

NAME _____
DATE _____

PROJECT #1 REQUIREMENTS
POETIC IMAGES AND DRAMATIC READING

Now that you have had the opportunity to study poetic devices and see how authors use them to convey a message, your group will be assigned a poem. You will decide on the best dramatic reading in order to convey the message/s the author is trying to convey. Then you will create an image that demonstrates the author's use of poetic devices to convey race identity construct/s and theme.

STEP 1: Assign group roles according to the roles listed below. Write the name of the person responsible for each role next to it. If you have fewer than 6 people in your group, some of you will have to have more than one role. All roles must be filled.

Facilitator _____
Notetaker _____
Process _____
Observer _____
Time Keeper _____
Illustrator _____
Manager _____

STEP 2: Now that you have assigned roles, write the title and author of the poem you have been assigned to work with below.

Poem Title _____
Author _____

Now, read the grading rubric at the end of this document to decide what grade your group would like to aim for. Write the grade in here: _____

STEP 3: Read the poem as a group. You may choose to read it silently, you may take turns reading pieces of the poem, or you may have one group member read it to you. When you are finished reading the poem, use your **Poetry Toolbox** to help you locate all of the poetic devices the author uses to effectively convey the message/s. List the poetic devices below, along with the example/s of them from the poem. If you do not have enough room, use the back of this page.

Poetic Devices Used	Example/s from the text



STEP 4: List the theme/s from the poem below.

Theme/s	Example/s

STEP 5: Using the criteria for race identity that you created yesterday, identify the construct/s of race identity this author has created below.

Race Identity Construct/s	Example/s

STEP 6: Keeping in mind that by identifying race identity constructs, you have added your own perspective to the author's intended perspective. Now you have a new construct that you will use to create an image. Your image must effectively answer the question:

HOW DOES THE AUTHOR USE POETIC DEVICES TO CONSTRUCT RACE IDENTITY?

Your image can include pictures, symbols, words, color, three-dimensional additions and anything else you can think of to answer the question. Remember that your entire group is responsible for understanding how the image answers the question and all of you should be prepared to present the image tomorrow, as I will randomly choose one person to present. Sketch your image below.

STEP 7: Dramatic reading. Before anyone begins work on the image, you must decide how you will read your poem to the class. This must be a dramatic reading. That does not mean you sit at your desks and alternate lines. It means you must put effort into the reading. Every person in your group must participate. Think about who will read which parts of the poem and how they will read them in order to best convey the meaning of the poem through the poetic devices used. To do this, you must understand the message/s or theme/s. Make sure everyone in the group understands the meaning of the poem. Then decide how you will read. With a pen, write the names of the people who will be reading the parts in the margins next to the lines. Make sure your names are on the poem, as you will turn them in when you have finished your reading tomorrow. You will be graded on your creativity. So work hard to make your reading unique.

*If someone is absent for the reading, your group must work it out quickly in order to receive a grade. Your group may not pass because a group member is not present. The person who is absent will have to create a new dramatic reading and a new image and present it to the class alone in order to make up the assignment. Since this is your first project, it is to your benefit to be present for the reading and presentation of the image with your group.

STEP 8: Create your image. Your illustrator and any helpers needed should create the image on a large piece of butcher paper. Make sure it is large enough that your audience will be able to see everything clearly.

STEP 9: Practice your reading. While your illustrator and the helpers are creating the image, you all should be practicing your reading. Practice as much as you can so that your presentation will be smooth. Make sure that you all can explain why you read the poem the way you chose, as I will ask random members of the group.

STEP 10: Read your poem and present your image. Staple your poem with each group member's part clearly identified to the back of this sheet. Turn it in.

PROJECT RUBRIC (HOW YOU WILL BE GRADED):

___ 3 pts. Completed Project #1 Requirements Sheet

___ 5 pts. All group members participated in the reading.

___ 5 pts. Reading was dramatic, unique, and clearly demonstrated the message/s of the poem.

___ 5 pts. Image clearly answered the question: How does the author use poetic devices to construct race identity?

___ 3 pts. Group members were able to explain how the image demonstrated the author's use of poetic devices to construct race identity.

Your group received ___ points out of 21 points possible.

To figure out your grade, divide the number of points received by 21 and multiply by 100.

