



The Poetry Love-In

A Shout Out to the 70s (Mrs. H knows she is the only one around here who was alive then!)
Communal Classroom days

Groove on the poetry you find in the books, anthologies, and handouts available in the poetry corner of the room. Make a note of poems you especially like and where they can be located for later use. **Share with peers** the especially cool lines, words, poetic devices, and the theme, experience, or image of each poem. During this time you should become acquainted with **ca. 30-50 new poems**.

From the plethora of poems you experience, **pick out five of your very favorites** to spend more time with and to include in your Antholio. Then **choose the best** poem among these to use for the following activities. **Sign up** for your poem. I will post a list of who is working with what poem. (Note: Be sure to choose a poem that is "heavy, man," in other words has enough substance to it so you can dig out ideas, not merely "dig" the poem.)

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Pondering and Producing at Your Own Pad

Option A: Prepare 3 Responses from the following sets of options:

Choose one:

1. Writing/conventions: Transform the poem to prose or drama or write a sequel or response, or recompose the poem into another poetic form you can find in your *Melange of Poetic Models* booklet.
2. Speaking/listening: Prepare an oral interpretation of the poem to be presented at Poetry Café. Fill out the oral interp preparation handout as you do this (handout on website homepage—Speech)

Choose one:

3. Informational use of language/Independence: Discuss the reading or interpretive strategies you used to get meaning from the poem. Or design and explain your own reading method or protocol for interpreting. What did you need to do to understand this poem? (You have useful reading strategy handouts to help with this.)
4. Social use of language: Write interpretations, responses, connections of the poem to your own life.

Choose one:

5. Flexibility: Adapt the poem for written/spoken presentation to a younger audience (Dr. Seuss, nursery rhyme style or children's picture book style would all work here)
6. Musical response: Create or choose music to fit the poem and prepare an explanation of your intent
7. Bodily/kinesthetic response: Dance, enact, mime, sign, choreograph, or otherwise perform the poem. Prepare an explanation of your interpretation that includes photographs or DVD of the performance.
8. Visual/spatial response: Design an illustration or living sculpture (tableau) to capture the essence of your interpretation of the poem and take a photograph of it

Along with your three presentations **be sure to include** a neat copy of the poem and to label clearly which numbered item(s) you have prepared. NB You may do more than three if you wish.

Option B.

Prepare a brief essay (2 page maximum) literary analysis of your poem that includes:

1. Information on the author, time in which the poem was written, and/or type of poem if relevant
2. Explanation of figurative language (or one figure) in relation to the whole poem
3. Discussion of language, devices, tone, rhythm, repetitions etc.
4. Your impression of the theme or experience of the poem; can it be interpreted on more than one level, i.e. does it symbolize something bigger than itself?
5. Connect issues in the poem (for example, change, fear, wonder, worry) to your own life experiences or to things you have experienced in literature (#4 from the first option)
6. Be sure to use the essay format: introduction, well-supported body paragraphs, conclusion. Don't overlook transitions or a good title. Be sure to attach or include somehow the text of the poem you are discussing. Edit with your appropriate editing handouts.

My essay on **Gary Soto's "Oranges"** will give you a model to follow (and also a cool poem for your Antholio and to recall as you look at our garden orange tree and eat chocolate).

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Extra credit options:

- A. Find two or three poems that are similar in some ways and illustrate (written or otherwise, e. g. chart, diagram, performance) the similarities
- B. Find two or three poems that have conflicting views on the same subject and illustrate how the views are expressed differently.
- C. Make a sign focusing on a poem or something about the value of poetry that might improve society, dress in hippie costume, and stage a Teach-in in our garden. You might want to plan and do this with at least a dozen or so fellow marchers. (I did things like this all the time in my hippie youth!)

All year long I will be sharing many of **my favorite poems** with you and will invite you to comment on them in **class discussion sessions**. You have also been provided with a booklet offering many **poetry models and formats** for short poems (the Melange of Poetry Models). You should **write as many poems as possible** during the course of our Poetry Love-in and afterward too. I will provide rubrics for all activities. Hopefully, you will **discover many items for your Antholio and Making Waves staff will have awesome submissions**.

Rubric for Grading Essay (Option B)

- ___ Is the essay set up properly (poem included, double-spaced, multi-paragraph, good title)
- ___ Does the intro do what it should?
- ___ Are poetic devices discovered, named, explained, and illustrated by lines from the poem?
- ___ Is the meaning or experience of the poem discovered and adequately discussed?
- ___ Does the conclusion do a good job of ending the essay and relating back to the intro?
- ___ Is the writing style interesting and smooth? (sentence variety, transitions, vocabulary)
- ___ Any extra material that shows initiative and adds to power of essay? (background on poet or poem, comments from other critiques, etc.)