*Wandering Song of Aengus*

**Explication Worksheet**

Record the rhyme pattern in your journal.

Record examples of the following:

metaphor,

alliteration,

sensory details,

imagery,

repetition.

Develop a *comparative analysis* with *Child* and *Innisfree* by making a list of similarities?

**Compare** the openings of Aengus and Innisfree?

**Compare** the significance of the *woods* in Child and Aengus?

**Compare** the recurring imagery of *wild waters* in all three poems?

Develop the recurring imagery of *birds in flight* in all three poems?

**Compare** the use of *subjective detail* in *Aengus, Innisfree* and *Child*, citing one example of each.

Make a list of the *themes*, with quoted phrases that relate to each theme.

Comment on the use of *myth* in Aengus and Child. Which myths? What is their significance? Answer the “so what?”

**Explicate** Yeats’ use of *alliteration* (noting the sounds alliterated, the kind of alliteration (initial, internal, terminal), the number of words alliterated, and the aesthetic/thematic value of these alliteration.

**Explicate** a Yeats *metaphor*, developing its relationship to the themes or to metaphors in other poems?

**Explicate** Yeats use of *sensory detail.*

**Explicate** the line, “though I am old with wandering.” How does it complete the cycle of these three poems, reinforce the recurring theme of the cyclical in Yeats’ poetry.

**Explicate** Yeats’ use of *repetition,* answering the “so what?”

**Explicate** Yeats’ use of *imagery*, answering the “so what?”

**Explicate** the meaning of the *title?*

**Explicate a** line of your own choosing?

Record a *question* for me.

**Explicate**/develop the meaning of the first line: “I went out to the hazel wood.”

Comment on the *visionary quality* of Aengus?

* At what point in the poem does this vision occur?
* Develop its significance relative to the poem’s themes?
* Fully explicate the meanings of this vision.
* Compare the visionary aspect of Aengus with the visionary quality of *Child* and *Innisfree.*

Find evidence to support the assertion that the trout and the girl are the same? In light of this possible association, what is the significance of his catching the trout, laying it on the floor, and hearing his name called?

**Explicate/ Develop** the meaning of the line, “with apple blossoms in her hair.”

**Explicate/Develop** the meaning of the line, “I will find out where she has gone/And kiss her lips and take her hands.”

**Explicate/develop** the meaning of the final lines, “the silver apples of the moon/ the golden apples of the sun.”

What phrases reinforce the theme of the *desire for the two-in-one,* enact the conjunction of self and other, fulfill the self’s merger hunger desires?

Develop the recurrence of this theme in Aengus, Innisfree, and Child, with specific examples from each poem.

*Yeats*

**Writing Themes**

**Instructions:** Choose a topic for development into a 2-3p mini paper (Week 4) and 8-10p midterm paper (Week 8).

**Guidelines:**

Double space

1” margins

Title

Paginated

Outside Sources: Mini-paper (No); Mid-Term Paper (Yes)

1. Discuss the role of the *Celtic sublime* in the poems we have read/discussed--i.e. within the context of colonial oppression and of the Self’s encounters with nature.
2. Trace/Assess the theme of the *“wandering beholder”* and the Self’s encounters with the *Sublime* in the poetry of *Yeats, Wordsworth, and Thomas Grey* and/or in the criticism of Ruskin. Develop the significance of the “epiphany” that occurs when the self encounters the sublime in nature, and its transformative, redemptive effects on the Self.
3. Analyze/Assess the role of the *feminine* in Yeats’ poetry, as an emblem of the muse, mentor, lover, warrior goddess, or the mythic Celtic sublime?
4. Analyze/Assess Yeats’ *aesthetic ideology*, giving full play to the most characteristic and defining features of his poetics.
5. Develop a *comparative analysis* of Yeats’ nature poetry, with specific reference to *at least three* of the following: *Child, Innisfree, Aengus, Swans, and Fishermen.*
6. Analyze/Assess the *recurring themes* of Yeats’ nature poetry, with reference to at least three of the poems we read/discussed. Discuss these themes as the expression of various desires.
7. Choose some recurring aspect(s) of our *Explication Worksheets*, and analyze/assess its function in two or more poems.
8. Analyze/assess the *role of nature* in Yeats’ poetry, with reference to at least three of the poems we have read/discussed. Fully develop all the roles nature plays in these poems, the various desires it fulfills: personal, political, aesthetic etc.
9. Analyze/assess the *visionary* aspect of Yeats’ poetry.
10. Analyze/assess the role of *myth* in Yeats’ poetry.
11. *Combine* two or more of these topics as part of a critical inquiry into the poetry of Yeats.