

**PAPER #2:**  
**POETRY: SELECTING, DEFINING, and TEACHING**

**Due:** Tuesday, July 30

**Assignment:** In *Making a Poem*, you will be assigned a poetic form, as listed on the syllabus:

Group 1: Sonnet; Group 2: Ballad; Group 3: Blank Verse; Group 4: Heroic Couplet; Group 5: Stanza.

Focusing on your assigned poetic form, select three poems that you like in *Making a Poem*'s discussion of that form. Then, select one new poem that you could add to this mini-unit. Locate that new poem in anthologies you have, on the internet; I suggest [poetryfoundation.org](http://poetryfoundation.org) or [poets.org](http://poets.org). Please make a xerox of your new poem. You now have four poems focusing on one poetic form.

Write a 3-page mini-paper that explains how you would use your selected four poems to teach that assigned poetic form. **This IS a teaching exercise paper!** Explain how you would teach with the goal of making students understand that one poetic form. How do your selected poems work together to make this poetic form clear? Can you create an **inventive** way to get students to understand your assigned form in **one class** (ie: something more inventive than a lecture on the form!).

**Goals:** To wrestle with one form of poetry and to imagine teaching that form for one class. You'll be working on:

**1. Defining poetic form:** Use *Making a Poem* to help you define poetic form. Again, you have 4 poems to illustrate your assigned poetic form.

**2. Creating a class exercise or class discussion:** How can you have students both enjoy the poems and learn about that one form of poetry? **Briefly** explain the exercise and how you would use the poems in your class. Simply tell me how you'd get students invested in these poems for one class. As much as possible, **quote** or use specific examples from the poems.

**Desirable:**

- Try to include both an "old" poem and "new" poem.
- Try to include "easy" and "difficult" illustrations of the formal structure.
- Try to include a poem that could be read out loud in a high school or college classroom.
- Try to include poems by a diverse range of authors.
- Of course, most of your poems will directly show your selected form, but you can include a poem that plays "against" that form.