

Poetry Cue Cards - Poetry of Sylvia Plath

Complete a Cue Card for each of Sylvia Plath's poems that we have studied, including the poems that we studied as a whole class.

Contents of each Plath's Cue Card:

1. **POET (one cue card per poet, 10 poems minimum) and POEMS** (properly punctuated)
2. **BIRTH/DEATH DATES AND PLACES OF BIRTH/DEATH**
3. **HISTORICAL DATE THE *POEM* WAS PUBLISHED OR THE COLLECTION IN WHICH THE POEM FIRST APPEARED WAS PUBLISHED**
4. **SOCIO-POLITICAL CONTEXT THE POET WAS BORN OUT OF** You may need to go and do some research – go right ahead. Go beyond the cursory biographical information given out during class and *dig*. Where was your poet from: country, geography, time period? What was particular to that place and time period? What was the geography there like and how did it inform the poet's life and work? What major events and literary/intellectual/political movements were going on around the writer or that the writer was a part of? Find out more about them and what role, if any, the poet had in them. What major events, places, people, or politics were inspirations to the poets and how is this reflected in some of their poetry that you are familiar with? If there is a specific movement the poet or his poetry was a part of (the Beats, Elizabethan, etc.), clearly name it and address how this connects to the poems on your Cue Card.

Content for the Cue Cards (one Cue Card per poem):

1. **Name of Poem: 1-2 LINE SUMMARY OF POEM**
2. **LIST OF SIGNIFICANT SUBJECTS AND PEOPLE IN THE POEM, AND ALLUSIONS/ CONNECTIONS TO OTHER PEOPLE, PLACES, POEMS, OR LITERARY SYMBOLS OR ARCHETYPES (I.E. BIBLICAL STORIES, A POEM'S RESPONSE TO ANOTHER POEM. DON'T JUST LIST – GIVE SPECIFICS. IF YOU NEED TO RESEARCH AN ALLUSION, GO AHEAD!)**
3. **LIST OF SHORT BUT SIGNIFICANT QUOTATIONS** Again, don't overdo it - 5 to 7 significant quotations per poem will be plenty.
4. **(POINT OF VIEW (NARRATIVE PERSPECTIVE))** Address all of the following topics in your answer: Identify the **narrator**. Who is narrating the poem and to whom is she addressing? Key question: What effect does the author achieve with point of view, and what seems to be her purpose?

5. TECHNICAL, STRUCTURAL, AND STYLISTIC STRATEGIES IN THE POEM

You should be able to convey a strong sense (and appreciation for) the author's *artistic* creation / achievement. In addition to knowing what a piece of literature is about, you should be able to write about **HOW** the poem is crafted / written and **WHY** it is put together in such a way. It is **required** that you talk about style and its effect in detail for top marks. Please note that you get **NO POINTS** from the idea for just naming style/structure devices. If you note that a poem has a lot of alliteration and highlight several examples of it, you will get **NO POINTS** for style analysis. You must name it and discuss its effect and/or connection to other themes/elements of the poem. You must answer the question: “So what? What’s the alliteration doing?”

Consider items such as: voice, diction, tone, mood, sound devices, rhyme, meter, imagery, symbols, motifs, shifts in the poem, and all the myriad other poetic devices we have studied and that you can find on your list of Poetic Devices. **DO NOT JUST LIST THEM** on your cue card. If you name a style choice by the author, **you must answer the “so what?”** question by attempting to explain its effect/s.

6. **PERSONAL REFLECTION On poet (a paragraph):** Personally react to the poet. What did you like? What didn't you like? Any lingering questions? Similar to anything else you have read? Do you anticipate any lasting effects from reading these poems?
7. **POSSIBLE IB QUESTIONS:** Think of **one** possible guiding question that this poem could be used to answer. It might be a question that deals with broad subject matters, sound devices, imagery, etc. Please do **NOT** go online to find actual IB questions; I want you to try to think of your own guiding question.

EXAMPLE: “How does Sylvia Plath use symbolism and imagery in ‘Cut’?”

You may use direct quotes/ideas from your Poetry Dissection Chart without citing.