Teen Expressions Poetry Slam

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Sharing tea and biscuits while constructing group poems and students' personal booklets of poems

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Goals and Objectives: New Generation Sunshine State Standards that apply to this project:

READING PROCESS: *Standard 5*: Fluency: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.
LA.910.1.5.In.a Read text with accuracy
LA.910.1.5.In.b Adjust reading rate based on purpose (e.g. for pleasure, information, and task completion) and difficulty

WRITING: ***LA.910.4.***1.In.b Write expressive forms (e.g. poems, plays, songs) that include rhythm and rhyme, dialogue, appropriate format, and figurative language for the intended audience or purpose.
LITERARY ANALYSIS (FICTION)
***LA.1112.2.1.*3The** student will analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities;
LA.1112.2.1.5 The student will analyze and discuss characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial;
LA.1112.2.1.7 The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions;
LA.1112.2.1.6 The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.
VOCABULARY DEVELOPMENT: LA.910.1.6.In.a Use new vocabulary that is introduced and taught directly.
LA.910.1.6.In.b Listen to, read, and discuss a variety of text.
LA.910.1.6.In.c Use context clues and graphics to determine meanings of unknown words.
LA.910.1.6.In.h Identify word relationships (e.g. common analogies) and their meaning.
LA.910.1.6.In.i Determine the meaning of a word with multiple meanings (e.g. homographs) in text. ***LA.910.1.6***.In.j Determine the meaning of unknown words using a dictionary and digital tools.
TARGET TECHNOLOGY ***LA.910.6.***4.In.a Use appropriate available technologies to enhance communication. **LA.910.6.4**.In.b Select and use technology tools to publish and present information on a variety of topics.
TARGET PUBLISHING: ***LA.910.3.5***.In.a Prepare writing in a format appropriate to audience and purpose.
LA.910.3.5.In.b Use required spacing and margins to indicate paragraphs and other key features of text and include graphics and illustrations as needed.
LA.910.3.5.In.c Share writing with the intended audience.
LISTENING AND SPEAKING: ***LA.910.5.***2.In.a Use a specified listening strategy according to the intended purpose (e.g. solving a problem, remembering information.
LA.910.5.2.In.b Give oral presentations with a clear introduction and conclusion.
LA.910.5.2.In.c Adjust voice and body movement as appropriate for speaking in real-world situations.
LA.910.5.2.In.d Use oral language appropriate for formal and informal situations.***LA.910.5.2***.In.e Gather and organize information for oral presentations and integrate appropriate media

Teen Expressions Poetry Slam:

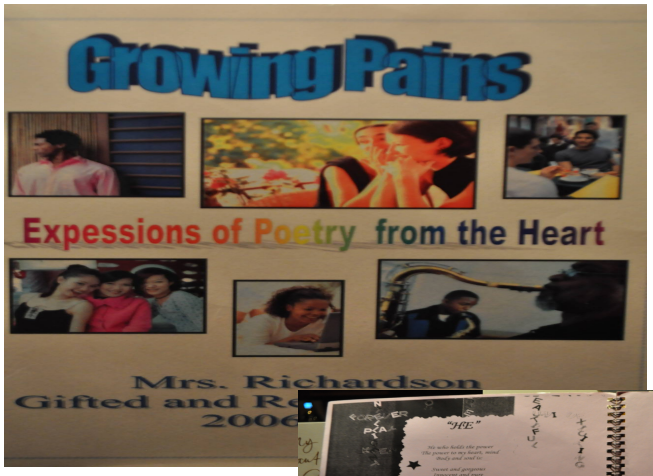
Project Description: Students in Intensive Reading and Gifted English classes will write, publish, and recite their original poetry in front of an audience of their peers, teachers, families and community members. The Teen Expressions Poetry Slam is an avenue for students to explore many forms of language, vocabulary, and creative forms of self expression. Our students are often hesitant to engage in self reflection and this will provide them with a way to express and examine their feelings using poetry as an outlet.

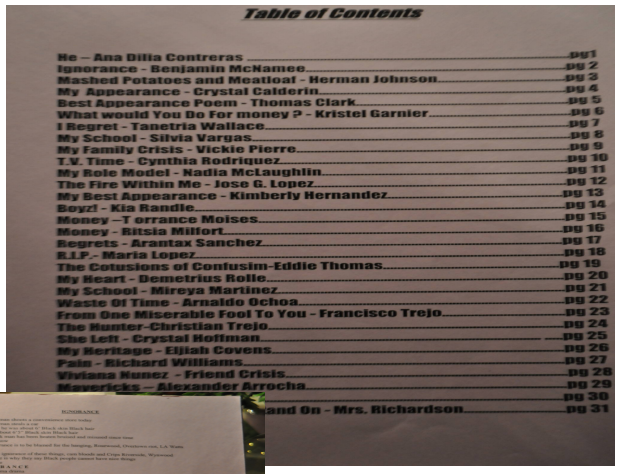
Not only did these students recite their personal poems, they delved into their inner selves and gained personal strengths and self confidence that are perhaps immeasurable but nonetheless invaluable. Teen Expressions Poetry Slam was a fourth quarter ten week project that successfully supported a high level of student engagement and increased student attendance by 12% and helped to prevent the students dropping out and reduce the rate of truancy at a crucial time of year.

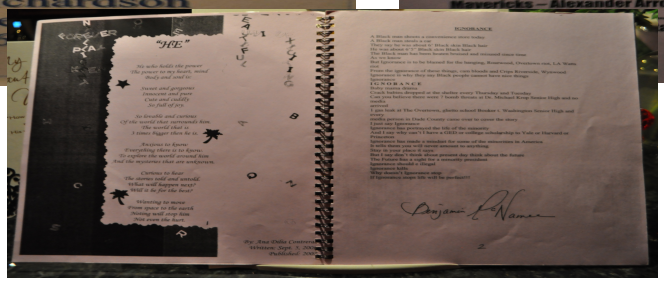
Often students resist making presentations especially when reciting writing that is very personal to them in front of an audience of their peers and family, but despite the trepidation of public speaking these students were so excited to put on this student centered project.

Display of Student's Personal Booklets of Poems at Poetry Slam

Students' Personal Booklets of Poems (above) /Class Anthology of Poems/Poetry Slam Program and Memento of Poetry Slam Event (below)







Project Summary

If you are seeking a class full of engaged and excited students that are bubbling with ideas, then putting on a poetry slam is just for you. This Teen Expressions Poetry Project is a language and vocabulary based unit project that can be used from grades 7th through 12th in Intensive to Gifted/Honors classes. Students take an active role in exploring vivid language and language patterns as they express their emotions and ideas. It is also a student-centered, process-oriented project that offers students opportunities to use technology in a variety of ways while holding students accountable as they are assessed authentically. One of the vital elements that aid the success of this unit project is the student-centered aspect. I suggest that the teacher give students multiple opportunities for making choices and their input is sought on many of the major decisions for the poetry slam.

One of the rewarding things about having a poetry slam is the teacher acts as facilitator by gradually releasing the responsibilities to the students through committee work. I suggest that the teacher secure the date and times early in the year with their principal and the activities director so that you can garner the support you may need from administrators and staff. Also, this unit project offers a series of lessons that the teacher can select from in order to teach poetry writing/reading strategies prior to the culminating event of the poetry slam. The lessons provide a variety of skills and strategies such as the practice of reading fluently and analyzing, research skills, compare and contrast, creative and descriptive writing, repeated reading strategies, and a cooperative group poem activity to name a few.

You can start with the slam on a smaller scale and then expand it the following year. The first year I did the slam I did it on a smaller scale with my intensive reading students and it was a good experience. The following year, after the FCAT, I did the slam with my gifted class taking the lead on the committee work and all my intensive reading classes participating. The second year, I was awarded "The Education Fund Citibank Success Fund/Citigroup Team Mentor Grant" and the poetry slam was the highlight of my teaching experience. It was an awesome extravaganza. The students were fully engaged, my class attendance and average grades increased as much as 15% from the prior year, and no one dropped out.

