

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions: Complete Steps 1-4 and Questions 1-7.**

***Introduction to Poetry***

*By Billy Collins (from The Apple that Astonished Paris, 1988)*

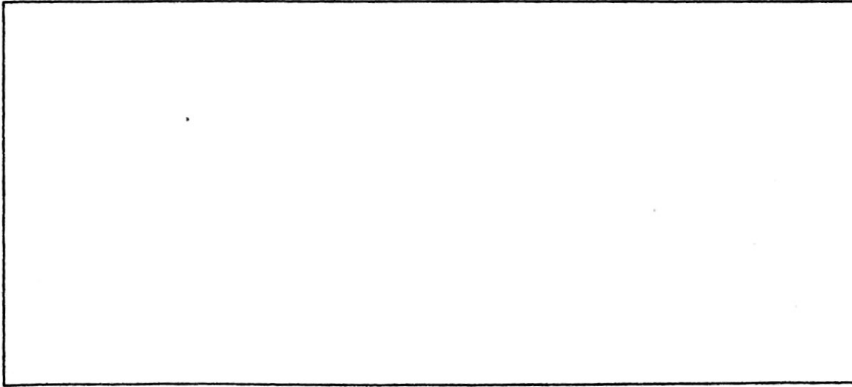
I ask them to take a poem  
and hold it up to the light  
like a color slide

or press an ear against its hive.

I say drop a mouse into a poem  
and watch him probe his way out,  
or walk inside the poem's room  
and feel the walls for a light switch.

I want them to water-ski  
across the surface of a poem  
waving at the author's name on the shore.  
But all they want to do  
is tie the poem to a chair with rope  
and torture a confession out of it.

They begin beating it with a hose  
to find out what it really means.



*Step 1: Read the poem out loud*

*Step 2: Number the lines/divide into sections*

*Step 3: Highlight punctuation in yellow.*

*Step 4: Annotate the poem using TPCASST.*

*Step 5: Answer the text-based questions.*

1. Identify the poem's point of view.

\_\_\_\_\_

2. How does Collins use metaphor in line 4?

\_\_\_\_\_

\_\_\_\_\_

3. Define *probe* as it is used in line 6.

\_\_\_\_\_

4. Highlight examples of imagery in *green*  
(Minimum of 6)

How does Collins use imagery to describe  
the process of reading poetry?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. How does Collins want his students  
to experience poetry? How is this different  
from how his students want to read it?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Illustrate an image from the poem in the  
box.



7. Finally, write a **statement of theme** for the poem:

(2-3 sentences): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_