packet

Teaching Unit

**Rime of the Ancient Mariner
and Other Poems of the Romantic Era**

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Notes

This Poetry Teaching Unit is designed to be worked through in the order presented. Occasionally, a study question on one poem may refer to another poem encountered earlier in the Unit. This approach encourages students to build on what they have learned and to recognize connections among different poets and poems.

Teachers wishing to bypass certain poems or to teach them in a different order will find, however, that the Unit can be easily adapted to the individual needs of any classroom. The vast bulk of study questions focus on the particular poem at hand; the test questions are arranged by author. To adapt the Unit, teachers should simply scan the study and test questions and delete any undesired items before reproducing the pages for students.

Please also note that in order to complete the essay portion of the provided test, students will need access to their books or to photocopies of the pertinent poems.

All references come from the Prestwick House Literary Touchstone Classics edition of *The Rime of the Ancient Mariner and Other Poems of the Romantic Era*, copyright 2007.

Objectives

By the end of this Unit, students will be able to

1. understand and explain the relationship between a poem's form and its content.
2. compare and contrast two or more related poems through an examination of both form and content.
3. compare and contrast two or more poets' treatment of the same subject matter or theme.
4. describe and analyze different meters such as iambic pentameter, tetrameter, trimeter, etc.
5. describe and analyze different rhyme schemes such as Terza Rima, etc.
6. identify and comment on significant characteristics of Romantic era poetry, for example, references to nature, the imagination, the role of the poet, the importance of feeling over rational thought, etc.
7. comprehend the significance of the relationships among the six major Romantic era poets.
8. recognize the connections and relationships among the poems by the six major Romantic era poets.
9. identify the following elements of sound and point out examples of each in the text: alliteration, assonance, internal rhyme, onomatopoeia, repetition.
10. identify the following literary devices and point out examples of each in the text: allusion, apostrophe, imagery, irony, metaphor, paradox, personification, oxymoron, simile.
11. identify the following forms and elements of poetry and point out examples of each in the text: free verse, enjambment, narrative poem, narrator, point of view, quatrain, sonnet, speaker, stanza, theme, tone.
12. understand the effect of repetition in a poem.
13. appreciate the aesthetic value of poetry.
14. recognize specific word choices and analyze their meaning.
15. distinguish between poet and speaker.
16. define unfamiliar vocabulary terms listed in the study guide.

Questions for Essay and Discussion

1. Discuss the relationship between content and marginal commentary in Samuel Taylor Coleridge's *Rime of the Ancient Mariner*.
2. Discuss the symbolism of shooting an Albatross in Samuel Taylor Coleridge's *The Rime of the Ancient Mariner*.
3. Compare and contrast the portrayals of human nature and creation in William Blake's "The Lamb" and "The Tyger."
4. Analyze the differences between the "Chimney Sweeper" from *Songs of Innocence* and the "Chimney Sweeper" from *Songs of Experience*.
5. Discuss the role of memory and recollection in William Wordsworth's "Tintern Abbey."
6. Compare and contrast images of childhood and images of adulthood in William Wordsworth's "Intimations of Immortality" ode.
7. Compare and contrast the concepts of nature in William Wordsworth's "Tintern Abbey" and Percy Bysshe Shelley's "Ode to the West Wind."
8. What is the relationship between life and death in William Wordsworth's "Intimations of Immortality" ode?
9. Explain and analyze the relationship between form and content in Percy Bysshe Shelley's "Ode to the West Wind."
10. Trace the Romantic desire for a deep and meaningful communion with nature in two or more poems. Why is a close connection with nature so important to the Romantics? Be sure to cite specific passages.
11. Discuss and analyze possible causes for melancholy and sadness in William Wordsworth's "Tintern Abbey," Samuel Taylor Coleridge's "Kubla Khan," and John Keats' "Ode on Melancholy."
12. Explain how George Gordon, Lord Byron uses sensory images to enhance "She Walks in Beauty."
13. Discuss Lord Byron's attitude toward freedom, liberty, and imprisonment in "On the Castle Chillon."

13. What literary device is contained in lines 113 – 115: “We stuck, nor breath nor motion: / As idle as a painted ship / Upon a painted ocean”? (Pg. 15) What effect is achieved with the use of the literary device?

14. Identify all literary devices you can find in the following lines: “Water, water, every where, / Ann all the boards did shrink; / Water, water, every where, / Nor any drop to drink.” (Pg. 15)

15. Why do the sailors hang the dead Albatross around the Mariner’s neck?

16. Identify the word repetition that occurs between lines 140 and 145. What is the function of the repetition?

17. In line 157, the Mariner bites his arm. What is his reason for doing this?

“Kubla Khan Or, A Vision in a Dream. A Fragment.”
by Samuel Taylor Coleridge

VOCABULARY

dulcimer – a stringed instrument with strings that are struck with small wooden hammers
sinuous – winding

1. What is the meaning of “Xanadu” and “Kubla Khan”?

2. Study the following word choices contained in the first stanza of the poem: “pleasure-dome,” “fertile ground,” “gardens,” “bright,” “blossomed,” “greenery.” (Pg. 31) What particular visual image is created through the use of these terms?

3. Which words in the first line of stanza two indicate a break in the mood of the poem?

4. Describe the atmosphere and scenario of stanza two. Why and how is the peaceful atmosphere of the first stanza interrupted?

“A Poison Tree” (from *Songs of Experience*)

by William Blake

(NO VOCABULARY)

1. How does the speaker treat his wrath for his friend differently from the wrath for his enemy?

2. What does the word “it” in stanzas two and three refer to?

3. In stanza two, the speaker reveals that he “watered” and “sunned” his anger. What image is created with the use of these words?

The Lucy Poems

“Strange Fits of Passion Have I Known”

by William Wordsworth

VOCABULARY

boon – a benefit, favor, gift or act of kindness

cot – a cottage

lea – a meadow

1. What is the rhyme scheme of the poem?

2. Identify the literary device found in the second stanza.

3. In your own words, explain the sentiment the speaker is trying to express when he says, “When she I loved looked every day / Fresh as a rose in June.” (Pg. 55)

“On the Castle of Chillon”
by George Gordon, Lord Byron

VOCABULARY

habitation – where one lives

1. Explain whether or not this poem is a sonnet and why.

2. Who is the speaker addressing in the first two lines of the poem?

3. Why does Liberty shine brightest when in a dungeon?