Project Outline/ Overview

Activities

- 1) Introduce poetry by activating students' background knowledge of poetry - p.7
- 1) Create a class poem - p.7
- 2) Expose students to various forms of poetry - p.7
- 2) (Extension) Enjoy reading free verse in a form of a play/novel by - p.8
- 3) Cooperative group poems and each person is assigned a role p. 8
- 4) Compare and contrast traditional and contemporary poets and their poems p.8
- 5) (Extension for Gifted classes) Analyze poetry by completing a poetry explication - p. 9
- 6) Use photographs to inspire students' descriptive writing (Free Verse and Haiku poems) - p. 9
- 6) (Ext. for struggling readers) Use renown Poems as a Model to compose pattern poems- p. 9-10
- 7) Writing personal booklets of poems (see guide sheet) - p.10
- 8) Publishing Annual Poetry Anthology/Program/Student keepsake (all in one) - p. 10
- Prepare, Practice, Perform Poetry Recitations for Poetry Slam (see tips on recitations) – p. 11
- Preparation for Poetry Slam via student committee work - p. 11

Materials/Handouts

- Introduction to Poetry /Activating prior knowledge about poetry – p.13
- Project Guidelines-Students' Personal Booklets of Poems (to be displayed at poetry slam) p. 14
- Rubric for cooperative group poems and Personal booklet of Poems p. 15
- Teen Expressions Poetry Slam Rubric – p. 16
- Poetry Slam Committee Groups Description and sign-up sheet for committees p. 17-19
- Examples of Types of Poems - p. 20-23
- Cooperative Group Poem directions and examples of contemporary poems – p. 24
- Chart of sensory words and vivid verbs – p. 25-26
- 2 pattern poems p. 27- 28
- Tips for Poetry Recitations – p. 29-32
- Elements of Poetry Quiz 33-34

Student Work Samples Student poems - p. 35

- Cooperative Group Poem p. 35
- **Resources** p. 37

Lesson Plans

Activity One: Activating Prior Knowledge and Gaining Experience Expressing Feelings through poetry: Teacher place students in cooperative groups of three or with partners and have students complete the "Introduction to Writing Poetry" sheet (See sheet under materials).

- In cooperative groups, students will think, pair, share and complete the Introduction to Poetry sheet.
- Teacher will perform a whole group sweep of students' answers and discuss their prior experience with writing poetry and knowledge of figurative language and poetry devices.
- To help motivate students to express their ideas/feelings and work cooperatively, the teacher will have students write a free verse class poem.
- Teacher will map and webs various topics and the class will select one topic.
- Teacher will solicit students' knowledge of the topic and list their responses on the board.
- As students review list on the board, the teacher will ask each student to write one verse for the poem.
- Teacher will sweep the class asking each student for their verse and write down their entry on the board with each student's name next to their entry. Class will coral or echo read the completed poem.
- Teacher will ask each student for their editing remarks to revise order of entries so that the poem flows logically. Students and teacher will provide feedback on the poem by completing an exit slip writing their likes/dislikes or their favorite part of the class poem
- Teacher will ask for a volunteer to write or type it for the class. Each class poem will be displayed on a bulletin board.

For Vocabulary Build-up: To increase students base of knowledge of poetic terms, literary poetic devices, and figurative language the teacher can show "The Elements of Poetry Understanding Literature" DVD and have students take Cornell notes on terms (see materials for multiple choice quiz; teacher made/criteria–referenced and the key). Another comprehensive vocabulary resource is called Glossary of Literary Terms (specific to poetry) http://www.xmarks.com/site/www.bedfordstmartins.com/literature/bedlit/glossary_a.htm

Activity Two: Exposing students to various forms of poetry:

- Teacher will introduce a variety of poems by various poets on a variety of subjects and themes, classical and contemporary, (a class visit to the library media center to read various books on poetry is a beneficial to foster students exploration) to students so that they are exposed to many types of poems and poets such as Memory by Margaret Walker, Rocking by Gabriela Mistral, Woman's Work by Julia Alvarez, Richard Cory by Edwin Arlington Robinson, Fire and Ice by Robert Frost, Still I Rise by Maya Angelou, Mother to Son by Langston Hughes, I Dream a World by Langston Hughes, The Red Wheelbarrow by William Carlos William, Edward Hirsch by Edward Hirsch, A Fantasy by Louise Gluck, Casey at the Bat by Ernest Lawrence Thayer.
- It is a good idea for the teacher to select poems that he/she enjoys so that his/her enthusiasm permeates throughout the class.
- Teacher will take students to visit the media center to research books on poetry (librarian can prepare a display of poetry books and librarian can perform a book talk on such books as Poem Crazy by Susan Goldsmith Wooldridge and Immersed in Verse by Allan Wolf. Students can share and recite the poems that they enjoy in front of the class.

Lesson Plans Continued

- Teacher can review types of poems with students to familiarize students with various forms of poetry (see types of poems - Materials).
- Lead into explication activity: After exposure to these poems students can begin consider their favorite poet/poem and consider which poem they would like to use for their poetry explication (see Activity Five).

Extension For Intensive Reading classes - Prior to writing their personal poetry books the Teacher can also have students read "Keeha's House" by Helen Frost (novel has six main characters each student can select to read a character's part which is about six teenagers dealing with array of issues from teen pregnancy, foster care, gay pride, DUI).

Activity Three Cooperative Group Poem: Students will then work in a group to formulate a contemporary poem (see Directions for roles when building a cooperative group poem). This is an opportunity for students to play with language patterns and figurative and poetic devices.

- To integrate groups, teacher can pass out numbers from a container and randomly group students by numbers or group students, three students per group is ideal, being careful to integrate higher and lower verbal ability students.
- Teacher will explain/model in whole group setting how a group would work and that each student will have a role in formulating their cooperative group poem (see Directions for group roles when building a group poem – Materials)
- The teacher will demonstrate how each member will brainstorm words and images to be woven into poem to create a contemporary poem. (teacher can use Hirsh by Hirsch and Louise Gluck as samples of contemporary poems – Materials)
- Teacher can play jazz, blow bubbles, and offer tea and biscuits to motivate creative thinking of students (see picture on cover).

Activity Four Compare and Contrast Traditional/Classical versus Contemporary Poem

poems/poets and highlight commonalities of their life experiences expressed in their poems.

- Students will read, discuss, compare, and interpret a variety of poems by various poets.
- Teacher will have students' (Students can work individually or with a partner) research biographical information on both Emily Dickenson and Tupac Shakur.
- Students will complete a Venn diagram of both poets.
- On the board or Smart board the Teacher will sweep students for their list of differences and similarities of poets and list them on the board.
- Teacher will have a whole group discussion on the comparisons and contrasts of these poets and further discuss how their life experiences affect their writing of poetry.
- Teacher will introduce to students Emily's Dickenson's poem "Hope" and Tupac's Poem "A Rose Grows in Concrete" (access on line) ask students to write three to five questions (Costa level three questions) about these poems.
- Students will compare themes of these poems and write a brief interpretation of both poems and think, pair, share. End with brief whole class discussion and exit slips.

Lesson Plans Continued

Activity Five: (Extension) Analysis of poetry: (To add rigor to English Honors/Gifted classes or intensive Reading Classes)

- Teacher will provide students with a list of poets/poems (Walt Whitman, Robert Frost, William Wordsworth, Sara Teasdale, Langston Hughes,) to choose from and have the students select one in order to write a two page explication (Suggested cites for examples of poetry explications-http://www.unc.edu/depts/wcweb/handouts/poetry-explication.html; http://brainstorm-services.com/wcu-2002/critical-approaches.html; http://www.brocku.ca/english/jlye/criticalreading.php;http://occawlonline.pearsoned.com/bookbind/pubbooks/long_kennedy_literature_8/chapter19/objectives/deluxe-content.html; http://www.danagioia.net/essays/efrost2.htm)
- Teacher will provide an example of an explication on the smart board or on paper to model how to write an explication, the teacher will pass out a poem to students and teacher will begin to write on the board a brief explication.
- The teacher will ask students to add their analysis of the poem and teacher will write their entries of analysis on the board about 1 to 2 paragraphs with students finishing it in small groups on their own with teacher supervising and providing feedback
- Students who have selected their poet/poem will begin writing their own explication
- Teacher will pair students with writing partners to assist in editing their explications and teacher will conference with students for final submission of it prior to typing.

