

Poem Analysis

Students will be expected to
English Language Arts

- GCO 7: respond critically to a range of texts, applying their understanding of language, form and genre.
- 7.3 develop an ability to respond critically to various texts in a variety of ways such as identifying, describing, and discussing the form, structure, and content of texts and how they might contribute to meaning construction and understanding
- GCO 8: use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imagination.

Integration of Information and Communication Technology

- PTS 9.1 use software to brainstorm, develop a thought web, outline, and map ideas under study with independence

Construct a concept web that analyzes the poem.

1. Open the Inspiration document entitled **Poem_analysis_concept_web.ins** . Complete the web by filling in the following categories for the poem that you are studying. You will be evaluated according to the attached rubric. Make sure that your concept web is organized, easy to read and that it includes supporting information as requested in the bullets below.

- **Title:** Think about the title before reading the poem. Predict what the poem may be about.
- **Important words & phrases:** Choose 5 or more important nouns, verbs, phrases, and clauses in separate boxes. How do these words and phrases help you interpret the poem?
- **Paraphrase and interpretation:** Put the major ideas of the poem in your own words. What is the poem about?
- **Devices:** Examine the poem for poetic devices, focusing on how such devices contribute to the meaning, the effect, or both, of the poem. (What is important is not that you can identify poetic devices so much as that you can explain how the devices enhance meaning and effect.). Identify 6 devices (give examples from the poem) that are used and explain the effect that they have on the poem.
- **Speaker:** Who is the speaker or narrator of the poem? Identify key phrases from the poem that help you to know who the narrator or speaker is.
- **Theme:** Identify the main idea(s) the poet or narrator is conveying in the poem. Supply supporting examples and evidence from the poem.

