Poetry Research Project (Digital Version)

Mrs. Billingsley

English III (H)

First, select a poet from the Poetry Project Choices (found in Poetry folder on class website). Your whole project will be about this poet and his/her work. To complete this project successfully, follow these steps:

**(1) Biographical Information (3 documents) – 10 points**

1. **Articles**. \*Locate at least two biographical articles about your poet. These articles may come from the literature database or any reputable source (e.g., Poetry Foundation, Academy of American Poets) – not Wikipedia!
2. \*Copy each article into a separate Word document (File names: Bio Article 1 Your Name; Bio Article 2 Your Name). \*Then annotate each article using the features in Word (e.g., highlight, underline, text box, comments) for important and/or interesting information. Be sure to annotate, not just highlight.
3. **Summary**. Write a one-page summary including the key points from both articles. You will only have one summary of the biographical information in the articles; you don’t need two separate summaries. (File Name: Bio Summary Your Name)
4. Go ahead and start a Works Cited page for step 8. Each time you find a source that you are going to use, add the MLA formatted citation to your Works Consulted page. If you use the database, it will provide the MLA citation. If you use a website, follow the MLA citation format. (Some examples listed under step 8).

 **(2) Annotated Poems (6 documents) – 10 points**

1. Read at least five poems by your poet in addition to the one given in the Poetry Project Choices packet.
2. As you did with the article summaries, copy the poem into Word and annotate. Alternatively, you can print poems, annotate by hand, and then upload a clear scanned copy or photo of the annotated poem. Each poem should be uploaded as a separate document (File Names: Poem 1 “Title” Your Name; Poem 2 “Title” Your Name; etc.)
3. Add the source(s) for your poems to your Works Cited page. (Sample of poem citation included in step 8 directions) If all poems came from the same website, you can cite the website once.

**(3) Literary Criticism** **(4 documents) – 15 points**

1. Using a literature database, locate at least two articles of literary criticism about your poet’s work. These articles may focus on a specific poem, several poems, or the poet’s work in general. Try both the “Literary Criticism” and the “Topic and Work Overviews” buttons in the database to see what you may find. (\*Note: Criticism does not mean that the article will be negative toward the poet’s work. Criticism basically means “analysis.” Like a restaurant critic or movie critic, literature critics use their expertise to analyze, interpret, and/or comment on literature.) (See [“Accessing Literature Databases”](https://studentsjmcss-my.sharepoint.com/personal/mlcoffman_jmcss_org/_layouts/15/onedrive.aspx?viewid=82fea66b%2Df330%2D4f55%2Db157%2D08869678bb3c&id=%2Fpersonal%2Fmlcoffman%5Fjmcss%5Forg%2FDocuments%2FPoetry%2FUsing%20TEL%2Emp4&parent=%2Fpersonal%2Fmlcoffman%5Fjmcss%5Forg%2FDocuments%2FPoetry) for more information.)
2. Just as you did with the biographical articles, copy the article into a Word document and annotate important and/or interesting information. (File Names: Lit Crit Article 1 Your Name; Lit Crit Article 2 Your Name)
3. **Reflections**. For each article, write a reflection that both summarizes the key points of the article (in your own words!) and comments/reflects upon them. (File Names: Lit Crit Summary 1; Lit Crit Summary 2) (Note. Article 1 should correspond with Summary 1; Article 2 should correspond with Summary 2).
4. While you have the articles handy, go ahead and add those MLA citations to your Works Cited page.

**(4) Multimedia Source (1 document) – 10 points**

1. Find a quality media source (e.g., YouTube video, radio broadcast, audio interview) discussing your poet and his/her work. You can often find these in the literature database under the Multimedia tab (one of the tabs alongside Literature Criticism, Topic and Work Overviews, Primary Sources). You can also google your poet’s name and narrow results to videos.
2. Similar to the reflection on step 3, write a reflection discussing the multimedia source. (File Name: Media Source Your Name). \*Identify the title as well as the source of the information at the beginning of your reflection (e.g., [“Langston Hughes: The Weary Blues on CBUT, 1958”](https://youtu.be/uM7HSOwJw20) features Langston Hughes himself reading…..) As I’ve done here, hyperlink the title of your reflection to the source itself. Describe the key points/interesting information and reflect/comment on the source. Some points to consider in your reflection: what you found interesting, what questions were raised, what you agree or disagree with, how this source agrees or disagrees with other sources you’ve read, how the format impacted the presentation of information, etc.
3. Be sure to add this source to your Works Cited page. A sample YouTube citation is included in step 8 directions.

**(5) Poetry Elements (1 document) – 15 points**

1. Using the poetry terms that we learned earlier in the semester, along you’re your annotations from step 2, create a list of at least 15 poetry elements found in your step 2 poems. (File Name: Poetry Elements Your Name). You need 15 total examples, not 15 from each poem! \*However, within your list of 15, include at least 6 different types (e.g., alliteration, simile, metaphor, hyperbole, paradox, etc.). To illustrate, you might have 6 similes, 3 metaphors, 2 allusions, and one each of paradox, imagery, speaker, personification. \*Most people organize their list of elements by poem rather than by type. So, you would list the title of the poem and under it have the examples from that poem. Then, list the next title and have the examples from that poem.
2. For each example, you should list the type of element, give the actual example (quote of line(s), and write an explanation/analysis of the poet’s use of the element: Explain the effectiveness of the device used by the poet in a sentence or two.