Activity Six (Extension) Free Verse or Haiku -To Inspire Students to Write Poems with Vivid Imagery from a unique view –

- Teacher should select photographs from google.com/pictures that inspires him/her because their enthusiasm will carry over to the students. Teacher can introduce two photographic portraits or nature scenes on the board.
- Students will select one picture to write their free verse poem(is an open, unstructured form of poetry without any rhymes, stanzas, etc.) or haiku poem (show examples of a haiku poem and explain the rules (It often centers on nature, doesn't rhyme; they follow a pattern Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables) and then write one or two together as a class in whole group. Then students write their own based on photo).
- Teacher will play music to add ambiance and stimulate students' creative thoughts.
- Teacher will display or distribute lists of vivid verbs, adverbs, and adjectives (see Chart of words -Materials) on the board or smart board for students to steal words and brain storm ideas and write what comes to mind as they describe the portrait/nature scene or part of it in **free verse** form or a **haiku** poem(s).
- Students will think, pair, share their ideas from the photographs with the person next to them and then share their free verse or haiku poems with the class.

Use Pattern Poems to Scaffold Students Poetic Writing – This creates an opportunity for students who *struggle with reading* to compose poetry using recognized literature as a model.

- The teacher can introduce pattern poems (see Pattern Poem(s)-Materials - I suggest giving students a chance to chose which pattern poem to complete – some humorous, assertive or inspiring) where students take the first three or four words of each sentence from a well know poem and then finishes it in their own words.

Lesson Plans Continued

- This helps to get students started without much frustration and as their creative juices begin flowing they begin to experience the process of creating poetry.
- I suggest that the teacher review the interpretation of poem first then model in a whole class setting how to do a pattern poem with students and then have them select and complete one.
- After creating a pattern poem, they can embark on a more structured poem of their own for their personal booklet of poems for example.

Activity Seven: Writing personal poetry books: After students have gained experience writing poetry in a cooperative group and individually, they will begin writing their own personal booklets of poems. It is good idea to allow students to enter the poems that they have written in class so far into their personal booklets of poems if they desire especially for intensive classes.

- Teacher will ask for students input in naming their booklets and/or poetry slam. It gives them more ownership. Let students know upfront that their booklets are their keepsakes to remember their high school experiences and will be returned to them after grading.
- Teacher will assign each student a writing partner to help them edit each other's poems or give constructive feedback. Do carefully partner students that have varying levels of language, reading skills and personalities so that they can help motivate each other.
- **Assignment guidelines**: Teacher will distribute poetry project guide sheets (see poetry project guidelines - Materials) and explain it on the smart board have the students repeat the due dates. (I actually have them sign that they received the guide sheet to avoid passing them repeatedly to the same students.)
- Teacher will distribute poetry folders for each student to keep all their poems under construction and notes of brain storm ideas, word pools, lists of terms, and phrases to incorporate into their poems
- Teacher will place on smart board/dry erase board or distribute copies of Collecting Words and Creating a Word Pool from the book "Poem Crazy" Chapter one by Susan Goldsmith Wooldridge.
- Students will select 8 poems from mandatory topics (listed on the personal booklet of poems guide sheet - Materials) and 4 open topics (any topics students want except vulgaries) using different types of poems and peer edit their poems with their designated writing partner.
- Students will begin constructing their poems in class. (Based on the dynamics and level of the class, teacher can give students time in class to construct or type their poems as well as at home)
- Clarify due dates and late deadlines and explain the rubric (see under rubric- Materials).
- One way to ensure that the majority of students complete the project is to use a sliding scale of early, on time, late due dates as well as making the project worth several grades.

Activity Eight: Publishing Annual Poetry Anthology/Program/Memento of event:

- Each students will select one of their favorite poems from personal poetry books to recite at the poetry slam.
- This poem will be entered into the classes annual poetry book (see picture of "Growing Pains – Expressions of Poetry from the Heart" poetry anthology) that will be used as the program to be distributed to each guest attending the poetry slam as well for each student as memento of the poetry slam event. Ensure Table of Contents listing title of poem and page # will be in the order in which each student will recite their poem at the poetry slam.

Lesson Plans Continued

Activity Nine: Teen Expressions Poetry Slam: Teacher will set dates, times, and venue with principal/activity director asap and decide whether during school or after school is best.

- **Recitation Preparation**: Teacher will show/explain the rubric used to judge their recitation performances so that students know how they will be evaluated (see Teen Expressions Poetry Slam Rubric under materials) and remind students of public speaking and poetry etiquette (see Preparing for Poetry Recitations/Public Speaking Tips - Materials)
- After students have selected the poem that they will recite at the poetry slam, students will begin practicing recitation by repeatedly reading (repeated reading strategy to build fluency and prosody) their poems. They should read aloud several times to themselves practicing their cadence and when to pause for emphasis and increasing their volume especially at the beginning of each sentence as well as regaining eye contact with audience at end of each sentence.
- Teacher will encourage students to practice reciting their poems in the mirror at home.
- Students will read their poem with their designated partner or small group to work on skills they will be judged on (see Teen Expressions Poetry Slam Rubric - Materials) i.e. prosody, cadence, diction, voice moderation/projection, voice inflection, and eye contact.
- Students will practice recitation in front of the class with microphone if available.
- Teacher and class will model and provide constructive feedback on students' performance and tell the class that emphasis will be placed on constructive comments first i.e. what they are doing well and second, what they need to improve.
- Teacher will show examples of performance recitations using the DVD entitled "Bringing Poetry to Life – The Poetry Lounge 3 – The Power of Performance" or "Russell Simmons presents Brave New Voices".
- **Poetry Slam Preparation**: Teacher will show the eight available Committees Work sheets (see under Materials) on the Smart board and explain the plans.
- Teacher will explain to students that this is a student centered activity in which they can implement their novel ideas and they have the responsibility to manage their committee work with the teacher acting as facilitator.
- Teacher will distribute the committee sign up list (see Committee Work-Materials). Students will sign up for committee work as part of their project grades. (I strongly suggest teachers keep copies of committee lists after students have signed up and maintain flexibility over changes however after an alloted time students have to be held accountable for committee work by reporting their progress also, providing encouragement and immediate feedback helps).
- Teacher will establish a designated time during class for committees to meet and work.
- Students will work cooperatively in their committee groups to make suggestions regarding the venue, decorations; food and report on progress by writing a brief reflection on their progress each time they meet during class time (See Committee Work Materials).
- Teacher will hold a final day of practice via a mock poetry slam with his/her classes to work through the glitches and tweak student performances and last minute preparations.
- Students, with teacher's input, shall select three adult judges (teachers who are available but preferably do not teach the same grade level or students) and two reliable senior students (not enrolled in the classes) will judge for best poem/best presentation with first, second, and third prize. Students should be allowed to decide on which awards they are willing to work for – my students decided that all students who recited a poem in the slam would receive a medallion and sachet of candy as they exited the stage. For the 1st,2nd, and 3rd place prizes, a $35, 30, 25 Visa Gift Card works well but there's a $3 activation fee each.

Name_____Date_____

Introduction to Poetry - Discuss and answer the following questions

List everything you know about Poetry

What is poetry?

What is a poem?

What makes a poem a poem?

How do poets define a poem?

List five purposes for Poetry?

List your favorite poets?

Have you ever interpreted poetry and If so how?

Do your interpretative strategies help you understand poetry?

Are you familiar with literary devices if so which ones?

Are you familiar with figurative language if so which ones?

Circle literary devices that you would like to learn how to use in your poem
Literary devices:

The unexpected
(vivid) Images
Line breaks
rhythm
Specific detail/proper names
Music- alliteration, repetition, assonance, consonance, lyrical
Repetition
Rhyme

Sense of conclusion

observation/Explosions

Examples of Metaphors
Her eyes burned a hole right through me.
It'll be a piece of cake
He is a king destined to rule wild

Name_____ Date_____

Project Guidelines for Personal Booklet of Poems - My Growing Pains

Due Dates:_____
Worth _10__ Grades Intensive Reading

My Growing Pains Unit Poetry
Objective: to expose, explore, read and learn about poetry. Write poetry with a voice that creates images using literary and figurative devices that develop a sense of your perspectives.

