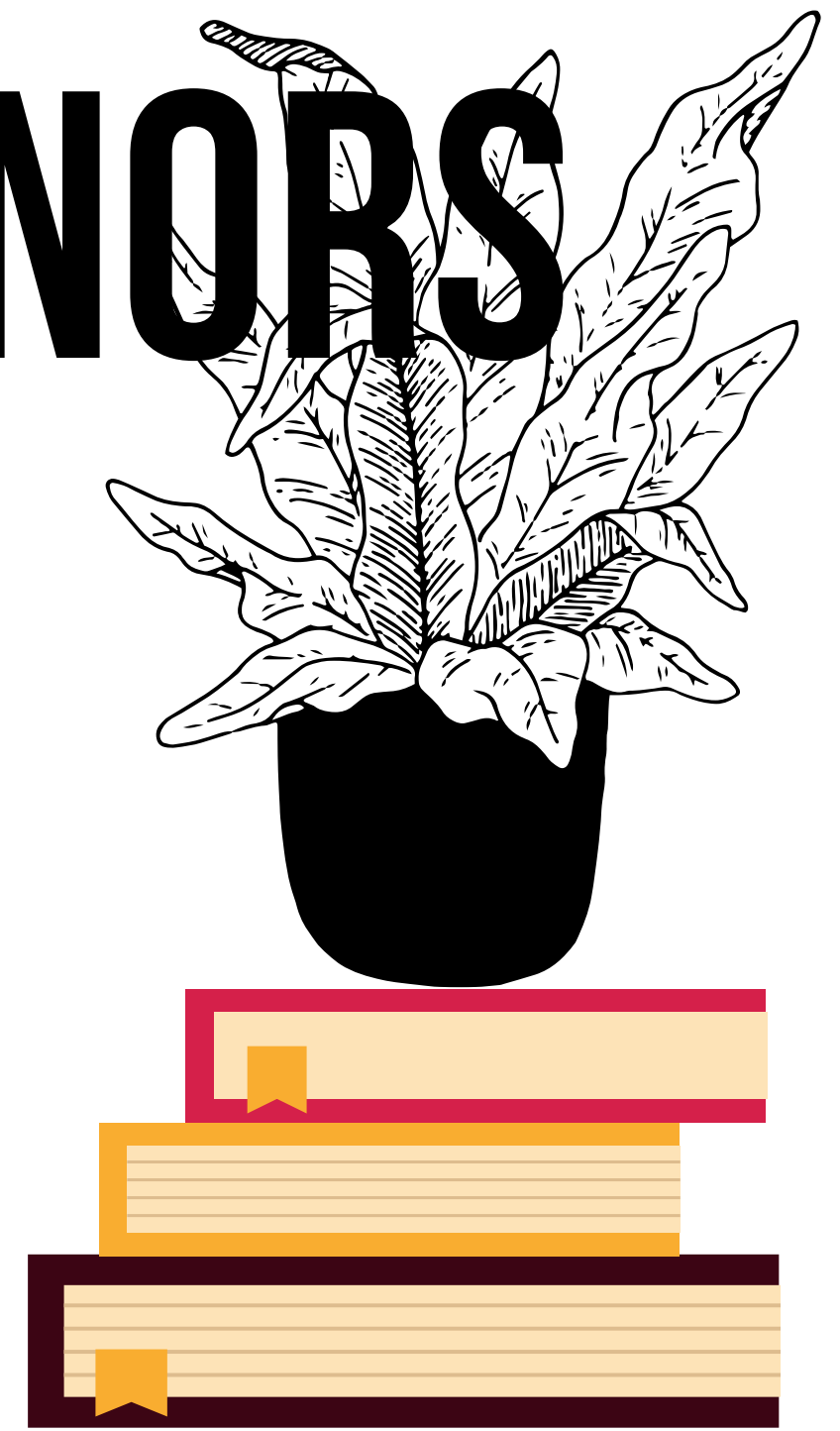


ENGLISH 10 HONORS

Assignment Overview

You are required to take part in the summer reading and project portion of the English 10 Honors course. This summer, you will be reading three poems from a poetic movement. As you read, you will maintain a poetry analysis sheet to demonstrate critical analysis. Then, you will create a presentation to discuss your poetic movement (and at least one poem) and teach it to the class. This presentation will take place in the first few days of school. Please read the directions carefully. Failure to meet deadlines will result in removal from the honors cohort and placement into regular English.



