

Light Through Weather

Trace how a poem's stanzas, sounds, and images develop meaning.

10.RL.2.A "Explain the overall structure of a poem, including how each successive part builds on earlier sections and how rhyme, rhythm, sound, and imagery convey a message and elicit a reader's emotions."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read this complete original classroom poem aloud. Underline one image per stanza, circle the end words in three rhyming pairs, and mark a pause or repeated sound. Note how each stanza changes the speaker's situation and the reader's emotions.

Keeper's Wheel

- ① At dusk, I climb the lighthouse stair,
with salt wind tugging at my hair.
Below, the harbor narrows to a thread;
boats knock softly, hull against hull, in bed.
The lantern wakes, a steady golden eye,
and sends its patient wheel across the sky.
I hear the gulls cry, high and thin,
then watch the first hard clouds move in.
Still, from the shore, warm windows gleam;
they hold the sea inside a dream.
I turn the lens, slow, bright, and clear,
while evening gathers, near and near.

- ② By midnight, rain drums hard on iron glass,
and black waves rise, break, vanish, pass.
The beam cuts foam, but fog folds tight;
each white flash is swallowed by the night.
I grip the rail. The tower groans.
Wind worries every bolt and stone.
Far out, one horn calls low, then calls again;
its lonely note is lost in rain.
Yet I keep turning, round by round,
a small bright answer to that sound.
The sea leaps up, a claw of white;
I send the wheel through gust and night.
- ③ Near dawn, the storm loosens its knotted fist.
Rain thins across the water into mist.
The horn falls silent. In the quiet air,
the harbor opens, pale and bare.
Then one small boat appears below,
its deck lamp blinking, slow, slow, slow.
My wheel still circles; clouds release the day.
Light meets the water, gold on gray.
The windows on the shore shine wide,
and gulls return on the turning tide.
I leave the lantern burning through the foam:
I cannot calm the sea, but point toward home.

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① How does stanza 1 establish the setting and the speaker's role before the conflict begins?

2 How does stanza 2 build on stanza 1?

3 How do the repeated words “round by round” and the rhyme of “round” and “sound” affect the rhythm and mood of stanza 2?

4 How do the final two lines of stanza 3 develop the “small bright answer” image from stanza 2? Explain the message and emotional shift across these stanzas.

3 YOUR TURN

Your own words

Imagine that the poem ended after stanza 2. In 80-110 words, explain how that ending would change the message and emotional effect, then evaluate what stanza 3 adds. Use one specific detail from each stanza and explain how one rhyme, repetition or sound pattern contributes. Support an interpretation; do not claim that the keeper causes the weather to change.

[illegible]

PART 1 • READ AND MARK

Read this complete original classroom poem aloud. Underline one image per stanza, circle the end words in three rhyming pairs, and mark a pause or repeated sound. Note how each stanza changes the speaker's situation and the reader's emotions. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does stanza 1 establish the setting and the speaker's role before the conflict begins?	It places the speaker at a lighthouse at dusk, turning its lens above a harbor. The approaching hard clouds foreshadow trouble.
2	How does stanza 2 build on stanza 1?	The approaching storm becomes a dangerous midnight storm. The speaker continues turning the lighthouse lens while wind, fog, waves, and a distant horn increase the tension.
3	How do the repeated words "round by round" and the rhyme of "round" and "sound" affect the rhythm and mood of stanza 2?	They create a circular, steady rhythm that emphasizes the speaker's persistence during the storm and adds determination to the tense mood.
4	How do the final two lines of stanza 3 develop the "small bright answer" image from stanza 2? Explain the message and emotional shift across these stanzas.	The ending distinguishes guidance from controlling the sea. It develops the small answer into a continuing act of care: the keeper can point others home without defeating nature. The mood shifts from urgent persistence toward relief and modest hope.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Ending at stanza 2 would leave the keeper's effort unresolved. The "patient wheel" of stanza 1 becomes an urgent "small bright answer" to danger, and "round by round" makes persistence audible. Without dawn, readers could admire that effort while remaining anxious about its result. Stanza 3 adds a visible boat and quieter harbor, offering relief without claiming victory over nature. The final admission, "I cannot calm the sea," changes the emphasis from endurance alone to care within limits. Guidance still matters even when the keeper cannot control the conditions.

Read the three numbered blocks as stanzas with their actual verse lines. Examples of exact end-rhyme pairs include stair/hair, eye/sky, round/sound and foam/home; not every adjacent pair must be a perfect rhyme. Accept explained rhythm and sound effects without requiring a fixed meter. The keeper's continued work does not cause the storm to end. The final image concerns guiding people home, not steering the sea. Accept supported alternatives to the sample interpretation within the word range.