You will **create** a book, your very own for you to keep and possibly add entries to later on. Your booklet, My growing pains poetry project, will be about your viewpoints and experiences.
Each item poem must be written on a separate page – 12 point font type is preferred, should be as creative as possible, i.e. decorative. Late projects after the final due date will not be graded.
You can write poems on any of the following topics: 8 are mandatory and 4 can be open topic

1. Family eyes (Poem about your body part)
2. My family
3. Recipe (something you like to eat (in essay form/free verse/prose)
4. My Friends
5. Your best appearance (is it really that)
6. What would you do for money
7. Family crisis
8. My school
9. Regrets
10. Your heritage
11. A Poem about someone you look up too
12. Something that all your family members have in common (can be funny)

You will select one of your poems to enter in our class book of poetry and one recite for our class/school poetry slam.
Poetry Slam deliveries will evaluated on tone, voice inflection, Pause, message, eye contact
Your Creative Project book must have a:
cover page (you can create any title –No Explicatives)
Dedication page
About the author (with picture of You)
Table of contents
All pages numbered
Your poems should include the following literary/figurative devices (minimum of 8)

Similes	Alliterations
Imagery	The Unexpected
Oxymoron	Rhyme/ rhythm
Irony	Hyperbole
Idioms	Assonances
Metaphors	Consonance

Types of poems can include: (See examples of types of Poems under materials Page ___)

Haiku	Free verse		Sonnet	List
Sestina	Alphabet poem		Quatrains	Acoustic
Couplets	Name	Bio	Sixeenth	Subject
Concrete (shape)		Ode	Lyric	

Rubric for Group Poem:

Worth 5 grades Due: 4/20/2010

Each Cooperative Group Poem should have the following:

Groups work cooperatively	2 grades
An Image – concrete – person/Beach	25 points
An literary or figurative device Two metaphors or similes	25 points
Five (5) interesting/unusual words Worked into the poem	25points
Five (5) words that sound interesting, intriguing or that add rhythm or rhyme	25 points

Rubric for Individual Personal Book of Poetry: based on 100 points

12 Poems or More – creative/unique viewpoints	10 points
Consistent use of poetic/figurative devices	20 points
Creative book, cover, well organized	10 points
Use of figurative/literary language	20 points
Variety of types of poems (creative messages)	20 points
Poems on topics (8 mandated, 4 open topics)	20 points

Grade Scale	A	20-18 points	=	Total points	100 -90	A
	B	17-15 points	=		89 -80	B
	C	14-12 points	=		79 -70	C
	D	11-9 points	=		69 -60	D
	F	8- 0 points	=		59 -0	F

Teen Expressions Poetry Slam Rubric

Categories: Best Overall Performance of Recitation (first prize, second prize, third prize)
Best Personal Booklet of Poems
Best Overall Poem

5 Excellent 4 Good 3 Average 2 Below Average 1 Poor

Student Name_____

Best Overall Performance of Recited Poem

Delivery of Message:	5	4	3	2	1
Tone/Inflection/diction:	5	4	3	2	1
Cadence/Pausing:	5	4	3	2	1
Fluency/Prosody:	5	4	3	2	1
Voice Projection:	5	4	3	2	1
Eye Contact:	5	4	3	2	1

Total Score _____

Best Poem (most creative, unique, and endearing message)

Clear/Succinct Message:	5	4	3	2	1
Good Imagery/ evokes emotion;	5	4	3	2	1
Unique viewpoint:	5	4	3	2	1
Thoughtful/unique diction:	5	4	3	2	1
Effective use of poetic devices/ figurative device:	5	4	3	2	1
Effective use of vivid language:	5	4	3	2	1
(props optional):	5	4	3	2	1

Total Score_____

Best Personal Poetry Booklet

Most creative cover	5	4	3	2	1
Unique colors/presentation of poems	5	4	3	2	1
Varied selection of poems (short, long, serious, humor)	5	4	3	2	1
12 poems, table of contents, dedication page	5	4	3	2	1
Authentic student writing with poetic devices	5	4	3	2	1

Total Score_____

Teen Expressions Poetry Slam Committee Groups:

This is a graded assignment, participation is not optional. Each student must sign up and lead members must list their name as lead committee member

Committee One: **Poetry Booklet/Program**

Task: Create decorative cover in color ink, create Table of contents page in the order each person will recite their poem, put poem in the order listed in the table of contents, number each page of the poem and make sure each page number matches the page listed on the Table of Contents, Lament each cover page and bind book using a binding machine or ribbon/string or heavy duty staples. Be creative. Report one novel thing you did as a committee that was innovative, eccentric, unique and artistic!

Name of committee members

1._____

_____

_____

_____

_____

Committee Two: **Invitations/Passes Distribution**

Once class decides on venue and date with teachers input, students will write invitations with date, time, place, purpose, time, who is inviting. Write the poetry etiquette on the invitation: Public speaking or reciting poems takes courage and can be challenging (whether from memory or reading it) so it is important that we respect the ambiance of the poetry scene. With that in mind, there is basic etiquette required to give this avenue of self expression the respect it deserves. First please turn off or silence all cell phones; Refrain from talking during recitations; sanp your fingers if you like or identify with the poem; do not interrupt the poet while he or she is reciting even if you do not understand or are confused by the poem. Distribute the invitations or flyers to all invited administrators, teachers, parents, community leaders, the press if principal permits. Teacher will supervise creation of passes for students who need to be excused from class to assist with set up of poetry slam and teacher should email to other teachers for whom students are requested to be excused from respective class(es). Be creative. Report one novel thing you did as a committee that was innovative, eccentric, unique and artistic!

Name of committee members

2._____

_____

_____

_____

_____

Committee Three**: Host and Hostress**

Welcome and greet each person at the door and provide each person with a program. Direct each person to seating area, or where to sit, accommodate people wherever and whenever possible. Offer web site address to view student's poems. Be creative. Report one novel thing you did as a committee that was unique, eccentric, innovative, and artistic!

Name of committee members

3._____

_____

Poetry Slam Committee Groups:

This is a graded assignment, participation is not optional. Each student must sign up and lead members must list their name as lead committee member

Committee Four: **Masters of Ceremonies**

Welcome all guests, administrators, teachers and students. Announce any dignities and thank them for coming. Make sure to thank (if applicable) Education Fund Contributors for funds to help make this event possible, thank the principal(s), and your teacher(s). Introduce poetry slam etiquette; ask all participants to please turn off cell phones or put electronic devices on silence, ask audience to refrain from talking during poet's recitation; if you like or identify with something said by a poet, ask audience to snap before and after each poetry reading. Do noat laugh or talk while poet is reciting let the poet finish the poem nonetheless. Present medallion awards to each student after they have performed and a sachet of candy (if committee agrees and funds are available). After the end of the recitations thank participants, judges, parents, community leaders for coming. Tell the audience that winners will be announced. Be creative. Report one novel thing you did as a committee that was unique, eccentric, and innovative!

Name of committee members

4._____

_____

_____

_____

_____

Committee Five: **Refreshment**

Task: Create "menu: or what my students call a grocery list for the poetry slam. Present food just before the slam ends because students will walk in and out during the slam if you present the snacks before the slam. Display snacks in an appetizing manner on platters with folded napkins. Set up table(s) with an entrance on one side and exit on the other so a clear direction for people to approach the table, get plates of snacks/food and silverware and cups and plates and exit dining area. Provide huge garbage can for disposal of trash. Report one novel thing you did as a committee that was unique, eccentric, innovative, and artistic!

