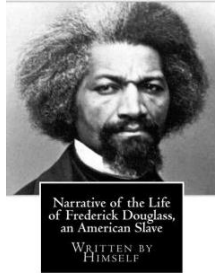


Name _____ Narrative of the Life of Frederick Douglass: American Slave

Date _____ Module 3: NotLoFD – Close Reading of slaveships by Lucille Clifton



Follow these steps to read poems:



Step 1: “Paint Job” Read and annotate for each one of these bullets

- {Read it aloud *once* all the way through}
- What is the title? What does it have to do with the poem?
- Who is the speaker? How do I know?
- What is the gist of the entire poem? What is the main idea of each stanza or section?
- What is the overall feeling or mood? Does it change anywhere?
- What literary techniques is the author using to help me make meaning? (Ex., repetition, figurative language such as: imagery, sensory language/vivid description, mood/tone, similes, metaphors, etc.)
- What is my first impression of the theme (or statement or observation the poem is making about the world or the human condition)?



Step 2: “Pop the Hood” Read and annotate again to add more details

- {Read it aloud a *second* time all the way through}
- What is the title? What does it have to do with the poem?
- Who is the speaker? How do I know?
- What is the gist of the entire poem? What is the main idea of each stanza or section?
- What is the overall feeling or mood? Does it change anywhere?
- What literary techniques is the author using to help me make meaning? (Ex., repetition, figurative language such as: imagery, sensory language/vivid description, mood/tone, similes, metaphors, etc.)
- What is my *second* impression of the theme (or statement or observation the poem is making about the world or the human condition)?



Step 3: “Mean Machine” Read and annotate again to clarify and finalize meaning

- {Read it aloud a *third* time all the way through}
- What is the overall theme?
- How do the sound, words, and shape of this poem work together to create meaning?
- What literary techniques is the author using to help me make meaning? (Ex., repetition, figurative language such as: imagery, sensory language/vivid description, mood/tone, similes, metaphors, etc.)