



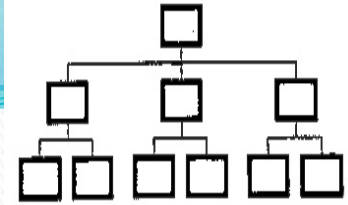
# Poetry Circles

## Think like a Literary Critic

The process or art of analyzing, commenting on, and judging the content, qualities, and techniques of a poet/writer.

# Daily Objectives

- Students will **identify** the **purpose** and **characteristics** of poetry by **analyzing** the **details** and **patterns** through group discussion.
- Students will take the **perspective** of a literary critic and **evaluate** poetry by **interpreting** the poet's purpose and completing a group reflection.



# Roles & Expectations

- **Facilitator**- Serves as a group leader, encourages participation, and evaluates discussion
- **Recorder**- Serves as one who will record the notes responsible for the team, which will result in the group's grade.
- **Ambassador**- Serves as the speaker for the group, and communicates with other tables if help is needed.
- **Time Keeper**- Serves to keep group on task and maintains a time log.

# Example

**Stanford-**Daniel H., Juan Carlos G., Natali G.

**Syracuse-**Dinh N., Selina V., Julie, Silvia

**Rutgers-**Erik , Alexandra , Melissa T., Edgar

**Brown-**Victoria , Timothy, Fernando

**Purdue-**Chelsea, Jenny, Liandra, Bryan

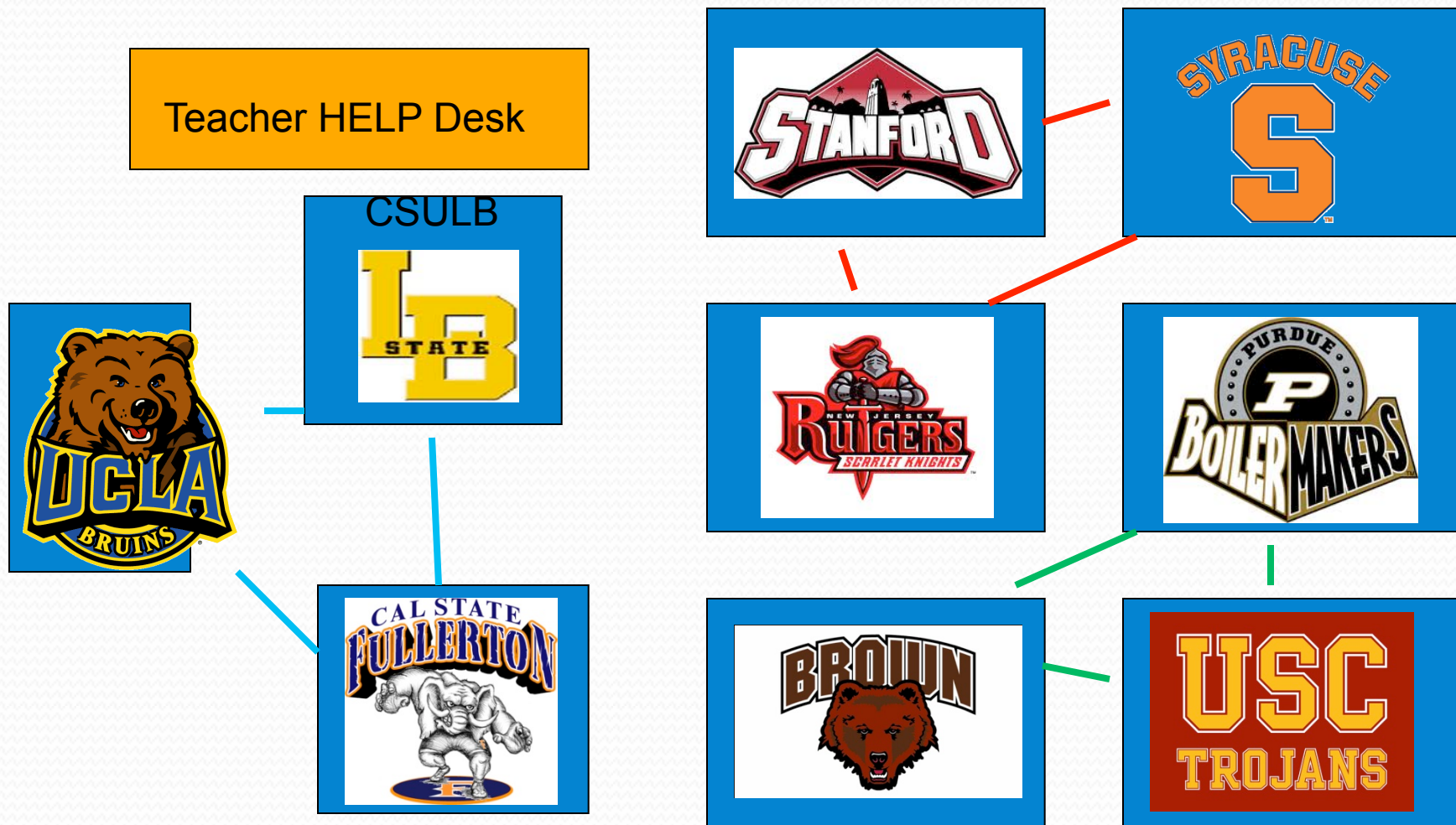
**UCLA-** Yolanda, Linh, Diego, Isaac

**USC-**Cesar, Melissa P, Edsel, Zuleima

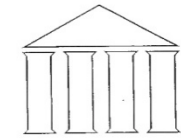
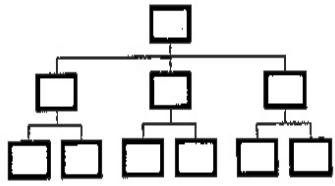
**CSUF-**Alex, Daniel Z., Rodrigo, Arianna

**CSULB-** Daniela, Ivan M, Jazmin

# Seating for Tomorrow



Front of the Classroom



# Expected Routines

Teams decide group roles before each meeting.

1. Time Keeper- Picks up folders and poems for group
2. Group decides which poem to analyze
  - (2 selections)
3. **1<sup>st</sup> Read**- One student reads poem aloud
  - Identify the Big Idea and unknown words
  - All group's discussion is recorded into the notes
4. **2<sup>nd</sup> Read**- A different student reads poem aloud
