Storm Ending

BY JEAN TOOMER

What does the title suggest?

Paraphrase for explicit meaning (denotation).

Provide commentary (insight) on figurative language and imagery.

Underline figurative language.

Squiggly line imagery.

Circle the diction.

Thunder blossoms gorgeously above our heads,
Great, hollow, bell-like flowers,
Rumbling in the wind,
Stretching clappers to strike our ears . .

Full-lipped flowers
Bitten by the sun
Bleeding rain
Dripping rain like golden honey—
And the sweet earth flying from the thunder.

http://www.poetryfoundation.org/poem/240300

Jean Toomer wrote a free verse (no rhyme pattern) poem full of figurative language and imagery. As you analyze and discover the hidden meanings behind these devices, review these terms.

Metaphor- a subtle comparison in which the author describes a person or thing using words that are not meant to be taken literally. An extended metaphor is a metaphor in which the comparison is carried through several lines or even the entire literary work.

Personification- figurative language in which nonhuman things or abstractions are represented as having human qualities

Simile- a comparison of two things that are essentially different, using like or as

Imagery- the use of language to create mental images and sensory impressions (audio, visual, taste, smell, feel). Imagery can be used for emotional effect and to intensify the impact on the reader.
I. Figurative Language

A **dialectical journal entry** can be used to write commentary. Use the DJE below to derive the hidden meaning behind the **figurative language**.

<table>
<thead>
<tr>
<th>Quote</th>
<th>List the type of <strong>figurative language</strong>.</th>
<th>Commentary (hidden meaning) What was the author trying to convey?</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Thunder blossoms”</td>
<td>metaphor</td>
<td>The thunder is compared to a flower to show how a storm can cause growth.</td>
</tr>
<tr>
<td>“Stretching clappers to strike our ears”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“flowers bitten by the sun”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“bleeding rain”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“dripping rain like golden honey”</td>
<td>simile</td>
<td>The rain in a storm can bring healing (honey is considered to have a medicinal effect) and wisdom of life (the color yellow is associated with wisdom). In essence, the end of the storm is sweet.</td>
</tr>
<tr>
<td>“the sweet earth flying from the thunder”</td>
<td>metaphor</td>
<td></td>
</tr>
</tbody>
</table>
II. Imagery

Now, let’s analyze the **imagery**. The imagery taps into our senses to create an emotional effect. Complete the DJE below to demonstrate the emotional effects of imagery.

<table>
<thead>
<tr>
<th>Imagery Evidence</th>
<th>Type (audio, visual, taste, smell, feel)</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Great, hollow, bell-like flowers”</td>
<td>visual</td>
<td></td>
</tr>
<tr>
<td>“Rumbling in the wind”</td>
<td>audio</td>
<td></td>
</tr>
<tr>
<td>“Bleeding rain”</td>
<td>visual</td>
<td>Blood represents passion and life. The storm pours out rain passionately to produce growth and a ripe harvest in life.</td>
</tr>
<tr>
<td>“golden honey”</td>
<td>taste/visual</td>
<td></td>
</tr>
</tbody>
</table>

III. Diction

Diction refers to the writer’s word choice. Diction can be used to derive the tone or mood of a piece. Review the poem and analyze the words you circle that demonstrated strong word choice. Determine if the word is positive or negative. Then, place a positive or negative sign next to the circled word and fill in the DJE.

**Tone** - the writer’s or speaker’s attitude toward a subject, character, or audience

**Mood** - the atmosphere or predominant emotion in a literary work. In other words, mood is the emotional response of the reader to the text.

<table>
<thead>
<tr>
<th>Diction</th>
<th>Positive or Negative</th>
<th>What mood is created by the use of the word? Refer to the tone/mood chart if needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>gorgeously</td>
<td>Positive</td>
<td></td>
</tr>
<tr>
<td>great</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bleeding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>honey</td>
<td>Positive</td>
<td></td>
</tr>
<tr>
<td>sweet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What is the mood of the piece concerning a storm? Place the exact word in the center of the circle. Then, write down times in your life that you felt this emotion.

__________________________
__________________________

Can a storm have a positive effect? How?


What else can a storm represent?


How does this apply to your life?


Was there a shift in mood (going from positive to negative or vice versa)? What does this convey?


IV. Synthesis

A synthesis is the combination of elements to create a whole product. We will take the elements of the analysis and “TPFASTT” the poem. This acronym helps the reader to analyze poetry utilizing the elements above.

<table>
<thead>
<tr>
<th>T</th>
<th>Title</th>
<th>What does the title suggest?</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Paraphrase</td>
<td>What do the explicit annotations convey?</td>
</tr>
<tr>
<td>F</td>
<td>Figurative Language</td>
<td>What type of figurative language does the poet use and why?</td>
</tr>
<tr>
<td>A</td>
<td>Attitude</td>
<td>What are the tone and mood of the piece? How does the poet create it?</td>
</tr>
<tr>
<td>S</td>
<td>Shift in tone/mood</td>
<td>Is there a shift in tone or mood? Describe and explain the importance of a consistent or varying tone/mood.</td>
</tr>
<tr>
<td>T</td>
<td>Title</td>
<td>Look back at the title. After analyzing the poem, can any connections be made?</td>
</tr>
<tr>
<td>T</td>
<td>Theme</td>
<td>Based on your analysis, what is the theme of the poem?</td>
</tr>
</tbody>
</table>
V. High Level Thinking Questions

1. The metaphor in line 1 is used to_________________.
   A. compare the budding of a flower to the echo of thunder
   B. compare the maturity and growth a storm can bring
   C. demonstrate the beauty of flowers
   D. demonstrate the effects of the storm

2. The simile in line 8 conveys to the reader the poet’s ability to ________________.
   A. find the natural beauty in a storm
   B. understand the cleansing effect and need for obstacles in life for growth
   C. show her emotional attachment to thunder
   D. demonstrate how she is no longer an individual

3. The word “Bleeding” in line 7 is used to ____________________.
   A. help the reader to see how important the storm is
   B. help the reader to visualize the passion associated with the rain
   C. show the dangers of a storm
   D. show the importance of word choice

4. Based on the poem, Storm Ending, the reader can infer the tone is ________________.
   A. angry
   B. reverent
   C. calm
   D. sentimental

5. The image of “rumbling in the wind” conveys a feeling of ________________.
   A. helplessness
   B. resignation
   C. hope
   D. determination

6. Based on the entire poem, you can infer that the poet ____________________.
   A. understands the positive effects of a storm
   B. feels uncomfortable in the noisy environment
   C. is willing to overcome fears
   D. despises a storm
VI. Short Answer Response

**Prompt:** How does Jean Toomer use figurative language to portray a storm as a positive event in life? Provide text evidence and commentary.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

VII. Connections

What does this poem have in common with *Sound of Thunder*? What kind of thematic connection can be made?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________