

Welcome to the Teachers' Instructions area for this student activity. Here you'll find directions and suggestions for using this activity along with the materials you need to evaluate your students' work.

Title: The Noble Art of Poetry

Audience: Middle

Duration: 50 Minutes

Subject Area(s):

Language Arts - Literature

Grade Level(s): 6,7,8,9

Teacher Directions:

Technology Considerations:

This activity includes all resources, materials and directions for students to work independently.

This activity can be completed using a variety of technology configurations. If a computer lab is available, students can access the activity, worksheets and web sites through the student view of the activity on Thinkport. If one or more computers are available in the classroom, students can rotate to complete the activity.

Saving this activity on your Thinkport web site is a management technique that allows students to easily access Thinkport activities from any computer with internet access. Another option would be to bookmark the activity on each computer. Students should choose the student view of the activity.

If you are limited in computers or if you wish to have students complete the activity in a teacher directed setting, another option would be to display the activity and resources on classroom computer with a projection device.

Introductory Activity

Have students brainstorm what poetry is to them. Students should record their ideas on the "My Definition of Poetry" graphic organizer.

Activity One:

Focus for Media Interaction

The focus for viewing the Poe (John Astin) clip on The Poetic Principle page of the Poe the Writer section of the site is for students to determine how Poe defined poetry.

Viewing Activity

Open The Poetic Principle Web page <http://knowingpoe.thinkport.org/writer/poetic.asp>

Tell students that as they watch the video they are responsible for recording key words about how Poe defines poetry. Students should write descriptive words from the video clip on the graphic organizer "Poe's Definition of Poetry". Click the play button on the John Astin video clip. The video may need to be played more than once. The script for this video clip is available at http://knowingpoe.thinkport.org/writer/poetic_astin.asp.

Postviewing Activity

After students have finished listening to the video clip, discuss what Poe thinks is important about poetry. This list of discussion questions is displayed in the student view of the activity. Students can discuss the questions in small groups and then bring summarize their discussion in a whole group setting with the teacher.

The following is a list of possible discussion questions:<?xml:namespace prefix = o />

- How did Poe define poetry?
- How does Poe's definition of poetry compare with the definition that you wrote?
- Do you agree with Poe that a poem can be a rhythmical creation of beauty?
- Do you think it is important for people to define poetry? Explain.
- Do you think people would ever agree on a single definition of poetry? Explain.
- Like Poe, have you ever read a poem that you felt was created in heaven? Explain.

Activity Two:

Focus for Media Interaction

The focus for viewing the Poetic Principle Interactive on the Poe the Writer page of the site is for students to compare and contrast their views of poetry with Poe's beliefs and to compose a personal definition of poetry.

Viewing Activity

Click on the Poetic Principle Interactive link which is the black box below the video clip. Have students complete the worksheet "Poetic Principle My Criteria" as they move through the interactive. Students should decide whether or not they agree with Poe's criteria on poetry, check the box on the interactive and then highlight the box on the worksheet that states if they agree or disagree with Poe. Students should continue through the interactive through all five principles.

Postviewing Activity

Have students add key words to the graphic organizers "My Definition of Poetry" and "Poe's Definition of Poetry" to summarize what they learned from the Poetic Principle.

Using the key words from their "My Definition of Poetry" graphic organizer and their opinions from the "Poetic Principle My Criteria" worksheet have students compose their own definition of poetry on the writing prompt "My Definition of Poetry".

Activity Three

Focus for Media Interaction

The focus for viewing the online poem "Annabel Lee" is to score the poem using the student's criteria.

Viewing Activity

Have students continue past the five poetic principles on the interactive. They will be given the chance to read a sampling of poems that Poe considered to have all the elements of a true poem. Then they will see a list of the criteria they have chosen to be important.

Next they will see an online version of Poe's poem "Annabel Lee". Students should use their worksheet "Poetic Principle My Criteria" to score the poem based on their own criteria. For each principle students should give the poem a score with 5 being the highest and 0 the lowest. Students should give an explanation for their score using details from the principle as well as text support from the poem "Annabel Lee".

Post Viewing

Students should total their score and compare it to others in their small group. Students should see from the variety of scores that there is no one definition of good poetry.

Activity Four

Focus for Media Interaction

The focus for viewing the poetry web sites is for students to critique poems based on what they believe Poe would have said about the poem and another critique based on their poetic principles.

Viewing Activity

Assign students a poem or have students choose their own poem using one of the websites provided. The three websites allow students to search for a specific poem by title.

Once students have found a poem have them use the "Poetic Principle Poe's Criteria" scoring tool to critique the poem from Poe's point of view. For each principle students should give the poem a 5 (highest score), 3 or a 0. Then students should explain the reasoning behind the score they assigned using criteria from the principle and text support from the poem.

Postviewing Activity

Students should use the worksheets "Poetic Principle Poe's Criteria" to write a review of the poem from Poe's point of view. Then they can write a review based on their own criteria.

