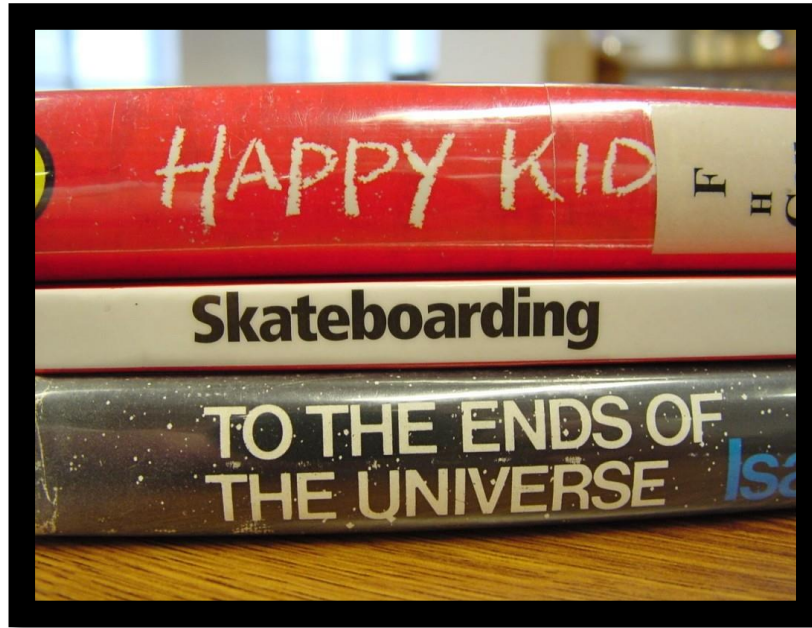


LEC: Dear Poet Seminar 2015

Adapted from Poets.org

Dear Poet: a WebQuest



<http://www.alsc.ala.org/blog/2011/03/national-poetry-month-is-better-with-book-spine-poems/>

Introduction

Often, we learn about ourselves by finding another person we can relate to, either through questioning their words or identifying with their way of communicating. You will do this by exploring a variety of poems and allowing yourself to observe and experience your reaction to those poems.

Task

1. Define poetic voice and identify some poets whose voices speak to you.
2. Use your unique voice to write a formal letter to a present Chancellor of the Academy of American Poets using:
 - Evidence that you have read a poem written by a present Chancellor of the Academy of American Poets;
 - Questions for the poet about the poem and their voice as a writer; and
 - Proper format and writing conventions.

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Process – April 14, 2015

1. Get an index card.
 - On one side, free write for 3 minutes. What do you think of when you hear the word VOICE?
 - Share with someone near you what you wrote.
 - Take one minute to think of a sound (NOT using words) to express how you are feeling right now. (Examples: sigh, hum, whistle, growl)
 - With a partner, take turns making the sound (NOT using words). The first listener is to write a description of the sound and then an interpretation of what they think the sound means. Trade roles.
 - Finally, discuss: What does a person’s voice tell us without words, and how does it tell us this?

2. Go to the website Poets.org.
 - Look up four of the following six poems and complete T-charts (like the one to the right) for at least four.
 - i. [“One Art”](#) by Elizabeth Bishop
 - ii. [“Anyone Lived in a Pretty How Town”](#) by e. e. cummings
 - iii. [“Saint Francis and the Sow”](#) by Galway Kinnell
 - iv. [“I, Too, Sing America”](#) by Langston Hughes
 - v. [“We Real Cool”](#) by Gwendolyn Brooks
 - vi. [“Unity”](#) by Pablo Neruda
 - After creating four T-charts, look over the poems you have read and choose the poet’s voice to which you most relate or personally respond.
 - At the bottom, or on the back of that page, write WHY that poem in particular speaks to you.

3. Turn in:
 - Your index card
 - Your 4 T-charts, with the one you most identify with highlighted

Create four of these T-charts for step 2. Each poem should have its own page of notes.

Title of Poem:

Name of Poet:

What jumps out at me as I read	Why this is important to the poet’s voice or to the reader

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Process – sometime between April 15-20

Come to Mrs. Carlson's room to get the materials you need for the bolded steps.

- 1. Get an index card.**
 - On one side, free write for 3 minutes. How are you feeling right now? (Or, what do you see, hear, dream or imagine?) Use ONLY descriptive words.
 - Turn the card over and answer: Was this easy or difficult for you? Why?
2. On the T-chart of the poem that most spoke to you on day 1, write down 5-10 questions you would like to ask the poet about how he or she wrote the poem.
- 3. Write your best question on the class poster paper. Include your first name.**
4. Now, type a letter in proper letter format, to the poet.
 - [Here](#) is a good sample letter.
 - You may also use templates in Microsoft Word to type a letter.

