

EDU 250: Poetry Assignment

This assignment consists of two parts.

Part 1: Poetry Anthology

- **Select one collection (anthology) of poetry** for children that includes many types of poetry on many subjects. They may include selections by one author or be centered around one theme. (You may not select Shel Silverstein or Jack Prelutsky **ONLY** Anthologies)
 - http://www.goodreads.com/list/show/1340.Best_children_s_poetry_books
- You are **not** expected to read the entire collection, but do read a good sampling. To complete this assignment, you will have to read at least **five poems** in each anthology. Try to read **five different types** of poems in each anthology; however, if the anthology you select is dedicated completely to one type of poetry [limericks], you may not be able to find the suggested variety of poems. To thoroughly enjoy and appreciate the poems, you should read them aloud.
- **Write a review for the anthology. Include:**
 - APA reference citation
 - Full bibliography of all title included
 - Summary that lists topics/themes covered
 - Selected poems [Try to list five different (types of) poems for each anthology; put the title and type of the poem; of course, if you have a book of limericks, you will not be able to find five different types, but still list five poems]
 - See PowerPoint for identified Types of Poetry
 - Evaluation (Use criteria listed below; you should address at least five of the criteria.)
 - Personal reaction

Selecting and Evaluating Poetry It is important to select poetry that children can understand and appreciate. Use the following questions as a guide when selecting and evaluating poetry for children.

1. Are sensory images of sight, smell, taste, hearing, and touching created?
2. Does the poem contain figurative and alliterative language?
3. Is adequate and interesting repetition provided?
4. Does the poem flow in a natural and rhythmic manner?
5. Is the language and speech appropriate for the child's understanding?
6. Are the words manipulated in an appealing manner to contribute to the meaning of the poem?
7. Does the poem appeal appropriately to a child's emotions?
8. Does the poem appeal to a child's sense of humor?
9. Is there a quality of imagination so a child perceives something in a new way?
10. Does the poem have a purpose?
11. Most importantly: Does the poem capture the child's attention immediately?

Sample Assignment 1
[30 points for the review]

Lansky, Bruce,
Poetry

No More Homework, No More Tests.

New York: Meadowbrook Press, 1997. (1 point)

Carpenter, S., & Lansky, B. (1997). *No more homework! No more tests!: kids favorite funny school poems*. New York: Scholastic Inc.

Summary: This is a funny collection of poems about school by the most popular children's poets, including Shel Silverstein, Jack Prelutsky, Bruce Lansky, David L. Harrison, Colin McNaughton, Kalli Dakos, and others who know how to find the humor in school. Even the most reluctant readers will get caught up in the mix of fun about teachers, students, cafeteria food, tests, and homework.

The poets portray the ups and downs of typical school days with humor and empathy and present common school events in a manner that will bring back memories and plenty of smiles as the reader recalls what it was like to be a kid in school. (4 points)

Selected poems: (10 points)

Poem	Type
<i>Class Dismissed</i>	poem set to music
<i>My Sister Is Always on the Phone</i>	narrative verse
<i>How to Torture Your Teacher</i>	narrative verse
<i>What I'd Cook for My Teacher</i>	list poem
<i>There's a New Cook in the Kitchen</i>	couplet

Evaluation: The selections in this anthology are humorous. They paint a funny, affectionate, and sometimes poignant portrait of the school year. This is an effective and welcome collection of verse, ably supported by fine drawings. Kids will quickly relate to these mostly amusing glimpses of teachers, custodians, the principal, and classmates. Dakos, for instance, has a lighthearted style and shows much warmth and understanding of her audience; she may poke fun at children or at teachers but she will never offend them. The poems are energetic, upbeat, and have a humorous slant on the trials and triumphs of the younger grades. The cartoon like drawings capture the light-hearted mood of the writings and the wacky celebrations and misadventures every child experiences. The verses vary in length and in style from rhyming couplets and quatrains to unrhymed collective poems written in a sort of verbatim conversation. Some are funny, some clever, some poignant. (10 points)

Personal reaction: What caught my attention first was the humor highlighted throughout this anthology. I really liked these poems because they are imaginative, fanciful, and light-hearted. Of all the poems that I read, these were my favorite, and I would recommend this anthology to any child. The language, although rich in meaning, does not exceed that of a child's and yet allows the child to learn new words and their meanings along the way. The students and teachers who populate this lively collection will spark the imagination of every reader. The poems demonstrate a keen eye for classroom realism; they capture the lighter moments as well as the sensitivities of children, whether it be dread of failing tests or classmates who giggle together over teachers, substitutes, hiccup attacks and pranks. I bet this book will rarely be on the shelves. (5 points)

Part 2: Favorite Poems

As you read **out loud** the poems in the anthology, **find TWO poems** that you think children would enjoy and appreciate. (Of course, you must like it also.) After selecting the poems, put the bibliographical information, the poem, and **at least 5 "Guiding Questions"** for each poem. Remember guiding questions are used to open discussion about the poem; do not use questions that can be answered with a simple "yes" or "no."

Sample Assignment 2:
[10 points each; 20 points total for two]

Silverstein, Shel.

Poetry

A Light in the Attic.

Silverstein, S. (2009). *A light in the attic: Special Edition*. New York: Harper. *[1 point]*

"The Little Boy and the Old Man"

Said the little boy, "Sometimes I drop my spoon."
Said the little old man, "I do that too."
The little boy whispered, "I wet my pants."
"I do that too," laughed the little old man.
Said the little boy, "I often cry."
The old man nodded, "So do I."
"But worst of all," said the boy, "it seems
Grown-ups don't pay attention to me."
And he felt the warmth of a wrinkled old hand.
"I know what you mean," said the little old man.

[4 points]

1. **How does this poem make you feel?**
2. **Why does this poem make you feel that way?**
3. **Where do you imagine this conversation may have taken place?**
4. **What three things did the little boy and little old man have in common?**
5. **What else might the little boy have mentioned as a "problem"? *[5 points]***