Poem Analysis : Concept Web

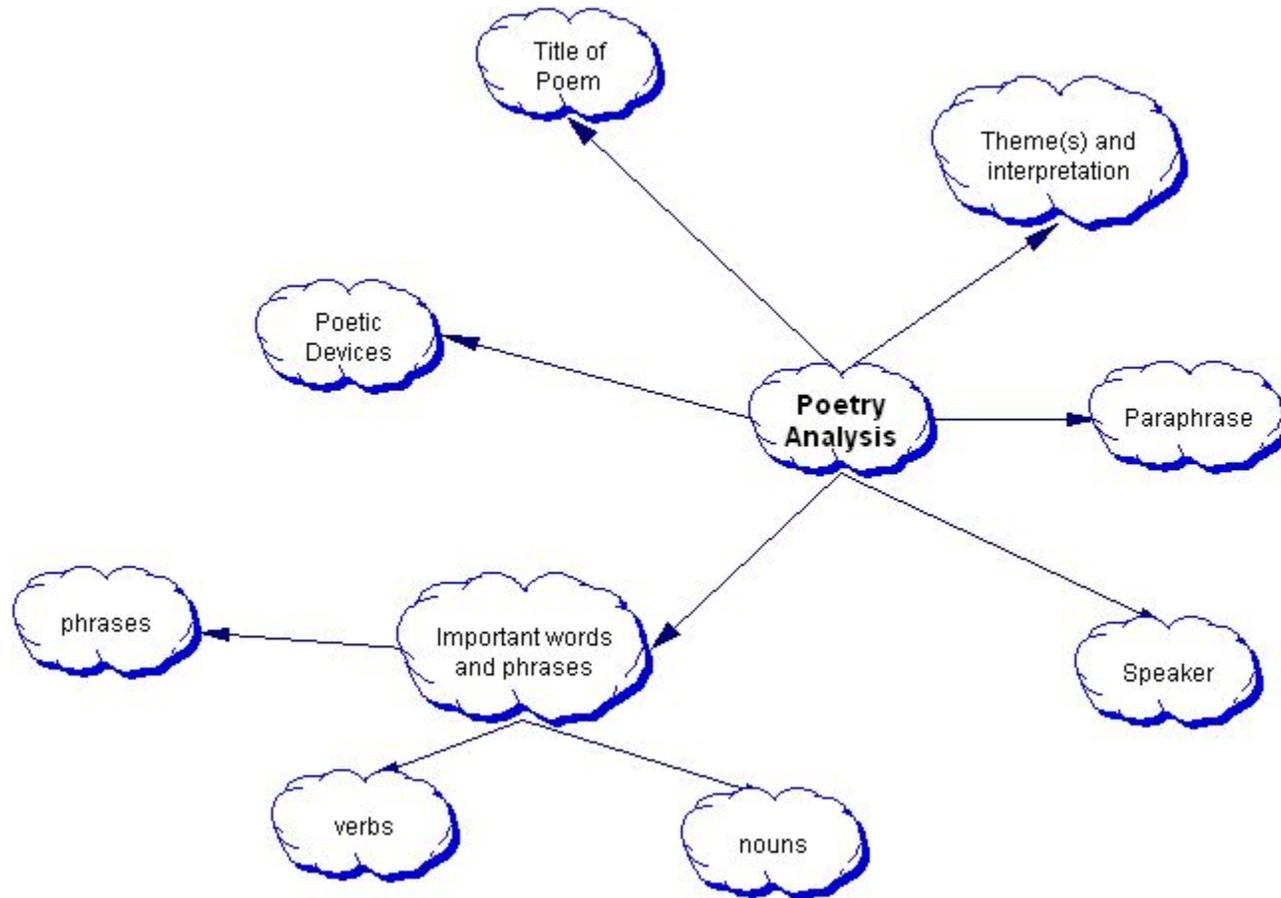
Teacher Name: _____

Date: _____

Student Name: _____

CATEGORY	4	3	2	1
Concept web	Web is well-designed and easy to interpret. Student has included all necessary information	Concept web is missing some elements, and does not include some necessary information	Concept web is unclear and difficult to interpret or is incomplete	Concept web is poorly planned and incomplete
Title	Student makes good use of semantic and syntactic cues within the title to support a plausible interpretation of what it might mean	Student makes some use of semantic and syntactic cues within the title to support an interpretation of what it might mean	Student makes a limited attempt to guess the meaning of the title based on the limited use of semantic and syntactic cues	Student makes no attempt to interpret or guess the title's meaning
Paraphrase	Student accurately describes the literal meaning of the poem and includes all important details	Student accurately describes the literal meaning of the poem but misses some important details	Student doesn't describe the literal meaning of the poem but misses many important details	Summary of poem is completely lacking in details or entirely missing from concept web
Important Words and Phrases	Student identifies important number of words and phrases and explains correctly their significance to the poem and its interpretation	Student identifies some of the important words and phrases and sometimes explains correctly their significance to the poem and its interpretation	Student identifies few important words and phrases and incorrectly explains their significance to the poem and its interpretation	Student has not identified any words and phrases
Devices	Student correctly identifies poetic devices, supplies examples from the poem and analyses the effect or function of each device	Student correctly identifies some poetic devices, supplies some examples from the poem but is less successful in analysing the effect or function of each device	Student does not correctly identify most devices and/or does not explain the effect or function of devices	Student identified no examples of devices in the poem.
Theme and interpretation	Forms a reasonable hypothesis about the symbolic or metaphorical meaning and is able to support this with evidence from the poem.	Student forms a hypothesis about the symbolic or metaphorical meaning that is not necessarily supported by evidence from the poem.	Student forms an incorrect hypothesis about the symbolic or metaphorical meaning but doesn't support it with any evidence from the poem.	Student makes no attempt to interpret the meaning of the work.
Identify Speaker	Student correctly identifies the speaker in the poem and supplies supporting evidence from the poem	Student correctly identifies speaker in poem, but supporting evidence or phrases is weak	Student identifies speaker but doesn't offer supporting evidence	Student makes no attempt to identify speaker

Concept Web Template



Interactive Poem Companion

Students will be expected to:

English Language Arts:

GCO 10: use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.

