**READING STAGES FOR POEM PRESENTATION**

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| **1st Reading:** General Feeling (sounds, feelings, emotions) & Holistic Understanding (general idea, aspect, key concept) |
| **2nd Reading:** Evaluation & Analysis: confirm & define aspect further and trace its development or exploration. Analyze *how* this aspect relates to the *larger themes* of the poem (nature, etc.). |
| **3rd Reading:** Knowledge and Interpretation: based on your ‘second reading’, choose 1 aspect (e.g. repetition, tone, symbolism) that allows you to develop an *interpretation* of the poem in the context of the *theme of nature*.  Now **gather textual evidence** to support this interpretation. This interpretation (along with the evidence supporting it) should form the basis of your argument for the presentation. |

**OUTLINE for NATURE POEM PRESENTATION**

*A) Establishing a Focus:*

After undergoing the “reading stages” several times, you should have identified and analyzed a specific aspect of the poem (such as tone, imagery, metaphor, repetition, etc.) which *allows you to gain a deeper understanding of the poem as a whole* (including ***how*** *the poem treats the theme of nature*).

Consider & create a ‘title’ for your presentation that summarizes the focus of your analysis. Try to be as specific and clear as possible (and know that your focus *will* change as you develop your ideas further).

Example Focus:

Use of Repetition to demonstrate the cycle of life in Seamus Heaney’s “Digging”

*B) Developing an Argument for an Outline:*

Now, reframe the insights you arrived at through the ‘reading stages’ in a way that presents your analysis of the aspect you are focusing on. Organize the whole 4-6 min. presentation around 1 central argument (or ‘mini thesis’ statement) which articulates **how** your analysis of this aspect deepens your understanding of the poem, especially *in the context of the* ***theme of nature***.

Before writing a formal outline (or a thesis statement), try to organize your argument into 3 main points that form a logical argument (informally, in your notes). Then, test these points by asking yourself:

* Are each of these points **relevant** for the focus of your analysis?
* For each point, is it possible to **support** your claim with **specific textual evidence**?
* Do these points **build** on each other logically (in a way that flows step-by-step)?

If you pass this test, great! However, you should always go back to the test and try to improve your 3 points (by rewriting, reorganizing, and revising them to improve the clarity, focus, and depth of your argument).

*C) Writing an Outline:*

Once you have a solid argument (based on 3 strong points that ‘pass the test’), organize your ideas into an outline. Your outline should NOT use complete sentences. Instead, use bullet points (main points and sub-points) to concisely show your overall focus and argument, points with evidence, and conclusion.

**Intro**: Overall focus and overview of argument

* Opening sentence: a ‘hook’ or opening statement that sets the focus for the interview
* Focusing statements: explain the focus for your analysis. Each statement should….
  + be more and more focused
  + build up to your central question
  + articulate central question (everything in the presentation should tie back to this)
* main idea (thesis/agenda): this statement should express your overall argument (in other words, your overall interpretation of how your analysis reveals new meaning in this poem); it should also give a ‘road map’ of what will follow.

**Body**: 3 main points that elaborate your argument in more specific terms.

Each point should have…

* Main Point: a focused claim that supports your main idea, and fits in logically
* Support: prove your claim through your interpretation of textual evidence
* Concluding sentence: tie your supporting details back to the main idea. Explain their significance.

**Conclusion**: Synthesize the overall argument and push it further

Sum up your overall argument in different terms than in the intro.

* + Synthesize (i.e., tie together) your main points, and build on them
  + PUSH the argument further by exploring the questions: So what? Now that I’ve proven my argument, why does it matter? How does it affect my understanding of poem as a whole (especially the theme of nature)?