Name of committee members

5._____

_____

_____

_____

_____

Poetry Slam Committee Groups:

Committee Six: Decoration Committee:

Task: Decorate Poetry Slam area, provide signs and banners for judges area. Display students poetry books in an area where guests can peruse it easily. Place patch work quilt of all student's poems that will be recited in the slam (ribbons tied on the sides using one hole puncher to punch two holes per side on 8x11 sheet of paper and across the top connecting all the student's poems as one big quilt) in an area where it can be viewed and read by visitors, flowers, and plants (if available) can be used to decorate areas. Be creative. Report one novel thing you did as a committee that was unique, eccentric, innovative, and artistic!

Name of committee members

6._____
_____
_____
_____
_____

Committee Seven: Patch work Quilt of student's Poems:

Task: Copy each students' poem on card stock paper. Decide on colors, use card stock paper, decide on color of ribbon and use electric hole punch or single manual hole punch to punch card stock pages. (ribbons tied on the sides using one hole puncher to punch two holes per side on 8x11 sheet of paper and across the top connecting all the student's poems as one big quilt)

Be creative. Report one novel thing you did as a committee that was unique, eccentric, innovative, and artistic!

Name of committee members

7._____
_____
_____
_____
_____

Committee Eight: Production Crew

Your team needs to blend into the background be seen but not intrusive and use the camera to take natural shots if possible. Make sure you take pictures of each students' performance. Communicate needs clearly with other committee members and adults. If using video camera, set up early and manage the camera careful not to leave it unattended by working in shifts with your team. Lead committee member is responsible for all equipment signed out under the auspices of the teacher. Be creative. Report one novel thing you did as a committee that was unique, eccentric, innovative, and artistic!

Name of committee members

8._____
_____
_____
_____
_____

Types of Poems

Couplets: are two-line stanzas that rhyme.

Examples: Voice of instruments fill the air

Sounds of music everywhere

The violins sing

As the tambourines ring.

KellyMeyer

Couplets will turn out to be rather disappointing unless you have a plan. Think of telling a little story, or describing an activity such as a concert, a ball game, a classroom- Do not try to use the same rhyming pattern in all the lines as it will probably. Think about writing from a different perspective on each stanza.

Quatrain: a four line rhyming poem. A quatrain is formed by two rhyming couplets? This pattern is called a a b b. Other quatrain patterns are a b a b.

Tyger! Tyger! burning bright (a) In the forests of the night, (a)

What immortal hand or eye (b)

Could frame thy fearful symmetry? (b)

From William Blake's "The Tyger"

The Mountain Donna Brock

The mountain frames the sky (a)

As a shadow of an eagle flies by. (a)

With clouds hanging at its edge (b)

A climber proves his courage on its rocky ledge. (b)

Haiku: a 17 syllable, three line form of Japanese verse, which almost always uses

I walk across sand

And find myself blistering

In the hot, hot heat

Falling to the ground,

I watch a leaf settle down

In a bed of brown.

Melodic starlight
Serenade us with your song
In the twilight hours.

Shy little songbird
where is your bright color now?
On this dreary day?

List Poem: The writer is telling you something--pointing something out--There's a beginning and end to it, like in a story-- The list is arranged with stylistic consistency and the words are arranged to create a parallel structure.

Sick by Shel Silverstein

"I cannot go to school today,"
Said little Peggy Ann McKay.
"I have the measles and the mumps,
A gash, a rash and purple bumps.
My mouth is wet, my throat is dry,
I'm going blind in my right eye.
My tonsils are as big as rocks,
I've counted sixteen chicken pox
And there's one more--that's seventeen,
And don't you think my face looks green?
My leg is cut--my eyes are blue--
It might be instamatic flu.
I cough and sneeze and gasp and choke,
I'm sure that my left leg is broke--
My hip hurts when I move my chin,
My belly button's caving in,

My back is wrenched, my ankle's sprained,
My 'pendix pains each time it rains.
My nose is cold, my toes are numb.
I have a sliver in my thumb.
My neck is stiff, my voice is weak,
I hardly whisper when I speak.
My tongue is filling up my mouth,
I think my hair is falling out.
My elbow's bent, my spine ain't straight,
My temperature is one-o-eight.
My brain is shrunk, I cannot hear,
There is a hole inside my ear.
I have a hangnail, and my heart is--what?
What's that? What's that you say?
You say today is. . .Saturday?
G'bye, I'm going out to play!"

Sestina: a poem composed of six six-line stanzas and a three-line conclusion. Each line ends with one of six key words. The alternative of these six words in different positions but always at the ends of lines in the poem's six stanzas creates a rhythmic verbal pattern that unifies the poem.

Example of Sestina:

The first couple of stanzas of a sestina may look like this

Over the world we shall travel (A)
And listen to the whales sing (B)
Far beneath us in the ocean, (C)
Where the water stretches into infinity, (D)
And all we can see is the blue (E)
Of the sea that is deep. (F)

We share our thoughts, those simple and deep (F)
With each other as through the marketplace we travel. (A)
Far above us is the sky of midnight blue. (E)
We hold each other while the mariachis sing, (B)
And know that our love reaches infinity. (D)
It is greater than even the

Free Verse: simply flows. It does not have a particular pattern. It may have some rhyming phrases or none at all. However, it always expresses an idea or a story or an impression in a rhythmic form.

Example of free Verse:

My parents still think I'm their little girl.

I don't want them to see me getting bigger,

Bigger every week., almost too big to hide it now.

But if I don't go home, where can I go?

Jason said, ……

Lyric poem: sounds like it could be made into a song. The lyric poet addresses the reader directly, portraying his or her own feeling, state of mind, and perceptions.

Dying (aka I heard a fly buzz when I died) by Emily Dickinson

I heard a fly buzz when I died;
The stillness round my form
Was like the stillness in the air
Between the heaves of storm.

Limerick poem: a five-line poem written for humor or fun. The first and third lines have five syllables, the second line contains seven syllables

Limerick from the Book of Nonsense by Edward Lear

There was an Old Man with a gong,
Who bumped at it all day long;
But they called out, 'O law!
You're a horrid old bore!'
So they smashed that Old Man with a gong.

Name Poem: an acrostic type poem using the letters in a person's name

Nicky by Marie Hughes

Nicky is a Nurse
It's her chosen career

Children or Old folks
Kindness in abundance
Year after year

Concrete poem: looks like the subject of the poem – is written in a shape that suggests the subject of the poem.

Narrative poem: tells a story, much like a rap song John Barleycorn by Robert Burns

There was three kings into the east,

Three kings both great and high,

And they hae sworn a solemn oath

John Barleycorn should die.

Collage poem: made up of ideas that seem unrelated

Theme poem: a poem written to explore a chosen theme or subject

Sonnet: English (or Shakespearean) sonnets are lyric poems that are 14 lines long falling into three coordinate quatrains and a concluding couplet.

O thou my lovely boy (Part of 126 Sonnet)
by William Shakespeare

O thou, my lovely boy, who in thy power
Dost hold Time's fickle glass his fickle hour;
Who hast by waning grown, and therein show'st
Thy lovers withering, as thy sweet self grow'st.

Subject poem or Ode: is written for an occasion or on a particular subject. They are usually dignified and more serious as a form than other forms of poetry. Modern odes include sarcastic poems about various subjects, including velcro and vegetable. An Ode is a poem that contains some form of rhyming pattern which is about a certain subject and contains the word "ode" in the title.

An example of an ode would be:
Ode to Myself

Just as Walt Whitman would say,

if he were with me today.....

There is a "Song of Myself",

A song that sings of my internal wealth.

A child of God, and also

able to make a friend out of every foe.

For I have true love inside

Any egotisms have surely died.

The beautiful song that strives to be heard

this song is clearer than any songbird.

There is no reason to feel pity

for my God and his love is always with me.

And I will try to learn as much as I should,

knowing that there are no problems,

just opportunities to be good.

All of the poems listed on Types of Poems were extracted from google.com

http://www3.fsdb.k12.fl.us

http://www.types-of-poetry.org.uk/

http://www.pemofquotes.com/articles/poetry_forms.php

http://www.international.ucla.edu/shenzhen/2002ncta/cunningham/Webpage-HaikuPoems.htm

http://www.pershing.k12.nv.us/emints/wuth/docs/poems/poetry_unit_assignments/couplets_and_quatrains.pdf

Cooperative Group Poem:

Directions for group roles when building a contemporary group poem:

Image Creator: Your role is to provide two concrete images to show relationships. Try to keep these as concrete as possible. For example, in Clifton's poem "grown daughter," the image of peeling onions works well to ground the reader and bring authenticity to the piece.