	Address your letter to your recipient
Introduction	Directly address your recipient and thank him or her for the poem. Explain briefly why the poem particularly spoke to you.
Body (1-3 paragraphs)	Tell the poet what in the poem spoke to you. You should quote a phrase or line and interpret it.
Body (1-3 paragraphs)	Ask the poet questions about his or her writing process and voice. Imagine having a conversation with the poet in which you "discuss" your thoughts and ask follow-up questions.
Conclusion	Wrap up your letter in a friendly yet respectful way, using your own writing voice.

5. Trade letters with another student. Ask that student to read your letter aloud to you.
 - The student who read the letter should:
 1. Tell the author of the letter what she thinks the letter says
 2. Any parts that are confusing about the letter
 3. Any comments about voice, format, or content
 - The student who wrote the letter should:
 1. Take notes so she knows how to edit her letter into final draft format.
6. Type a revised draft of your letter.
7. Turn in by Monday, April 20:
 - Your index card
 - The draft of your letter
 - Notes you took while someone else gave you feedback
 - The final draft of your letter

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Adapted from Poets.org

Process – April 21

1. Get an index card.
 - On one side, free write for 3 minutes. What are the “ingredients” to writing a poem with strong voice?
 - Take turns writing your ingredients on the class poster paper. Refer to these as you write your final letter today.
2. Rotate through the [videos by current Chancellors of the Academy of American Poets](#), creating T-charts for at least four. All of the poems can be found on Poets.org under National Poetry Month and Dear Poet
 - “The Chance” by Arthur Sze
 - “Cotton Candy” by Edward Hirsch
 - “For Telly the Fish” by Toi Derricotte
 - “How Do I Know When a Poem is Finished” by Naomi Shihab Nye
 - “Jack Rabbits, Green Onions & Witches Stew” by Juan Felipe Herrera
 - “Like Hearing Your Name Called in a Language You Don’t Understand” by C. D. Wright
 - “Rune of the Finland Woman” by Marilyn Hacker
 - “The Weighing” by Jane Hirshfield
3. After creating four T-charts, look over the poems you have read and choose the poet’s voice to which you most relate or personally respond.
 - Print out that poem.
4. Turn in:
 - Your index card
 - Your 4 T-charts, with the one you most identify with highlighted
 - The printout of your chosen poem

Create four of these T-charts for step 2. Each poem should have its own page of notes.

Title of Poem:

Name of Poet:

Lines that stick out to me	What did the poet do to make these lines stick out?

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Adapted from Poets.org

Process – sometime between April 21-27

1. Re-watch the video of the Chancellor of the Academy of American Poets you chose on April 21.
2. Review some of the best questions students wrote in their first letter to a poet. Which might be good ones for you to ask this poet?
3. Now, type a draft letter in proper letter format, to the poet.
 - [Here](#) is a good sample letter.
 - You may also use templates in Microsoft Word to type a letter.

Address your letter to your recipient	
Introduction	Directly address your recipient and thank him or her for the poem. Explain briefly why the poem particularly spoke to you.
Body (1-2 paragraphs)	Tell the poet what in the poem spoke to you. You should quote a phrase or line and interpret it.
Body (1-2 paragraphs)	Ask the poet questions about his or her writing process and voice. Imagine having a conversation with the poet in which you “discuss” your thoughts and ask follow-up questions.
Conclusion	Wrap up your letter in a friendly yet respectful way, using your own writing voice.



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Process – April 28

1. Trade letters with another student. Ask that student to read your letter aloud to you.
 - The student who read the letter should:
 2. Tell the author of the letter what she thinks the letter says
 3. Any parts that are confusing about the letter
 4. Any comments about voice, format, or content
 - The student who wrote the letter should:
 1. Take notes so she knows how to edit her letter into final draft format.
2. Once you've drafted and edited the content of your letter, put it into proper letter format. Visit [Purdue's Online Writing Lab](#) to view a few sample letters to help with this. The [Purdue Owl Personal Letter Page](#) may also be helpful to you.
 - Address your letter to:

The Academy of American Poets
75 Maiden Lane, Suite 901
New York, NY 10038
 - Address your letter from:

Your Name
c/o Linderman Education Center
124 3rd Avenue East
Kalispell, MT 59901
 - Type your name in the signature place of the letter.



