**English IV: “Poetry Slam Project”**

* **You will be working with ONE other person (odd number classes will have ONE group of three) to complete this major project.**
* **You and your partner will become experts over one of the provided poems and authors and will teach it to the class, in depth.**
* **Poem List: Due day one by the end of class.**

Directions: Pick a poem you would like to teach to the class. You may only pick from the poems listed. **No** two groups will be allowed to pick the same poem or poet.

1. Edmund Spenser “Sonnet 30” (14 lines)
2. Francesco Petrarch “Sonnet 42” (14 lines) OR “Sonnet 90” (14 lines)
3. John Milton “When I consider How My Light Is Spent” (14 lines)
4. William Wordsworth “Westminster Bridge September 3, 1802” (14 lines)

OR

“The World Is Too Much With Us” (14 lines)

1. George Gordon, Lord Bryon “She Walks in Beauty” (15 lines)
2. Percy Bysshe Shelley “Ozymandias” (14 lines)
3. John Keats “When I Have Fears That I May Cease to be” (14 lines)
4. Alfred, Lord Tennyson “Crossing the Bar” (16 lines)
5. Elizabeth Barrett Browning “Sonnet 43” (14 lines)
6. Gerard Manley Hopkins “Spring and Fall: To a Young Child” (15 lines)
7. Dylan Thomas “Do Not Go Gentle into That Good Night” (19 lines)
8. William Butler Yeats “The Second Coming” (22 lines)
9. Mary, Lady Chudleigh “To the Ladies” (24 lines)
10. William Blake “A Poison Tree” (16 lines)

OR

 “London” (16 lines)

1. Tu Fu “Jade Flower Palace” (20 lines)
* **Timeline for the Poetry Slam Teaching Project**

**\*\*You may work ahead of the timeline if you finish a step early.**

* **Day 1:** Introduce project, pick groups, pick poem, begin Step 1 & Step 2
* **Day 2:** Work on Step 1 & Step 2
* **Day 3:** Work on Step 1 & Step 2
* **Day 4:** Work on Step 1 & Step 2
* **Day 5:** **Finish Step 1 & Step 2 today and submit by end of class**
* **Day 6:** Work on Steps 3, 4, 5, 6, and 7
* **Day 7**: Work on Steps 3, 4, 5, 6, and 7
* **Day 8**: Work on Steps 3, 4, 5. 6, and 7
* **Day 9**: Finish all work on Steps 3, 4, 5, 6, and 7 Final Submission of Poetry Analysis Information Chart—this is Step 8 **(Final Submission of Poetry Analysis Information Chart)**
* **Day 10**: Work on Step 9: Guided Notes
* **Day 11**: Submit Guided Notes by the end of class.

**\*\*All work for Step 1-9 should be completed and submitted by the end of class.**

* **Presentation Schedule**:
* You will be assigned a date and your **Teaching Reflection** will be due the next day (after presenting).
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (presentation date)**

**Directions:**

Rubric for the project is located on my Weebly (sjhyoneycutt.weebly.com) under the Eng IV Tab: “Poetry Slam Teaching Project.” The rubric is also included here.

\*\*Note: If your partner is absent any day, you must still be prepared to continue working. Be sure you have access to any materials you need each day. You must COMMUNICATE with your partner since you share the work and the grade.

* **Step 1 & 2 Directions:**

**Step 1: Poem Analysis**

1. **Step 1A**: Poem’s Author
	1. Look up the author’s background. Find out pertinent information about him/her. Place the information you find under Step 1A.
	2. You should have a minimum of **seven things**.
		1. Do **not include** things like his parents, siblings, childhood, etc.
		2. **Do include** his birth/death dates. Look for interesting facts about his life or him.
	3. Read the poem through one time just for fluency and to familiarize yourself with the words in the poem.
2. **Step 1B**: Importance of the date when poem was written
	1. Are there references to the time period in the poem? Look up the time period and include important things happening in history during the time period of when the poem was written under Step 1.
3. **Step 1C: Denotation**:
	1. Reread the poem and underline all the words that you don’t understand or think would have major significance.
	2. Look them up in the dictionary and write down their meaning under Step 1. You should have a **minimum of five words** for this section. *Remember that you may know all the words but that does not mean that everyone else is a walking dictionary or encyclopedia.* 😊
4. **Step 1C: Connotation**:
	1. What word/s or phrase/s seem to have a particular connotation? Write down the connotation for them.
	2. You should have a **minimum of five words** **/ phrases** for this section.
5. Reread the poem in preparation for Step D.
6. **Step 1D: Stanza Analysis Chart:** **Meaning / Interpretation**:
	1. Now reread the poem again. Write down what you think it means and write it in the chart.
7. **Step 1D: Stanza Analysis Chart: Literary Devices**:
	1. Go through the poem, looking for poetic devices. Place the examples you have found under Step 1
8. **Step 1D**: **Stanza Analysis Chart: Significance / Effect**:
	1. Write down the significance / effect of the literary devices. In other words, explain the literary devices, what effect do they have on the poem, and/or how do they affect the reading of the poem?
9. **Step 1E: SOAPStone Chart**:
	1. Reread your notes on the author’s bio and time period events; reread your notes on the poetic devices; reread the poem.
	2. Now fill out the SOAPSTone Chart.
10. **Step 1F: Leveled Questions**:
	1. Now create three questions for analysis for your poem. You will need the following:
		1. **THREE** Level One Questions (basic comprehension)
		2. **TWO** Level Two Questions (make in inference, consider author’s style/purpose)
		3. **ONE** Level Three Question (think essay prompt, theme, debatable answer)

**Step 2: PowerPoint**:

1. **Step 2: Powerpoint**:
	1. You are now ready for Step 2: Creating the PowerPoint.
	2. Take all the information you have completed for Step 1 and create a PowerPoint for it. Note: there is a separate submission for the Poetry Slam PowerPoint.