Word Creator: Your role is to provide five exotic words that have nothing to do with the relationship. The group then must work these words into the poem.

Metaphor Creator: Your role is to supply two metaphors or similes. In order to create a sense of unity in the poem, you should take a look at the image creator's images before you write the metaphors.

Rhythm Creator: Your role is to provide five words that sound interesting, intriguing, or rhyme (but no obvious rhyme, please). You may wish to work with the language keeper, juxtaposing your words against his or hers.

How to start the process of writing a poem: after each role is assigned and words are listed, the best way to begin is to write down the details – Grab your pen, and as you consider your topic, write down a simple list of random details. Don't concern yourself, at first, with structure or organization. You'll be surprised how a poem will come together.

Resource: Young, Linda. (September 2007) Portals into Poetry: Using generative writing groups to facilitate student engagement with word art. Journal of Adolescent & Adult Literacy; 51:1

Visual Indicators	Auditory Indicators	Feel /Tactile Indicators	Flavor and Gustatory Indicators
Flamboyant	Cacophony	Fuzzy	Pungent
Crimson	Raucous	Salubrious	Salty
Radiant/Rosy	Deafening	Supple	Sugary
Splattered	Dysphonic	humid	Fermented
Demolished	Buzz	Prickly	Acidic
pensive	Crackle	Arid	Fruity
Lofty	Roar	Dry	Tart
Lanky	Babble	Ridged	Savory
Obscuring	Trumpet	Gritty	Scorched
Discombobulated	bellow	Dank	Zesty
ricocheted	Whisper	Clammy	Meaty
Melancholy	Clanging	velvety	Charred
Coppery	Serenade	Satiny	Putrid
Scrawny	Giggle	Bristly	Smoky
succulent	Pulsing	Gnarled	Medicinal
chagrin	Grating	Powdery	Biting
Sashay/promenade	Lilting	Oily	Earthy
Creep/waddle	Squeal	Waxy	Musty
spiral	Bleating	Crumpled	Floral
Shuffle	Blearing	Downy	Fragrant
Miserable/Acerbic	Chatter	Wooly	Woodsy
Skulking	Bray	Frozen	Nutty
Vivid	Sputter	Velvety	spicy
Oval/Spinning	Boisterous	Scorching	bitter

Puffy Stout/sullen Miniature Gargantuan Slight/stomp Dense Stiff	Clank Creak Ringing Thunderous Uproarious	Slippery Sticky Yielding icy	

Vibrant Verbs				
Anticipate	Ossify	Placate	Occlude	Discrete
Abate	Aver	Palliate	Preen	Summarizes
Allows	Disabuse	Implies	Progress	Sums
Attempts	Belie	Aggrandize	Provides	Sustains
Specifies	Describes	Inured	Promulgated	Symbolizes
Remains	Determines	Includes	Recant	Typifies
Attributes	Discloses	Indicates	Reflects	Uncovers
Visualizes	Endeavors	Involves	Relegate	Unmasks
Disparate	Antiquated	Lathers	Reinforces	Unveils
Bares	Epitomizes	Lacks	Renders	Variegated
Carries	Mollify	Marks	Represents	
refute	Establishes	Necessitates	Responds	
Combines	Exemplifies	Occurs	Vacillate	
Contains	Convoluted	Pictures	Results	
protest	Repudiate	nonplussed	Reveals	
Contributes	Exists	Points out	Refulgent	
Conveys	Exposes	Portrays	Reviews	
Creates	Expresses	Promises	Revolves	
Demonstrates	Frosted	Proves	Serves	
Denotes	Heightens	VERBS	Shows	
Depicts	Illuminates	Grumble	Shampooed	
VERBS	Illustrates	Guide	VERBS	
Admonish	VERBS	Harass	Resign reward	
Accuse	Demand	Honor	Satirize	

Advise	Deny	Identify	Scare	
Apologize	Disagree	Inquire	Ell	
Attack	Discourage	Interpret	Shock	
Beg	Emphasize	Justify	Tattle	
Blame	Evaluate	Laud	Taunt	
Boast	Encourage	Notify	Teach	
Clarify	Oscillate	Pacify	Tease	
contend	Entertain	remonstrate	Testify	
Complain	Excite	Proclaim	Urge	
Condemn	Discrete	Pester	Warn	
Confide	Excuse	Plead	Welcome	
Congratulate	Explain	Prod	Woo	
Convince	Flatter	protest	yield	
Dazzle	Flaunt	Desiccate		
Defend	Forbid			
Debate	Foretell			
	formulate			

Name_____Date_____

Pattern Poems

The Turkey Shot Out of the Oven by Jack Prelutsky

The turkey shot out of the oven

And rocketed into the air,

It knocked every plate off the table

And partly demolished a chair.

It ricocheted into a corner

And burst with a deafening boom,

Then splattered all over the kitchen,

Completely obscuring the room.

It stuck to the walls and the windows,

It totally coated the floor,

There was turkey attached to the ceiling,

Where there'd never been turkey before.

It blanketed every appliance,

It smeared every saucer and bowl,

There wasn't a way I could stop it,

That turkey was out of control.

I scraped and I scrubbed with displeasure,

And thought with chagrin as I mopped,

That I'd never again stuff a turkey

With popcorn that hadn't been popped!

The Turkey Shot Out of the Oven Pattern Poem

The _____shot _____

And rocketed into_____,

It knocked _____

And partly _____.

It ricocheted _____

And burst with_____,

Then splattered _____,

Completely _____-.

It stuck to the_____-,

It totally _____,

There was _____,

Where there'd never been_____.

It blanketed _____,

It smeared ever_____-l,

There wasn't _____-,

That _____ was_____.

I scraped and _____,

And thought with _____,

That I'd never again stuff a _____

With _____!

(Pattern Poem – Materials)

Name_____ Date_____

Pattern Poem

Invictus by William Ernest Henley

Out of the night that covers me,

Black as the Pit from pole to pole,

I thank whatever gods may be

For my unconquerable soul.

In the fell clutch of circumstance

I have not winced nor cried aloud.

Under the bludgeoning of chance

My head is bloody, but unbowed.

Beyond this place of wrath and tears

Looms but the Horror of the shade,

And yet the menace of the years

Finds, and shall find, me unafraid.

It matters not how strait the gate,

How charged with punishments the scroll.

I am the master of my fate:

I am the captain of my soul.

Invictus as a pattern poem

Out of the _____

Black as the_____

I thank whatever_____

For my _____

In the fell_____

I have not_____

Under the _____

My head is _____

Beyond this_____

Looms but_____

And yet the _____

Finds, and shall find,_____

It matters not how_____

How charged_____

I am the master_____

I am the captain_____

(Pattern Poem – Materials)

Tips for Preparing to Recite Poetry

http://articles.poetryx.com/66/

Know your material. The best way to boost your confidence level when reciting poetry is to know your material inside and out. For tips on learning your poem, see our guide on "How to Memorize a Poem."

Recite phrases naturally. There's nothing worse when. Hearing someone recite. A poem. Than to hear them pause slightly for each line or stanza break in a poem. When reciting a poem, ignore line breaks and even most punctuation. Just try to recite each *sentence* or phrase as naturally as possible, as if you were speaking to someone one-on-one.

Speak loudly and clearly. If you're going to be reciting to a large audience you'll likely have a microphone - but regardless of whether you speak into a microphone or just to a few people, your recital will sound better if you project your voice. Imagine the sound coming from deep in your belly. Imagine each word and phrase rising up, lifting out of your mouth and flying across the room like a bird. This visualization sounds silly but it's important to think of your words as lifting over your audience. You want to make sure that the hard-of-hearing grandmother in the back of the room can understand every single word you're saying (regardless of whether or not such a person is actually present when you recite your poem).