10.3 acquire some exposure to the various technologies used for communicating to a variety of audiences for a range of purposes (videos, e-mail, word processing, audiotapes)

Information and Communication Technology

PTS 9.2 explore curriculum concepts under study using specialized software; measuring, sampling and recording equipment; and computer-based simulations, with teacher assistance

PTS 9.5 develop multimedia presentations, based on sound principles of design, with increasing confidence, efficiency and independence

SEHI 9.3 understand, model, and assume personal responsibility for the acceptable use of copyrighted and other information resources

Task: You will have 3 classes to complete this project.

1. Choose a software tool to create your companion. You may choose a word processor (Word), presentation tool (Powerpoint), or web tool (FrontPage).
2. Type your poem stanzas. Use a large, easy to read font: Times New Roman in 14 point. Make sure you type the stanzas accurately with correct punctuation, capitalization and formatting. You may also use clipart or images to illustrate your stanzas. Make sure that you are observing copyright laws appropriately and only use clip art or images which are copyright clear or for which you have permission.
3. Identify all the poetic devices or difficult words used in the stanzas you are assigned. Include characteristics like the ones defined on these websites:
 - <http://www.kyrene.k12.az.us/schools/brisas/sunda/poets/poetry2.htm>
 - <http://storytrail.com/poetry/poeticdevices.htm>or do further research using books or the internet to define other devices or words. Make sure that you record where you got your information from and include correct citations.
4. Create a word-processed document that defines each of the devices or words that you have identified. Open the document (companion.doc) and save it into your own file according to the instructions on the page entitled "File Storage Instructions". Here, too, you may wish to use colour, border, images or clip art to illustrate.
5. Follow the directions on the page entitled **Interactive Poem Companion Creating Links and Bookmarks** to link the terms in the poem to the appropriate place in the companion.
6. Save your project in your poetry folder. Use the directions on the page entitled **Project Storage Information**. Save early, save often!

Interactive Poem Companion Creating Links and Bookmarks

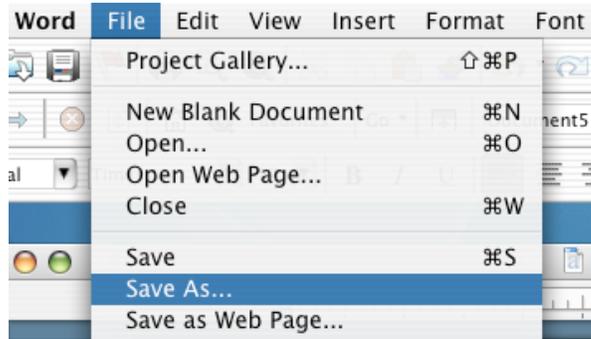
You are going to use hyperlinks and bookmarks to connect words in your poem to places in a related document. You will have to use the appropriate method to make hyperlinks depending on which piece of software you choose to use. Below are the basic instructions for Word, FrontPage and PowerPoint on a Windows machine.

To hyperlink terms from your companion.doc to your typed Stanzas, follow these steps.