**For Step 3-7:**

* You do not have to do these in chronological order.
* You may conquer and divide (a good recommendation to ensure you complete the assignments on time).
* **You do need to submit each time a step is completed.** This will give me the opportunity to review your work and offer feedback / suggestions which you in turn can make revisions before the final turn in date.
* You and your partner need to decide what works best for you whether it be divide and conquer or work together as a group on each step.
* It is imperative to stay on task and complete the assigned work on time.

**Step 3 Picture**:

1. **Step 3A**: Picture:
	1. Find a piece of art work that illustrates the theme, mood, or situation of your chosen poem.
	2. Explain the connections you see between the art work and the poem, and include a copy of the art work, the url link, the title of the work and the artist’s name (title and artist’s name if given).
2. **Step 3B**: Picture Activity:
	1. Create an activity to accompany your picture. Think about how **you will deliver the activity to the class**. How will the activity enhance the class’s learning / connection to the poem?

**Step 4 Song**:

1. **Step 4A**: Song:
	1. Find a song that illustrates the theme, mood, and situation of your chosen poem. Explain the connections you see between the song and the poem and include a copy of the lyrics.
2. **Step 4B**: Song Activity:
	1. Create an activity to accompany your song. Think about how you will deliver the activity to the class. How will the activity enhance the classes learning / connection to the poem?

**Step 5 Informational Article**:

1. **Step 5A**: Informational Article:
	1. Find an article that relates to a topic from your poem. Explain the connections you see between the article and the poem. Make sure you include the URL to the article.
2. **Step 5B**: Informational Article Activity:
	1. Create an activity to accompany your article. Think about how you will deliver the activity to the class. How will the activity enhance the classes learning / connection to the poem?

**Step 6 Connect to Another Piece of Literature**:

1. **Step 6A**: Connection to Another Piece of Literature:
	1. Find another piece of literature that relates to your poem. This could be another poem, a short story, a cartoon, an editorial, etc. Explain the connection you see between the piece of literature and your poem. Make sure you include the URL to the article as well as the title and author’s name of the piece of literature.
2. **Step 6B**: Connection to Another Piece of Literature Activity:
	1. Create an activity to accompany the chosen piece of literature. Think about how you will deliver the activity to the class. How will the activity enhance the classes learning / connection to the poem?

**Step 7 Assessment**:

1. **Step 7: Assessment**:
	1. Create an assessment with a minimum of 10 questions.
	2. You may **not have** any yes/no questions, true/false questions on the assessment.
	3. You should write questions that cover literary devices, comprehension, analyzation, and critical thinking questions.

**\*\*You will not give the assessment to the class during your lesson. I will use the assessment to create a quiz for the class at the end of all the class presentations.**

**Step 8 Final Submission:**

1. **Step 8 Final Submission**: Submit the “Poetry Slam Information Chart” for a final time.

**Step 9 Guided Notes**:

1. **Step 9: Student Notes and Activity Response**:
	1. You will need to direct students what information needs to be noted during the presentation so they are prepared to answer any of the questions on the assessment and can discuss the poem, its significance, etc. Students should also be directed how/when to respond during the activities.
	2. Response work will be collected for a grade.
2. **Step 10: Presentations**
	1. Presentation Dates will be assigned.
	2. The presentation can take several forms and should be between **25-30 minutes** (but it must not exceed 30 minutes).
	3. Your mission is to teach the poem to us and give us only pertinent information about the poet. You can use a PowerPoint, video, a word document, etc. to help you teach the poem. Remember this must be submitted prior to your presentation date.
	4. You will not have enough time to cover all the activities with the class. You will have to choose two to three to cover with the class. You **may not use the assessment** as one of the activities you do with the class.
	5. You may not simply just read the PowerPoint to the class nor should you go over the poem analyzation.
	6. You must teach the poem, so you must also interact with the audience (e.g. have a game show, give a quiz, do poetry alive, complete annotations). You may also do something creative like write and present an additional poem in the style of the one you have analyzed or illustrate the poem in the form of a children’s book and present it in class. Since we will view a few presentations in this class, make them unique. I do need to approve your plan, and I need advance notice if you need materials. A large portion of your grade involves presentation skills like eye contact, body movement, and voice.
3. **Step 11: Teaching Reflection**:
	1. After you have finished teaching the class your lesson, you will need to fill out the teaching reflection document as an individual and then submit it for a grade.
	2. I will be the only one who reads this, so I do expect you to be honest about yourself and your partner.