Slow down. If you're nervous when standing up and speaking in front of a crowd, you'll likely tend to speed up so as to get it over more quickly. Be aware, though, that if you're afraid of people judging your performance, ruining your recitation by rushing through it won't improve their estimation of your abilities. Speak slowly and enunciate each word clearly. You'll know you've slowed down enough when you feel as though you're reciting *too* slowly. Try to resist the impulse to speed up.

Be expressive! The only thing worse than a performer pausing awkwardly at the end of each line is a performer who drones on in monotone. Use the context of your poem to determine its delivery. If a poem is sad, recite it like you just heard that a friend's loved one just died and you are offering your condolences. Is the poem funny? Recite it as if it were the funniest joke you've ever heard. Most of all, plan areas in the poem to emphasize. Plan pauses in your delivery (although don't pause too long or people will think you're finished and start applauding - and starting up again when your audience thinks you've finished is awkward and embarrassing). The key word here is "plan." Good performances require proper planning.

(Tips for preparing/reciting poetry-Materials)

Continuation of Tips for Preparing to Recite Poetry http://articles.poetryx.com/66/

Record yourself. After you've practiced in private on speaking slowly, clearly, and projecting your voice so people can hear you, you should record yourself (either on audio or video tape) and review your performance. Did you speak too quickly? Mumble? If you videotaped yourself, examine your posture. Are you slouching? Fiddling with your hands?

Knowing the weaknesses in your performance will help you to focus on those areas and improve on them.

Showtime: Tips for Giving a Good Poetry Performance http://articles.poetryx.com/66/

Now that you know your poem, have practiced reciting it, and are ready to perform your poem in front of an audience, here are some tips to consider to help your performance go off without a hitch.

Dress for success. Formal clothing will help your presentation - but of course you'll have to rely on your judgment to dress appropriately. If you're reciting in front of your high school English class it may not be a good idea to wear a suit and tie, but if you're going to be performing at a special function or a program of poetry where you'll be reciting alongside other poetry performers, it may be more appropriate to wear a suit or a nice dress (I would also suggest that your attire be gender appropriate - not that there's anything wrong with a man in a dress - it's just that you want people to focus on the *words* you're reciting, and not your appearance. So dress conservatively for best results).

Strike a pose. How you stand will affect how you recite a poem. Don't slouch. Keep your shoulders back (so you can throw those words out farther) and don't put your hands in your pockets - it makes your shoulders slouch and ruins your vocal projection.

Personally I really like reciting behind podiums because I can rest my hands on them. However, try to resist the urge to hold on for dear life, and don't *lean* on the podium. Try to stand still - instead of rocking back and forth, try to focus your nervous energy into the words, delivering them with more intensity and power.

(Tips for preparing/reciting poetry-Materials)

Showtime: Tips for Giving a Good Poetry Performance

Don't look down. Now that you're standing up straight, you also want to be sure to recite out to the audience. Don't look down at your feet. It helps to pick a point in the back of the room just slightly over the (Tips for preparing/reciting poetry-Materials)

heads of the audience and look out to it rather than at the faces in the crowd. If you're on stage you may have the benefit of bright stage lights, which means that you'll barely be able to *see* your audience. But either way, be sure to look out, not down. (Tips for preparing/reciting poetry-Materials)

Oscillate while you recite. While you're looking out, not down, you'll also want to turn slightly from one side of the room to the other to make sure you address everyone in the room. Think of an oscillating fan that rotates back and forth to cool off the entire room, or a water sprinkler system that rotates to spread water to all of the grass.

Get someone to spot you. Even if you've memorized your material and think you know it, at times you may freeze up due to being nervous, or forget how the next part of the poem starts. Ask a friend to sit near the front of the audience with a copy of the poem so they can help prompt you with a line if you get stuck.

Don't qualify or apologize. Before you start, don't try to lower your audience's expectations by telling them how you just learned this poem and don't know it well.

If you mess up, don't apologize, just start the last phrase over and continue.

Relax. Messing up a poetry recitation isn't the end of the world. Keep in mind that people want you to do well - they're all there to support you and hear some poetry. The better your performance goes the greater the audience's enjoyment, so remember that they want you to succeed and are happy that you're reciting a poem for them.

And if they aren't happy to hear your poem, then to hell with them!

Of course, these are only some basic tips. Performing well in front of an audience takes practice and experience, and for most people overcoming shyness and fear of public speaking will be the biggest stumbling blocks to overcome. For tips on how to memorize a poem, as well as a list of suggestions for poems that are well-suited to memorization, see these related articles: (Tips for preparing/reciting poetry-Materials)

Name: _____Date:_____Period_____

Elements of Poetry Quiz - Key

Figurative language is the
Use of musical devices to create a poem
Use of literary devices to make poems lyrical
Use of words to say more than they mean
Use of words to add rhythm to a poem
The words "shore, chore, store, more" are an example of
Rhythm
Assonance
Consonance
Rhyme
Definition of a meter in a poem is:
A manner of emphasis on words and syllables that create a repetitive rhythm
A manner of placing emphasis on stressed syllables
A manner of placing emphasis on stressed and unstressed syllables
A manner of emphasis on words that create a repetitive rhyme
Alliteration is
the repetition of the same sound at the ending of a word
the repetition of the same sound at the middle of a word
the repetition of the same sound at the beginning and the end of a word
the repetition of the same first consonant sound of a series of words in a row
What four poetic devices give a poem musical quality
Iamb, trochee, anapest, and repetition
Rhythm, rhyme, repetition, and meters such as iamb, trochee, anapest
Rhyme, rhythm, meters, and repetition
Stressed/unstressed meters, rhythm, repetition and rhyme
An example of the use symbol in a poem can be
Using like or as to compare beauty
A direct comparison of a rose
A golden ring that symbolizes love
A peacock that symbolizes a bird
Imagery is
Visual words to make reference to five senses in the reader's mind
Sensory words to make reference to six senses in the reader's mind
Words that make reference to a sensory image in the reader's mind
Using words to arouse the seven senses in the reader's mind

An example of imagery is

I am from dirt under the back porch (Black, glistening, it tasted like beets)

Miami is like a galaxy of stars

Miami is a banana split

The Miami sun reminds one of the joy of nature

An example of onomatopoeia is:

Pipe down, splash

Perk up, kebob

Splash, slash, paw, bark

kaboom, bang, ruff, ruff,

The definition of assonance is the

Repetition of vowel sounds

Repetition of vowel sounds in the beginning, middle and ending of words

Repetition like Low, slow, tree, knee

Repetition of vowel sounds only at the end of a word

The literary device sentimentality is defined as:

Use of emotions to build sympathy in a poem

Use of emotions to build drama in a poem

Over use of or indulging in emotions for its own sake

stimulating the emotions rather than at communicating experience truthfully.

The tone of a poem reflect:

The emotional attitude or coloring of the work

The emotions and sensory appeal of the poem

The sensory image of a poem

The emotional appeal of poem

Select the choice that provides a poem with structure

Free verse, free form, and listing

Stanzas, meters, repetition, rhythm

Meters, rhythm, rhyme, stanzas

Stanzas, meters, line counts, couplets

Examples of similes and metaphors are:

The door hit me in the knee and the sea is a sheet of dark night.

She is as bright as a light and she is a star.

The sea is a sheet of dark night and she is such a delight.

The clouds cried tears of joy and she is as bright as a light.

An example of oxymoron is

Jumbo shrimp, even odds, hot ice,

Unbiased opinion, bad luck, good luck

Bad health, pretty slim, tall shorty

pretty ugly, pretty short, pretty odds

JLV was a student in my intensive reading class that basically had one foot out the school door. He was just going through the motions. At first when the personal book of poems project began he was indifferent, but after I showed the poetry recitation DVDs, he started asking questions. We brainstormed topics and he started opening up to his feelings. Twelve poems later he turned in his book let.