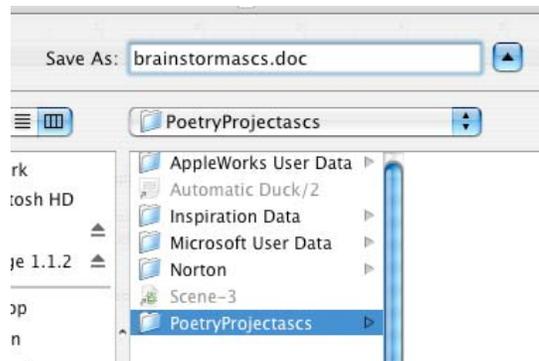
1. **Create Bookmarks:** Create Bookmarks in companion.doc. In companion.doc, create a bookmark at the beginning of each numbered line. From the Insert menu, choose Bookmark. Name the bookmarks so that you will be easily able to identify to which one you need to link. For example, if the first device is alliteration, name the bookmark “alliteration”.
2. **Create Hyperlinks:** In the document where you have typed and saved your poem stanzas, highlight the word or phrase you want to link to the bookmark. These will be the previously identified devices or techniques.
 - Choose hyperlink from the Insert menu.
 - Choose bookmark on the right side of the dialogue box.
 - Select the appropriate bookmark for that device and choose OK. You can link to the same bookmark more than once, if that particular device or definition shows up more than once in your stanzas.
3. **Repeat as necessary:** Follow the same procedure to link all identified devices and terms to the appropriate bookmark in the Companion.
4. Make your companion visually appealing by using page borders, appropriate font and clip art. Make sure that the clip art is copyright clear or that you have received permission for its use.

File Storage Information

1. Set up a folder in the documents folder on your machine, or in your server space. Label it PoetryProject/your initials (PoetryProject/ascs)



2. Save all files created in that folder by choosing File Save As ... and directing the computer to your folder.



3. Repeat process for all project files.

Interactive Poem Companion

Teacher Name: _____ Date: _____

Student Name: _____

CATEGORY	4	3	2	1
Technical (Links and bookmarks)	All terms are linked to correct bookmark in Companion	Some terms are linked to correct bookmark in Companion.	Few terms are linked to correct bookmark in Companion	Links don't work
Stanzas	Stanzas are correctly typed and formatting and punctuation have been accurately reproduced.	Stanzas are mostly correct, and most formatting and punctuation have been accurately reproduced.	Stanzas contain several formatting and punctuation errors.	Stanzas contain many formatting and punctuation errors.
Companion	All devices have been identified and correctly defined.	Most devices have been identified and correctly defined.	Few devices have been identified and correctly defined.	None of the devices has been identified and correctly defined.
Copyright	All sources for definitions are identified and correctly cited	Most sources are identified and correctly cited.	Few sources are identified	Sources are not identified
Visual Appeal	Excellent use of font, color, graphics, effects to enhance the presentation.	Good use of font, color, graphics, effects to enhance the presentation.	Use of font, color, graphics, effects but occasionally these detract from the presentation content.	Use of font, color, graphics, effects is distracting and unnecessary.

Digital Storytelling – Personal Response Instructions

By the end of this assignment, students will be expected to:
English Language Arts

- 7.3 develop an ability to respond critically to various texts in a variety of ways such as identifying, describing, and discussing the form, structure, and content of texts and how they might contribute to meaning construction and understanding

Integration of Information and Communication Technology

- PTS 9.4 create and manipulate sound, images and video, using digital equipment and computer-based editing, to represent their learning for particular audiences and purposes, independently with teacher supervision

Read the poem. Select a stanza or two to prepare for a dramatic recitation on film.

Prepare a storyboard using the attached template. Include notes on transitions and sound effects that you might use as well as camera angles or techniques.

Using a video camera and editing software, create a short movie that shows you performing a dramatic reading of your selection and explains your personal connection to the selection. Your personal connection will connect your personal experience to the poem, its author, its setting, or some feeling that the poem has evoked in you. For example, maybe you have been to the Yukon, or you own a husky, so you have a special understanding of parts of The Cremation of Sam McGee.

Your video should be between 90 seconds and 2 minutes in length. Your voice should be clear and evenly paced. The film must include the following:

- Title
- Transitions/effects
- Credits
- Sound/Music

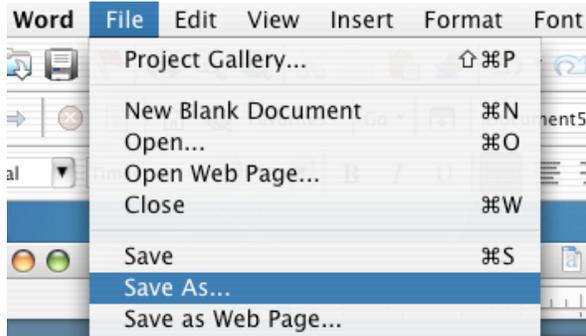
Please pass in your storyboard and any notes that you have taken in the preparation for your movie.