Extension Activity

Tell students to find the other students in the class who had the same answers tallied on the interactive and form a group. Tell students that they will be using the completed Poetic Principle Graphic Organizer during this activity. Instruct groups to select one student to take on Poe's persona. Tell students that they are going to discuss the five principles from the interactive. Ask students to begin by having the person pretending to be Poe explain the first principle. Then have the other students in the group explain to "Poe" why they agree or disagree with him on his principle. Tell students to repeat this format with the other four principles.

Student Directions:

How do you define the art of poetry? Today you will have an opportunity to compare your thoughts on poetry with those of Poe.

The Students will:

Students will be able to identify key components of Poe's explanation of what makes poetry.

The Students will:

Students will evaluate poetry based on Poe's criteria.

3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze and evaluate literary texts.

Grade 8

4. Analyze and evaluate elements of poetry to facilitate understanding and interpretation
 - b. Analyze language and structural features to determine meaning

- d. Analyze other poetic elements, such as setting, mood, tone, etc. that contribute to meaning
- 7. Analyze and evaluate the author's purposeful use of language
 - a. Analyze and evaluate how specific language choices contribute to meaning and create style
 - e. Analyze imagery that contributes to meaning and/or creates style
 - f. Analyze elements of style and their contribution to meaning

Directions: What is a good poem? Brainstorm key words that describe how you define poetry and write them in the boxes of the "My Definition of Poetry" graphic organizer.

My Definition of Poetry graphic organizer ([View](#))

Directions: As you listen to the Poe video clip you are responsible for identifying what Poe thought about poetry and its creation. Click on the link below. Play the video of John Astin reading Poe's ideas on poetry using the play arrow. As you listen to the ideas, write down words that describe how Poe defines poetry on the Poe's Definition of Poetry graphic organizer.

Knowing Poe video clip

Poe shares his ideas and definition of poetry in this video clip featuring John Astin.

<http://knowingpoe.thinkport.org/writer/poetic.asp>

How did Poe define poetry?

Poe's Definition of Poetry graphic organizer ([View](#))

Directions: Discuss the following questions in your small group.

Discussion Questions:

- How did Poe define poetry?
- How does Poe's definition of poetry compare with the definition that you wrote?
- Do you agree with Poe that a poem can be a rhythmical creation of beauty?
- Do you think it is important for people to define poetry? Explain.
- Do you think people would ever agree on a single definition of poetry? Explain.
- Like Poe, have you ever read a poem that you felt was created in heaven? Explain.

Directions: As you view the Poetic Principle interactive you are responsible for deciding if you

agree or disagree with Poe's thoughts on poetry. Click on the link below. Start the interactive. Complete the "Poetic Principle My Criteria" worksheet as you go through the interactive.

Knowing Poe: The Poetic Principle

Poe was recognized as one of the finest literary critics of his day. This interactive uses Poe's The Poetic Principle to share Poe's thoughts on poetry and its creation. The interactive component of the Web page allows students to compare their thoughts on poetry with Poe's.

<http://knowingpoe.thinkport.org/writer/poetic.asp>

What was Poe's definition of the perfect poem?

Directions: As you read each of Poe's Poetic Principles decide if you agree or disagree with what Poe says. Place a check beside your decision on the interactive. Then use your highlighter to highlight your decision on your "Poetic Principle My Criteria" worksheet.

Poetic Principle My Criteria ([View](#))

Directions: Using your worksheets "My Definition of Poetry graphic organizer" and "Poetic Principle My Criteria" write your own definition of poetry.

My Definition of Poetry writing prompt ([View](#))

- After the five principles on the Poetic Principle interactive you will be given the chance to read poems that Poe considered having all the elements of a true poem.
- After reading the poems click next. You will then see a list of all the criteria you have chosen to be important.
- Click next to read a famous poem written by Edgar Allan Poe. Review Poe's poem "Annabel Lee" using the criteria from your "Poetic Principle My Criteria" worksheet. For each principle give the poem a score with 5 being the highest and 0 being the lowest. Give an explanation for each score using details from the principle and text support from the poem.

Directions: Now you will take on the role of Edgar Allan Poe to review a poem of your choice.

Choose one of the poetry links below to find the poem you have chosen. Complete the "Poetic Principle Poe's Criteria" by giving the poem a score for each of Poe's principles. Write an explanation for each score that includes details from the principle and text support from the poem.

Poetic Principle Poe's Criteria ([View](#))

Poetry by Robert Louis Stevenson

A complete online collection of poems by Robert Louis Stevenson searchable by title.

http://www.poetryloverspage.com/poets/stevenson/stevenson_ind.html

How would Robert Louis Stevenson's poems measure up according to Poe's Poetic Principle?

Poetry by Rudyard Kipling

A complete online collection of poems by Rudyard Kipling searchable by title.

http://www.poetryloverspage.com/poets/kipling/kipling_ind.html

How would Rudyard Kipling's poems measure up according to Poe's Poetic Principle?

Find a Poem

An online listing of more than twelve hundred poems searchable by title, keyword, or first line of poem.

<http://www.poets.org/poems/search.cfm>

How does your favorite poem measure up according to Poe's Poetic Principle?

Directions: Using your scores from "Poetic Principle Poe's Criteria" write a review of your chosen poem. Then write a review of the same poem using your own criteria.

Poetry Review ([View](#))

Activity Signature

Author: Laurel Blaine

