

English 11 Poetry Exploration

Today you'll be exploring poetry together in a group of three. Your group will become experts on one poem that you'll share with the class. Poetry can be difficult to understand, so you will walk your peers through the images and ideas conveyed by the poem you choose.

THE GROUPS:

1: Gibson, Carley, Elise
2: Manuel, Robyn, Jeremy
3: Tyrell, Kristen H.,

4: Taylor, Jack, Henry
5: Jessica, Harley, Alex
6: Rachel, Youki, Philip

7: Luke, Jill, Kyle Leigh
8: Nick, Abby, Kristen B.

STEP ONE

Choose a poem from the list on the back. These poems have been selected because they connect in some way to the overarching questions of the course (and this unit).

STEP TWO

Begin to dissect the poem.

To do this, use the "poetry interpretation template" handout I've provided you with.

STEP THREE

Prepare a presentation. Your goal is to share your poem with the class in a manner that is lively, informative, and concise.

Consider: preparing a reading of the poem that conveys the meaning of the piece; using **ANIMOTO** to mix the text of the poem with music and images in a manner that creatively represents the meaning of the piece; Decide how you will help your peers understand the images, devices, tone, and messages contained in your poem. You may walk through them verbally, act out images from the poem, ask them questions, use PowerPoint (or Animoto, or Glogster, or Prezi, or something else you like) to engage the class and bring the poem to life. Think about how you learn best and plan your presentation of the poem accordingly.

GRADING RUBRIC (ASSIGNMENT WORTH 30 POINTS TOTAL)

	BASIC (0-5)	PROFICIENT (6-10)	ADVANCED (11-15)
CONTENT	Does not demonstrate a sound understanding of the poem.	Demonstrates a sound understanding of the poem through specific references to syntax, diction, and devices.	Demonstrates a deep understanding of the poem through a detailed exploration of language and literary technique. Might make meaningful connections to the texts we've studied.
DELIVERY	Poorly planned and/or poorly delivered. Monotone and/or too quiet. Diction needs to be more academic. Body language is distracting.	Uses skills appropriate to formal speech situations. Paces the presentation according to audience and purpose. Adjusts stress, volume, and inflection to provide emphasis to ideas or to influence audience.	Meets the criteria for "proficient" and is notably well planned and delivered. The poem comes to life for the audience.

THE POETRY

Choose one of the poems below to explicate and present with your group. Those labeled with an asterisk are World War I poets (or loosely associated with that era). The list, otherwise, is fairly eclectic. If you've got another poem you'd like to add to the list (that, thematically, fits with issues of war and peace), let me know!

T.S. Eliot*	“The Love Song of J. Alfred Prufrock” “The Hollow Men”
e.e. Cummings	“next to god of course America”
Stephen Crane*	“War is Kind”
Wilfred Owen*	“Dulce et decorum est” “Anthem for Doomed Youth”
Isaac Rosenberg*	“Dead Man’s Dump”
Rupert Brooke*	“The Soldier”
Julian Grenfell	“Into Battle”
Siegfried Sassoon*	“Repression of War Experience” “How to Die”
Walt Whitman	“Beat! Beat! Drums!” “Come up from the fields, father”
Thomas Hardy	“The Man I Killed”
Lenard Moore	“My Father Leaves for Vietnam”
Denise Levertov	“Making Peace”
Ernest Hemingway*	“The Age Demanded” and “To Good Guys Dead”