

Grade Level: 11th

Summary:

Students in Valerie Muller's English class work together as a whole group to analyze previously studied poetic devices such as rhyme scheme, meter, theme, point-of-view, imagery, simile, metaphor, and others. Then students work in small groups to examine one assigned poem. Once students analyze the assigned poem, they create collaborative poems using the same poetic devices found in that poem.

Technology Tools:

Dana Wireless
Desktop computer with project or Pitch device for Dana Wireless
Internet access
Printer

Internet sites:

Poetry anthology online
<http://www.bartleby.com/verse>

Additional Resources:

Dickinson, Emily, "Success is Counted Sweetest."
Frost, Robert. "The Road Not Taken."
Poe, Edgar Allen. "Annabel Lee."
Robinson, Edwin Arlington. "Richard Cory."

Step-by-step tasks:

Analyze a poem as a whole group

1. The teacher projects a poem. One student, acting as the "secretary" records notes on a Dana.
2. Students examine the poem, identifying meter, rhythm, metaphor and other poetic devices.
3. The "secretary" records all poetic devices identified by the class.
4. The teacher leads a guided discussion to help students understand how the poetic devices contribute to the poem's impact.

Analyze assigned poems in small groups

1. Students are placed in four groups. Each group is assigned a poem:
 - a. Group 1 studies, "Success is Counted Sweetest" by Emily Dickinson
 - b. Group 2 studies "The Road Not Taken" by Robert Frost
 - c. Group 3 studies "Annabel Lee" by Edgar Allen Poe
 - d. Group 4 studies "Richard Cory" by Edwin Arlington Robinson
2. The "secretary" beams the notes to one person in each group. That person beams notes to all other members of the group. Each group should select a group "secretary" to record notes during the group meeting.
3. Students in each group use Dana Wireless to access the poems online (www.bartleby.com/verse).
4. Using the notes from the whole group session, the group members analyze the assigned poem to identify poetic devices. The goal is to discover how the poet uses poetic devices to create powerful poetry.

Creating collaborative poems

1. The teacher distributes the assessment rubric (see below) to the groups so students will understand how their collaborative poems will be graded.
2. One student in the group begins the collaborative poem. He/she powers on Dana, launches AlphaWord and writes the first line of a poem mimicking the style (tone, rhyme scheme, meter, etc.) of the group's assigned poem.

Example: The group using Emil Dickinson's "Success is Counted Sweetest" poem mimic the first lines: *Success is counted Sweetest/By those who ne'er succeed* to create *Summer break is counted sweetest by those who work hard at school.*

3. The first student beams the opening line(s) to the second member of the group to add line(s), again mimicking the style of the assigned poem.
4. Group members continue writing the poem, beaming each new line(s) to the next person in the group.
5. Notes from the secretary are used to guide each student as he/she creates line(s) to extend the poem.
6. When finished, students beam or HotSync to send their poem to the teacher.
7. Completed poems may be projects, published or performed as oral readings.
8. To conclude the lessons, students use Dana Wireless to respond to the following prompt:

In creating your poem for the group, what did you learn about the importance of poetic devices in creating meaning? What did you find most difficult? What did you find most simple?

Extension ideas:

- Students critique collaborative poems.
- Create a Venn diagram to compare the collaborative and original poems
- Submit poems to a school newspaper or similar publication
- Publish poems on a class website

Home-to-school connection:

Students write poems at home.

Assessment Rubric

	Above Expectations	Meets Expectations	Below Expectations
Rhyme Scheme	Students follow the rhyme scheme of the original poem exactly.	Students follow the rhyme scheme of the original poem but occasionally use a slant rhyme or deviate from the original rhyme scheme.	For the most part, students do not use rhyme scheme of the original poem.
Meter	Students follow the exact meter of the original poem while still making sense in their new poem's meaning.	Students usually follow the meter of the original poem, but they deviate occasionally.	Students rarely follow the poem's original meter.
Meaning	Students use the framework of the original poem to create a new poem with new meaning, with a subject and theme relevant to the lives of the students.	Students use the framework of the original poem to create a new poem, but the subject and theme are difficult to distinguish, or the poem's meaning is too similar to the original poem.	Students do not significantly change the poem's original meaning, or students attempt to change the meaning, but the poem lacks coherence—the lines composed by different group members do not mesh, or conflict, with each other.
Poetic Devices	Students use the same poetic devices as the original poet; use of each poetic device adds meaning to the poem and fits appropriately with the group's theme.	For the most part, students use the same poetic devices as the original poet, but use of each poetic device does not necessarily add meaning to the poem or fit appropriately with the group's theme.	Students rarely use the poetic devices of the original poet; poetic devices used do not add meaning to the poem or fit appropriately with the group's theme.
Coherence	The lines written by each group member fit coherently, creating a unified meaning that incorporates the appropriate poetic devices with the group's theme.	The lines written by each group member usually fit coherently, but the meaning is sometimes unclear, or certain lines contradict others.	The lines written by each group member are disjointed and unrelated to the poem's apparent theme.