**2016 Poetry Out Loud Timeline**

**PERIODS 7/8 FRESHMAN ENGLISH**

Monday, January 25th: ENGLISH DEPARTMENT COURSE FAIR

Wednesday, January 27th: Begin Poetry Out Loud

DHS (class winners) competition is Monday, February 8 or Tuesday, February 9

Regional Competition (DHS winner) is Thursday, February 11th

**Why memorize and recite poems?**

* Poetry offers mastery of language, and stocks the mind with images and ideas in unforgettable words and phrases
* Poetry trains and develops our emotional intelligence
* Poetry reminds us that language is holistic—that how something is said is part of what is being said, with the literal meaning of words only part of their whole meaning, which is also carried by tone of voice, inflection, rhythm
* Poetry lets us see the world through other eyes, and equips us imaginatively and spiritually to face the joys and challenges of our lives.

DAY ONE – Wednesday, January 27

Dear Freshman,

**Today, we begin the *Poetry Out Loud* experience!!!** For the rest of this week and the first few days of next week, our entire focus in the English class will be *Poetry Out Loud*, a national poetry recitation competition. Yes, that’s right; each of you will recite—from memory—a poem as part of this Junior English class’s contest to determine which one of you will compete to be the DHS champion! **We will begin by watching a *Poetry Out Loud contestant from a previous year.*** As you watch, think about the following and record notes:

1. What was impressive about this poetry reading?
2. In your own POL performance, what would you like to emulate?

To start, complete the following assignment:

1. Go to the *Poetry Out Loud* website ([www.poetryoutloud.org](file:///C%3A%5CUsers%5Cteplinskys%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.Outlook%5CHJY36O6T%5Cwww.poetryoutloud.org)). I suggest you go to the “search by poet” section. You are welcome to search by poem title as well, but I encourage you to try to identify poems by looking through the poets listed and reading poems by poets you’ve heard of or are familiar with.
2. Find THREE poems from the expansive list of approved poems on the *Poetry Out Loud* website that you would be willing and/or interested in reciting in the competition. Be sure you’re happy with all three.
3. Create a Word/Google document. Cut and paste each of the poems into this document (be sure to include the title and poet of each poem). And, below each poem in this document, write a paragraph that explains, in 3-4 sentences, what you like or find interesting about the poem.
4. Print this document and bring it with you to our next class.

Then, print a copy of EACH of the three poems. Be sure to bring to class on Thursday. Bring both the notebook writing and the copies of the three poems.

PROCESS:

Begin by going to my personal webpage and then clicking on the Poetry Out Loud link. That link will take you to the Poetry Out Loud website, specifically to the “search by poet” section. You are welcome to search by poem title as well, but I encourage you to try to identify poems by looking through the poets listed and reading poems by poets you’ve heard of or are familiar with.

DAY TWO – Thursday, January 28th

A. Mark your first poetry choice, make it the one you believe is least likely to be on someone else’s document. CHALLENGE yourself. Don’t just pick the short poem.

B. Give them to me; I’ll be choosing.

1. POL in context; the introduction via Keillor video

2. Poem: Watch one from POL DVD: Suggestion: “I’m A Fool to Love You”

In your notebook: *What did this student do in his or her recitation that you want to be able to do?*

**Some sharing…**

3. Then, go into your notebook. Get to a fresh, clean page. Write down the title and poet’s name and now write out the poem, exactly as it appears, into your notebook by hand. Do this carefully, legibly, so that you can easily see and read each word. (10 minutes)

4. Everybody stands up and moves to the outside of the room, a giant circle. Now, turn and face the wall; get up close to the wall…your feet almost touch the wall. Now, using your notebook version of the poem written in your hand, focus on your poem. Read it aloud to the wall; listen to the words as you read. Do this over and over again until I ask you to stop.

5. Now, back to desks and notebook. Read through your poem, highlighting or underlining the operative word/phrase in each sentence. This is the word or phrase that is the center of gravity in the sentence.

In notebook, make a list of any words in the poem you need to define. Leave space for you to write in the definitions.

Exit Writing: What did the work we did today with this poem…thinking about it, writing it out by hand, speaking and hearing yourself speak it, looking carefully at its language…help you see and understand about this poem? How do you understand it better or differently? What do you see or feel in this poem that you hadn’t before you came to class today?

HW: Go to a clean page in your notebook. Again, write out by hand, with title and poet first, the poem. Then, on your newly hand-written copy of the poem, make note of all of the shifts and changes in TONE the poem makes. Then, give each of these divided sections a name or a title.