The attached rubric will be used to score your project.
Use the instructions on the following page to store your work.

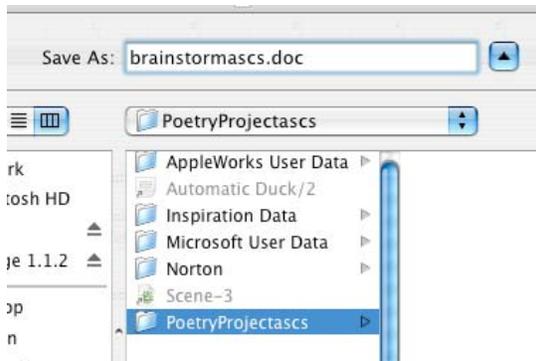
Time: You will have 5 classes to complete this section of the project.

Project Storage Information

1. Set up a folder in the documents folder on your machine, or in your server space. Label it PoetryProject/your initials (PoetryProject/ascs)



2. Save all files created in that folder by choosing File Save As ... and directing it to your folder.



3. Repeat process for all project files.

Digital Storytelling : Personal Response

Teacher Name: _____

Student Name: _____ Date: _____

CATEGORY	4	3	2	1
Storyboard / Notes	Storyboard clearly illustrates sequence of film and indicates placement of transitions and specialized camera shots (zooms etc)	Storyboard is complete but fails to include transitions or a clear sequencing of events.	Storyboard contains minimal information and is not logically sequenced.	Storyboard is not submitted
Voice – Consistency and Pacing (rhythm and voice punctuation)	Voice quality is clear and consistently audible throughout the presentation. The pace (rhythm and voice punctuation) is clear and consistent.	Voice quality is clear and consistently audible throughout the majority (85-95%) of the presentation. Occasionally the student speaks too fast or too slowly.	Voice quality is clear and consistently audible through some (70-84%) of the presentation. The student tries to use pacing, but it is often noticeable that the pacing is not correct.	Voice quality needs more attention. The pace is uneven and no attempt is made to keep rhythm consistent
Title/Transitions	Title is included and is in a font that is clearly readable. Transitions are used to create a distinct atmosphere or tone that matches different parts of the reading. They are well-timed and contribute to the reading.	Title is included but font is distracting, too small or unclear. Transitions are used to create a distinct atmosphere or tone. They are somewhat well-timed.	Title is included but poorly designed or spelt incorrectly. Student attempts to use transitions to create an atmosphere/tone but transitions are too quick or too numerous and are distracting to the presentation.	Title is not included. No attempt to use transitions to create an appropriate atmosphere/tone.
Music/Sound Effects	Music or sound effects evoke a rich emotional response that matches the reading well.	Music or sound effects evoke an emotional response that somewhat matches the reading.	Music or sound effects are present and not distracting, but do not add to the reading.	Music or sound effects are distracting, inappropriate or not used.
Duration of Presentation	Length of presentation is between acceptable limits	Length of presentation was more than 1 but less than 2 minutes.	Length of presentation was less than 1 minute.	Presentation was far too long or far too short. No attempt was made to keep within time limits
Credits	Credits are included and are in a font that is clearly readable	Credits are included but font is distracting, too small or unclear	Credits are partially complete, but poorly designed or spelt incorrectly	Credits are not included.

