**Subject area/course**: English/Language Arts

**Grade level/band**: 10-12

**Task source**: Summit Public Schools

**Poetry Professor**

**TEACHER'S GUIDE**

1. **Task overview**:

Students give a persuasive lecture to peers on how a complex poem creates a unique, specific, and identifiable experience for the reader.

1. **Aligned standards:**
2. **Primary Common Core State Standards**

[CCSS.ELA-LITERACY.RI.11-12.1](http://www.corestandards.org/ELA-Literacy/RI/11-12/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

[CCSS.ELA-LITERACY.RI.11-12.2](http://www.corestandards.org/ELA-Literacy/RI/11-12/2/) Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

[CCSS.ELA-LITERACY.RI.11-12.3](http://www.corestandards.org/ELA-Literacy/RI/11-12/3/) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-LITERACY.SL.11-12.4](http://www.corestandards.org/ELA-Literacy/SL/11-12/4/) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[CCSS.ELA-LITERACY.SL.11-12.5](http://www.corestandards.org/ELA-Literacy/SL/11-12/5/) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

1. **Critical abilities**

Analysis of Information:Integrate and synthesize multiple sources of information (e.g., texts, experiments, simulations) presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to address a question, make informed decisions, understand a process, phenomenon, or concept, and solve problems while evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Communication in Many Forms:Use oral and written communication skills to learn, evaluate, and express ideas for a range of tasks, purposes, and audiences. Develop and strengthen writing as needed by planning, revising, editing, and rewriting while considering the audience.

Use of Technology:Present information, findings, and supporting evidence, making strategic use of digital media and visual displays to enhance understanding. Use technology, including the Internet, to research, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information.

Interpersonal Interaction and Collaboration:Develop a range of interpersonal skills, including the ability to work with others, to participate effectively in a range of conversations and collaborations.

1. **Time/schedule requirements:**

This task will require approximately 2-3 weeks to complete.

1. **Materials/resources:**

* Item A. 100 Pages of Poetry or is it?
* Item B. Poetry Analysis Graphic Organizer
* Item C. Annotating Checklist
* Item D. Lecture Outline
* Item E. Model Lecture Outline

1. **Prior knowledge:**

None listed.

1. **Connection to curriculum:**

None listed.

1. **Teacher instructions:**

Entry activity

This activity is intended to pique students’ interest in poetry and have them connect to a poem. An objective is also to encourage them to notice what moves them about a certain piece of poetry and to explain why. This type of discussion will be the basis for their analysis of other poems as the project progresses.

For this activity, scatter individual poems from *100 Pages of Poetry or is it?* (Item A) around the room. Have students circulate and browse through the various poems. Students will each choose a poem that they like and take it back to their seat. The agenda may look something like this:

* Students pair off and read their poem to each other
* Individually, students respond to the following questions on a sheet of paper:
  + What do you notice about the poem? What strikes you as interesting or significant?
  + What does the poem seem to be about?
  + What is your favorite line? Why?
  + What is curious or strange about the poem? What does it make you wonder?
  + What emotions do you feel after reading the poem? Why?
* Quick full-class discussion about favorite poem and why. Objective: have students realize that poems evoke an emotional reaction because of poetic techniques.

Complete model annotations

For the first 3 days of this project, use one poem as an “anchor” poem to model skills of annotating for 1) structure, 2) figurative language and word choice, and 3) development. Students can practice the same skills on one other poem throughout this step.

You might use Mary Oliver’s *Crossing the Swamp* as a model for showing students how to notice and annotate poetic elements such as structure, figurative language and word choice, and development. *Crossing the Swamp* works well for this part of the project because it was the free response question in the 2004 AP English Literature exam and it requires the close reading cognitive skills for this project.

After you model annotation skills on *Crossing the Swamp* (or another poem), students will practice the same skill on 1-3 provided poems (as time permits), using the Poetry Analysis Graphic Organizer (Item B) and the Annotating Checklist (Item C). Poems that showcase structure, figurative language and word choice, and development include

* John Keats’s *La Belle Dame Sans Merci*
* John Keat’s *Bright Star*
* Ted Hughes’s *To Paint a Water Lily*

Complete timed write on model poem

Use an AP prompt for whichever poem the student has been annotating throughout the week as guided practice.

If students have been annotating “To Paint a Water Lily,” use the [AP Prompt from 2006](mailto:http://apcentral.collegeboard.com/apc/public/repository/_ap06_frq_english_lit_51754.pdf), http://apcentral.collegeboard.com/apc/public/repository/\_ap06\_frq\_english\_lit\_51754.pdf. The prompt for this is “Write a well-written essay discussing how the poet uses literary techniques such as structure, word choice, diction, sound and development to convey the speaker’s attitude towards nature and the artist’s task.”

If students have been annotating “When I have fears that I may cease to be,” use the AP Prompt available online.

Select poem for lecture

In this step, students will choose a poem that they will ultimately give a lecture on.

Poems include:

* “The Flea” (John Donne)
* “To His Coy Mistress” (Andrew Marvell)
* “Evening Hawk” (Robert Penn Warren)
* “One Art” (Elizabeth Bishop)
* “The World is Too Much With Us” (William Wordsworth)

Annotate selected poem & complete outline of lecture

In this step, students will create an outline for their 15-minute lecture on one of the poems they chose in Step 3. Teachers may consider building in time for students to free write about their poem; either way, students should first annotate their poem for the literary elements discussed in previous steps.

See the lecture outline (Item D) and the model lecture outline (Item E).

Evaluate teacher lecture

In this step, students will assess a teacher’s lecture using the look-fors in the cognitive skills rubric for this assignment. The teacher may deliver a lecture based on “Crossing the Swamp,” or he/she may choose another poem to lecture about. The objective of this step is for students to become familiar with how their own lectures will be assessed and for students to hear a model lecture delivered.

Deliver completed lecture and reflect

In this step, students will assess each other’s lecture in assigned groups of 4. As one student gives his lecture to his group, the other students will have their own copy of the poem and be annotating/taking notes throughout the lecture. After listening and taking notes, they will respond to following questions:

* What main idea is the poem conveying? What is its thematic statement, according to your colleague?
* What is the structure of this poem? How does it affect the poem’s meaning?
* Which diction or figurative language did your colleague discuss? Why was it significant?
* How did the poem develop? Where are its shifts?
* How prepared was your colleague?
* What new or interesting idea(s) did you learn from this lecture?
* How would you describe this poem to someone else, based on the lecture you just heard?

Students who are listening to the lecture will turn in their annotated poem, answers to the above questions, and a filled out rubric to demonstrate their listening cognitive skill.

Each student will record his lecture and submit it to the teacher to be scored on the rubric.

1. **Student support:**

* Provide students with graphic organizers to sequence the task and with models of the completed product.
* Hold conferences with classmates and the teacher in preparation of the analysis.

1. **Extensions or variations:**

This task can be adjusted for varying levels by using simpler poems and/or simplified writing prompts.

1. **Scoring:**

Student work can be scored using the Summit Public Schools Poetry Professor Rubric.