Name:

Class:

Date:

**Poetry Quiz**

**Stopping by Woods on a Snowy Evening**

by Robert Frost (1922)

1 Whose woods these are I think I know.

2 His house is in the village, though;

3 He will not see me stopping here

4 To watch his woods fill up with snow.

5 My little horse must think it queer

6 To stop without a farmhouse near

7 Between the woods and frozen lake

8 The darkest evening of the year.

9 He gives his harness bells a shake

10 To ask if there is some mistake.

11 The only other sound's the sweep

12 Of easy wind and downy flake.

13 The woods are lovely, dark and deep,

14 But I have promises to keep,

15 And miles to go before I sleep,

16 And miles to go before I sleep.

\*queer- strange, unusual

\*harness bells- a horse harness is a type of equipment that allows a horse to pull various horse-drawn vehicles such as a carriage, wagon or sleigh. Harnesses were often fashioned with bells both for decoration and style and to warn pedestrians of an oncoming vehicle.

\*downy- soft or fluffy

1. Describe the setting and situation of the poem. Be sure to use direct quotes to support your claims. Where does the poem take place? When does it take place, which season? What is the speaker doing? His horse?

In the woods, the *speaker* is passing in front of someone’s woods that are covered with snow: “Whose woods these are I think I know” *(line 1). We know* the season is winter *because the speaker calls it the “darkest evening of the year” (line 8).*

The speaker is traveling with his horse when he finds someone’s woods and he stays there for a while watching the snow and the frozen lake. The horse is *seems to be carrying* the speaker on his back.

-Answer by Donaldo Garcia 9B

2. Describe the form of the poem. Pay close attention to the meter, rhythm, and rhyme scheme.

The poem is iambic *tetretameter* because it has unstressed *followed by* stressed *syllables* ( U / )*, with four metric feet per line*. There is a lot of rhyme that *alternates* like lines 3 and 5 and in lines 11, 13, 14, 15, and 16 each verse has the same rhyme.

Rhyme scheme: 1st Stanza: A, A, B, A, B, A, C, B

 2nd Stanza: C, C, D, C, D, D, D, D

Answer by Stephanie Calderón 9C

3. Find two examples of alliteration and write them here:

 A. “To **w**atch his **w**oods fill up **w**ith snow” (line 4).

 B. “**H**e gives **h**is **h**arness bells a shake” (line 9).

-Answer by Gabriela Pineda 9A

4. Find two examples of assonance and write them here. Underline the letters which exhibit assonance in your answers:

 A. “**e**vening of the y**ea**r. . .” (line 8).

 B. “ with**ou**t a farmh**ou**se near . . .” (line 6).

-Answer by Lidia Ceballos

5. What is one example of onomatopoeia in the poem?

sweep, bells, shake, wind

6. Please write an example of enjambment in the poem:

“The only other sound’s the sweep

Of easy wind . . .” (line 11-12).

7. Please write an instance of an end-stopped line:

“And miles to go before I sleep” (line 16).

8. Why do you suppose the author chooses to use the word “downy” in line 12 to describe the snow flakes? What are possible connotations for such a word? How do the connotations add meaning to the poem? Does the use of “downy” imply more than simply soft and fluffy?

The author *possibly* chose to use “downy” because as kid he thought snowflakes were like cotton balls, clouds, or even cotton candy; all of the *items*  listed being or looking soft and fluffy. The possible connotations for “downy” could be warmth (even though snow is cold) as in comfortable or something you would like to squeeze. The author could be trying to say that the woods *the speaker* went to are the same woods that the *poet* went to as a kid.

-Answer by Maria Bojorquez 9C

What do you call:

9. A line of verse composed of two feet: dimeter

10. A line of verse composed of three feet: trimeter

11. A line of verse composed of four feet: tetramer

12. A line of verse composed of five feet: pentameter

Please label the following words or phrases as iamb ( U / ), trochee ( / U ), dactyl ( / U U ), anapest ( U U / ), or spondee ( / / ).

|  |  |  |
| --- | --- | --- |
| 13. cradle **trochee** | 14. basketball **dactyl** | 15. clearing **trochee** |
| 16. forest **trochee** | 17. car door **spondee** | 18. overwhelm **anapest** |
| 19. diverge **iamb** | 20. Fabulous **dactyl** | 21. castle **trochee** |

22. What is the meter of the following lines (emboldened lines indicate stressed syllables):

The **on**ly **news** I **know**

Is **bul**le**tins** all **day**

From **Im**mor**ta**li**ty**.

The **on**ly **shows** I **see**,

To**mor**row **and** To**day**,

Per**chance** E**ter**ni**ty**.

iambic trimeter

23. What is the meter of the following lines (emboldened lines indicate stressed syllables):

But, **soft**! what **light** through **yon**der **win**dow **breaks**?

It **is** the **east**, and **Ju**liet **is** the **sun**.

A**rise**, fair **sun**, and **kill** the **en**vious **moon**,

Who **is** al**read**y **sick** and **pale** with **grief**,

iambic pentameter

24. What is your reaction to the poem? Please write about what you notice in the language, form, and effect of the poem. Use direct quotes to support your opinion and interpretation of the poem. Write thoroughly both of a description, your own reaction, and how the language (figurative, word choice, poetic devices, etc.) works to enhance (add to) the meaning of the poem.

 The poem is really graphic because it describes *in detail* the *environment, as in* line 13: “The woods are lovely, dark, and deep.” *The strength of the poem lies in the structure, form, and layered sound devices throughout. In line 13, we hear the rhythm of of the iambic tetrameter which amplifies the beauty of the language like a song. The alliteration of “dark” and “deep” echo a mysterious tone as the reader imagines the nighttime winter scene.*

The poem included an onomatopoeia “sweep” which described the sound of sweep of the wind and the flakes: *“The only other sound’s the sweep / Of easy wind and downy flake” (line 12-13). The language is beautiful throughout the poem, and these to verses in particular are jam-packed with poetic devices which create poignant description. The assonance between the two lines such as in “only” and “Of,” and “sound’s” with “downy” unify the two lines. This sensory language allows the reader to feel part of the scene—he can hear the soft sweeping wind over the snow and see the evening scene of drifting flakes upon the woods.*

 I really like the poem because it describes how hardworking the speaker is *since it appears* he is walking through the woods on the snow with his horse carrying things. That means that the speaker is really into his work and that he has “promises to keep,” but he has miles to go before he completes his “mission” and goes to sleep (lines 14-16).