Multimedia Presentation

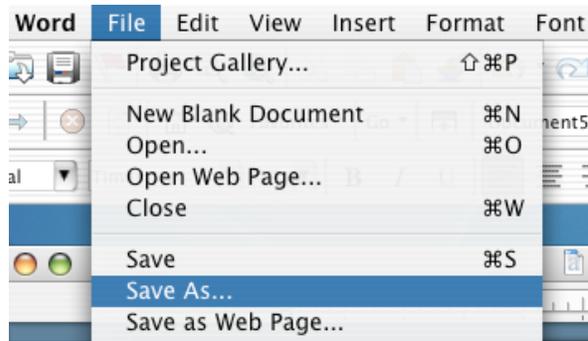
Your group will prepare a multimedia presentation using iMovie, Pinnacle Studio, Powerpoint / Keynote, or a website to illustrate the poem under study. Use pictures, music or sound effects to explain your interpretation of the poem. Images and sound can illustrate either a literal or figurative interpretation of the poem. Obey copyright rules: make sure you use copyright-clear images and photographs or ones that you have taken yourself, or received written permission to use. A good source for copyright-clear photographs is: <http://imagesproject.ednet.ns.ca>. Your presentation must include at least 3 images (either photographs or clip art) and sound effects or music that enhance the presentation. Your group will present the project to the class.

You have one cycle (5-6 classes) to complete this project. Follow this general guideline:

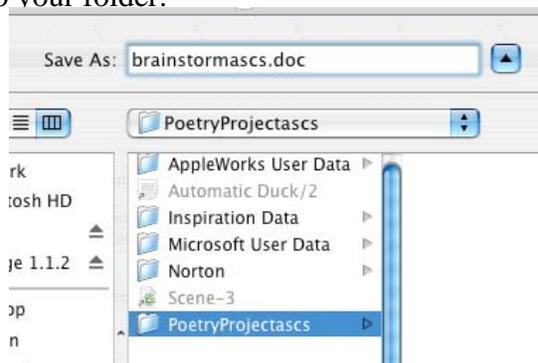
- Class 1: Brainstorm and plan.
 - Class 2/3: Find or make copyright free images or sounds.
 - Class 3-5/6: Assemble and edit your project in preparation for presentation to class.
 - Class 6: Presentations
1. With your group, brainstorm ideas for what images or sounds you could use to illustrate your poem. Use Inspiration or record your ideas on chart paper.
 2. Prepare a storyboard, using the attached document or Inspiration. This storyboard will include, in sequence, details of the illustrations and sounds that you will use in your presentation. Get your storyboard approved by the teacher.
 3. Decide who will do what for the project. Complete the attached Task List and get it approved by the teacher.
 4. Schedule your computer or video camera time on the sign-up sheets.
 5. Decide which software you will use to make your presentation: iMovie/Movie Maker, Pinnacle Studio, Keynote/Powerpoint, website software. Save your work to your project folder using the instructions on the sheet entitled **Project Storage Information**.
 6. Collect images, and compile your project. Visit sites like <http://imagesproject.ednet.ns.ca> to collect the images you need for your project: Please remember Canadian Copyright Law. Ensure that all images come from a source that is copyright free and allows use of images for educational purposes, or that you have received written permission to use images in your presentation. Cite your sources. Or use a digital or still camera to take your own pictures. Save all images and sounds in your project folder (see page entitled **Project Storage Information**).
 7. Your presentation will be marked according to the attached rubrics.
 8. Rehearse your presentation before you present it to the class. How will you introduce your project, who will do what?
 9. Present your project to the class.

Project Storage Information

1. Set up a folder in the documents folder on your machine, or in your server space. Label it PoetryProject/your initials (PoetryProject/ascs)



2. Save all files created in that folder by choosing File Save As ... and directing the computer to your folder.



Repeat process for all project files.