Learning Objectives

The first couple weeks of English 10 Honors will focus primarily on poetry, poetic techniques, interpretation, and criticism. This summer reading assignment is intended help you practice (1) identifying common and central ideas within a poem; (2) experiencing, interpreting, and evaluating poetic works through close reading strategies and frameworks; and (3) demonstrating critical analysis.

Assignment Guidelines

Part I: Submit your presentation proposal (via email- kfougrouse@flatrock.k12.in.us) indicating the assigned poetic movement and three poems that you plan to analyze from that movement (you get to pick those) to Ms. Fougrouse by Friday, June 12th, by midnight. Read your three selected poems from the poetic movement. Complete the poetry analysis sheet as you read the three poems. The poetry analysis sheet will be collected for a grade whenever you present at the start of the school year.

Part II: Create a presentation to teach the class your assigned poetic movement and at least one of the poems. You will need to submit the presentation for review prior to the presentation date. You need to submit the presentation material via email or Canvas to Ms. Fougrouse by Friday, July 31, by midnight. Failure to submit on time will result in removal from the honors course. Ideas for presentations: the tried and true PPT., a Canva handout, a piktochart, a Prezi presentation, a Quizlet/Kahoot review, a song or interpretative dance, a crash course video, a claymation, a screencastify, an 'old school' poster, etc.

Disclaimer: If you miss one of these deadlines by more than three days, you will be transferred out of English 10-H and into English 10-C for the next school year. If you will not have internet access to allow you to meet these deadlines, you must make other arrangements with Ms. Fougrouse by the end of May. Should you have any questions, please email me at kfougrouse@flatrock.k12.in.us



130

Part I- 30 Points
Part II- 100 Points

POETIC MOVEMENTS

Young Scholars- Just a Quick Note

Below you will find your assigned poetic movement. Normally I would have you select them out of a jar, but we aren't in school. So, this has to suffice. Within your assigned poetic movement, you get to FIND THREE POEMS to critically analyze using the poetic analysis sheet. In your presentation, you only have to address one of the poems. [Side bar: BUT, you can always be an overachiever].



Assigned Poetic Movements

- Ethan Abner- Metaphysical Poetry
- Landon Anthony- Petrarchan Poetry
- Noah Estes- Neoclassical Poetry
- Crew Gelfius- Pastoral Poetry
- Grace Greene- Lake Poets (England)
- Michal Greenlee- Transcendentalist Poetry
- Rachel Hoke- Harlem Renaissance Poetry
- Reiss Kistler- Black Mountain Poetry
- Grant Loudon- The Fireside Poets
- Kylie Mack- Confessional Poetry
- Kyra Meister- The New York School
- Adrianna Musillami- Misty Poets
- Bronwyn Newcomb- The Beat Movement
- Dawson Paul- Modernist Poetry
- Bayleigh Rutherford- Romanticism & Poetry
- Sarah Taylor- Martian Poetry
- Jeremiah Walton- Areopagus English Poetry

Sample Poetry Analysis Sheet

CAVALIER POETRY	<i>Cavalier Poetry</i> LIST CHARACTERISTICS	<i>Major Poets</i> LIST ASSOCIATED POETS
	<i>First Poem</i> LIST POEM/POET/BULLET POINT IMPORTANT PARTS OF POEM	<i>Second Poem</i> LIST POEM/POET/BULLET POINT IMPORTANT PARTS OF POEM
	<i>Third Poem</i> LIST POEM/POET/BULLET POINT IMPORTANT PARTS OF POEM	<i>Poetic Devices</i> LIST 10 THAT YOU FOUND

You'll receive one like this for your assigned poetic movement via email as soon as you email your proposal (or before then if I'm on my A-game).



