Year 9 English Poetry Contract:

We have been studying poetry. Now you know how to analyse poems I would like you to implement this knowledge by choosing a poet and completing some tasks based on one or two of their poems. You can select any of the poets from the following list. Some have a title of poems as suggestions.

Bruce DAWE – *Enter without so much as knocking, Weapons Training,*
Samuel WATSON – *Kangaroo crossing, abandoned factories, the night train from Newcastle.*
Wilfred Owen – *Dulce Et Decorum Est, Futility, The Send off.*
Deb Westbury – *The prince, Shells, mouth to mouth.*
Komninos – *the girls, eat, at Christmas*
Gwen Harwood – *Alter Ego, Prize-Giving, The Violets.*
Ted Hughes- *The Shot, Sam, The Minotaur.*
Peter Skryznecki – *Crossing the red Sea, A drive in the country, Immigrants at Central station.*
Robert Browning – *My Last Duchess, Meeting at Night.*
John Foulcher
William Wordsworth
Samuel Taylor Coleridge
Judith Wright
Rosemary Dobson
Rupert Brooke
Kenneth Slessor
Robert Frost

Attached are a range of actives that we will complete in class / at home over the next three weeks.
The study requires you to complete **one** activity written in dark blue and **two** activities from the shaded areas. You will also complete one other activity of your own choosing.

PROMOTING LEARNING INTERNATIONAL (48 GRID) PLANNING MATRIX
(This matrix was devised by Ralph Pirozzo in 1997 & updated in 2004)

UNIT OF STUDY:____Poetry- Student Choice of Poet_____   YEAR LEVEL:____9_____

Promoting Learning International www.pli.com.au	Bloom's Taxonomy: Six Thinking Levels					
	Knowing	**Understanding**	**Applying**	**Analysing**	**Creating**	**Evaluating**
Verbal I enjoy reading, writing & speaking	What is a poem? What are the main characteristics of a poem? Why do people write poems?	Explain to the class the poems context, message and target audience	Make a poster reflecting the poem's themes. Research and present an oral report on poet's background.	Identify the techniques in the poem and analyse their effect.	Use the title of the poem as the basis to create a short story.	Assess the strengths and weaknesses of the poet and their message in an essay.
Mathematical I enjoy working with numbers & science	What is a timeline? How does it help us?	Explain your biographical timeline depicting when poet wrote poems to your group. Relate back to poet's life.	Report on the structure of the poem. Focus on Rhyme pattern and Stanza format.	Use two poems from the same Author – Create a grid comparing and contrasting the poems content and structure.	Use a digital camera and computer to story board a presentation of the themes of the poem.	Receive feedback on your presentation from your peers and your teacher (LDC).
Visual/Spatial I enjoy painting, drawing & visualising	Look at a stanza of the poem. What are the essential features of a stanza?	Take a stanza of the poem – draw what is depicted.	Re-present the poem with a visual representation of issues presented.	Analyse your visual representation of the poem. Ask your teacher and your peers for feedback.	Create a collage reflecting the themes of the poem.	Present a power point presentation of 10 slides that assesses the strengths and weaknesses of the poet and their message.

Kinaesthetic I enjoy doing hands-on activities, sports & dance	**Why do we use graffiti posters, board games and power point presentations?**	Choose your favourite **graffiti posters, board games and power point presentations and explain why it is effective.**	Make a board game using ideas from the poem. Make a graffiti poster expressing the themes from the poem.	Examine your board game and your graffiti poster and show how they can be improved.	Create a script/ role play based on the poem. **Create a power point presentation on the poet's life.**	Present a power point presentation of 10 slides that assesses the strengths and weaknesses of the poet and their message.
Musical I enjoy making & listening to music	Find a song where the lyrics depict a similar topic to that of the poem.	Find a song that expresses one or more of the themes of the poem and outline why it works.	**Write a rap about the poet.**	Survey the class to find out how your poem can be improved.	Compose your own lyrics to an existing song (LEAP). Your lyrics should depict the theme of the poem.	Share your lyrics to your group/class/school and receive their reviews.
Interpersonal I enjoy working with others	**Why do people write their own biographies?** **Of what values are cartoons, journals and posters?**	With a partner draw a cartoon depicting what the author is feeling.	**Write a journal reflecting on how the poet's life affected the poems written.**	Create a survey about the poem, and survey class members. With a partner create a board game using ideas from the poem	Work with a partner to create a poster size collage of the images that represent the themes in the novel.	Create a panel discussion (Interview style) with the Author, a student and a teacher that deals with assessment of the strengths and weaknesses of the poet and their message.
Intrapersonal I enjoy working by myself	**Learn as much as you can about your poet by using the X Chart.**	Interpret the poet message/themes with a Journal entry.	Write a diary entry from the perspective of the poet. Deal specifically with one poem in the entry.	Identify the techniques in the poem and analyse their effect.	Use a theme from the poem to create a poem of your own. **Research and present a report on poet's background.**	Communicate to the class in any form an assessment of the strengths and weaknesses of the poet and their message.

Learning Outcomes:_____

This unit has been created by Di McGowan