Task List

Group members:

Task	Person	Resources Needed	Date Due

Approved: _____

Multimedia Presentation

Teacher Name: _____ Date: _____

Student Names: _____

CATEGORY	4	3	2	1
Required elements (Storyboard, Task List, images and sounds)	All required elements completed.	Most elements completed.	Some elements completed.	No required elements completed.
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Matters of correctness	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Many misspellings and/or grammatical errors.	Numerous errors in spelling or grammar.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Product uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Product shows no evidence of original thought. Uses other people's ideas, but does not give them credit.
Presentation / Technology	Presenters introduce project speaking clearly and audibly. Students are able to use required technology competently. Product makes excellent use of font, color, graphics, effects to enhance the presentation content.	Presenters introduce project speaking clearly and audibly. Students are able to use required technology competently. Product makes good use of font, color, graphics, effects to enhance the presentation content.	Presenters have not rehearsed their introduction. Speech is hard to hear. Font, color, graphics, effects occasionally detract from the presentation content.	Presenters do not introduce project. Students are unable to use required technology competently. Use of font, color, graphics, effects detract from presentation content.

Copyright law complied with (permissions received, sources correctly cited) _____ Yes _____ No

Group Work

Teacher Name: _____ Date: _____

Student Names: _____

CATEGORY	4	3	2	1
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Quality of Work	Provides work of the highest quality. Consistently stays focused on the task and what needs to be done. Very self-directed.	Provides high quality work. Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Provides work that usually needs to be checked/redone by others to ensure quality. Rarely focuses on the task and what needs to be done. Lets others do the work
Time-management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others.	Often listens to, shares with, and supports the efforts of others, but sometimes doesn't work well with team members.	Rarely listens to, shares with, or supports the efforts of others. Often does not work well with team members.

assonance

meter

imaging

rhyme

Poetry in Depth: Using Technology to Enhance Our Understanding

alliteration

metaphor

symbolism

simile

personification

onomatopoeia

Unit Goals

- Gain understanding of poetic devices
- Use multimedia tools to create and illustrate personal responses to poetry
- Share learning with classmates

Outcomes

English Language Arts:

By the end of this unit, students will be expected to

- 6.2 make evaluations or judgments about texts and express personal points of view
- 7.3 develop an ability to respond critically to various texts in a variety of ways such as identifying, describing, and discussing the form, structure, and content of texts and how they might contribute to meaning construction and understanding
- 8.4 demonstrate an ability to integrate interesting effects in imaginative writing and other forms of representation
- 10.3 acquire some exposure to the various technologies used for communicating to a variety of audiences for a range of purposes (videos, e-mail, word processing, audiotapes)

Outcomes

Information and Communication Technology:

PTS 9.1 use software to brainstorm, develop a thought web, outline, and map ideas under study with independence

PTS 9.2 explore curriculum concepts under study using specialized software; measuring, sampling and recording equipment; and computer-based simulations, with teacher assistance

PTS 9.4 create and manipulate sound, images and video, using digital equipment and computer-based editing, to represent their learning for particular audiences and purposes, independently with teacher supervision

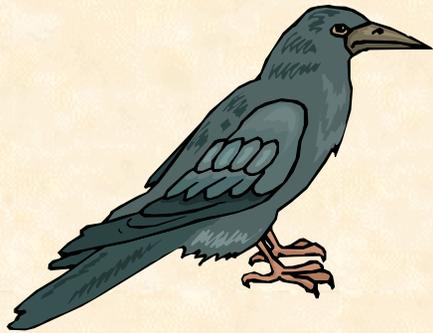
PTS 9.5 develop multimedia presentations, based on sound principles of design, with increasing confidence, efficiency and independence

CT 9.2 design and build intranet or Internet websites of student-produced pages about a curriculum topic, in small groups with teacher supervision

RPSD 9.3 write and represent their research using the structures, features, conventions, and techniques of specialized publication and presentation formats with growing fluency

SEHI 9.3 understand, model, and assume personal responsibility for the acceptable use of copyrighted and other information resources

Sample Projects



Poem Companion



Multimedia Presentation



Poem Companion



Digital Storytelling

Activities

- Review, discuss, introduce poetic devices using websites such as:

<http://www.kyrene.k12.az.us/schools/brisas/sunda/poets/poetry2.htm>

OR

<http://storytrail.com/poetry/poeticdevices.htm>

Concept Web

- Review use of Inspiration to construct concept webs. Use the quickstart tutorial here to get started.
(http://lrt.ednet.ns.ca/PD/pdf/quick_start_index.htm)
- Complete the Poetry analysis document for the selected poem.



