

Green Sheet - Poetry

Notation Directions:

All notations are to be done in blue or black ink, no pencil. For any step that requires highlighting on the passage, highlight your corresponding marginal notations the same color. (The highlighters listed below are required supplies for class; failure to come to class prepared will result in a reduced grade.)

On the poem, complete **and clearly label** the following:

1. In the space at the top of the passage (or on the back), clearly answer the following: What is literally happening in this poem? (Make sure to include the five Ws [**who, what, where, when, why**].)
2. In **PINK**, highlight meaningful diction (nouns, verbs, adjectives, and adverbs) in the poem. Comment in the margins on at least five of these words, considering: (1) What connotations do you glean from the author's specific word choices? (2) What conflicts or connections (similarities) do you understand through specific word choices? (3) What significance (regarding the speaker, subject, event, etc.) do you understand through specific word choices? [Hint: Consult your "Blue Book". In general, marginal comments will take the form of a phrase such as: "conveys _____", "shows _____", "suggests _____", "fitting because _____", or "significant because _____."]
3. In **YELLOW**, highlight every other sentence and meaningful punctuation choices (dashes, parentheses, ellipses, bolded words, etc.). Comment in the margins on at least one aspect of the syntax that seems meaningful to you. [Hint: Blue Book]
4. In **GREEN**, highlight an example of at least three poetic/literary devices (Refer to your "Blue Book") Label the strategy in the margin and briefly comment on its effect. Pay particular attention to figurative language. Also pay attention to sound devices, rhyme and rhythm – these often play a major role in creating meaning within a poem.
5. In **BLUE**, draw brackets around two 4-8 line blocks of text within the poem; for each, choose an appropriate tone word from your Yellow Pages. Be as precise as possible in choosing tone words. In the space at the bottom of the poem, briefly justify these two tone words (explain how they are appropriate/applicable).
6. Consider the number of stanzas. First, determine where the poem could logically group/break into sections, based on tone and content. **With a red pen**, place brackets around each section. For each section, discern an **abstract concept** that emerges from the text
7. Examine the entire poem and determine a more comprehensive method employed by the author than your initial findings. These are the Level Three Relationships. Explain briefly what method unifies the poem and how that is achieved. [Level Three choices include: characterization, contrast, comparison, juxtaposition, analogy, parallelism, repetition, shift...]