



Narrative Poetry

A dark grey arrow points to the right from the left edge of the slide. Several thin, curved lines in shades of blue and grey originate from the left side and sweep across the slide, framing the text.

Definitions we need to know

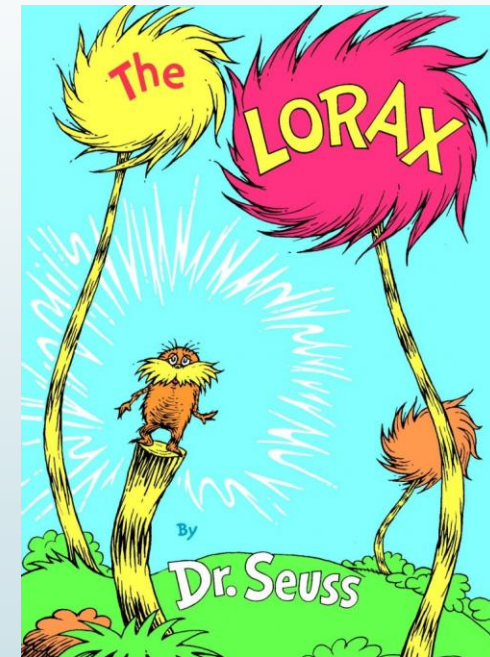
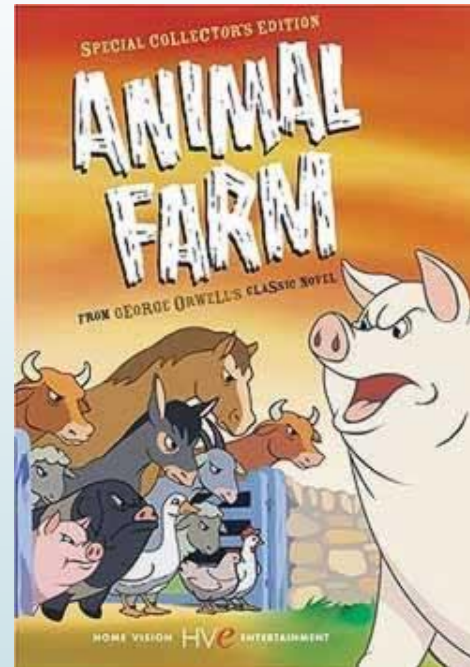
- Narrative Poetry
- Imagery
- Archetype
- Allegory
- Figurative Language
 - Personification
 - Simile
 - metaphor

Archetype- a recurring pattern or model in literature that repeats across cultures. It serves as the basis for different, but related, versions of an element.



- The hero
- The star-crossed lovers
- The mentor/teacher

Allegory- a story in which the characters, settings, and events stand for abstract or moral concepts.



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Metamorphosis

- ▶ Presents a universal theme in literature
- ▶ What does it mean?



