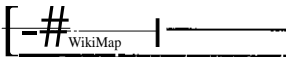



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## Introduction

### Poetry Crunch Time

Activity 1 ClickView Film

Activity 2 Viewing the Eagle Film Clip


Activity 3 View Poetry Stimulus

Activity 4 View "In Flander's Fields"

Activity5: Weekly 'My learning ReflectionsBlog'

Homepages:  
Teacher A: Adam    Teacher B: Ben    Teacher C: Clair    Teacher D: Diane

### Activity 1- ClickView Film


Fill in the Viewing Sheet as the whole class watches the ClickView Clip - Poetry Crunch Time

**Complete the following worksheet 'Finding Out: What is Poetry?'**

Save the worksheet in your 'K' drive and also in 'My Resources' in the right hand column of this page- click on My Resource; and then on the Add File icon.

You will need to use these sites to help you choose poems:

[http://wwwN.poetry4kids.com/modules.php?name=Web\\_Links&l\\_op=viewlink&cid=2](http://wwwN.poetry4kids.com/modules.php?name=Web_Links&l_op=viewlink&cid=2)


[www.poetry4kids.com/modules.php?name=Web\\_Links&l\\_op=viewlink&cid;3](http://www.poetry4kids.com/modules.php?name=Web_Links&l_op=viewlink&cid;3)

<http://rpo.library.utoronlo.ca/searchindex.cfm>

Choose three poems that have a combination of local (from themes from our lives in Australia) and global (themes that apply to other cultures/people groups) themes and post them in this forum ""- \_

Remember: you can comment on others' choices and poem selection. Ensure that you keep your comments constructive and not critical.

### Activity 2 -Viewing the Eagle Film Clip

Investigate the following PowerPoint presentation entitled 'The Eagle' .

Using a Word Document complete the following worksheet related to "The Eagle".


When you have completed your answers in your Word Document, you are to save it on both your 'My Resources' area on clc and you school 'K': drive. Ensure that you name your file 'TheEagleWorksheet\_Sumame'

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## Activity:3 • View Poetry Stimulus

Open this poem "Summer Rain" by John Foulcher and read it to yourself.

Open and view the following PowerPoint presentation on 'Poetry Stimulus'. P

In this  Forum-Your Teacher\_ "Summer Rain" Poetry Analysis, post your description of what you saw in each of the pictures and what ideas or emotions are suggested by the picture.

The last slide asks you to write about how the pictures relate to the poem "Summer Rain."

Make sure you post these in the new"-...- Forum -Your Teacher\_ "Summer Rain" Poetry Analysis.

## Activity 4 ·View "In Flanders's Fields"

Open and view the following PowerPoint presentation on 'In Flanders Fields'.


Open a word document and answer the questions on each of the PowerPoint slides, finally responding to the last slide. Make sure you write at least four paragraphs, one paragraph per stanza and one paragraph for the last slide.

When you have completed your worksheet, you are to save it on both your 'My Resources' area on clc and your school 'K: drive. Ensure that you name your file 'FlandersFieldsWorksheeLSurname'

## Activity 5 ·Weekly "My Learning Reflections Blog"

You now need to complete your weekly 'My Learning Reflections Blog'. To do this:

1. Click the 'My Blogs and Forums' link in the 'My Panel' to the right.
2. Select your 'My Learning Reflections Blog'.

3. Click the 'Add Blog Entry' button 
4. Make the title the date of your entry (e.g. 22 July 2010)
5. Copy/Paste the following questions into the 'Blog Entry' box.
6. In this week's English lessons:

1. On a scale of 1 - 5 where 5 is 'very well' and 1 is 'very poorly', how well have you worked with- technology AND .....What worked well and what was difficult?
2. On a scale of 1- 5 where 5 is 'very well' and 1 is 'very poorly', did you understand the poetry content AND ....What was the hardest and the easiest part?
3. On a scale of 1 - 5 where 5 is 'very much' and 1 is 'very little', did you enjoy learning AND ....What was the most enjoyable and least enjoyable thing?
4. On a scale of 1 - 5 where 5 is 'helped a lot' and 1 is 'hindered a lot', did *others* help or hinder the learning AND ...What happened?
5. On a scale of 1 - 5 where 5 is 'helped a lot' and 1 is 'hindered a lot', did you help or hinder the learning AND ...What happened?
6. On a scale of 1-5 where 1 means 'changed very little' and 5 means 'changed a lot', has there been a change in your learning? Describe any changes you noticed in how you are learning.



