English Literature
Poet Personality Portrait Presentation Project

We will hold a poetry reading in which each student, or pair of students, in addition to reading a poem aloud, will display a thorough explication of the poem, and the poet's life and times through representative artwork linked to key aspects of the poem.

You will be creating a hyperlinked document to present the life and work of the poet you select, focusing on one poem by the author. To enhance the reading and presentation of the poem you select, you will add your own interpretation of it with artwork from the time period and explanatory notes linked to key aspects of the poem to demonstrate your understanding of the poem's themes.

First, determine whether you will work alone or with partner. You will then "draw" a card that will indicate the era of your background research and from which you will select your author and poem.

Step One
Carefully read the information in our textbook about your assigned era, paying particular attention to the social structure, political structure, economic structure, religious structure, all of the areas from which social issues might arise; remember: poets do not typically write about pleasant aspects of their society.

In addition to our textbook, you must access one additional reputable source for research information on the era—select a few keys topics from our textbook that you are interested in learning more about to help you understand the zeitgeist of the era. Don't forget to keep citation information for all sources used for the project!

Step Two
Read poems by the authors on the list in your era, and select one poem that will be the focus of your presentation. Because more than one individual or group will be researching the same era, you must have your author and poem approved as duplicate authors/poems will not be allowed. After selecting a poet and poem, research the writer's life to gain an understanding of him or her and the topics typical of the poet's works.

Step Three
Retype the selected poem, and come to know it well, identifying the main images, themes, elements, issues, and so on contained within the text.

After typing the poem, place all stressed syllables in bold font and all unstressed syllables in regular font.

Step Four
Create a series of links for the poem that will explain its meaning both verbally and visually.
The links must be devoted to explaining formalistic elements such as denotations and connotations of key words; important images; significant sound elements such as onomatopoeia, alliteration, assonance, and consonance; important allusions; metaphors, similes, and other significant uses of figurative language; instances of irony (including overstatement and understatement); shifts in tone or mood; any other poetic element of note.

Mark the poem with a minimum of 15 meaningful explanatory links. Each link must contain:

~ Insightful expository analysis of important elements in the poem
~ Historically relevant visual information that will relay the meaning of the poem in its parts and as a whole. These may be paintings created during the era, political cartoons from the era, photographs from the era, etc. but they must be of high quality and accurately relay the intended message. Remember to cite source information for all visual elements used!

Step Five
Create the final bibliography. It should be typed using Times 12 pt. font and be correctly formatted. Most importantly, it must include an entry for all research, images, etc. used.

Step Six
Practice your presentation. While presenting, you should focus on the poem (while reading it) and the audience (while explaining the hyperlinked information), not on the screen. If you want to practice in my room with the presentation projected on the board, let me know. You may practice in the library as well—just be sure to check with library staff to arrange the time.

The Presentation
Presentations should last between 15-20 minutes. Students in the audience will be asked to interact with questions as each group presents. Of course, I will have questions. Presenters are not expected to know everything about their assigned era, their poet or the poem, but final evaluations will decline if presenters are unable to answer or respond to at least some of the questions in an informed manner.

Source Requirements
1 print source other than our textbook,
3 WUHS sponsored on-line links (Mrs. Sereno will show us the good ones).

A correctly formatted and typed bibliography page for all sources: print, digital, media elements, etc. must accompany the project.
POEMS

Renaissance 1485-1660
“That Time of Year Thou Mayst in Me Behold”, Shakespeare
“When Icicles Hang on the Wall”, Shakespeare
“Shall I Compare Thee to a Summer’s Day?”, Shakespeare
“Let Me Not to the Marriage of True Minds”, Shakespeare
“Fear No More the heat o’ the Sun”, Shakespeare
“To His Coy Mistress”, Andrew Marvell
“Death, Be Not Proud”, John Donne
“The Canonization”, John Donne
“A Valediction, Forbidding Mourning”, John Donne
“Batter My Heart, Three Person’d God”, John Donne
“Love Bade Me Welcome”, George Herbert
“Virtue”, George Herbert
“To the Virgins, Take Much Time”, Robert Herrick
“Delight in Disorder”, Robert Herrick
“Upon Julia’s Clothes”, Robert Herrick
“The Passionate Shepherd to His Love”, Christopher Marlowe
“To Lucasta, on Going to the Wars”, Richard Lovelace
“To Althea, from Prison”, Richard Lovelace

