"Stopping by Woods on a Snowy Evening"

- Robert Frost

Whose woods these are I think I know. 
His house is in the village though; 
He will not see me stopping here 
To watch his woods fill up with snow.

My little horse must think it queer 
To stop without a farmhouse near 
Between the woods and frozen lake 
The darkest evening of the year.

He gives his harness bells a shake 
To ask if these is some mistake. 
The only other sound's the sweep 
Of easy wind and downy flake.

The woods are lovely, dark and deep, 
But I have promises to keep, 
And miles to go before I sleep, 
And miles to go before I sleep.

Time: Admiring towards the snowy evening and the peaceful scene that has been created in nature, regretful about his responsibilities in life. Although he would like to be able to enjoy himself and find serenity.

Admiring: "To watch his woods fill up with snow."
"The darkest evening of the year" "Of easy wind and downy flake" "The woods are lovely, dark and deep" 

Regretful: "But I have promises to keep. And miles to go before I sleep. And miles to go before I sleep."

Subject: The pressure of life.
Thematic statement: The poet wants to depict that although life can be routine and demanding, it is important to find moments of peace and serenity.

First stanza helps establish the speaker. Either the poet, or a man who works in town and lives out of town.

Setting: Winter and cold

Once again establishes that the poet lives in the country.

Although the poet enjoys the moment of peace that is provided by the woods, he has to return to his routine and responsibilities.

Imagery: Frost creates a peaceful, quiet, snowy evening in order to highlight the speaker's desire to find a place to escape from the monotony of his life.

Examples: "To watch his woods fill up with snow" "Between the woods and frozen lake" "The darkest evening of the year" "The woods are lovely, dark and deep"
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“The Poetry of Bad Weather”
- Debora Greger

Someone had propped a skateboard by the door of the classroom, to make quick his escape, come the bell.

For it was February in Florida, the air of instruction thick with tanning butter.

Why, my students wondered, did the great dead poets all live north of us?

Was there nothing to do all winter there but pine for better weather?

Had we a window, the class could keep an eye on the clock and yet watch the wild plum nod with the absent grace of the young.

We could study the showy scatter of petals.

WE could, for want of better word, call it “snowy.”

The room filled with stillness, flake by flake.

Only the dull roar of air forced to spend its life indoors could be heard. Not even the songbird of a cell phone chirped. Go home,

I wanted to tell the horse on the page. You know the way, even in snow gone blue with cold.

In this first stanza, the poet establishes that the setting is a classroom full of students who are not enjoying class.

Once again the poet establishes the setting. She reveals that it is February in Florida. Florida is known for its warmer climate.

Personification: Reinforces the artificial feeling of the classroom and the absence of nature. Also reinforces the artificial situation and the tone. She's making fun of the fact that the class cannot understand the poem.

“I wanted to tell the horse on the page. You know the way, even in snow gone blue with cold.”

Wants to finish reading the poem. Shows the impatience of the speaker and how they do not understand why someone would want to sit out in the snow.

Subject: Reading poetry in classrooms.

Thematic Statement: When students are forced to read poetry that they don't relate to, they do not understand its significance, they do not enjoy it and it defeats the purpose of reading poetry all together.

Poetic Devices used: Imagery, Figurative Language, tone.

Thesis statement: The author uses imagery, figurative language and tone to convey that when students are forced to read poetry...

Thesis statement #2: Through her sarcastic description of her classroom that she depicts as a prison, Greger conveys that when students are forced to read poetry that they cannot relate to, they cannot understand or appreciate the poem, which defeats the purpose of reading poetry.