“Monster” by Dennis Saddleman

Poetic terms worksheet- The following is a list of questions about poetic terms used within the poem “Monster” by Dennis Saddleman. For each question use the definition given to help you answer and identify examples. When you do find an example you must explain why it is an example of the term. Answers must be in full sentences. You can help each other, but you must have your own answers to the questions.

1. How is the poem an example of Free Verse? (Free verse (from the French term *vers libre*): poetry in an open form, without rhyme and meter.)
2. Find an example of alliteration in the following lines from the poem and explain why they are examples of alliteration. Line 4, Line 25, Line 52, Line 90. (Alliteration: repetition of an initial sound (usually a consonant).  E.g.: “beaded bubbles” .)
3. Find an example of allusion in the following lines from the poem and explain why they are examples of allusion. Line 21, Line 109, Line 110, Line 125. (Allusion: an indirect reference to a famous person, place or thing, usually from the Bible, history, other literature, or mythology.  The use of allusion assumes a common cultural background with readers, whether the writer says, “Pride was his Achilles heel” or “She was in Heartbreak Hotel.”)
4. Find an example of hyperbole in the following lines from the poem and explain why they are an example of hyperbole. Line 25. (Hyperbole or overstatement: a figure of speech in which exaggeration is used for emphasis or effect.  E.g.: “I’m so hungry I could eat a horse.”)
5. Find an example of an image in the following lines from the poem and explain why they are example of an image by describing what image they describe. Lines 4-6, Lines 22-23, Lines 32-41, Lines 44-50, Lines 103-105. ( Image: a sensory experience rendered in language.  According to the senses, an image is visual, auditory, tactile (touch), gustatory (taste), or olfactory (smell).  E.g.: John Keats describes a beaker of wine “With beaded bubbles winking at the brim, / And purple-stained mouth.” )
6. Explain how the entire poem is an example of imagery. (Imagery: The collective function of the images in a work, or an author’s use of images, is *imagery*.)
7. Find an example of simile in the following lines from the poem and explain why they are examples of simile. Line 11 ( Simile: a metaphor using an explicit connective such as *like* or *as*.  Ie. The glass was as cold as ice, or the glass was like ice)
8. Find an example of metaphor in the following lines from the poem and explain why they are examples of metaphor. Line 3, Lines 22-23, Line 32-41, Line 91.(Metaphor: a figure of speech in which a thing is described as something else. (a direct comparison) ie. The man was a mountain.)
9. Find an example of personification in the following lines from the poem and explain why they are examples of personfication. Lines 5-6, Line 15, Lines 17-18, Line 39, Line 59, Line 93, Lines 103-104, Line 108, Line 122. (Personification: a figure of speech in which something abstract or internal (e.g., time, love) is represented as a person. –Giving human characteristics to things that are not human.)
10. Find an example of pun in the following lines from the poem and explain why they are example of pun. Lines 135-139. (Pun: a play on words. Ie.  A man is dying and someone says to them- you look very grave today.)

‘Monster’ by Dennis Saddleman Questions

1. What monster is the poet referring to? Why do you think he calls it a monster?
2. What does the poet mean in lines 7-9?
3. Based on what you have learned about residential schools what do you think the poet is referring to in lines 19-20? Why?
4. What do you think the poet means in lines 22-23? Why?
5. What do you think the poet means in lines 24-28? How could residential school be following him?
6. Read the lines 32-41. What do you think the lines mean? Why do you think the poet used the image of a monster devouring him to describe these things?
7. Read lines 44-48. What do you think the poet is referring to in these lines? Why?
8. Read lines 49-52. How do these lines represent the pride of the speaker?
9. Read lines 55-58. What experiences in residential school do you think these lines refer to? Why?
10. Read lines 59-64. What do you think the poet was trying to say in these lines? What is his message? Why?
11. What is meant by line 64? Explain your answer.
12. Read lines 67-69. What do you think the poet means? Why?
13. Read lines 72-82. Why do you think the author uses the image of the monster expelling him as waste?
14. Read lines 72-82. What does the poet say the monster did to him in these lines? Why do you think he believes that?
15. Read lines 85-87. What does the poet say the monster did to him in these lines? Why do you think he believes that?
16. Read lines 90-94. What happens in these lines to the poet?
17. In line 91, what do you think the “chevy pony” is that the poet refers to? Why do you think he refers to it in that way?
18. Read lines 94-97. What do you think made the poet stop, even though he wanted to drive on?
19. Read lines 98-102. What happens in these lines? Why is this important for the poet? How does it make you feel?
20. Read lines 103-105. Why do you think the poet has the monster cry? What do you think this means in terms of his message in the poem?
21. Read lines 106-107. Why do you think the poet has the monster motion him to come to him and sit?
22. Read lines 108-121. What happens in these lines? What is the importance to the poem?
23. Read lines 108-121. How does the poet show how the first nations peoples have changed the monster?
24. Read line 120. What do you think the poet means in this line?
25. Read lines 123-124. What do these lines mean? In your opinion, how has stopping helped the poet move on?
26. Read lines 125-128. What do you think these lines mean? Who is the ghost child? How has confronting the monster helped the poet?
27. Read lines 129-130. Why is the poet surprised? What has helped him see the monster differently?
28. Read lines 131-132. What does he mean when he says he has “earned…[his] diploma of survival”?
29. Read lines 133-134. Why do you think the poet calls the school the “elder of…[his] memories.?
30. Read lines 135-139. What do you think the poet refers to the four stories of the church the way he does? How has the author used a pun (play on words) in this section with regards to the word “stories”?
31. After reading the poem identify 5 places where the poet uses description of human/living creature characteristics/features to help us identify with residential school as a real living monster? For example, in line 5 it describes the monster as having “steel bones”, and bones are a characteristic of a living thing.