PRESENTATION RUBRIC

Final Score _____

Introduction includes overview of the poetic movement and the poem that you'll be discussing, analyzing, and teaching. 10

Clearly explains the poetic movement (at least five characteristics) and the poem. Indicates at least three poetic devices in the poem. 20

Presentation is logically organized and cohesive. 10

Presentation includes a summary in the conclusion. 5

Time limits are met. Must be between five and seven minutes. 10

Attire is appropriate. Business casual or formal interview attire- no tennis shoes, flip-flops, jeans, shorts, or t-shirts with words or pictures. 10

Posture is on-point, eye contact is frequent and evenly distributed, and volume is appropriate. 10

Final presentation aid is easy to see/hear/read, adds and enhances the presentation, and is shared with the teacher before the school year begins. Any unoriginal video content must be pre-approved by the teacher and must be under one minute long. 25

REFERENCE EXAMPLE



Introduce Poetic Movement

Elaborate A Bit More

Jonson's Movement

- > Informed by classical learning/education
- > Humanist (follows or is inspired by Greek and Roman classical forms- drew from Horace, Ovid, and Cicero)
- > Chilled at the local pub- Apollo Bar at Devil's Tavern (London hotspot near Temple Bar)
- > Subject matter: simple gratification
- > Supported the crown and denounced the Roundheads
- > Carpe Diem themes
- > Endorsed platonic love
- > Upheld Jonson's bro code of common sense, duty, moderation, propriety, and elegance
- > Often used metaphors and fantasy to convey meaning
- > Simplicity, restraint, precision

TRIBE OF BEN

The Cavalier Poets

17th-century English royalist poets that called themselves the Sons of Ben and wrote all about courtly love and all that drama

Include the Time Frame

List at least five poetic characteristics that accompanied this poetic movement

Make sure to emphasize the important characteristics of the poetic movement

“
Simple
Precise
Restrained
”

REFERENCE EXAMPLE

Provide Background Info.

Introduce the Poets



Be sure to include at least one of the poems that you analyzed. Point out the poetic devices.

Answer audience questions

Explain how the poet utilized poetic devices to convey meaning and ideas in the poem.

REFERENCE EXAMPLE

Gather ye rose-buds while ye may,
Old Time is still a-flying;
And this same flower that smiles today
Tomorrow will be dying.

You can select smaller excerpts to analyze with the class during your presentation



“To the Virgins, to
Make Much of Time”

<https://www.youtube.com/watch?v=U4Hz2pg4sdU>

CARPE
DIEM



You can include more than one poem. If you include a video, it must be approved and cannot exceed one minute in length.

Identifying Poetic Techniques

Imperative verbal mood- “gather” is a command- establishes a tone of authority

“Rose-buds” are symbolic of young (“buds”) love (“roses”)

Verbal shift to subjunctive (“may”) indicates the theoretical/hypothetical nature of the subject matter

Explain how the poet utilized poetic devices to convey meaning and ideas in the poem.

Practice Poetic Analysis Prompt

In a well-formed essay, explain how Robert Herrick utilizes poetic devices and characteristics associated with the cavalier poetic movement to explore the idea of carpe diem in his poem, “To the Virgins, to Make Much of Time.”

- > Concrete Component of Prompt: Poetic devices and cavalier characteristics
- > Abstract Component of Prompt: the idea of carpe diem

Review Session

1. When were the cavalier poets writing this style of poetry?
2. What does the word “cavalier” mean?
3. Who was the inspiration behind the Sons of Ben?
4. Where did these poets hang out and write poetry?
5. Name three characteristics of cavalier poetry.
6. What was the phrase that Ben placed above his fireplace?
7. Which values established Ben’s bro code?
8. What happened in the English Civil War?
9. Why is Robert Herrick considered a cavalier poet even though he was not a courtier?
10. What does the phrase “carpe diem” mean?
11. List and explain one poetic technique in “To the Virgins, to Make Much of Time” or in “To Lucasta: I’m Going to the Warres.” Be specific.



You can include assignments for the class (like a Kahoot or a pair-and-share activity).

Include a summary at the end in your conclusion to revisit important points discussed in your presentation.