Inspiration Concept Web



Instructions

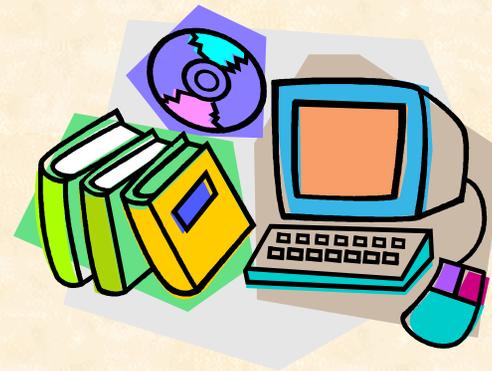
Project A - Poem Companion

- Divide class into groups
- Assign each group a portion of the poem.
- Create an interactive companion.

Sample



Instructions



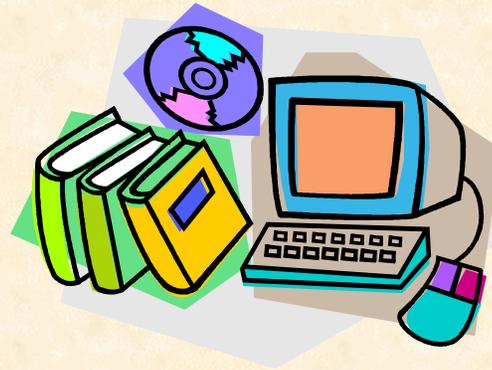
Project B – Multimedia Presentation

- Create an audiovisual presentation of your section of the poem

Sample Project

Change
Change

Instructions

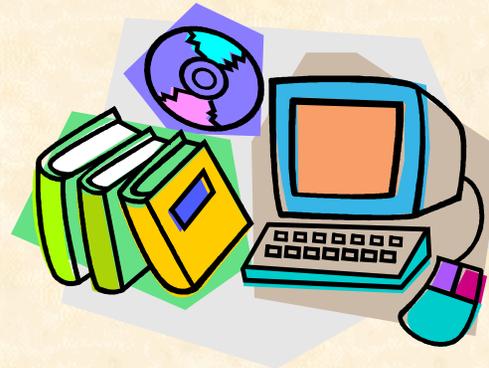


Project C – Personal Response

- Prepare a dramatic reading of one stanza of the poem and describe a personal connection to that stanza or relate it to another story or poem.



Sample Project



Instructions

Teacher Resources



[Raven](#) (Poem Companion)



[Cremation of Sam McGee](#) (Poem Companion)



[Change](#) (Multimedia Presentation)



[Candles in the Dark](#) (Digital Storytelling)

Instructions for projects

Concept Web

Project A- Poem Companion (windows)

Project A- Poem Companion (macintosh)

Project B- Digital Storytelling (grade 7)

Project B- Digital Storytelling (grade 8)

Project C- Multimedia Presentation

Websites

- <http://www.kyrene.k12.az.us/schools/brisas/sunda/poets/poetry2.htm>
(glossary of poetic devices)
- <http://storytrail.com/poetry/poeticdevices.htm>
- <http://www.teachersfirst.com/share/raven/>
- <http://www.coolclips.com/arts/drama.htm>
- <http://ali.apple.com>
- <http://imagesproject.ednet.ns.ca>
- http://lrt.ednet.ns.ca/PD/pdf/quick_start_index.htm