I REMEMBER, I REMEMBER

Thomas Hood (1799-1845) was best known for his comic writings during his lifetime, although now he is mainly remembered for his more serious work. Son of a London book seller, he was friends with Charles Dickens and Charles Lamb.

Poem begins on the next page.

This poem is considered to be in the Public Domain.
1. Explain what is happening in each stanza of the poem. Be sure to include the main idea of each stanza and some supporting details.

**I Remember, I Remember**  
*Thomas Hood*

I remember, I remember  
The house where I was born,  
The little window where the sun  
Came peeping in at morn;  
He never came a wink too soon  
Nor brought too long a day;  
But now, I often wish the night  
Had borne my breath away.

I remember, I remember  
The roses red and white,  
The violets and the lily cups—  
Those flowers made of light!  
The lilacs where the robin built,  
And where my brother set  
The laburnum¹ on his birthday,--  
The tree is living yet!

I remember, I remember  
Where I was used to swing,  
And thought the air must rush as fresh  
To swallows on the wing;  
My spirit flew in feathers then  
That is so heavy now,  
The summer pools could hardly cool  
The fever on my brow.

I remember, I remember  
The fir-trees dark and high;  
I used to think their slender tops  
Were close against the sky:  
It was a childish ignorance,  
But now 'tis little joy  
To know I'm farther off from Heaven  
Than when I was a boy.

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Answer the questions below. Give complete answers to each question to demonstrate your understanding of the poem.

1 a tree with yellow flowers
1. In the poem “I Remember, I Remember,” the speaker is recalling images and details from his past and relating them to his current adult perspective. **Summarize what childhood memories stand out for him and how he feels as an adult.**

3. The speaker reveals his attitude toward his childhood in the poem. Identify **two lines** from the poem that reveal the speaker’s attitude toward his childhood and explain them.

<table>
<thead>
<tr>
<th>Line(s) from the poem</th>
<th>Speaker’s attitude toward childhood</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td></td>
</tr>
<tr>
<td>B.</td>
<td></td>
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</tbody>
</table>
4. The speaker also reveals his attitude toward his **present day** life in the poem. Identify **two lines** from the poem that reveal the **speaker’s present attitude** and explain them.

<table>
<thead>
<tr>
<th>Line(s) from the poem</th>
<th>Speaker’s attitude toward his present life</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td></td>
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<td>B.</td>
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</table>

5. Choose **three images** the poet uses to create different **moods** in the poem. Explain what mood each image creates.

<table>
<thead>
<tr>
<th>Image (line from poem)</th>
<th>Mood/Feeling created</th>
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</thead>
<tbody>
<tr>
<td>A.</td>
<td></td>
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<tr>
<td>B.</td>
<td></td>
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<tr>
<td>C.</td>
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</tbody>
</table>
6. The author uses various techniques to provide structure to this poem. Identify two or more poetic devices and explain their effect on the poem.

<table>
<thead>
<tr>
<th>Poetic device</th>
<th>Effect on poem</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td></td>
</tr>
<tr>
<td>B.</td>
<td></td>
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</table>

7. The poet uses contrast to develop his theme. List at least two examples of contrasting ideas or images in the poem.

a. 

b. 

8. Explain how these contrasts reveal a theme explored in this poem.