Name_____   Date _____
Period _____   English 7

Pick-A-Poem Project

Now that we've spent some time studying poetry, it's time for you to show me what you've learned! For this project, you will find a poem that "speaks to you" - one that you really appreciate and can analyze well. Using this poem, you will be creating a 10-page booklet. Each page will include very specific information about the poem you've selected, as directed below. There is also a sample "Pick-A-Poem Project" posted (do you like the alliteration?) on my website for you to use as a reference as you work. This is an ambitious project and you'll have class-time to work on it, but you must also work at home to come prepared each day to work on certain pages of the booklet. All information will be posted on my website and it will serve as your main resource as you complete this project.

How to select your poem: Since you'll be working with this poem for a while, you will want to select a poem that you truly enjoy and appreciate. That's the most important criteria. However, you must also consider the requirements of this project. This project asks you to analyze the poem in several different ways, to research the poet, and to write personal reflections about the poem. Therefore, the poem must be substantial and meaningful.

> **Your poem MUST:**
> - be one you enjoy.
> - be at least 12 lines.
> - be written by a well-known poet, someone who you can research and write
>   about.
> - have at least one apparent theme that you can analyze in writing.
> - be approved by your teacher (me!).

I'll have some suggestions as to where you can find poems. I've listed websites on my own website, I have books for you to look through, I have a list of poets for you to check out. Remember, you **MUST** get your poem approved before starting to work on your project. This is an individual project. *No two students in the same class can work with the same poem.*

Your project MUST:
- be completed in a Word document, and therefore be typed and formatted correctly.
- follow the 8-page order outlined below.
- include page numbers.

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I've created a sample project based on "Oranges" by Gary Soto that is on my website. Use that as a guide to create your own project in Microsoft Word. These are the pages you must include:

COVER/ PAGE ONE: Your cover must include: Title of Poem, Poet's name, Your name, Your English teacher's name, your class period, and a picture to represent your poem

PAGE TWO: Your selected poem. You'll be copying and pasting, or typing, it into this page (make it fit on one page). If you found your poem in a book, see if you can find it online as well. Remember, you must get your selection approved.

PAGE THREE: GLOSSARY: On this page, you must define any challenging vocabulary used in your poem (at least 3 words, but do more if there are more). You'll be inserting the words, parts-of-speech, and definitions into a chart (see attached). If there is no challenging vocabulary, you must complete a second "enrichment activity" from page 9.

PAGE FOUR: Identify at least 5 poetic devices used in your poem:
You will be inserting footnotes into your booklet to show where they occur in the poem. Remember some of the most common poetic devices: metaphor, simile, imagery, personification, hyperbole, oxymoron, alliteration, onomatopoeia, rhyme, assonance, etc. I'll be showing you how to create footnotes one day in class as you work. You may only use rhyme ONCE.

PAGE FIVE: Poem Analysis: You will identify a theme central idea in your poem. Then, you will show how the poet develops that theme using concrete details and commentary. You'll be using the graphic organizer attached to help you plan your paragraph.

PAGE SEVEN: Poet's Biography: After some online research, you will write a paragraph about your poet's life and accomplishments using the attached graphic organizer and sample.

PAGE Eight: Works Cited: We'll be using MLA format to cite our sources. You must have AT LEAST three sources: one for the poem, and two for your research on your poet. However, any other websites, books, sources you use will need a "citation." More on that to come...

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Obviously, this is big project with many requirements. Like I wrote earlier, you'll have plenty of class-time in the library to work on your booklet. However, it will be impossible to finish it all in that time alone. You will be assigned prep-tasks that will get you ready to complete all of the pages. You must budget your time well and realize that you need to work at home as well as in class. Please sign below and have a parent/guardian sign below to show that you understand all requirements of this project.

_____   _____
Student Signature   Parent/Guardian Signature

*** Attached you'll find some of the important graphic organizers we'll use to plan our work. We'll be working on these in class, but I'll also be assigning them as prep-tasks so pay attention to your daily assignments.

Page 3: Glossary

Find at least 3 challenging vocabulary words and fill in the chart below. If there is no challenging vocabulary, you must complete an additional "Enrichment Activity" from page 9. If there are more than 3 challenging words in your poem, do them all!