  - Identify literary devices and patterns
5. Group creates Task objective
  - Answer Task question



# • Example of student product

from **Beowulf** translated by Burton Raffel

"Hail, Hrothgar  
Higlac is my cousin and my king; the days  
Of my youth have been filled with glory. Now Grendel's  
Name has echoed in our land: Sailors

5 Have brought us stories of Herot, the best  
Of all mead-halls, deserted and useless when the moon  
Hangs in skies the sun had lit,  
Light and life fleeing together.

10 My people have said, the wisest, most knowing  
And best of them, that my duty was to go to the Danes'  
Great king. They have seen my strength for themselves,  
Have watched me rise from the darkness of war,  
Dripping with my enemies' blood, I drove

15 Five great giants into chains, chased  
All of that race from the earth. I swam

In the blackness of night, hunting monsters

Out of the ocean, and killing them one

By one; death was my errand and the fate

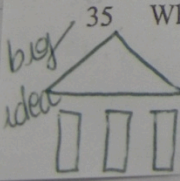
They had earned. Now Grendel and I are called

20 Together, and I've come. Grant me, then,  
Lord and protector of this noble place,  
A single request! I have come so far,  
Oh shelterer of warriors and your people's loved friend,  
That this one favor you should not refuse me—

25 That I, alone and with the help of my men,  
May purge all evil from this hall. I have heard,  
Too, that the monster's scorn of men  
Is so great that he needs no weapons and fears none.  
Nor will I. My lord Higlac

30 Might think less of me if I let my sword  
Go where my feet were afraid to, if I hid  
Behind some broad linden shield: My hands  
Alone shall fight for me, struggle for life  
Against the monster. God must decide

35 Who will be given to death's cold grip.



I am willing to die or kill  
for those people

courage  
killed the  
monsters

braver-1

strength  
-braven  
pride

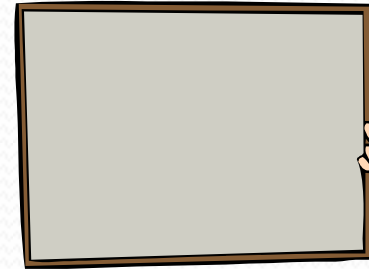
How to Get...