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Adapted from Poets.org

Evaluation of Work

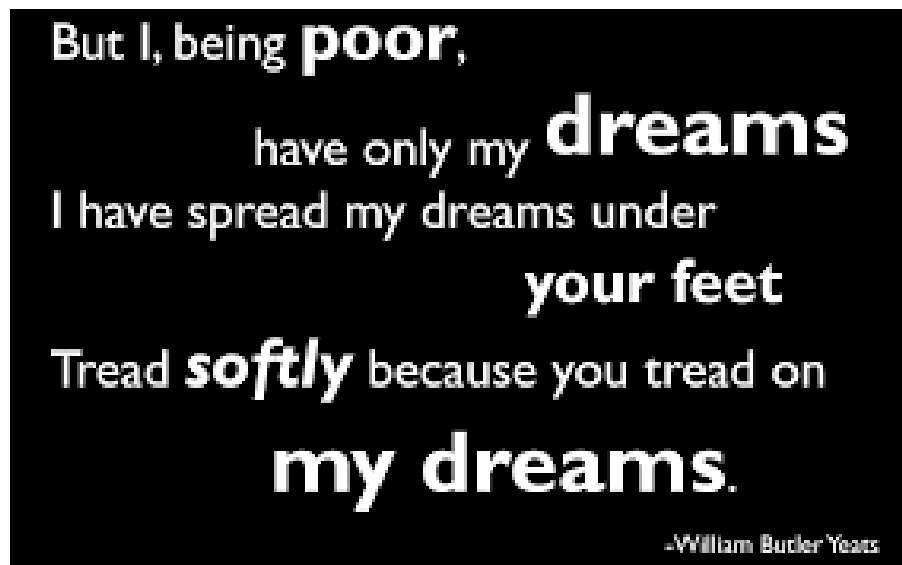
To earn credit for this seminar you must turn in all of the following

- 3 index cards (April 14, April 15-20, April 21)
- 8 total T-charts with notes on different poems
- Rough draft letter to the first poet whose voice you chose
- Notes you took while someone else gave you feedback/suggestions on your first letter
- Final draft of your letter
- Rough draft letter to the second poet (must be a Chancellor of the Academy of American Poets) whose voice you chose
- Notes you took while someone else gave you feedback/suggestions on your second letter draft
- Final draft of your letter

All work must include your name. All work must be submitted by the end of the day on April 28.

You may email your work to me at carlsont@sd5.k12.mt.us or print final copies.

Letters will be graded using the following rubric.



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Adapted from Poets.org

Evaluation of Letter

Objectives	Mastery = 20 points	Partial Mastery = 16 points	Progressing = 10 points	Emerging = 5 points
Organization of Claims (CC 9-10 W.1.a) Multiply x2	Connections to the poem are clearly supported with evidence from the poem. 40	Connections to the poem are supported with evidence from the poem. 32	An attempt is made to support connections to the poem. 20	Connections to the poem are unclear or unsupported with evidence. 10
Word Choice (CC 9-10 W.1.c)	The letter uses words, phrases, and clauses exceptionally well.	The letter uses words, phrases, and clauses to convey meaning.	The letter's words, phrases, or clauses struggle to clearly convey meaning.	The letter's words, phrases, or clauses are ineffective.
Letter Style and Tone (CC 9-10 W.1.d)	The writer establishes and maintains an appropriate style, personal voice, and respectful or conversational tone.	The writer attempts to establish and maintain an appropriate style and tone.	The writer does not establish and maintain an appropriate style. OR The tone is not respectful or conversational.	The writer does not establish an appropriate style or tone.
Organization and Letter Format (CC 9-10.W.4)	The writer produces clear writing. The organization and style help the reader. The writer uses letter format.	The writer produces clear writing that generally helps the reader. The writer mostly uses letter format.	The writer does not produce clear and coherent writing that helps the reader. OR The writer does not use letter format to accomplish this.	The writing style and organization are unclear and difficult to understand, and letter format is not used.
Research Use – Extra Credit (CC 9-10.W.8)	The writer gathers information from multiple authoritative sources, starting with links on the Poets.org video page, and uses properly cited information from his or her research.	The writer gathers information from at least two authoritative sources and uses cited information from his or her research.	The writer gathers information from at least one authoritative source.	

Conclusion

At the end of this WebQuest you will have come to know at least two key American poets. You will have evaluated the poets' styles and voices, and developed your own by writing letters to these two poets. You will also be able to submit letters to the Academy of American Poets for possible publication.