**Poetry Analysis Presentation**

Use this as a checklist for your assignment and presentation.

* Select a published poem, your own poem, or a song… have this approved by Mr. Lafferty
* In one **detailed** paragraph, explain why you chose that poem; “I just Googled poems” is not a good explanation
* Write a mini-biography about the poet, and about **when** they wrote the poem
* Analyze the poem; you can use TP-CASTT if that works for you
  + Focus on:
    - The **PARAPHRASE** portion: put each aspect of the poem into your own words… *what is the poet actually, literally saying?*
    - The **CONNOTATIONS** portion: what are the deeper meanings to:
      * The whole poem
      * Symbolic meanings
      * Literary motifs (re-occurring images or symbols)
    - The **ATTITUDE** portion: emotionally- how does the poem *feel*? What was the poet’s attitude when writing this? This may require some research!
    - The **THEME** portion: this may not always be a lesson for poetry, it may be the main focus, or the main philosophical topic being pondered
* Identify:
  + The **Rhyme Scheme** of the poem (if there is one)
  + The **type** of poem (free verse, sonnet, etc… may require some research)
  + **All Figures of Speech**
    - **There must be at least 3 identified!** How do they interact ­­­with the **connotations section** mentioned above?
* **Present** the (school appropriate) poem to the class, including all of your detailed information. You may have the lyrics on the board, and play the song, however make sure it is school appropriate (edited, clean versions, school-appropriate topics)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Poem Analysis**  Stem 1: Reads to understand, connect, and extend understanding and meaning. | * The information provided in the poem analysis has exceptional details. * The theme is insightful and knowledgeable. * Each claim or statement is clearly and effectively supported with evidence from the poem. | * The information provided in the poem analysis is good, with strong details. * The theme is good for the story. * Each claim or statement is supported with good evidence from the novel. | * The information provided in the character description is basic; it could have included more intricate details. * The theme is basic, or not specific enough to the story. * Not every claim or statement is supported with evidence from the poem. | The details do not meet grade-level expectations. |
| Stem 4 – constructs meaning and makes connections through speaking | * Student speaks clearly and with confidence throughout entire presentation * Effectively communicates all connotations of poem in a clear and concise manner * Student maintains a good presentation volume throughout entire presentation * Student maintains eye contact throughout entire presentation * Student has great expression in their voice, and is not monotone * Enthusiastic about presentation; student has clearly gone above and beyond to make this presentation superb | * Student speaks clearly and with confidence throughout most of presentation * Communicates most connotations of poem in a clear manner * Student maintains a good presentation volume throughout presentation * Student maintains good eye contact * Student has great expression in their voice, and is not monotone | * Student speaks clearly, but may falter occasionally in clarity or confidence * Communicates most connotations in the poem, but some explanations may be missing, or may not be clear * Student maintains a quiet presentation volume throughout presentation * Student occasionally makes good eye contact * Student has good expression in their voice | * Student does not speaks clearly * Student does not communicate the meaning of the symbols * Student maintains a quiet presentation volume throughout presentation, and does not increase volume when reminded * Student consistently reads off of slides or script * Student is monotonous when speaking |
| Stem 6 – Represents ideas and creates understanding through a variety of media | * Student has created a professional presentation to accompany their speaking points * Presentation finds a perfect balance between strong visual support, and being too wordy (7 by 7 rule) * Presentation is clear and helpful and does not distract | * Student has created a professional presentation to accompany their speaking points * Presentation finds a good balance between strong visual support, and being too wordy (7 by 7 rule) * Presentation is clear and helpful, but may be distracting from the main purpose of the presentation | * Student has created an adequate presentation to accompany their speaking points * Presentation may be too wordy (7 by 7 rule) and may distract from the main purpose of the presentation | - Does not have a presentation to support the spoken points |
| **Clear Communication**  Stem10: Communicates Effectively | * Your presentation capabilities are superb. * Your explanation of the poem’s facets is clear and very detailed. * You answer all questions from the class effectively. | * Your presentation capabilities are good. * Your explanation of the poem’s facets is strong. * You answer all questions from your classmates well. | * Your presentation capabilities are basic. * Your explanation of the poem is basic. * You answer most questions from your classmates well. | The communication does not meet grade-level expectations. |