Poetry Presentation Project

Assignment: Each student will teach the class one poem. The poem should be presented in an informative and engaging manner. The presenter’s goal is to ensure that ALL students fully understand the meaning of the poem; yet remember that you are TEACHING, not just TELLING the class what the poem means. The presentation will take 10-15 minutes. You may work with a partner and teach two related poems (two poems with a similar theme or two poems by the same author). Partner presentations will take 20-30 minutes. Both partners will receive the same grade and should do the same amount of work. Mrs. Fischer will not referee partnerships; therefore, think carefully before partnering up.

What to DO for your Presentation:
1. Prepare a HANDOUT for your classmates. At a minimum that handout must include the text of the poem. The handout should also include some or all of the following:
   a. A ‘Motivational’ task or activity to get the class interested in your topic. This warm-up should be brief (no more than three minutes).
   b. Follow-up Questions for after the class has read the poem.
   c. Follow-up Activity for after the discussion of the poem.
   d. Be creative! Bring in artwork, an interactive activity, act like a game show host. Think about what lessons your teachers have done over the years that have really excited your interest. Make the class fun. This should not be an ordinary presentation.
2. Read the poem aloud to the class with feeling and clear articulation. Ensure that you are familiar with the poem and can practically recite it by heart. Know what all the words in the poem mean. Bonus points if you can flawlessly recite the poem by heart.
3. Create a PowerPoint, Smart Board, or equivalent visual aid to support your lesson. This does not mean that you will be reading from the PowerPoint; it means that the class will have a clear visual aid to help support their understanding of the poem. The PowerPoint should be useful to your classmates; it should not be full of tiny writing which students will not have the time or desire to read.
4. In your discussion with the class, and aided by your PowerPoint, be sure to address the steps to reading poetry. Ensure that the class fully understands the following:
   a. How literary elements contribute to the overall meaning of the poem. In other words, you must do more than simply identify the literary elements. You must explain how these elements deepen our understanding of the overall poem and its theme.
   b. A full and analytical understanding of the theme. Ensure that all students fully understand the meaning of the poem by the end of the presentation. In order to do this, you must fully understand the meaning of the poem first.
Remember: This is a lesson. Ask the class questions, solicit answers from them. You need not tell them everything they need to know. Help them figure out the answers themselves.
5. Conclude with a summary of the important ideas that you covered in the lesson and possibly with a fun closing activity. You may come up with some type of quick game where students can demonstrate what they learned, a brief reflective writing assignment, etc.
Assessment Rubric

Your presentations will be graded based on three main categories: (1) the quality of your ability to present the information, (2) the quality of your analysis, and (3) the quality of the materials you have created for your presentation.

Preparedness
Completely prepared and obviously rehearsed. All materials were submitted in a timely manner. Presenter ready to begin immediately on his/her presentation date/time. The lesson flows smoothly.

Clarity and Audibility
Speaks clearly and distinctly without mispronouncing words. Volume is loud enough to be heard by the audience members throughout the presentation. The speech is not rushed and presenter uses pauses appropriately.

Professional Demeanor
Stands up straight; establishes eye contact with the audience during the presentation. The tone of the presentation is professional (not juvenile). The presenter conducts the class with seriousness and maturity.

Thoroughness of Discussion
The poem was effectively discussed and analyzed. The discussion was substantial, interesting, and thorough. All students can now understand the poem.

Effectiveness of Lesson
The poem was taught, not TOLD. The presenter explains the poem and helps the students understand through asking questions and providing analysis. The speaker engages with the class.

Discussion of Theme
The theme is thoroughly analyzed and explained. The presenter shows how the theme relates to the poem as well as how the theme works as a universal idea.

Discussion of Literary Elements
The poem is fully analyzed for the use of literary elements and techniques. This discussion may include: tone, mood, metaphor, simile, personification, symbolism, imagery, rhyme scheme, poem form, etc. Any unfamiliar terms are defined. Examples are provided from the poem, and each example is also discussed in terms of how it adds to the overall MEANING of the poem.

Quality of the Handout and Power Point
The handout with the poem and other information or activity is neat, organized, useful, and submitted in a TIMELY manner. The questions are appropriate and effective in helping the class understand the poem. The Power Point is an effective teaching tool. It helps the students understand the poem. It is visually pleasing, informative, and an effective visual aid for the lesson.

Relevancy of the “Lesson”
The questions and/or activities which the presenter uses to solicit feedback from the class are effective and relevant. The questions and/or activities clearly pertain to the poem and help the students learn how to understand the poem.

All materials for distribution (handouts, etc.) must be submitted to Mrs. Fischer three days before the presentation. All PowerPoints / Smart Board files must be submitted to Mrs. Fischer one day before the presentation. Tardiness will result in a reduced grade.