AP Lit. / Comp. poetry teaching assignment

**Objective:**

Rather than my pontificating throughout the semester on every poem covered in class, students (groups of 2-3) will research a selected poem and lead the class through a detailed examination of the poem. You should be focusing on theme(s)/tone and what key literary devices are used to develop that theme/tone. You will have time in class and in the writing lab to prepare for your presentation. Students should take detailed notes during each presentation as there will be an instructor summary assessment (may use notes) at the end of the presentations.

**Project procedures:**

Group assignment folders will be turned into the instructor on \_\_\_\_\_\_\_\_\_\_. Lesson packets will be returned to each group the day of the presentation. Those projects not turned in on time will lose 10 points per day. Also, although there will be scheduled presentation days, in case of a student absence, each group must be prepared to present at an earlier date, so make sure that presentations can be accessed at any given time from a flash drive, student school account, or google.

**Project requirements:**

1. Individual and group annotation and evaluation of poem
2. Works cited page (typed and separate from power point)
3. If groups need printed copies of anything for their presentations, I will be glad to print for you, but you must ask me several days **before** your presentation day!
4. For the teacher assessment of group comprehension of text, each member of the group is responsible for his/her equitable share of the analysis of the text.
5. You will have roughly 45 min. for your presentations; however, be sure not to “fluff” your way through the entire period – be detailed, efficient, and concise with the presentation.
6. Must have a visual (power point or prezi) that effectively supports the presentation / lesson, and your essential questions for the poem are clearly presented to the class. Be sure to keep wording to a minimum so as to avoid reading from slides. I want you to demonstrate **YOUR** understanding of the text.
7. Lesson should focus on clearly defined essential question(s) and have a well-organized, fluid manner in which poem is presented and taught to the class
8. Speaking/listening grade will be a separate grade

Group Grading rubric: to be turned in with presentation packets

Group names:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Detailed group / collaborative annotation of poem. Be sure to include 3-5 research based questions at bottom of text to help generate research (5 pts.)\_\_\_\_\_
2. Visuals (5 points)\_\_\_\_\_
3. Works cited page x 3 sources - typed – ½ point deduction per error (10pts.)\_\_\_\_\_
4. Lesson essential question(s),historical context/literary movement info., organization, procedures (10 points)\_\_\_\_\_
5. Teacher evaluation of group analysis of poem (70 pts)\_\_\_\_\_
6. Total grade:\_\_\_

\*speaking/listening -separate rubric/grade

\*must include a printed copy of power point (readable) with folder

\*1/4 point deduction per error with visual

Comments:

AP lit. / comp. poetry group sign-up sheet –Block\_\_\_\_\_\_\_\_

1. “Porphyria’s Lover” – Robert Browning

Members:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. “ Do Not Go Gentle Into That Good Night” – Dylan Thomas

Members:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. “Theme for English B” – Langston Hughes

Members:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. “Blackberry Picking” – Seamus Heaney

Members:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. “Birches”-Robert Frost

Members:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. “To an Athlete Dying Young” – A. E. Housman

Members:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. “Ode on a Grecian Urn”-John Keats

Members:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. “A Supermarket in California” –Allen Ginsberg

Members:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. “Preludes” – T.S. ELiot

Members:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. “There’s a certain Slant of light” - Emily Dickinson

Members:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. “Death of a Toad” – Richard Wilber

Individual student participation, speaking in an articulate manner/professional language / behavior, and eye content. Each category is based on a 4 point scale: Excellent, proficient, developing, and unacceptable

Name:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student # 1 | Excellent | Proficient | Developing | Unacceptable |
| Participation |  |  |  |  |
| Voice |  |  |  |  |
| Professional language |  |  |  |  |
| Eye contact |  |  |  |  |
| Body language |  |  |  |  |

Notes:

Name:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student # 2 | Excellent | Proficient | Developing | Unacceptable |
| Participation |  |  |  |  |
| Voice |  |  |  |  |
| Professional language |  |  |  |  |
| Eye contact |  |  |  |  |
| Body language |  |  |  |  |

Notes:

Name:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student # 3 | Excellent | Proficient | Developing | Unacceptable |
| Participation |  |  |  |  |
| Voice |  |  |  |  |
| Professional language |  |  |  |  |
| Eye contact |  |  |  |  |
| Body language |  |  |  |  |

Notes:

Name:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student # 3 | Excellent | Proficient | Developing | Unacceptable |
| Participation |  |  |  |  |
| Voice |  |  |  |  |
| Professional language |  |  |  |  |
| Eye contact |  |  |  |  |
| Body language |  |  |  |  |

Notes:

1. Essential question(s):
2. Visual:
3. Content: (historical and analytical):

1. Speech

a.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

voice:

body language:

language:

eye contact:

b.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

voice:

body language:

language:

eye contact:

c.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

voice:

body language:

language:

eye contact:

1. general comments