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7. Discuss the *title*.

- Teachers and students often forget to consider the title in their analysis. Yet the title usually does embody the Central One Idea, so it is essential to reflect upon it. It should be noted that sometimes the title speaks only to the *subject* of the poem, or perhaps the title is just the first line. In either case, ask, “What title would you give this poem?” Or, “Which line would you pull out to serve as the best title?”

8. If more time is warranted or needed, lead a further general discussion and reflection on the poem.

- You may include here a discussion of elements in the poem that have yet to be discussed or other sub-ideas and themes that have yet to be mentioned. Or perhaps discuss the poet and/or the time period and culture in which the poem is situated.

9. Call on a different student (or your child) to *summarize* in her own words what she now knows about the poem.

Teaching Guidelines

Teachers should familiarize themselves with the concepts and terms covered in the Appendix before starting this study guide with students. Concepts that are referred to frequently in the “Analyze” and “Comprehension Questions” sections are explained there with examples. The Glossary is also a good reference for students as they complete the study guide.

THE PLEIADES

Amy Lowell

By day you cannot see the sky
For it is up so very high.
You look and look, but it's so blue
That you can never see right through.

But when night comes it is quite plain,
And all the stars are there again.
They seem just like old friends to me,
I've known them all my life you see.

There is the dipper first, and there
Is Cassiopeia in her chair,
Orion's Belt, the Milky Way,
And lots I know but cannot say.

One group looks like a swarm of bees,
Papa says they're the Pleiades;
But I think they must be the toy
Of some nice little angel boy.

Perhaps his jackstones which today
He has forgot to put away,
And left them lying on the sky
Where he will find them by and by.

I wish he'd come and play with me.
We'd have such fun, for it would be
A most unusual thing for boys
To feel that they had stars for toys!



VOCABULARY:

Cassiopeia	a constellation named for Queen Cassiopeia from Greek mythology
Orion's Belt	the three brightest stars in the constellation Orion
Milky Way	the galaxy containing our solar system
Pleiades	a group of stars that are part of the constellation Taurus
jackstones	metal pieces used in playing the game of jacks

ANALYZE:

1. Think about the rhyming structure of this poem. Label each line and then write out the rhyme scheme.

2. Who is the speaker of the poem? _____

1	By day you cannot see the sky	_____	13	One group looks like a swarm of bees,	_____
2	For it is up so very high.	_____	14	Papa says they're the Pleiades;	_____
3	You look and look, but it's so blue	_____	15	But I think they must be the toy	_____
4	That you can never see right through.	_____	16	Of some nice little angel boy.	_____
5	But when night comes it is quite plain,	_____	17	Perhaps his jackstones which today	_____
6	And all the stars are there again.	_____	18	He has forgot to put away,	_____
7	They seem just like old friends to me,	_____	19	And left them lying on the sky	_____
8	I've known them all my life you see.	_____	20	Where he will find them by and by.	_____
9	There is the dipper first, and there	_____	21	I wish he'd come and play with me.	_____
10	Is Cassiopeia in her chair,	_____	22	We'd have such fun, for it would be	_____
11	Orion's Belt, the Milky Way,	_____	23	A most unusual thing for boys	_____
12	And lots I know but cannot say.	_____	24	To feel that they had stars for toys!	_____

COMPREHENSION QUESTIONS:

1. How are stars like old friends? _____

2. What is "the dipper"? _____

3. Discuss each constellation mentioned. _____

4. What is the imagery used to describe the Pleiades? _____

5. What story does the author create to explain the stars? _____

