Student-Selected Poetry Presentation Guidelines

AP Literature & Composition/Mrs. Decker

1. For this assignment, you will present two (2) of your selected poems from the summer assignment. You must provide 6 copies of each poem for the class on the day of your presentation. Please let me know in advance which poems you have chosen.

2. Briefly explain why you selected the poem(s). Do you like the poet? Does the poem’s message speak to you? Does the poem hold a special meaning for you? etc. *Don’t give away too much here as you will be leading the class in deeper analysis of your poem(s).*

3. Allow the class to silently read the poem, then read the poem aloud to the class and begin leading your analysis.

4. In your analysis, you must address:

 a. the author’s tone toward the subject,

 b. how the author uses literary devices to develop that tone, and

 c. the author’s use of poetic devices and figurative language.

5. Do not research any critical materials as you prepare for your presentation; in other words, present your original thoughts, observations, and analysis to the class.

6. See the Grading Rubric on reverse side.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*AP Literature ~ Poetry Analysis Rubric*

*Poem Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Poet: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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| --- | --- | --- | --- |
|  | **10 points** | **8 points** | **6 points** |
| Choice | Reason for choosing poemis well-stated | Reason for choosing poemis stated and adequately supported | Reason for choosing poem can be inferred,but little or no support is given |
| Meaning | Poem’s meaning is fullyanalyzed with in-depthprobing of the literal andfigurative interpretations | Poem’s meaning is fullyanalyzed with somediscussion of literaland/or figurativeinterpretations | Poem’s meaning isanalyzed on asuperficial level |
| **Devices****and** **Literary Elements** | Six or more poeticdevices/literary elements arecorrectly identified byline number and thoroughly explained | At least four poeticdevices/literary elements arecorrectly identifiedby line number and adequately explained | At least two poeticdevices/literary elements arecorrectly identifiedby line number and explained |
| **Tone** | Author’s tone toward subject clearly identified; development of tone clearly explained  | Author’s tone toward subject somewhat identified; development of author’s tone is somewhat explained | Author’s tone toward subject in not identified; development of author’s tone is not explained |
|  | **5 points** | **3 points** | **1 point** |
| Preparedness | Student was clearly prepared to present and knowledgeable of content in poem | Student was prepared to present but was not fully knowledgeable of content in poem | Student was ill-prepared to present and provided little to no evidence of knowledge of content in poem |
| Presentation | Student was highly confident in presentation, and clearly and effectively led the class in analysis of the poem | Student was somewhat confident in presentation, and did a fair job in leading class analysis of the poem | Student showed little to no confidence in presentation; student provided weak and ineffective analysis of poem |

*Points Earned: \_\_\_\_\_\_\_\_\_\_/50 Points Possible = \_\_\_\_\_\_\_\_\_%*