

Langston Hughes, "Theme for English B" (M 328)

• **Applicable poetry terms:** (look up in *Bedford* Glossary)

allusion	alliteration	simile	allegory				
rhyme	connotation/denotation	double meaning/ <i>double entendre</i>				voice/persona	
controlling image, etc. ("conceit")	diction	sonnet					
enjambment	end-stop	scansion	meter	feet	caesura	free verse	
explication/exposition	assonance	consonance	anaphora				
hyperbole	imagery	motif/leitmotif	meiosis				

• **Voice/persona:**

How would you describe the *persona* of this poem—what's her mindset?

What does either Hughes or the persona sound like he's trying to *do* in this poem?

• **Diction:**

Does the voice-persona try to make a particular point or argument in this poem?

Does the voice/persona repeat words, phrases, or constructions to help make the argument or point in each poem?

What attitude has the voice/persona taken toward the "assignment"? How does he treat the assignment?

• **Figures of speech:**

Does the voice/persona use *simile*, *metaphor*, or other identifiable literary device? To what effect?

• **Meter/rhythm/sound:**

What happens to the *rhyme scheme* of the poem?

What correlation can you draw between the end-words that rhyme, as opposed to those end-words that don't rhyme?

How does Hughes use *caesura* in this poem? To what effect?

Does Hughes use *sound* as a way to work through his logic here? (alliteration, assonance, consonance, sibilance, etc.)

• **Imagery/ Symbols/references/motifs/etc:**

How do the specific places and things the persona lists here mark his difference from the instructor?

Do any elements in the narrative work as controlling images? (*controlling image/conceit*)

• **Themes (what the poem is about):**

In many ways, this poem is about more than just student-teacher relations—what else do you see it about?