7. On a scale of 1-5 where 1 means the changes have been 'for the worse' and 5 means the changes have been 'for the better', are these changes good or better/worse than you thought? Why?

7. When you have finished and checked your spelling click the 'Add Blog Entry' button.

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Worksheets

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Blogs- B

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Blogs- D

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# Poet Laureate For A Term



- Introduction Task
- Process
- Evaluation
- Conclusion

## Introduction

In these lesson students will teach each other about literacy devices in poetry and find examples. Students will then compose their own poems using these devices.

**CONGRATULATIONS!**

You have been selected by the Chair of the Poetry Department (YourTeacher) to be the Poet in Residence (Poet Laureate). This means that you will have plenty of thinking time to compose your own poetry. But with great power comes great responsibility.

You will also be responsible for making sure your students understand the literary devices that you so eloquently use in your own work. Scroll down to task to read about the requirements of your new position.

### David J Delaney- Australian Poet

David J Delaney, Australian poet, released his first book *My Small Book of Poems* in May 2007. David tells Book Creators Circle: "It has been one incredible step for me. The size of my book was purposely done to gauge the reaction of the public. The response was both humbling and amazing with comments from John Williamson, Mel from Sunrise, Steve Ahmet from Easy Listening 846, Pat Morrish radio announcer of Far North ABC Radio and many others. Sales to the U.S, U.K. Ireland, Japan and more have inspired me to keep writing and I now have released my second volume *Rhymes of Times*."



David J. Delaney-labelled the North Qld Poet Laureate

## Task

You will be broken into groups of six. Each group member will choose one

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Logout

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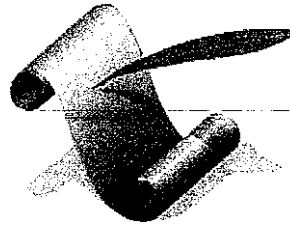


device out of the following: alliteration, personification, onomatopoea, metaphor, simile, or hyperbole.

-You will research your device by writing in a Word Document

1. A definition of your poetry device and
2. Three poems that use it and
3. An ANALYSIS as to why these poems use this device and
4. An INTERPRETATION of the poems using as many of the 7 questions you have already used in Activity 2 (The Eagle Worksheet) of Walking Through Poetry Introduction."

- You will post in the Poet Laureate forum (Teacher A,B,C, or D) the three poems, your analysis and your interpretation of the poems for comments from your group members.
- You will then collaborate with poets from other groups in the class who researched the same device. With the help of this new group, you will each create your own power point or prezi which you will post in the forum (Teacher A,B,C,or D) and confirm that you all are able to teach others what that device is and how to use it
- You will then return to your original group and you and your colleagues will view your presentation on the forum learning about your device.



Once each member of your original group of six each has a chance to view the other members' device on the forum, you are ready to fulfil your final task.

At this point you can begin to compose poetry using your newly acquired poetic vocabulary.

Each poet should compose two or three poems and use each device, in an appropriate way, at least once in your poetry (you don't need to use any one device in more than one of your poems). Once completed, these will be posted in the Poet Laureate forum under your teacher's name. (Teacher A, B, C or D). Those who have already posted on this forum

"...- \_ may have to copy and paste to their teacher's Poet Laureate forum using the 'Paste from Word' link in the above toolbar beside the binocular icon.

## Process

Step 1. The Chair of the Poetry Department will assign you to groups of six.

Each poet will select a different one of the following devices to research:

- alliteration
- onomatopoeia
- personification
- metaphor
- simile

- hyperbole

Step 2. Using the following resources, you will research the meaning of your term.

