Metaphysical Poetry Project

Metaphysical Poetry is characterized by conceit or "wit"—that is, by the sometimes violent yoking together of apparently unconnected ideas and things so that the reader is startled out of his complacency. The poets in this "movement" were not even aware that there was a movement but outsiders noticed similarities in their style. These similarities include the use of:
- Wit (they are highly intellectualized poems)
- Strange imagery
- Paradox
- Complicated thought

Please note that this is NOT a genre of poetry (like Haiku or Sonnet)! Meta means "after" so metaphysical literally means "after the physical" and these poets pose questions about things that can't be answered by science or physical, tangible evidence.

1 Select one of the following metaphysical poems:
> John Donne, "The Bait"   OR   George Herbert "Virtue"

2 Annotations: Please refer to the rubric. You must begin analyzing not merely ID'ing the devices!
Suggestions for things you NEED to identify in addition to the normal devices:
- Metaphysical conceit (identify and briefly explain)
- Diction (denotation and connotation of key words)
- Style (tone and poetic devices)

3 Device to Meaning T Chart
Create a T-chart with a thesis and at least 6 pieces of textual evidence that supports your response to this prompt:
> Analyze how the literary techniques used in the poem contribute to its meaning.

4 BE READY TO WRITE ON-DEMAND ESSAY IN CLASS ON JANUARY 24th
RUBRIC:
Annotations= 30
T-chart= 20
Essay= 50
Total Points = 100

Grading Rubric for Annotations

Points	Grade	Comments
30	100%	All important aspects of the work are identified (literary devices, etc.) **as well as analyzed**. Exhaustive notations cover the page and are intellectually stimulating. These notes go beyond the obvious into elevated notations.
27	90%	Most important aspects of the work are identified (literary devices, etc.) **as well as analyzed**. Good notations cover the page and are intellectually stimulating. These notes often go beyond the obvious into elevated notations.
24	80%	Many aspects of the work are identified (literary devices, etc.) **as well as analyzed**. Some notations are made and are decent. These notes are often superficial, but may occasionally be insightful.
21	70%	Some aspects of the work are identified (literary devices, etc.) **but lack analysis**. Few notations are made and are very basic. These notes are almost entirely superficial.
15	50%	Few if any aspects of the work are identified (literary devices, etc.) **and there is NO analysis**. Barely any notes made on the page.

General Rubric for Poetry Analysis

Score	Points	Comments
9	50 (100%)	Papers earning this score meet the criteria of an 8 paper, and, in addition, are especially sophisticated in their argument or demonstrate particularly impressive control of language. Vocabulary is of a high level and varied.
8 Effective.	48 (95%)	Although the writers of these essays may offer a range of interpretations and/or choose different poetic elements for emphasis, these papers provide convincing readings of the poem and maintain consistent control over the elements of effective composition, including the language unique to the criticism of verse. Their textual references are apt and specific. Though they may not be error-free, they demonstrate the writers' ability to read poetry perceptively and to write with clarity and sophistication.
7	45 (90%)	These papers fit the description of a 6 paper but provide a more complete explanation and argument and/or demonstrate a more mature prose style. Varied vocabulary used correctly.
6 Adequate	43 (85%)	These essays demonstrate the writers' ability to express ideas clearly, but they do not exhibit the same level of mastery, maturity, and/or control as the very best essays. These essays are likely to be briefer, less incisive, and less well-supported than 9-8 papers. The writing is consistent.
5	40 (80%)	These essays are, at best, superficial. They respond to the assigned task yet probably say little beyond the most easily grasped observations. Their analysis may be vague, formulaic, or inadequately supported. They may suffer from the cumulative force of many minor misreadings. They tend to rely on paraphrase but nonetheless paraphrase which contains <u>some implicit analysis</u>. Composition skills are at a level sufficient to convey the writer's thoughts, and egregious mechanical errors do not constitute a distraction. These essays are nonetheless not as well-conceived, organized, or developed as upper-half papers. Paper contains lapses in clarity, but does, occasionally analyze well.
4 Inadequate	38 (75%)	These lower-half essays reveal an incomplete understanding of the poem and perhaps an insufficient understanding of the prescribed task as well: they may emphasize literal description without discussing the deeper. The analysis may be partial, unconvincing, or irrelevant or it may rely essentially on paraphrase. Evidence from the text may be meager or misconstrued. The writing demonstrates uncertain control over the elements of composition, often exhibiting recurrent stylistic flaws and/or inadequate development of ideas.
3	35 (70%)	Essays scored 3 may contain significant misreading and/or unusually inept writing. Papers in this score range meet criteria for a 4, but with a more incomplete understanding. These papers may also exhibit less control of standard conventions. Word choice is weaker and extremely general.
2 Little Success	33 (65%)	These essays compound the weaknesses of the papers in the 4-3 range. They may seriously misread the poem. Frequently, they are unacceptably brief. They are poorly written on several counts and may contain many distracting errors in grammar and mechanics. Although some attempt may have been made to respond to the question, the writer's assertions are presented with little clarity, organization, or support from the text of the poem. These papers also exhibit weakness in writing. Word choice is weak.
1	30 (60%)	These papers meet the criteria of a 2 but are underdeveloped, simplistic, and/or very weak in their control of language.
0	(0)	These merely repeat the prompt.
"-"	(0)	Off topic