**Unit 1: Individuals & their Surroundings – *POETRY PRESENTATION***

For this summative assessment, you will individually analyse a poem, and then present your analysis in 4-6 minutes to the class. The goal is for you to develop an original argument about this poem and share it with the class.

**Objectives**: Students will…

* Analyse the formal, stylistic, and thematic aspects of a literary text
* Develop an original argument that is supported by textual evidence and organised in a way that is logical (and ideally progressive)
* Use language clearly and effectively to present their original analyses of a text in speech

*CLOSE READING (Understanding, Analysis & Evaluation, Knowledge & interpretation)*: The first and most important step is to ‘close read’ the text. Building on the skills you have developed in class, you should independently read, annotate, and organize your reading of the most striking aspects for analysis. Here are some aspects to consider:

* Form (ex: structure, rhymes, rhyme schemes, line breaks, stanza breaks, etc.)
* Style (word choice, tone, sentence structure, point of view, use of literary devices, etc.),
* Theme (the overarching ideas expressed in the poem) aspects of the text.

And here are some guiding questions:

* *WHAT: What is the poet saying here (content, context, main ideas in the poem)?*
* *HOW: How does s/he say it (stylistic choices)?*
* *WHY: Why does s/he choose to say it in the way s/he does (author’s purpose)?*
* *SO WHAT: How does the poet’s message affect the reader (effects of stylistic choices)? What theme(s) does the reader take away from this poem?*

OUTLINE: After developing a focus for your analysis, you will create an outline for your presentation (in class, under teacher’s supervision), including…

* **Intro**: introduce the text, the aspect(s) that you have chosen to focus on, and your overall argument.
  + Because you only have 4-6 minutes, do NOT waste time explaining the historical context or background information. *Only introduce the details that are necessary for you to introduce the focus for your analysis*
  + The end of your introduction should present your main idea (thesis) and
* **Body**: 3 main points, each of which elaborates on your argument in more specific terms.
  + **Be sure to support each point with specific textual evidence from the text!**
* **Conclusion**: sum up your overall argument, but not in the same terms that you used for your intro. Instead, try to *synthesize* (tie together) the three main points of the body and *BUILD* on them by answering the questions: *So what? How does my analysis of this aspect deepen our understanding of the text?*

*PRESENTATION*: After analyzing your chosen aspect of your chosen text, you should prepare to present your analysis to the class. Your presentation must…

* Be spoken for 5-6 minutes, in English, at an understandable pace
* Include a clear intro., body, and conclusion
* NO VISUAL AIDS (meaning, no PPT. However, you may print copies of the poem that you are presenting on to hand out to your classmates)
* You may NOT just read from a script (word for word).
  + You may use notecards with BULLET POINTS (no complete sentences) that will be written under teacher supervision.
  + Throughout the presentation, try to LOOK UP AT YOUR AUDIENCE !
  + Speak naturally and fluently.
* Be sure to ask “any questions?” at the end of your presentation, and be prepared for feedback & inquiries.

**Note on Academic Honesty**: For this project, you must present your ORIGINAL analysis of a poem. That means, you should NOT read any online commentaries that “explain what the text means.”

That being said, it may be useful to research the background/historical context for the text to reach a gain a better understanding of the meaning of the text. IF YOU *DO* USE *ANY* INFORMATION FROM *ANY* WEBSITES**, YOU MUST SUBMIT THESE SOURCES (specific links with author’s name, title, and all other publication information) ON THE DAY THAT YOU SUBMIT YOUR OUTLINE.**

**ALSO, YOU MUST GIVE CREDIT TO ALL OF THESE SOURCES VERBALLY DURING YOUR PRESENTATION.** For example, you could say, “On Poetry Foundation.com, we read that Bleecker Street is the name of a street in New York City that is famous for cultural diversity.” If you have any doubts, ALWAYS GIVE CREDIT TO YOUR SOURCE. Check Purdue OWL, your class notes, and then consult me or Emma our librarian if you have any questions or need clarification.

**Assessment Criteria for Unit 1 Poetry Presentation**

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| CRITERION | 0 | 1 - 2 | 3 - 4 | 5 - 6 | 7 - 8 | 9 - 10 |
| **Textual Understanding:**  *- analyse the content, structure & meaning of your text (5Ws)*  *- identify themes & how they are expressed*  *- analyse stylistic choices (stylistic devices, word choices, tone, etc.)*  *- analyse the effects of writer‘s choices (effect on reader)* | The work does not reach a standard described by the descriptors to the right. | - little understanding of the text (meaning and context)  -little understanding of the theme(s) and how they are expressed  - little analysis of stylistic choices  - little analysis of effects on the reader | - some understanding of the text (basic meaning and context)  -some understanding of the theme(s) and how they are expressed  - some analysis of stylistic choices  - some analysis of the effects on the reader | -adequate understanding of the text (basic meaning and context)  -adequate understanding of the theme(s) and how they are expressed  -adequate analysis of stylistic choices  - adequate analysis of the effects on the reader | -good understanding of the text (basic meaning and context)  -good understanding of the theme(s) and how they are expressed  -good analysis of stylistic choices  - good analysis of the effects on the reader | - excellent understanding of the text (basic meaning and context)  -good understanding of the theme(s) and how they are expressed  - excellent analysis of the stylistic choices  - excellent analysis of effects on reader |
| **Argument Construction:**  *- organise & develop ideas*  *- Justify & support ideas, using appropriate examples & terminology plus cited textual evidence* | The work does not reach a standard described by the descriptors to the right. | - ideas are rarely organized and developed  - it is not clear how evidence supports ideas / no evidence | - ideas are somewhat organized and developed  - few ideas are supported with evidence | - ideas are adequately organized and developed  - some ideas are supported with evidence | - ideas are well organized well developed  - most ideas are supported with evidence | - ideas are very well organized , well developed and insightful  - ideas are well supported with well-chosen evidence |
| **Language:**  *- use correct grammar and syntax*  *- use a varied vocabulary and sentence structures in a way that is appropriate for the audience and purpose*  *- speak in a register and style are relevant to the purpose of the text* | The work does not reach a standard described by the descriptors to the right. | - register and/or language are rarely appropriate to the task  - language is rarely clear  - frequent errors in grammar and vocabulary | - register and/or language are somewhat appropriate to the task  - language is somewhat clear, but not effective  - there are many errors in grammar and vocabulary choice | - register is mostly appropriate  - language is adequately clear, but not always effective  - grammar is somewhat accurate  - vocabulary is somewhat varied | - register is appropriate  - language is mostly clear and effective  - grammar is mostly accurate  - vocabulary is varied | - register is consistently appropriate  - language is clear and effective  - there is a high degree of grammar accuracy  - varied vocabulary and sentence structures are used effectively |