Goodbye Grandfather

When my grandfather died

It was terrible thing to see death

I and my family were destroyed

As they lowered him down

My cousin fall to the ground

Weeping and moaning at his death

No one took a breath

I learned that he was in the military

As they played the trumpet

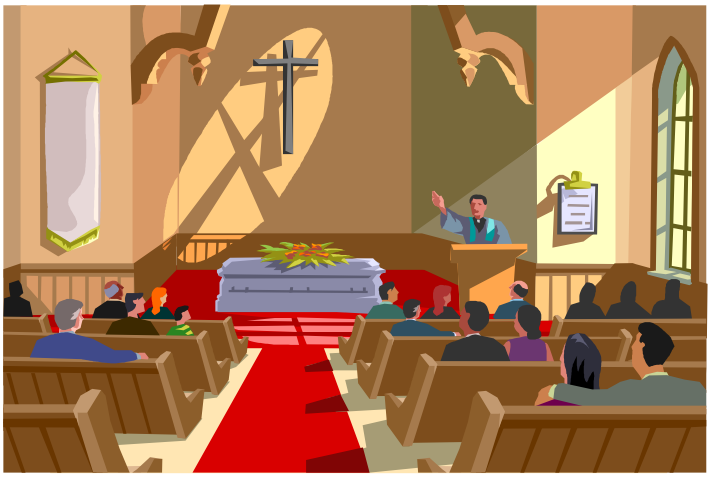
They buried him and his coffin

Everyone stood in tears as he was fallin

For a week the whole family was in solitude

J. L. V.

4/18/07



Furthermore, this project allows students to express themselves in a forum that was familiar but not necessarily accessible. Poetry is another form of rap. Therefore, students know poetry but not necessarily as poetry. Once we showed them that they can express whatever they want to, keeping it clean, express they did.

TWO MINDS AND ONE PEN

I WANT TO GO OUT, I WANT TO STAY IN.
I WANT TO BE LIKE A BIRD AND SORE TO HEIGHTS THAT NO MAN MAY EVER SEEN. I WANT TO BE A LONELY CAGGED BIRD SO THAT NO ONE MAY EVER HARM ME.
I WANT TO GO OUT, I WANT TO STAY IN.
I WANT TO BE A FISH IN THE WIDE OPEN SEA SWIMMING AND EXPLORING THE WIDE OPEN REEFS. I WANT TO BE A PET GOLD FISH AND SWIM AROUND MY FISH BOWL SO THAT I MAY NEVER GET LOST AND NOTHING MAY NEVER CHANGE.
I WANT TO GO OUT, I WANT TO STAY IN.
I WANT TO BE A LION AND ROAM AROUND THE MYSTERIOUS JUNGLE. I WANT TO BE A HOUSE SO I CAN AND STAY IN MY OWN BACK YARD.
I WANT TO GO OUT, I WANT TO STAY IN.
I WANT TO BE AN ELEGANT BUTTERFLY AND GO FROM GARDEN TO GARDEN. I WANT TO BE THAT FLOWER IN THAT GARDEN AND HOPEFULLY BLEND IN.
I WANT TO GO OUT, I WANT TO STAY IN
I WANT TO A RARE BEAUTIFUL FLOWER IN A BED OF DAISIES
I WANT TO BE THE GRASS THAT EVERYONE SEES THAT'S JUST ORDINARY

She left

By: Crystal Hoffman

My sister, "the trophy daughter".
Always exactly what they wanted
Never failed, never screwed up
Always was perfect, always had luck.
But what was underneath no one knew
That she was alone, something else grew.
A different person it was true she was,
When you asked her "why?"
Lucky you if you even got "cause".
Alone she was, she needed change.
She was different, she was strange.
Until she finally she exploded and decided to never look back.
That's the most I've ever cried.
That was the day she no longer decided to lie.
I came to an empty closet.
Asking for my only sibling,
Between tears and her recalling her childhood fears
All she answered was
"She left"

Mashed Potatoes & Meatloaf

I love my mashed potatoes and meatloaf,
Just like a mother loves her child.
I remember the first time my mama fixed me a plate,
I damn near went wild.
It might be the gravy or the garlic,
Or the biscuit on the side.
But when I taste that juicy meatloaf,
I get a tingly sense of pride.
Those mushy mashed potatoes,
With all that garlic mixed inside.
Couldn't stop my mouth from watering,
Not even if I tried.
That juicy luscious meatloaf,
Being placed upon my plate.
Puts joy in my heart and a smile on my face,
Hurry up mama, Ooh I just can't wait!!
I watch that milky gravy,

THE ULTIMATE GARDEN

MY GARDEN IS A WONDERFUL GARDEN
FILLED WITH LOVE AND EXCITEMENT
MY FRIENDS ARE LIKE ROCKS
STRONG AND FAITHFUL THEY NEVER LET ME DOWN
NO MATTER WHAT HAPPENS THEY STICK BY ME
THROUGH THICK AND THIN
MY FLOWERS BLOSSOM IN THE SPRING TIME
TO BE PRETTY AND HANDSOME
THEN THEY BLOSSOM AND FLOURISH ALL DAY
BUT IF WEEDS APPEAR THEY ARE KILLED AND COVERED BY MY ROCKS.
THE SCENT OF MY FLOWERS CANNOT BE TOUCHED.
NOT EVEN BY HUMMING BIRDS AND BUMBLE BEES.
OH WHAT A WONDERFUL GARDEN IT IS.
OH WHAT A WONDERFUL GARDEN IT CAN BE.
THUS I HAVE THE ULTIMATE GARDEN.

Resources

"Bringing Poetry to Life – The Poetry Lounge 3 – The Power of Performance" or "Russell Simmons presents Brave New Voices"

Glossary of Literary Terms (specific to poetry) - http://www.xmarks.com/site/www.bedfordstmartins.com/literature/bedlit/glossary_a.htm

Novel : "Keeha's House" by Helen Frost

Book: "Poem Crazy" Chapter one by Susan Goldsmith Wooldridge.

Book: Immersed in Verse by Allan Wolf

Young, Linda. (September 2007) Portals into Poetry: Using generative writing groups to facilitate student engagement with word art. Journal of Adolescent & Adult Literacy; 51:1

"The Elements of Poetry - Understanding Literature DVD Just the FACTS Learning Series

Google.com internet for Types of Poems - http://www3.fsdb.k12.fl.us;http://www.types-of-poetry.org.uk/;http://www.pemofquotes.com/articles/poetry_forms.php

http://www.international.ucla.edu/shenzhen/2002ncta/cunningham/Webpage-HaikuPoems.htm
http://www.pershing.k12.nv.us/emints/wuth/docs/poems/poetry_unit_assignments/couplets_and_quatrains.pdf

Google.com internet for Variety of Poems: Memory by Margaret Walker, Rocking by Gabriela Mistral, Woman's Work by Julia Alvarez, Richard Cory by Edwin Arlington Robinson, Fire and Ice by Robert Frost, Still I Rise by Maya Angelou, Mother to Son by Langston Hughes, I Dream a World by Langston Hughes, The Red Wheelbarrow by William Carlos William, Edward Hirsch by Edward Hirsch, A Fantasy by Louise Gluck, Casey at the Bat by Ernest Lawrence Thayer, Emily Dickerson, Tupac Shakur

Tips for preparation of poetry Recitations/Public Speaking
http://www.toastmasters.org/tips.asp;http://articles.poetryx.com/66/;

Materials: Board, dry erase markers or Smart board, colored manila folders, colored paper, card stock for quilt, markers, glitter, computers, printer paper, biscuits and iced tea, Turn-it-in.com to check for plagiarism, visit to library media center, balloons, laminating machine for anthology books, medallions, candy and refreshments if grant money provides.

Presenter Bio:

Corrine J. Richardson teaches Intensive Reading, ACT Preparation, and English at Miami Beach Senior High School. A middle and high school teacher for 18 years, Richardson has an Ed.S in Reading education from the University of Miami. Throughout her teaching career, she has been a lead teacher, curriculum council leader, beginning teacher coordinator, a professional development leader for teachers, and curriculum support specialist. She has also been a club sponsor of English Honor Society and The *Science*, *Engineering*, Communication, *Mathematics*, and Enrichment *Club and tutors students after school. She has attended a variety of workshops sponsored by College Board and International Reading Association.*