Practice reciting the poem out loud. Do it at least 5 times.

DAY THREE – Friday, January 29th

1. Poem: Watch one from POL DVD: Suggestion: “Forgetfulness”

In your notebook: *What did this student do in his or her recitation that you want to be able to do?*

Some sharing…

Quick recitation with a partner. Give your partner two concrete pieces of feedback. Now…

A HEAVY WRITING DAY

A few writing exercises to explore the poem’s potential meanings:

2. First, in your notebook, answer this question:

Poets often have a different way of seeing the world. How would you describe or explain what the speaker of this poem sees? Be exhaustive, naming all that the speaker of the poem sees here. (5 min)

3. Now, answer this question:

Poetry is often useful for certain kinds of occasions or purposes. Poetry shared with or read to an individual or a group can help us capture a particular idea or feeling. A poem read to another could soothe, inspire, move, calm, motivate, or even provide perspective. What are a few potential purposes for your poem? What kinds of purposes or occasions might your poem be perfect for others to hear? Explain, pointing to specific moments or language in the poem to help you do so. (8-10 minutes)

4. An explicating exercise:

A kind of explication: a line-by-line or sentence-by-sentence analysis of the poem. Set this up as a table with the lines of the poem in a left hand column and your commentary in the right hand side. In your commentary, you might identify the shifts in tone or the continuation of a particular tone. You might try to name the meaning of the line or sentence, or you might describe the image or idea the line or sentence highlights. (12-15 min)

5. After you have done the explication work—Write a summary of the poem as a whole. This should be 1 paragraph

Practice reciting the poem out loud. Do it at least 5 times. Try to infuse your recitation of the poem with all that you have come to understand about the poem, its speaker and its potential purposes. Try also to do some “off book” to see how you can do!

DAY FOUR –Monday, February 1st:

1. Quiz: In your notebook, write out as much of the poem as you can without looking at the text. Once you’ve reached the point at which you can no longer remember, fill in the rest so you’ve completed the poem. Give yourself a percentage score. If you were able to do 60% of the poem by memory, write that at the top of the poem you just wrote out.

Working in groups of three to move off-book. Leave the room, find a quiet spot to work. Not in the Union, library, blocks, cafeteria. Seriously!

Take turns reciting to one another “off-book”. One person will be on book for you. Use the strategy of beginning at the first line and going for as long as you can, first mistake or if you need a line, the person on book will say start over.

I will model with my poem.

Quiz 2: In your notebook, AGAIN write out as much of the poem as you can without looking at the text. Once you’ve reached the point at which you can no longer remember, fill in the rest so you’ve completed the poem. Give yourself a new percentage score.

HW: PRACTICE!!!!!!!!!! Do it in front of an audience! Tomorrow we will have a Practice Competition in which you WILL recite from memory your poem in front of a group of at least three other people. BE READY!!!

DAY FIVE – Wednesday, February 3rd

PRACTICE COMPETITION:

Distribute to each student and go over both types of evaluation sheets

1. Poem: I recite from memory

…ask students to evaluate and discuss/share as a means of better understanding the way poem recitations are evaluated/what they’re shooting for:

2. Then, Working in groups of 4-5. Need to go to different locations…empty classrooms, open spaces, etc.

Each person brings with him or her

A copy of their poem

An evaluation sheet

An accuracy sheet

One at a time, students will perform for their small group, with one person evaluating and one person on book judging accuracy. After the performances are over, each student will walk out with feedback…the accuracy sheet and the evaluation form

3. Reflecting…

HW: Be ready to go tomorrow. You must have a hard copy of the poem (computer generated).

DAY SIX – Thursday, February 4th

Competition – Day 1:

Bring lots of eval sheets and accuracy sheets. Give each student an accuracy sheet. Each person will handle accuracy for one of their peers, simply marking any inaccuracy. Teacher will handle the tabulating of accuracy.

DAY SEVEN- Friday, February 5th

Competition – Day 2:

Bring lots of eval sheets and accuracy sheets. Give each student an accuracy sheet. Each person will handle accuracy for one of their peers, simply marking any inaccuracy. Teacher will handle the tabulating of accuracy.

On Monday, February 8th we will determine who our classroom representative will be. This person will represent our class and compete in the DHS Semi Finals on Monday, February 8th or Tuesday, February 9th.

**THE DHS FINALS WILL TAKE PLACE ON FEBRUARY 11TH IN THE AUDITORIUM IN THE EVENING.**

***I AM VERY EXCITED TO BEGIN THE POL PROCESS WITH YOU!***