

Chapter 15

Sentimental, Rhetorical, and Didactic Verse

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Understand the Poem



Intellectually

Emotions Of Chuck Norris



Regret



Pleasure



Fear



Rage



Shame



Desire



Suffering



Disgust



Surprise



Confident



Guilt



Love

Ask Yourself

- What is the Central Purpose?
- Was the Purpose accomplished fully?
- How important is the Purpose?

Make Elements Contribute to the Main Idea

- No
 - Excess words
 - Words that don't bear their own meaning
 - Words to fill the meter
- Word order must be the best

Elements that Contribute to the Main Idea

- Diction
- Images
- Figures of speech



Combine!

- Thought
- Emotion
- Language
- Sound

Sentimental

Indulgence in emotion

- Gushy
- “Tear-jerking” and stimulates emotions
- Unfaithful to the human experience

Rhetorical Poetry

More glittering and high-flown language

- “Spurious vehemence of language” is language with no corresponding reality of emotion or thought
 - Oratorical
 - Over-elegant
 - Artificial
 - Superficial

Rhetorical Poetry(cont.)

- Deals in generalities

Didactic Poetry

- Teach
- all poetry teaches but not as intensely as didactic poetry
- Subtle ways
- Don't forget about the actual poetry

Didactic Verse

- The didactic purpose supersedes the poetic purpose
- Strictly communicating
- Diction, imagery, figurative language is lacking
- Seen as a bore in the poetry world

Example

- “Early to bed and early to rise,
Makes a man healthy, wealthy, and wise.”

This is didactic verse

Theme for English B

- The instructor said,
- Go home and write
a page tonight.
And let that page come out of you---
Then, it will be true.
- I wonder if it's that simple?
I am twenty-two, colored, born in Winston-Salem.
I went to school there, then Durham, then here
to this college on the hill above Harlem.
I am the only colored student in my class.
The steps from the hill lead down into Harlem
through a park, then I cross St. Nicholas,
Eighth Avenue, Seventh, and I come to the Y,
the Harlem Branch Y, where I take the elevator
up to my room, sit down, and write this page:
- It's not easy to know what is true for you or me
at twenty-two, my age. But I guess I'm what
I feel and see and hear, Harlem, I hear you:
hear you, hear me---we two---you, me, talk on this page.
(I hear New York too.) Me---who?
Well, I like to eat, sleep, drink, and be in love.

Theme for English B

- I like to work, read, learn, and understand life.
I like a pipe for a Christmas present,
or records---Bessie, bop, or Bach.
I guess being colored doesn't make me NOT like
the same things other folks like who are other races.
So will my page be colored that I write?
Being me, it will not be white.
But it will be
a part of you, instructor.
You are white---
yet a part of me, as I am a part of you.
That's American.
Sometimes perhaps you don't want to be a part of me.
Nor do I often want to be a part of you.
But we are, that's true!
As I learn from you,
I guess you learn from me---
although you're older---and white---
and somewhat more free.
- This is my page for English B.

Theme for English B

- If it was too overwhelmed with sentimentality: a riot about how unfair and cruel racism is.
- His way: used experience and complex thoughts

Theme for English B

- The rhetorical way: try to use big words to attempt to intellectualize his poetry.
- His way: makes his diction and theme match

Theme for English B

- The overly didactic verse would: merely direct wording
- His way: many sentences, the lesson is understood but it is understood through a thought process

“Categories”

- Its all a matter of degree

BE AN OPEN-MINDED READER

- Be genuine
- -don't pretend or force liking a poem
- -don't be embarrassed to like a poem
- -form your own opinion *first*
- -*then* compare to see if your opinion has error
- -don't settle for narrow minded bias