Ovid- from *Metamorphoses*

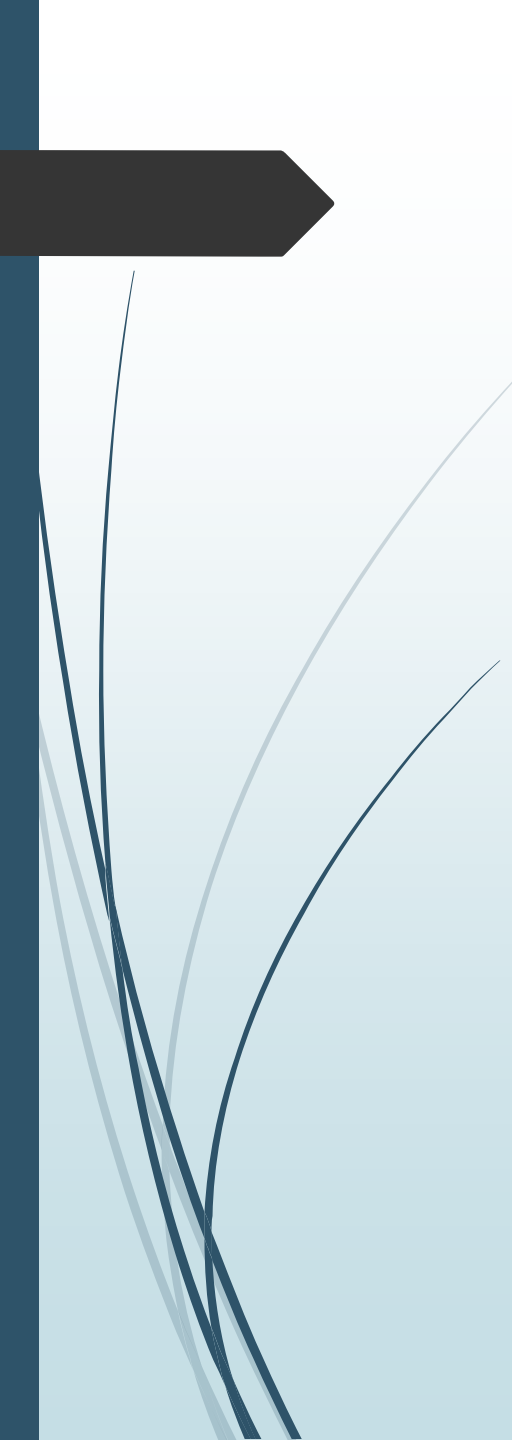
- ▶ One of the most universal archetypes in literature from various cultures and periods is the origin tale- or how the world came to be.
- ▶ Ovid's piece does not have a central hero but represents the entire range of Greco-Roman mythology.
- ▶ Approximately 200 narrative poems woven together to cover the creation of the world through the assassination of Julius Caesar in 44 BC.
- ▶ Ovid's work influenced future great writers such as Chaucer (*The Canterbury Tales*) and Shakespeare.



“The Creation”

*Read p308-311 and complete a reader's response journal entry. You have 10 minutes.

- Poet's Name
- Title of Poem
- Speaker (poet or someone else?)
- Imagery that stands out
- Figurative language (Simile, metaphor, personification)
- Sound devices (alliteration, assonance, repetition, rhyme, onomatopoeia)
- Theme of poem
- Tone of poem



Groups of 3-4 will work together to analyze “The Four Ages”

1. Answer the following questions:

- What archetype does Ovid present in lines 81-94?
- What imagery does Ovid use in lines 95-104?
- What is an example of personification in lines 130-139?

2. Draw a picture to illustrate each of the four ages. Use the details in the text to guide you.

****1st period only****

“The Creation” and “The Four Ages” could be written as contrasting archetypes. Explain how the first presents a more optimistic view on the inevitability of progress while the second presents a pessimistic view on the inevitability of decline.



Victor Hugo

- ▶ Most well-known for *The Hunchback of Notre Dame* and *Les Misérables*
- ▶ Lived in France during the mid to late 19th century.
- ▶ Exiled as a political rebel and returned after Napoleon's demise.



“Russia 1812”

- ▶ In 1812, Napoleon Bonaparte’s army retreated from Moscow after occupying the city for a month.
- ▶ The Russians had destroyed buildings and taken all the supplies.
- ▶ The winter was devastating to the army wherein no more than 1/3 of the men who had left France for Russia returned.
- ▶ EXPIATION- means to atone for a wrong or sin

Carte Figurative des postes successives en hommes de l'Armée Française dans la campagne de Russie 1812-1813.

Dressée par M. Ménière, Inspecteur Général des Trains en Russie. Paris, le 10 Novembre 1813.

Les nombres d'hommes placés dans les points du jour indiquent le nombre des militaires pour des unités, batteries, etc. etc. de plus ou de moins sur place. Le tracé des lignes de hommes qui entourent un poste, le fait voir que ce poste est occupé par les troupes françaises qui ont été vaincues et qui ont été forcées de quitter le pays par les Russes. Les points de l'Armée Française qui ont été vaincues et qui ont été forcés de quitter le pays par les Russes.

