**Teaching a Poem Project**

1. Choose a published, appropriate poem for interpretation and have it approved by Ms. Neumayer
2. Type the poem exactly as the author intended into a PowerPoint file, splitting the poem up onto slides as you decide for interpretation. HOWEVER, do not break up individual lines (don’t change line breaks since that would not be typing the poem as the author intended) and don’t break up stanzas if there are any.
3. Include a title slide with the title of the poem in quotes, the author’s name and your name as the interpreter.
4. Choose images to illustrate what is going on in the poem. The images must be appropriate and relate to the poem.

1. Create a slide that explains the basic information about the poem.
   1. Who is the speaker? How do you know?
   2. If there is a clearly intended audience, tell who the speaker is speaking to. How do you know?
   3. What is the subject of the poem? What is the poet writing about? What events are happening in the poem?
   4. What is the genre of the poem.? Is this poem lyric or narrative? How do you know?

**Slides about author’s craft:**

1. Create a slide that notes important features of the poem’s structure and how those features serve the poet’s purpose.
   1. Is the poem free verse or does it have a rhyme scheme?
   2. Are there any interesting line breaks that add to the meaning of the poem?
   3. Is the poem divided into stanzas? If so, how do you think the poet decided where to divide the poem?
2. Create a slide that explains the literary devices in the poem and how they served the poet’s purpose. In other words, why did the poet choose to include those literary devices?
3. Create a slide that teaches us about the tone of the poem. What is the poet’s tone towards the subject? How does the poet want us to feel about the subject? Explain how you know. Try looking at specific words and their connotations. If the tone changes, feel free to note it. You may want to use a chart like this:

|  |  |
| --- | --- |
| How the poet feels about the subject… | Evidence from text (quotes) |
|  |  |

1. Create a slide that states the purpose and/or theme of the poem.

If you do not want to do this as a Powerpoint, you may do it as a poster, Weebly website or a Prezi.

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|  | **Exceeds the**  **Standard** | **Meets the**  **Standard** | **Nearly Meets the**  **Standard** | **Does Not Meet the**  **Standard** |
| **Poem** |  | The entire poem is typed just as the poet intended it—respecting line breaks and stanzas—onto multiple slides. The poem is appropriate. | The entire poem is typed onto slides but not as the poet intended it. | Part of the poem is missing or the poem itself is inappropriate. |
| **Basic information:**  **Subject, speaker, audience, genre.** | The PowerPoint identifies the speaker, the main events in the poem, the genre and if applicable, the audience. Additionally the PowerPoint explains how you knew the speaker, genre and audience. | The PowerPoint identifies the speaker, the main events in the poem, the genre and if applicable, the audience. | The PowerPoint indentifies the speaker, subject and genre but may leave out some important information. | The PowerPoint either does not identify the speaker, genre and subject or the identification is incorrect. |
| **Structure** | The PowerPoint indentifies whether the poem is free verse or has a rhyme scheme or meter and explains why. **In addition,** other interesting structural features such as important line breaks or stanzas are explained. | The PowerPoint indentifies whether the poem is free verse or has a rhyme scheme or meter and explains why OR the student points out an interesting or important line break or use of stanzas. | The PowerPoint attempts to identify whether the poem is free verse or has a rhyme scheme, but the explanation is either unclear or incorrect. | The PowerPoint does not identify any structural features in the poem. |
| **Literary Devices** | The PowerPoint identifies two or more literary devices using quotes from the poem. There is also a thoughtful and thorough explanation of how the devices contribute to the meaning of the poem. | The PowerPoint identifies at least one literary device using a quote from the poem. There is a clear explanation of how the device is used in the poem. | The PowerPoint identifies one literary device but does not include an actual quote from the poem. The explanation of the device is used in the poem may be unclear or missing. | The PowerPoint either does not identify a literary device or does so incorrectly. |
| **Tone** | The PowerPoint clearly identifies the speaker’s tone and cites at least three pieces of evidence. The PowerPoint makes note of any changes in the tone. Additionally the PowerPoint explains how the evidence reveals the tone. | The PowerPoint clearly identifies the speaker’s tone and cites at least three pieces of evidence .The PowerPoint makes note of any changes in the tone. | The PowerPoint clearly identifies the speaker’s tone but cites fewer than three pieces of evidence. | The PowerPoint may identify a tone, but the tone may be incorrect or there may be insufficient evidence. |
| **Theme** | The PowerPoint identifies an insightful theme and **clearly explains** how that theme appears in the poem. | The PowerPoint identifies a possible theme. The theme is thoughtful and clearly appears in the poem. | The PowerPoint identifies a theme, but the theme may not clearly appear in the poem or it may be unoriginal. (i.e. The theme “Don’t judge a book by its cover is a cliché. It’s over-used) | The PowerPoint does not identify a theme or the theme is completely unrelated to the poem. |
| **Attractiveness** | The PowerPoint is exceptionally attractive in terms of design, layout, and neatness. The PowerPoint includes graphics that help depict what is happening in the poem and make the topic easier to understand. | The PowerPoint is attractive in terms of design, layout and neatness. The PowerPoint includes graphics that relate to the topic and show some of what is happening in the poem. | The PowerPoint is acceptably attractive though it may be a bit messy. Most of the graphics relate to the topic. | The PowerPoint is distractingly messy or very poorly designed. It is not attractive. The poster either does not use graphics or the graphics do not relate to the topic. |
| **Mechanics and Grammar** | Capitalization and punctuation are correct throughout the poster. There are no grammatical mistakes in the PowerPoint. | There is one error in capitalization, punctuation or grammar. | There are two errors in capitalization, punctuation or grammar. | There are more than two errors in capitalization, punctuation or grammar. |
| **Use of Class Time** | Used time well during each class period. Focused on getting the project done. Never distracted others. | Used time well during each class period. Usually focused on getting the project done and never distracted others. | Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others. | Did not use class time to focus on the project OR often distracted others. |