

Name: _____ Mark: _____ /

Teacher or Date and Time: _____

Read from "Late That Night" to "Every Day after English Class"

For this week's homework, we will prepare for our slam poetry performances in class 14. **In addition** to performing your poem, you will tell your audience what your poem means to you.

Take the Mic

1. Select a spoken word poem to perform. You may write your own spoken word poem!
2. Annotate the spoken word poem. Your annotations may include stage directions.
3. Attached a copy of your annotated spoken word poem to this homework package.

Example of stage directions:

The image shows a printed script of the first scene of Romeo and Juliet, Act 1, with extensive handwritten annotations in blue ink. The annotations provide stage directions and character actions. Key annotations include:

- Romeo:** "excited" above "heart", "pause" above "find thy center", "say faster" above "out".
- Enter Romeo alone.** (Printed)
- Enter Benvolio with Mercutio.** (Printed)
- Benvolio:** "enter up right, move center" above the first line.
- Mercutio:** "singsong voice" above "Nay, I'll conjure too".
- Benvolio:** "sighs-making fun" above "Appeal thou in the likeness of a sigh".
- Mercutio:** "line up arrow in bow, aim at B." above "Speak but one rhyme and I am satisfied".
- Benvolio:** "B. falls" above "The ape is dead, and I must conjure him.".
- Mercutio:** "M. moves center, makes shape of woman, B. admires." above "I conjure thee by Rosaline's bright eyes".
- Mercutio:** "quiet" above "M. pretends to be serious" (written vertically).

Romeo enters up right, moves center, stops, exits center right.

enter up right, move center

searches c.l., then d.l.

sighs-making fun

line up arrow in bow, aim at B.

B. falls

M. moves center, makes shape of woman, B. admires.

Enter Romeo alone.

ROMEO

Can I go forward when my heart is here?
Turn back, dull earth, and find thy center out.

excited

pause

say faster

He withdraws.

Enter Benvolio with Mercutio.

BENVOLIO

Romeo, my cousin Romeo, Romeo!

MERCUTIO

He is wise
And, on my life, hath stol'n him home to bed.

BENVOLIO

He ran this way and leapt this orchard wall.
Call, good Mercutio.

MERCUTIO

Nay, I'll conjure too.
Romeo! Humors! Madman! Passion! Lover!
Appear thou in the likeness of a sigh.
Speak but one rhyme and I am satisfied.
Cry but "Ay me," pronounce but "love" and
"dove."

singsong voice

quiet

M. pretends to be serious

Speak to my gossip Venus one fair word,
One nickname for her purblind son and heir,
Young Abraham Cupid, he that shot so trim
When King Cophetua loved the beggar maid—
He heareth not, he stirreth not, he moveth not.
The ape is dead, and I must conjure him.—
I conjure thee by Rosaline's bright eyes,
By her high forehead, and her scarlet lip,
By her fine foot, straight leg, and quivering
thigh,

4. Write or type a **one-page** analysis of your spoken word poem. You may use the poetry explication worksheet to guide you.

Poetry Explication Worksheet

Title of the poem: _____

Poet: _____

1. Summarize or paraphrase the poem. React personally: How does it make you feel? Does it remind you of a personal experience? a story you've heard? an issue? a situation?

2. Now analyze the poem using your annotations and the following:

Voice

Who is speaking?
How would you characterize the speaker?
To whom is he or she speaking?
What is the speaker's tone?
Why is he or she speaking?

Word Choice, Word Order

What type of diction is the poet employing?
How does the poet's word choice affect the meaning of the poem? the tone?
Does the poet employ figures of speech? (simile, metaphor, personification, hyperbole, understatement, metonymy, synecdoche)
Does the word order impact the reading of or the meaning of the poem?

Imagery

Did you note any descriptive passages? For each image, name the sense that is being appealed to.
What is the dominant impression being created?
What is the relationship of the descriptive images to the speaker's state of mind?

How do images create sense of time of day? season of year? atmosphere? mood?
Do the images progress? (day to night, hot to cold, soft to loud, color to color, etc)

Sound

Does the poem contain an obvious meter or rhythm?
What sounds are emphasized by the rhyme scheme?
Are there sight rhymes, slant rhymes, alliteration, assonance, etc?

Structure

Is the poem in a closed or open form?
Is the poem presented in a traditional form?
Is there a pattern of end rhymes? a syllabic line count? a set metrical pattern?
How are the stanzas arranged? the lines?

Theme

What seems to be the point of the poem?
What ideas are being communicated by the speaker?

How are the ideas being reinforced by the elements of the poem?

Other factors to consider

Is the poem a lyric or a narrative or other?
If it is a narrative, is there a setting? a conflict? a plot line? (elements of fiction)
Does the poet employ the use of symbol? allegory? allusion? myth?

5. Attach a copy of your analysis to this homework package.
6. Rehearse, rehearse, rehearse!

Your performance will be scored using the rubric we co-constructed in class I2 (see following page).

Slam Poetry Performance Scoring Rubric

Performance	<div>_____</div> <div>(out of 2.5)</div>	<div>_____</div> <div>(out of 2.5)</div>	<div>_____</div> <div>(out of 2.5)</div>	<div>_____</div> <div>(out of 2.5)</div>	<div>_____</div> <div>(out of 2.5)</div>
<div>_____</div> <div>(Title)</div> <div>(Author)</div>					
<div>Comments:</div>					

Final Draft of Assignment 4—When Was the Last Time You Felt Free?

Write about the last time you felt free. **Double-space** your writing!

[illegible]

[illegible]

Grammar: There are no errors.	0.25	0.5	0.75	1
Content: The writing is descriptive and evokes significant feelings of freedom or liberation.	0.25 1.25 2.25 3.25	0.5 1.5 2.5 3.5	0.75 1.75 2.75 3.75	1 2 3 4