## Example of Schedule

Together we will always practice one genre before the group practice

- Ballad “Cremation of Sam McGee”
  - “Ballad of Dead Friends” or “Before he Cheats”
- Epic excerpt from “Beowulf”
  - Excerpt from “Odyssey” or “Casey at the Bat”
- Sonnet- “On the Grasshopper and the Cricket”
  - “Sonnet 18” by Shakespeare or “The New Colossus”
- Ode “Ode to Thanks”
  - “Ode to the Mayor” or “Ode to the Llorona” by Gary Soto
- Elegy “Oh Captain, My Captain”
  - “We had Him” or “Richard Cory”
- Free Verse “I hear America Singing”
  - “Imagine” or “Piano”

# Final Assessment



- Group Presentation of a Poem
  - Gallery Walk
- Group Poster- Assigned Poetry Genre
  - 2 students go online to find a poem that meets the criteria (lottery of genre)
    - Websites: [www.poemhunter.com](http://www.poemhunter.com); [www.lyrics.com](http://www.lyrics.com); [www.poets.org](http://www.poets.org).
  - 2 students create the poster: Define purpose & characteristics
    - Group evaluates new poem and determines what details show the characteristics of the poem

# Next Steps...

Two days or more

- Model with your students your expectations for marking the text and discussion until you feel that they are comfortable with the routine.

Next step:

- Arrange room and ask students to wait for directions.



# Background of Poems

- “**Imagine**”- John Lennon was asking people to imagine a place where things that divide people (religion, possessions, etc.) did not exist. He felt that would be a much better place. This song is a strong political message that is sugarcoated in a beautiful melody. Lennon realized that the softer approach would bring the song to a wider audience, who hopefully would listen to his message.
- D.H. Lawrence’s “**Piano**” is a poem of a fully-grown adult reminiscing about the past. The ‘piano’ serves as a metaphor of nostalgia. The rhythm of the piano seems to connect him with the past just as music has the power of uniting just about everything.

# Meeting#

- **Time keeper-** get folders & distribute poems
- **Recorder** -fills out heading & group notes
  - Comments –Literary devices need to be identified
    - Example- Evidence from text
- **Facilitator** -fills out evaluation/names (1-4)
  - Use the discussion rubric as your guide
- **Ambassador-** announces which poem the group has chosen to analyze

# Round 1

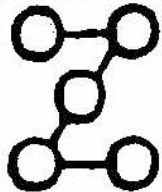
- 1<sup>st</sup> read- read for pleasure and comprehension
- Choose one peer to read
  - Circle/Highlight unknown words
  - Use academic language during discussion
  - Underline and mark the text with evidence that leads to the Big Idea
- Time Keeper - record the time

Teacher Tip- you can use talking chips/tickets to show how many have already spoken to turn in to Facilitator



# Round 2

- 2<sup>nd</sup> Read- Read for analysis
- Choose another peer to read poem aloud
- Ambassador looks up unknown words
- Everyone identifies examples:



Teacher Tip- If a group states that all vocabulary words are clear, perform a check for comprehension and initial the blank space.



# Inquiry Task

1. Write your question and get it approved!!!
2. Answer your thinking task:
  - One characteristic we noticed from the “\_\_\_\_\_” (poem) is \_\_\_\_\_.
  - Group members must sign their answer document to count for a grade
3. Collection: Turn in Log, Evaluation, and Notes

## **Ticket out the Door: Ambassador**

*“The tone of (name of poem) \_\_\_\_\_ is \_\_\_\_\_ (adjective) because \_\_\_\_\_ (evidence).”*

**Homework:** Create questions (Costas plus an icon/key) for