-Use some of these resources to come up with a definition in plain words that is easy to understand.

- See if you can find out why poets might choose to use this device or hypothesize as to why you think they might use it.

-Make sure to cite all of your sources in MLA format. Feel free to use NoodleTools to generate your citations. Remember: you are an academic and plagiarism will not be tolerated! Do not put your career in jeopardy by not doing something so easy as citing your sources.

[www.bartleby.com](http://www.bartleby.com) Select a Reference source from the drop down menu titled reference that you think will help you define your term or explain why poets might use this device.

[www.infoplease.com/ipa/A0903237.htm](http://www.infoplease.com/ipa/A0903237.htm) A glossary of poetic terms.

[http://rpo.library.utoronto.ca/display\\_rpo/poetienn.cfm](http://rpo.library.utoronto.ca/display_rpo/poetienn.cfm) Another glossary of poetic terms.

[www.m-w.com](http://www.m-w.com) A dictionary of the English language.

Step 3. Find the full text of three poems that employ your device. You can use a combination of print and online resources to find your poems

-Again, make sure to cite the book or reference work where you found your poems in MLA format.

-Once you've found your poems, think about what message the poems are trying to convey. Then think about why the poet used this device. How does it add to the theme and/or tone of the poem? How does it help to get across the poet's **message?**

- Browse through the Poetry section of the library. Borrow some books that are on a topic that interests you to start finding your examples or click on these web **sites.**

[www.bartleby.com](http://www.bartleby.com) - Select any of the options under the verse dropdown menu to find poems

[http://www.poetry4kids.com/modules.php?name=Web\\_Links&I\\_op=viewlink&cid=2](http://www.poetry4kids.com/modules.php?name=Web_Links&I_op=viewlink&cid=2) Links to websites that have poetry especially for kids.

[www.poetry4kids.com/modules.php?name=Web\\_Links&I\\_op=viewlink&cid=3](http://www.poetry4kids.com/modules.php?name=Web_Links&I_op=viewlink&cid=3) Links to websites that contain famous or classical poems for kids.

<http://rpo.library.utoronto.ca/searchVindex.cfm> - An online index of poetry. You may wish to use this to find poems that you found excerpts of when you were searching for your term.

Step 4. Find the other poets in your class who researched the same device as you did.

Create a Power Point or a Prezi that has the following elements:

- **the name of your poetry device**
- a definition of the poetry device
- brief excerpts from poems that use this poetry device
- Why might a poet want to use this device? What effect might it achieve? (this can be something you're learning from a source or your hypothesis)

• An image that represents your device or helps you to remember it

## L7

- A list of the poets who made the presentation

- Show your findings to the Chair of the Poetry Department (i.e., your teacher) before proceeding on to step 5.

Step 5. Return to your original group and teach them about your device by having them view your presentation. Make sure to use examples to illustrate the term.

-You can also make use of the PowerPoint or Prezi you helped create as a visual aid in presenting your device.

-You may wish to comment on the forum about the other members' presentations.

-Now you are ready to use their devices by writing your own poems!

Step 6. After all of your poet colleagues have presented their devices, it's time to start writing.

Make yourself comfortable, roll up your sleeves, and compose two or three poems, making sure to use each device at least once in your body of work. Be creative!

These sites may help you to write poems:

- Writing Poetry
- "Alien" Poetry exercise

At the end of this project all poets will post in the forum (Teacher A,B,C, or D):

- notes from your research on the definition and usage of your term (make sure to include the citation of your sources)
- three poems you found that use your assigned device (and citations)
- the list of citations from Noodletools citing all references
- an individual Power Point or Prezi with all of the bulleted items listed above
- **two or three poems you've written, making sure to include each of the devices your group has studied at least once and using the "Interpreting the Poem" ideas used in Activity 2 (The Eagle Worksheet), "Walking Through Poetry- Introduction"**
- As well as posting on the forum, you will need to copy and paste all your work onto one Word Document to hand a hard copy to your teacher.