Restoration and 18th Century 1660-1798
“A Red, Red Rose”, Robert Burns
“To a Mouse, Turning Up in Her Nest with the Plough, November 1785”, Robert Burns
“The Tiger”, William Blake
“The Lamb”, William Blake
“Innocence”, William Blake
“Experience”, William Blake
“The Lady’s Dressing Room”, Jonathan Swift
“Market Women’s Cries”, Jonathan Swift
“A Satirical Elegy on the Death of a Late Famous General”, Jonathan Swift
“To Quilca, a Country House not in Good Repair”, Jonathan Swift
“To the King on His Navy” “Edmund Waller
“The Story of Phoebus and Daphne, Applied”, Edmund Waller
“Absalom and Achitophel”, John Dryden
“Mac Flecknoe”, John Dryden
“Marriage a-la-Mode”, John Dryden

Romantic Age 1798-1832
“To a Skylark”, Percy Bysshe Shelley
“Ode to the West Wind”, Percy Bysshe Shelley
“When We Two Parted”, Lord Byron
“She Walks in Beauty”, Lord Byron
"Kubla Khan", Samuel Taylor Coleridge
"The Rime of the Ancient Mariner", Samuel Taylor Coleridge
"When I Have Fears", John Keats
"Ode to a Nightingale", John Keats
"To Autumn", John Keats
"La Belle Dame sans Merci", John Keats
"On First Looking into Chapman's Homer", John Keats
"Ode on a Grecian Urn", John Keats
"I Wandered Lonely as a Cloud", William Wordsworth
"Lines Composed a Few Miles above Tintern Abbey", William Wordsworth
"Composed Upon Westminster Bridge, September 3, 1802", William Wordsworth
"The World is Too Much with Us", William Wordsworth

Victorian Age 1832-1900
"The Man He Killed", Thomas Hardy
"The Oxen", Thomas Hardy
"The Darkling Thrush", Thomas Hardy
"In Time of the Breaking of Nations", Thomas Hardy
"When I was One-and Twenty", Oscar Wilde
"My Last Duchess", Robert Browning
"Home thoughts, from Abroad", Robert Browning
"Love Among the Ruins", Robert Browning
"Ulysses", Lord Alfred Tennyson
"The Eagle", Lord Alfred Tennyson
"The Lady of Shallot", Lord Alfred Tennyson
"Tears, Idle Tears", Lord Alfred Tennyson
"Crossing the Bar", Lord Alfred Tennyson
"Dover Beach", Matthew Arnold
"Loveliest of Trees", A.E. Housman
"To An Athlete Dying Young", A.E. Housman
"The Love Song of J. Alfred Prufrock", George Eliot
"God's Grandeur", Gerald Manley Hopkins
"Pied Beauty", Gerald Manley Hopkins
"The Windhover", Gerald Manley Hopkins
"How Do I Love Thee? Let Me Count the Ways", Elizabeth Barrett Browning
"When I Am Dead, My Dearest", Christina Rossetti
"Sleeping at Last", Christina Rossetti

Modern Age 1900-1960-ish
"Do Not Go Gentle Into that Good Night", Dylan Thomas
"Fern Hill", Dylan Thomas
"Journey of the Magi", T.S. Eliot
"The Second Coming", William Butler Yeats
"The Wild Swans at Coole", William Butler Yeats
“When You Are Old”, William Butler Yeats
“Sailing to Byzantium”, William Butler Yeats
“The Song of Wandering Aengus”, William Butler Yeats
“Snake”, D.H. Lawrence
“The Soldier”, Rupert Brooke
“Dulce et Decorum Est”, Wilfred Owen
“Anthem for Doomed Youth”, Wilfred Owen
“Pretty”, Stevie Smith
“Musee des Beaux Arts”, W. H. Auden
“Naming of Parts”, Henry Reed