

P.2

# GROUP POETRY PROJECT

2016  
(rev. 2008)

## TODAY'S POETRY GROUP AGENDA

5. Look over the attached Poetry Presentation Grading Sheet. Read the criteria carefully. Based on the grading sheet, start brainstorming ideas for the project. Assign jobs/responsibilities. Jot down ideas below.

Name of your group: \_\_\_\_\_

Group leader/shaper: \_\_\_\_\_

1. Go around the group and have each group member do a little "advertising" for his/her poem to remain in the group of 4 for consideration for the "group poem." To advocate for your poem—that is, if you like it!—you can read it aloud, ask each group member to read it silently, or talk through what the poem is about.

**NOTE:** Be sure to consider which poems of the ones your group was assigned have the best examples of poetic devices, too.

2. Decide on the "FINAL FOUR." List them below.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

3. Now, take out your "WA Group Poems" sheets. Have each group member whose poem was chosen share his/her assigned poem and thoughts about each poem with the group. Turn to the page where the poem appears in the packet or find it in the LBT text. Either read the "FINAL FOUR" poems aloud or silently.

4. Choose the ONE GROUP FAVORITE POEM. This should be the poem that best meets 3 criteria. This should be the poem that a) your group understand best thematically and offers the most intriguing/interesting/universal questions; b) your group simply likes best; c) has the best examples of any of the poetic devices your group was assigned.

Name this poem: \_\_\_\_\_  
Our group favorite →

Why did you choose it?

6. Any comments for Wally regarding how this work went today? Jot down below!

Group

Poem

To do List :

# Poetry Presentation GRADING SHEET

Group = \_\_\_\_\_  
name

**GROUP:** \_\_\_\_\_ HR \_\_\_\_\_  
Names of all group members: \_\_\_\_\_

## POETRY PRESENTATION GRADING SHEET /50

- Poem?** \_\_\_\_\_  
Poet? \_\_\_\_\_
- Introduction:** \_\_\_\_\_ /5  
Assigned group member(s) who plan/present this area:  
Decide how the poem will be introduced. What might you share with the class BEFORE the reading of the poem, or do you just want to jump right in and read/perform it? Poet background? Something about the time period in which it was written?

**BRAINSTORM IDEAS:**

Areas of strength	Areas needing improvement
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- Reading of the Poem** \_\_\_\_\_ /10  
Assigned group member(s) who plan/present this area:  
How will your group read or "perform" the poem? Individual? Partners? Group? Will you play it on tape? Video? Will there be choreography? Have music in the background? THINK ABOUT THE TECHNIQUES THAT MAKE SPOKEN WORD WORK SO WELL.

**BRAINSTORM IDEAS:**

Areas of strength	Areas needing improvement
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- Summary of the poem/paraphrase** \_\_\_\_\_ /5  
Assigned group member(s) who plan/present this area:  
Summarize/paraphrase the poem. Who will do this? How? Any artwork to enhance the meaning? How about another poem to compare and contrast your poem to? (like "Musee" and "Out, Out") Will you share background about the poet's life (relevant to the poem), the time period in which was written, etc.?

**BRAINSTORM IDEAS:**

Areas of strength	Areas needing improvement
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- UNIVERSAL QUESTIONS/THEMES** \_\_\_\_\_ /5  
Assigned group member(s) who plan/present this area:  
Discuss the "BIG IDEAS" in the poem. Raise some provocative questions drawn from the poem. Discuss the personal connections your group and the rest of the class might draw from studying the poem.

**BRAINSTORM IDEAS:**

Areas of strength	Areas needing improvement
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- POETIC DEVICES/TECHNIQUES** \_\_\_\_\_ /5  
Assigned group member(s) who plan/present this area:  
Point out HOW the poetic/literary devices ENHANCE the meaning of the poem. Think about DIDLS! Tone? Mood? Other figurative language that is relevant? Rhyme scheme? Rhythmic patterns?

**BRAINSTORM IDEAS:**

Areas of strength	Areas needing improvement
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\_\_\_\_\_/10

**7. CLASS DISCUSSION/ENGAGEMENT/PRE-DISCUSSION HW**

Assigned group member(s) who plan/present this area: \_\_\_\_\_  
Engage the class in your discussion. Ask the class some provocative questions that come out of the poem. Your group must actively encourage and support large group class discussion/participation. How about a pre-discussion journal?

**BRAINSTORM IDEAS:**

Areas of strength	Areas needing improvement
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**8. WRAP-UP**

\_\_\_\_\_/5

Assigned group member(s) who plan/present this area: \_\_\_\_\_  
Bring closure to the presentation. How the poem relates to other poems we've studied? Why this poem is so provocative? Cool? Music? Summary? A power point? Connections to the world today?

**BRAINSTORM IDEAS:**

Areas of strength	Areas needing improvement
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**9. GROUP DYNAMICS/TEAMWORK**

\_\_\_\_\_/5

If it is expected that everyone in your group participates substantially, your group chemistry enhances the presentation, and that your group actively encourages and supports large group class discussion/participation. We should feel that the understanding of the poem was much greater because your group presented it than it might have been had each of us studied the poem alone.

Areas of strength	Areas needing improvement
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