Word	Part of Speech	Definition

Page 6: Poem Analysis

Below is an example of an analytical paragraph. You will be writing a similar paragraph based on one THEME in your poem. Use the graphic organizer on the back and this example to help you. Remember, you must use *concrete details* from the poem and your own *commentary*.

The poem "Oranges" by Gary Soto explains the power of young love. The poem describes one special day in the life of the speaker, a 12 year old boy out walking with a girl for the first time. The speaker's memory is so vivid because of his feeling of a first innocent love. He can recall his "weighted down" jacket, the "frost cracking," the "burned yellow" of a porch light, and the "tiny bell" on a store's entrance. Even years later, the speaker remembers these tiny details about the day because it was so important to him. Had it not been such an important and powerful memory, the speaker would not be able to describe it so vividly. Soto's poem also demonstrates that young love is powerful because of the impact it has on others. In the poem, the speaker faces a dilemma when he does not have enough money to pay for the chocolate his companion chooses. Sensing his problem, the saleslady at the drugstore allows him to pay with a nickel and an orange. Soto's speaker recalls "When I looked up,/ The lady's eyes met mine,/ And held them, knowing/ Very well what it was all/ About." Here, the saleslady recognizes the speaker's problem and shows empathy. She is empathetic because she remembers what it is like to be young and in love. She is moved to accept the orange as payment because of the power of this innocent love. Soto's "Oranges" demonstrates the strong impact that young love has on all who experience it.

Poem Analysis Graphic Organizer

First, identify a theme in your poem.

Theme = _____

Title, author, thesis:
Concrete detail (Evidence):
Commentary (Explanation):
Concrete detail (Evidence):
Commentary (Explanation):
Concluding sentence:

Page 7: Poet's Biographical Research Graphic Organizer

Date of Birth: **Early Life:**	**Source:**
Career Highlights:	**Source:**
Important works published:	**Source:**
Prizes, awards, honors:	**Source:**
Personal life:	**Source:**
Influences on their poetry:	**Source:**
Other interesting information:	**Source:**

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Page 7: Poet's Biography Rough Draft

This paragraph should be no longer than 10 sentences. Choose the most important information from your research. Use my example below to help you write a rough draft.

     Gary Soto was born in April, 1952 in Fresno, California. As a young boy, he was not very interested in school and never thought he would become a poet. He took his first poetry class at the age of 20 at California State University. Most of his poetry is autobiographical and shares stories of his childhood and growing up. He is heavily influenced by his Mexican-American upbringing. Soto has published many collections of poetry, including *The Elements of San Joaquin* and *The Tale of Sunlight*. He has been nominated for a Pulitzer Prize and the National Book Award. He lives with his wife and daughter in Berkeley, California and teaches at the University of California at Riverside.

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Page 10: Works Cited

We will be going over the specifics of the Works Cited page more in class, but below are the basic guidelines for 3 types of sources – books, websites, art pieces. Remember, to save a link to all of the sites you use so that you can compile the Works Cited page when you're finished.

Books

Last name, First name. *Title of Book*. City of Publication: Publisher, Year of Publication. Medium of

      Publication.

Poems found online

Last, First name. "Poem Title." *Website name*. The date the poem was posted (if given). Web. Date

      accessed.

Website

Editor, author, or compiler name (if available). *Name of Site*. Version number. Name of

      institution/organization affiliated with the site (sponsor or publisher), date of resource creation

      (if available). Medium of publication. Date of access.

Art piece

Last name, First name. *Title of Art*. Date Composed. Medium of the Piece. Location of piece

      (museum it's stored in).

***** Works Cited pages must be double spaced and include "hanging indentations." Don't worry…

we'll talk about it in class.

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Pick-A-Poem Project Rubric

Poem:_____

Cover/ Page One   _____/5

Page Two: Your selected poem   _____/5

Page Three: Glossary (or Enrichment Activity)   _____/10

Page Four: Why you picked your poem   _____/15

Page 5: Poetic devices (5)   _____/10

Page 6: Poem analysis   _____/15

Page 7: Poet's biography   _____/15

Page 8: Description of the cover   _____/5

Page 9: Enrichment Activities   _____/10

Page Ten: Works Cited   _____/10

Total   **_____/100**

        Optional: Additional Enrichment   _____