

DIDLS ANALYSIS FOR *WHEN IN ROME* (EVANS)

Group 1: Diction - the *connotation* of the word choice. What words does the author choose? Consider his/her word choice compared to another. Why did the author choose that particular word? What are the connotations of that word choice?

Groups 2 & 3: Images - vivid appeals to understanding through the senses - *concrete language* What images does the author use? What does he/she focus on in a sensory (sight, touch, taste, smell, etc.) way? The kinds of images the author puts in or leaves out reflect his/her style? Are they vibrant? Prominent? Plain? NOTE: Images differ from detail in the degree to which they appeal to the senses.

Group 4: Details - *facts* that are included or those that are omitted What details are does the author choose to include? What do they imply? What does the author choose to exclude? What are the connotations of their choice of details? PLEASE NOTE: Details are facts or fact-lets. They differ from images in that they don't have a strong sensory appeal.

Group 5: Language - the *overall* use of language, such as formal, clinical, jargon What is the overall impression of the language the author uses? Does it reflect education? A particular profession? Intelligence? Is it plain? Ornate? Simple? Clear? Figurative? Poetic?

Group 6: Sentence Structure - how structure affects the reader's attitude What are the sentences like? Are they simple with one or two clauses? Do they have multiple phrases? Are they choppy? Flowing? Sinuous like a snake? Is there antithesis, chiasmus, parallel construction? What emotional impression do they leave? If we are talking about poetry, what is the meter? Is there a rhyme scheme?

ANALYSIS PROMPT – Write a Thesis Statement:

Read the poem “When in Rome” by Mari Evans. Then, in a well-written essay, analyze how Evans conveys an experience in which two speakers engage in an conversation through the use of various devices such as diction and language.