## Evaluation

In this unit you will be assessed on your.

- WAYS OF WORKING (WOW) by Interpreting poetry and Appreciating poetry

KNOWLEDGE AND UNDERSTANDING (KU) by Analysing Language Elements, Reading and Viewing skills and Manipulating Literary and Non-Literary Texts.

Click on **this** to view the criteria that will assess your work.....

### Conclusion- Weekly 'My Learning Reflections Blog'

You have officially earned the title of Poet Laureate.

Excellent work!

You've also learned all about devices that poets use in their writing. Perhaps you are particularly proud of a poem that you created. Here are some places where you can get your work published and continue your career as a poet.

<http://www.ipl.org/div/teenpoet/> - A wiki for teen poetry.

<http://teenink.com/Submissions/> • Accepts work from teens ages 13-19.

<http://www.kalwriters.com/kidswwwwritefindex.html> - This site publishes poetry of kids under 16.

You now need to complete your weekly 'My Learning Reflections Blog'.

To do this:

1. Click the 'My Blogs and Forums' link in the 'My Panel' to the right.
2. Select your 'My Learning Reflections Blog'.
3. Click the 'Add Blog Entry' button **Q**
4. Make the title the date of your entry (e.g. 15 July 2010)
5. Copy/Paste the following questions into the 'Blog Entry' box:

In my English classes this week:

1. On a scale of 1 5 where 5 is "very well" and 1 is "very poorly", how well have you worked with technology *AND* ..... What worked well and what was difficult?
  2. On a scale of 1 5 where 5 is "very well" and 1 is "very poorly", did you understand the poetry content *AND* ..... What was the hardest and the easiest part?
  3. On a scale of 1 5 where 5 is 'very much' and 1 is 'very little', did you enjoy learning *AND* ..... What was the most enjoyable and least enjoyable thing?
  4. On a scale of 1 5 where 5 is 'helped a lot' and 1 is 'hindered a lot', did *others* help or hinder the learning *AND* ..... What happened?
  5. On a scale of 1 5 where 5 is 'helped a lot' and 1 is 'hindered a lot', did you help or hinder the learning *AND* ..... What happened?
  6. Describe any changes you noticed in how you are learning.
  7. Are these changes good or better/worse than you thought? Why?
1. When you have finished and checked your spelling click the 'Add Blog Entry' button.

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## Seeing Poetry



### Seeing Poetry

- Introduction
- Task
- Process
- Evaluation
- Conclusion

#### Introduction

This unit is an investigation into poetry.

It is also a way for you the student to integrate technology into your learning by using digital cameras and computer programs to illustrate your interpretation of a poem.

Last of all you will put it together into a multimedia presentation.

**CONGRATULATIONS!**

Your College has been selected as the host site for the **THIRD ANNUAL FILM FESTIVAL** for young artists and poets. Turn your chosen poem into a short film and show the art community your talents as a budding filmmaker!

LIGHTS! CAMERA! ACTION!

#### Task

Calling all young poets, artists or film makers!

Your job with this task is to choose a great poem, either one you have written with your group or read by another author, and turn it into a short film.

**YOUR JOB IS TO SHOW** your 'reader the poem as they view the video you have created. Have them "seen it through your eyes.

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By using a digital camera and your computer, you will be putting together a digital work of art!

At the conclusion of each of the six steps, you will individually keep a new "My Learning Blog" of entries summarising group discussions, decisions and YOUR contribution to the process.

## Process

You need to complete the following steps to become a young filmmaker and finish this task.

First step, in your English class you have been researching poetry by reading many different types of poetry.

Working in groups of four, review all the poems you have created in the section "Poet laureate for a Term" and come to a group decision about the best one to use for your movie.

You may also investigate more poems by exploring books from the library and the different websites on poetry listed below.

CLASSICS  
CHIGNA  
POETRY4KIDS  
GIGGLES  
CHILDREN'S POETRY

Second step: Decide on a poem that "talks to you"



Make a list of the words, phrases, poetic devices, images that talk to you as well as concepts from the poem that will need to be developed like setting, images, words and colours.

