

Name _____ TB _____

Icarus's Flight, Poem by Stephen Dobyns -Analyzing the Text

Match the words to their meanings by writing the letter of the meaning in the blank next to the word.

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| _____ 1. Alliteration | a. a group of lines in poetry |
| _____ 2. Form | b. literature in which words are carefully chosen and arranged to create certain effects |
| _____ 3. Stanza | c. a pattern of stressed and unstressed syllables in a line of poetry |
| _____ 4. Line | d. the main unit of all poems |
| _____ 5. Poetry | e. the way the words are arranged in a poem |
| _____ 6. Rhythm | f. the repetition of consonant sounds at the beginning of words |

Multiple Choice - circle the best answer for each question

1. Look closely at how certain sentences of Icarus's Flight extend from one stanza into the next one. What effect is created by extending a sentence into the next line or into the next stanza?
 - a. It pulls the reader along, connecting the lines and giving the poem an almost vertical motion downward. This seems to suggest the downward decent of Icarus's flight.
 - b. It pulls the reader along, connecting the stanzas and giving the poem an almost vertical motion downward. This seems to suggest the downward decent of Icarus's flight.
 - c. It pulls the reader along, connecting the words and giving the poem an almost vertical motion downward. This seems to suggest the downward decent of Icarus's flight.
2. Examine the question in lines 3-5. Based on what you know about the Icarus myth, where is the "exact point where freedom stopped?"
 - a. The exact point where freedom stopped is the moment in which Icarus took flight and he was about to be free.
 - b. The exact point where freedom stopped is the moment in which Icarus anticipates the fall.
 - c. The exact point where freedom stopped is the moment in which Icarus's wings failed, and he was about to begin his descent.
3. Look at the third stanza and identify the alliterative words. What idea does this alliteration emphasize or draw attention to?
 - a. *flew* and *flutter* are alliterative; the poet chose those words to emphasize the contrast between strong and weak flight
 - b. *precisely* and *point* are alliterative; the poet chose those words to emphasize the point that Icarus was about to fall downward
 - c. *wisdom* and *Would* are alliterative; the poet chose those words to emphasize the point that it was ignorant for Icarus to flutter

4. What does the poet mean by the two sentences in lines 10 and 11?
 - a. The poet means that Icarus succeeded because by flying to that point, he became wiser.
 - b. The poet means that Icarus succeeded because by flying to that point, he learned what freedom was.
 - c. The poet means that Icarus succeeded because by flying to that point, he learned that he should have turned around.

5. Find the sentence that begins within line 18 and read it aloud. What examples of alliteration do you see? Write them here: _____, _____, _____, _____
Why do you think the poet uses alliteration here?
 - a. to emphasize the idea that Icarus has finally attained what he wanted
 - b. to emphasize the idea that Icarus was falling downward to his death
 - c. to emphasize the idea that Icarus has finally gotten close to getting what he wanted but it was out of reach

Determine Meaning of Words and Phrases: Alliteration

6. Highlight in yellow the questions.
Underline alliterative words.(3)

What else could the boy have done? Wasn't
flight both an escape and a great-uplifting?
And so he flew. But how could he appreciate
his freedom without knowing the exact point

How does alliteration contribute to the meaning of the poem?

- a. The repeating consonant sounds emphasize these words, helping to create the image of flight and distance.
- b. The repeating vowel sounds emphasize these words, helping to create the image of flight and distance.
- c. The repeating consonant sounds emphasize these words, helping to create the image of flight as an escape.