A few examples are listed below:

“The Last Night She Lived”

1. Metaphor: “We noticed smallest things -- / Things overlooked before / By this great light upon our Minds / Italicized — as 'twere.” The speaker of the poem discusses how the death of the woman causes them to notice things that would otherwise go unnoticed. She compares this to the use of italics in a piece of writing; the italicized words, even if very small, will stand out from the rest and gain emphasis.
2. Simile: “She mentioned, and forgot-- / Then lightly as a Reed / Bent to the Water, struggled scarce-- / Consented, and was dead--” Dickinson uses a simile to compare a dying woman to a reed, which is a tall, slender plant that often grows near water. This comparison contributes to the image of a thin and frail woman in the last moments of her life.

“Because I Could Not Stop for Death”

1. Personification: “Because I could not stop for Death – / He kindly stopped for me–” Dickinson personifies death as if it is a carriage driver. Death and the speaker of the poem go on a leisurely ride, which suggests that death is a natural part of life that isn’t to be feared.
2. **Analysis essay (1 document) – 15 points**

Select one of the poems you annotated in step 2 to analyze in a formal essay. (File Name: Essay “Title” Your Name). You might look back at your annotations and note what stands out to you. You might consider using TP-CASTT as a *brainstorming* strategy to generate ideas for your essay. (Blank forms for these strategies can be found in the Poetry folder on the class website.) Then organize your thoughts and formulate a thesis that states what your essay will be showing about the poem. Think about the essay we wrote about Our Town and how you generated the thesis for that essay and included textual evidence in the body paragraphs to support your claims. In your introductory paragraph be sure to identify the title and author of the poem you are analyzing. The essay will be evaluated using the [writing rubric](https://www.tn.gov/content/dam/tn/education/documents/rubric_writing_g9-12_explanatory.pdf) we’ve discussed in class. Be sure to review that rubric. A couple sample essays can also be found in the Poetry folder on the class website.

1. **Original Poem (1 document) – 10 points**

Write an original poem that emulates the poet's style (File Name: My Poem “Title” Your Name). Consider the types of subjects/themes he/she frequently uses (e.g., death, parent-child relationships, politics, love), the forms (e.g., free verse, meter, rhyme, length) and elements (e.g., allusions, nature imagery, metaphors). You might even take one of his/her poems and use it as a model; write your own version of the poem.

1. **Works Cited (1 document) - 10 points**

Type your Works Cited page according to MLA guidelines. Include all sources that you used in gathering your information. The Purdue Online Writing Lab (OWL) is a great place to get information about citing sources correctly. \*For database articles, you can get the MLA citation using the Citation Tools or Cite button, usually found to the right of the article. \*For websites, the URL is not sufficient. Formatting examples of websites are below:

Academy of American Poets. “Poems by Langston Hughes.” *Poets.org*, https://poets.org/poems/langston-hughes.

Hughes, Langston. “Harlem.” *Poetry Foundation*, https://www.poetryfoundation.org/poems/46548/harlem.

“Langston Hughes.” *Poetry Foundation*, 2020, www.poetryfoundation.org/poets/langston-hughes. Accessed 29 March 2020.

“Langston Hughes – ‘The Weary Blues’ on CBUT, 1958.” *YouTube*, uploaded by vanalogue, n. d., https://www.youtube.com/watch?v=uM7HSOwJw20&feature=youtu.be. Accessed 29 March 2020.

Summers, Martin. “Langston Hughes (1902-1967).” *Black Past*, 19 Jan. 2007, https://www.blackpast.org/african-american-history/hughes-langston-1902-1967/. Accessed 29 March 2020.

\*Centered at the top of your page, type Works Cited. Do not put this title in a larger font, bold font, italics, etc. Just type it in the same size and font as the rest of the page (generally, Times New Roman, size 12). \*Be sure to put sources in alphabetical order and use hanging indentation. For a quick video tutorial on setting up hanging indentation in Word: <http://bit.ly/hanging_indentation> The sources should not be bulleted or labeled. Hopefully, you did this step as you worked on the previous steps, and it’s already pretty much done. Just double check formatting.

1. **Final Thoughts (1 document) – 10 points**

Type a "Final Thoughts" page. (File Name: Final Thoughts Your Name). This is a relatively informal writing about a page in length summarizing your thoughts about the project, the poet, your process, what you liked or didn't like, etc. You are talking about what *you* think after completing this project. The goal of this page is to reflect on your thinking and learning. Here is an article that discusses the value of reflective writing as a part of learning and provides some guiding questions for what you might write about[: “Genres in Academic Writing: Reflective Writing.”](http://www.uefap.com/writing/genre/reflect.htm)

\*\*Each part should be named according to the guidelines listed in each step and uploaded to the Poetry Project Assignment in TEAMS. Each part that is *your* writing should be in MLA format (double spaced, Times New Roman, size 12).

\*\*For projects submitted past the due date, a late penalty of 10 points per day will be assessed for each day.

\*\*This project counts as **2** test grades.

\*\*Extra credit can be earned by uploading steps by intermittent deadlines established. (For example, if steps 1 and 2 are both complete and uploaded by deadline 1.) Additionally, 5 bonus points are built into the project. The points add up to 105, but the grade will be out of 100.