

**GROUP** \_\_\_\_\_ Evaluator \_\_\_\_\_ HR. \_\_\_\_\_  
Group members: \_\_\_\_\_

**Grading Scale 25**

24 - 25	=	A
23	=	A-
22	=	B+
21	=	B
20	=	B-
19	=	C+
18	=	C
17	=	C-
16	=	D+
15	=	D
15	=	D-
0 - 14	=	F



# POETRY PRESENTATION

/25 =

## GRADING SHEET

1. **Poem?** \_\_\_\_\_  
**Poet?** \_\_\_\_\_

2. **Introduction:** \_\_\_\_\_ /3

Decide how the poem will be introduced. What might you share with the class BEFORE the reading of the poem, or do you just want to jump right in and read/perform it? Poet background? Something about the time period in which it was written? **IDEAS:**

3. **Reading of the Poem** \_\_\_\_\_ /3

How will your group read or "perform" the poem? Individual? Partners? Group? Will you play it on tape? Video? Will there be choreography? Have music in the background? **IDEAS:**

4. **Summary of the poem/paraphrase** \_\_\_\_\_ /3

Summarize/paraphrase the poem. Who will do this? How? Any artwork to enhance the meaning? How about another poem to compare and contrast your poem to? (like "Musee" and "Out, Out") Will you share background about the poet's life (relevant to the poem), the time period in which was written, etc.?

**IDEAS:**

More →

5. **UNIVERSAL QUESTIONS/THEMES** /5  
Discuss the "BIG IDEAS" in the poem. Ask the class some provocative questions that come out of the poem. Discuss the personal connections your group and the rest of the class might draw from studying the poem. **IDEAS:**

6. **POETIC DEVICES** /5  
Point out HOW the poetic/literary devices ENHANCE the meaning of the poem. Think about DIDLS! Tone? Mood? Other figurative language that is relevant?  
**IDEAS:**

7. **WRAP-UP** /3  
Bring closure to the presentation. How the poem relates to other poems we've studied? Why this poem is so provocative? Cool? Music? Summary? A transparency? Connections to the world today? **IDEAS:**

8. **GROUP DYNAMICS/CLASS PARTICIPATION** /3  
It is expected that everyone in your group participates substantially, you're your group chemistry enhances the presentation, and that your group actively encourages and supports large group class discussion/participation. We should feel that the understanding of the poem was much greater because your group presented it than it might have been had each of us studied the poem alone.  
**IDEAS:**

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**Additional notes or questions or comments?**