Then, brainstorm ideas of things you could take photos of that help your audience "see" what the poem is saying.



What do you have around your school, schoolyard, neighbourhood or home that will tell your audience what the poem says.

Third step: Create a storyboard. A storyboard is a detailed plan to help you with the production of a movie. A good storyboard shows the script and coordinates the video, still images and sound to accompany each piece of the script in the



final movie. Click here to find a storyboard worksheet. It is a similar process to the storyboard you created for "The Return of Scar."

Fourth step: Go out and take some photos and videos!

Decide who will take which photos and movies (remember to share the jobs equally across the group) and then check out the digital camera from your teacher.

Remember to take many photos and videos to help you "show" your poem in the movie. Think about some ways images and sounds can set the mood and increase understanding without the need for words. Check out this site to help you with taking photos and videos.

Upload your photos to a folder you created in your student drive and scan your drawings into the folder. Remember to save copies onto your USBs as well. Your teachers and the 'Brothers' group will help you with this task as needed.

Fifth step: build the movie!

This is the final phase of the process to produce a movie.

- During production, a movie editing program like Macintosh iMovie or Microsoft Movie Maker can be used to make a polished product. Your teachers and the 'Brothers' group will help with this task, too!

- Develop a rough-cut of the movie without transitions or music. The rough cut should also include video, still images, title screens and voice-overs.

- Edit the sequence and timing of images in the rough stage.

- Then make the final-cut by adding sounds and transitions.
- Add music last, after the other parts of the movie are in place.
- Note that 15-20 still images produce a 3-5 minute movie.
- Remember, to express to the audience your own personal feeling regarding poem you chose.
- Last of all, don't forget to use your storyboard you created to help with all of this!  
Include rolling credits to cite all media and information sources.

### Evaluation

In this unit you will be assessed on your:

- WAYS OF WORKING (WOW) with Making judgments, Constructing Texts and Reflecting on learning
- KNOWLEDGE AND UNDERSTANDING (KU) of Writing and Designing and Reading and Viewing Skills.

Click on this **W** to view the criteria that will assess your work

### Conclusion -Weekly 'My Learning Reflections Blog'

Last of all, I hope you have enjoyed reading poetry and turning it into a multimedia presentation as much as I have enjoyed writing this!

**Now sit back and relax as we watch what you and your classmates have created!**

You now need to complete your 'My Learning Reflections Blog -Movie- Making', filling out your responses to the 7 questions.

To do this:

1. Click the 'My Blogs and Forums' link in the 'My Panel' to the right.
2. Select your 'My Learning Reflections Blog'.
3. Click the 'Add Blog Entry' button. **q**
4. Make the title the date of your entry
5. Copy/Paste the following questions into the 'Slog Entry' box: In my **English Class for this movie-making task:**
  1. On a scale of 1 - 5 where 5 is "very well" and 1 is "very poorly", how well have you worked with technology AND ..... What worked well and what was difficult?
  2. On a scale of 1 - 5 where 5 is "very well" and 1 is "very poorly", did you understand the poetry content AND ..... What was the hardest and the **easiest part?**
  3. On a scale of 1 - 5 where 5 is "very much" and 1 is "very little", did you Enjoy learning AND .... What was the most enjoyable and least enjoyable thing?
  4. On a scale of 1 - 5 where 5 is 'helped a lot' and 1 is 'hindered a lot', did *others* help or hinder the learning AND ..... What happened?
  5. On a scale of 1 - 5 where 5 is 'I helped a lot' and 1 is 'I hindered a lot', Did you help or hinder the learning AND ..... What happened?
  6. **Describe any changes you noticed in how you are learning.**
    1. Are these changes good or better/worse than you thought? Why?

s. When you have finished and checked your spelling click the 'Add Blog Entry' button.

ACKNOWLEDGEMENTS:

"Poet Laureate For a Term" adapted from work by Amy Sprung, Simmons College

"Seeing Poetry" adapted from work by Becky Schapp, Woodstock.

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