**“The Writer” by Richard Wilbur**

In her room at the prow of the house  
Where light breaks, and the windows are tossed with linden,  
My daughter is writing a story.

I pause in the stairwell, hearing  
From her shut door a commotion of typewriter-keys  
Like a chain hauled over a gunwale.

Young as she is, the stuff  
Of her life is a great cargo, and some of it heavy:  
I wish her a lucky passage.

But now it is she who pauses,  
As if to reject my thought and its easy figure.  
A stillness greatens, in which

The whole house seems to be thinking,  
And then she is at it again with a bunched clamor  
Of strokes, and again is silent.

I remember the dazed starling  
Which was trapped in that very room, two years ago;  
How we stole in, lifted a sash

And retreated, not to affright it;  
And how for a helpless hour, through the crack of the door,  
We watched the sleek, wild, dark

And iridescent creature  
Batter against the brilliance, drop like a glove  
To the hard floor, or the desk-top,

And wait then, humped and bloody,  
For the wits to try it again; and how our spirits  
Rose when, suddenly sure,

It lifted off from a chair-back,  
Beating a smooth course for the right window  
And clearing the sill of the world.

It is always a matter, my darling,  
Of life or death, as I had forgotten. I wish  
What I wished you before, but harder.

**“Boy at the Window” by Richard Wilbur**

Seeing the snowman standing all alone  
In dusk and cold is more than he can bear.  
The small boy weeps to hear the wind prepare  
A night of gnashings and enormous moan.  
His tearful sight can hardly reach to where  
The pale-faced figure with bitumen eyes  
Returns him such a god-forsaken stare  
As outcast Adam gave to Paradise.  
  
The man of snow is, nonetheless, content,  
Having no wish to go inside and die.  
Still, he is moved to see the youngster cry.  
Though frozen water is his element,  
He melts enough to drop from one soft eye  
A trickle of the purest rain, a tear  
For the child at the bright pane surrounded by  
Such warmth, such light, such love, and so much fear.

**Analyze Literature: Rhythm and Rhyme**

**A poem’s rhythm is the pattern of beats or stresses in each line. If it is regular and consistent, it is called meter. A poet uses rhyme, repeated sounds at the ends of words, to create unifying and musical sound effects. Often, these rhymes appear at the ends of lines for emphasis; this kind of rhyme is called end rhyme. The pattern of such end rhyme is a poem’s rhyme scheme.**

**Part 1: Analyze Beats: Analyze the stressed beats in “The Writer” to answer the following questions.**

1. Mark each stressed beat in the first two stanzas by drawing a box around the syllables that are accented.

In her room at the prow of the house

Where light breaks, and the windows are tossed with linden,

My daughter is writing a story.

I pause in the stairwell, hearing

From her shut door a commotion of typewriter-keys

Like a chain hauled over a gunwale.

2. a. How many stressed beats occur in the first line of each stanza?\_\_\_\_\_\_\_\_\_\_

b. in the second line?\_\_\_\_\_\_\_\_\_

c. in the third line? \_\_\_\_\_\_\_\_

3. After looking at your stressed and unstressed syllables, does this poem have consistent meter? Circle YES or NO **and** write how do you know? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part 2: Analyze Rhyme: Analyze the use of rhyme in “Boy at the Window.” Then answer the following questions.**

4. What is the poem’s rhyme scheme?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. List the poem’s rhyming words:

Stanza 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Stanza 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. What mood is emphasized by alone/moan, die/cry, and tear/fear? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Are most rhymes multisyllabic or monosyllabic? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. What effects does Wilbur gain by using this tightly knit rhyme scheme? Consider his subject and theme in your answer. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Short Answer: Write your answer to each of the following questions in the space provided.**

1. What is the speaker’s daughter doing in “The Writer?” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. To what does the speaker of “The Writer” compare his daughter at her ask?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. In the first three stanzas of “The Writer,” the speaker develops an extended metaphor comparing his daughter’s work to what? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. How did the speaker of “The Writer” help the bird in this poem?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. What makes the boy in “Boy at the Window” cry?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. What fact does the boy in “Boy at the Window” not realize?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. What allusion does Wilbur include in “Boy at the Window?”\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. What line contains internal slant rhyme in “Boy at the Window?”\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. What is the effect of the repetition of the word “such” in “Boy at the Window?”\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. In what way is the snowman personified in “Boy at the Window?”\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11. What similes are used in “The Writer?” 1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

12. What metaphor is used in lines 7-9 in “The Writer?”

13. What example of personification is used in “The Writer?”