Poetry Analysis Group Project

All Members in the Group Will:
1. Together, select one poem for the group to use for this project.
2. Individually, read the poem using the poetry reading and analysis strategies. Complete the SIFT organizer on the poem.
3. As a group, discuss the poem using your SIFT organizer and text evidence to support your analysis of the poem.
4. Determine roles for the remaining portions of the project.

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poetry Reader</td>
<td>Identify the rhyme scheme or rhythm for the poem. Practice reading the poem to emphasize the rhyme scheme and message of the poem. You will read the poem to the class when your group presents.</td>
</tr>
<tr>
<td>Symbolism Source</td>
<td>Identify and explain how the poet conveyed his/her message through the use of symbolism. Determine how you will share your portion when you present to the class.</td>
</tr>
<tr>
<td>Imagery and Sensory Details</td>
<td>Identify and explain how the poet conveyed his/her message through the use of imagery and sensory details. Determine how you will share your portion when you present to the class.</td>
</tr>
<tr>
<td>Figurative Language</td>
<td>Identify and explain how the poet conveyed his/her message through the use of figurative language. Define the type of figurative language used in your analysis. Determine how you will share your portion when you present to the class.</td>
</tr>
<tr>
<td>Theme and Tone</td>
<td>Identify and explain the theme and tone of the poem and how the poet conveyed these elements. Determine how you will share your portion when you present to the class.</td>
</tr>
</tbody>
</table>

Presentation Options

- Tellagami
- iMovie
- Any drawing or art app
- Handmade poster
- Vocaroo.com
- Popplet
- Inspiration Maps
- Voicethread.com
- Pic Collage
- Any format that supports the description of your role.
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Timeline for Completion

<table>
<thead>
<tr>
<th>Step</th>
<th>Work</th>
<th>Time Frame</th>
</tr>
</thead>
</table>
| 1    | • Select poem  
      • Read, analyze and discuss poem  
      • Determine roles  
      • Prepare content for your role | 4/17/15 |
| 2    | • Determine your visual component  
      • Plan this part of your project  
      • Create your visual component and what you will say during your presentation | Outside of Class |
| 3    | • Come together as a group to share your individual work and determine the order for your group presentation | 4/20/15 |
| 4    | • Presentations | 4/21-4/24 |

Grading Rubric

<table>
<thead>
<tr>
<th>Content (Double weighted)</th>
<th>Preparation (Double weighted)</th>
<th>Visual Presentation</th>
<th>Student Presentation</th>
</tr>
</thead>
</table>
| 4  | Content included **fully** meets the description of selected role. | Project shows evidence of **thorough** preparation. | Visual used supports and enhances the presentation and content delivery | -Maintains eye contact  
- Speaks at appropriate volume with clear language* |
| 3  | Content included **most** of the description of the selected role. | Project shows evidence of **sufficient** preparation. | Visual used supports the presentation and content delivery | -Good use of eye contact  
- Speaks at appropriate volume with clear language* |
| 2  | Content is **missing some** of the requirements of the description of selected role. | Project shows **minimal** preparation. | Visual used moderately supports the presentation and content delivery | -Minimal eye contact with audience  
- Difficult to hear with informal language* |
| 1  | Content **lacks the requirements** of the description of selected role. | Project **lacks evidence** of adequate preparation. | Visual does not effectively support the presentation and delivery. | -No eye contact with audience  
- Difficult to hear and inarticulate* |

*Presentation language should not include “ums” “like” “yeah” and other examples of informal language.

Due: 4/21/15