Cette carte fait voir à quel point la situation de l'Armée Française est devenue désastreuse, et à quel point elle est réduite à l'état de simple troupe de passage.

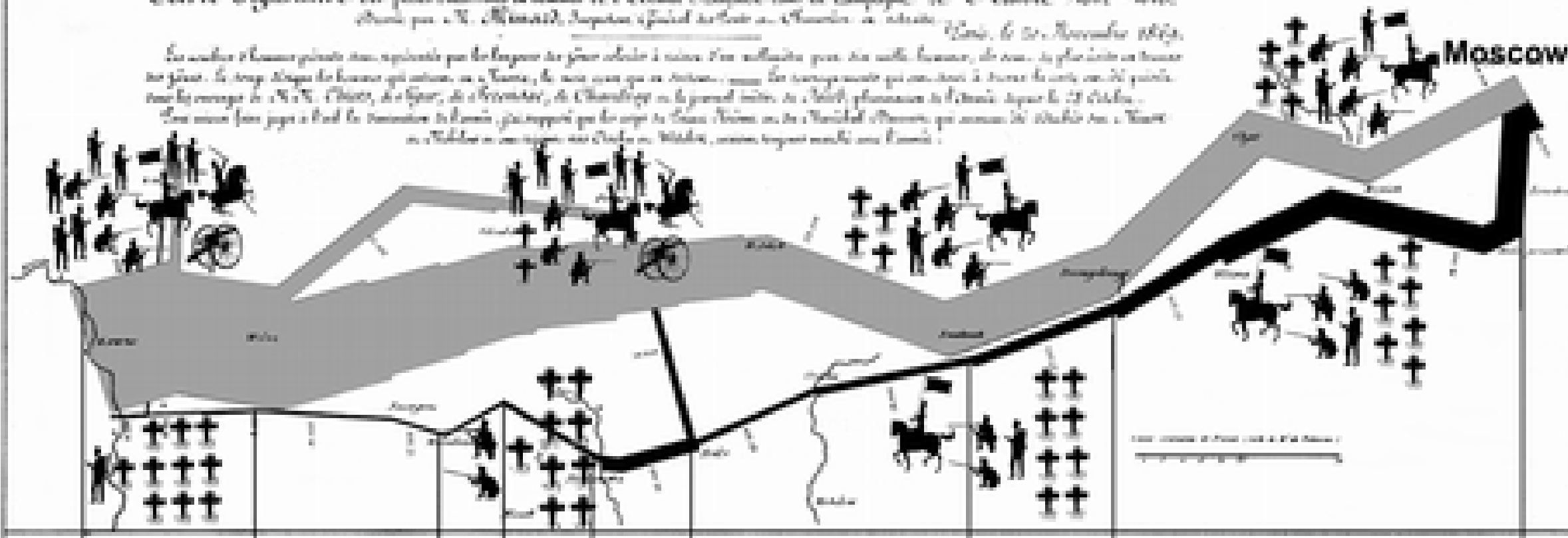


TABLEAU GRAPHIQUE de la température en degrés de thermomètre de Réaumur au dessus et au dessous de zéro.



Les distances sont en lieues de poste.





“Russia 181”

*Read p779-781 and complete a reader's response journal entry. You have 10 minutes.

- Poet's Name
- Title of Poem
- Speaker (poet or someone else?)
- Imagery that stands out
- Figurative language (Simile, metaphor, personification)
- Sound devices (alliteration, assonance, repetition, rhyme, onomatopoeia)
- Theme of poem
- Tone of poem



Groups of 3-4 continued...

- Find **three** strong of examples of imagery from the poem. Write them down, describe the senses they appeal to, and explain how they help to create a specific mood.
- Explain the metaphor in lines 22-24.
- Explain the metaphor in lines 49-52.
- Find another metaphor in the poem. Write the line numbers and explain it.