Poetic Vision Project '13–14

OFFICIAL DUE DATE: For the diligent by Fri, 4/11, before spring break;   others after Spring Break, no later than 4/30/. AP Bio students plan ahead! (test on, 5/12)

I.   **CONTENT OF PROJECT:**

Objective: To arrive at a definition of the word *"poetic,"* and complete a series of activities–read, written, and experiential--which serve to <u>illustrate</u> and <u>reveal</u> your understanding of the definition. The "poetic" is not limited to the reading and writing of verse; it can be found virtually anywhere, often where one least expects to find it.

Process: During the year, students will complete logs for poems read and written, for theater performances, music lyrics, photos, and movies, with an eye toward their "poetic" characteristics.   Once or twice per semester, a "PV Due Diligence handout" form will be collected and graded for logs completed.

        In addition to logs for these individual projects, students will compile a "Poetic Visions Sightings Log" throughout the year. Collectively, all logs should lead to a final definition of "poetic," through examples which either illustrate it (or even examples which contradict it). Sometimes, what appears horribly un-poetic, can serve to reveal it. Confusing? Yes, "poetic" can be. Though likely tempted to do so, you should not discuss the definition issue with fellow 2XL students. The process is an individual one. And "no," the teacher will not give you the answer after projects are done.

Activities: Students are required to collect logs during the year for poems, plays, pictures, song lyrics, films, "poetic visions," and miscellaneous quotes. (See "Poetic Vision Due Diligence" handout). In April, students will use their logs of poems, movies, plays, songs, photos to complete a number of individual projects outlined below. The purpose of the overall project is to define "poetic" through specific "visions" (poems, films, lyrics, PV sightings, etc, all logged). Therefore, the log for every poem, every visual, every project, MUST explain the way(s) in which it might be considered "poetic," and reveal the traits that make it so. Major Projects 100 points each; Minor projects 50 points each (see final grading rubric).

Major Project #1:   Read Poems.   Students will independently read and log one poem per week on top of the poems provided by the teacher, totaling approximately 30+ poem logs for the year.   Poems read prior to this year (Shel Silverstein, etc.) may **not** be included. For the final project in April, students will choose the **two** poems considered most "poetic," whether for a content / theme or emotional significance. Both selections will be articulated in a 1-page 250+ word, typed statement articulating its **A**   meaning / theme; **B**   personal significance to you;   **C**   traits that make it "poetic"; **D**   relevance to personal experience; and / or **E**   allusions (especially to this year's literature, but also literary, historical, personal, etc.). Ultimately, explain why the poem is "poetic" (i.e., what **traits** make it so). These traits will help you define "poetic," the purpose of the project.

        Final project must include, in this order: **1**   the poem itself (any form),   **2**   the original poetry log, and   **3**   the typed 250+ word CM (including title / author). The final CM may include some CM from original log (Sept-March), but must include CM which <u>goes well beyond</u> original poetic insights, i.e., it should encompass your end-of-the-year perspective, not just your thinking of Sept-Dec. (or whenever when you first read / logged it).   Final typed logs should not simply summarize the poem (CD), but use CD–quote or paraphrase--to justify your selection of the poem as "top 2."

        The CM is "what it's all about!"   The final two poems have been selected because the student has deemed them "most poetic" among all the poems read during the year. Why is each "poetic"? What traits make it so? The two poems should not, generally, address the same theme / topic; thus no two poems re: love, nature, etc). No more than **one** of the two final poems may be a poem introduced by the teacher during the year, AND Frost's "The Road Not Taken" **MAY NOT** be among the final two, though it MUST be read and logged by everyone during the year. In the project, AFTER the **two / 2** chosen poems / logs / and CM's, **DO** include ALL read poem logs completed during the year.

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Major Project #2:   Movies. Ten movies minimum watched and logged. CM's for best two(See Due Diligence sheet).   Proof of film viewing will be inferred from log content and CM's. Explain its poeticness in a brief CM (1 page max.). No mere plot summaries; do include CD as needed to support your opinions / CM. Only ONE of required movies may be used for final CM's. Final Project consists of original log + final CM. Visual enhancement required.

Major Project #3:   Theater productions. Students must attend a minimum of one professional and two high school-level performances. Professional is defined as any level above high school (B or D Street Theater, College Productions, etc).   Students are <u>not</u> expected to pay high ticket prices).   Each production **must** be accompanied by **some form of certifiable proof of attendance**. The following are **not** accepted as "proof": signatures from friends, parents, faculty members or cast members; "My friend said I went" is not proof"; neither programs nor tickets by themselves constitute proof, though they <u>*should*</u> be included in the final project for creative purposes. So what does constitute proof? . . . phone camera pictures! . . . provided that they clearly reveal the site of the performance.   Programs with your name included as part of cast or tech crew also qualify as proof.
    For the final project, each play must be accomodated by proof AND a less-than-one-page explanation of the extent to which it was or was not "poetic." A longer discussion of **one** of the three plays will be included in your end of the year Synthesis Essay of as illustration of the meaning of "poetic."

Minor Projects: Each project should have "visual / "poetic" enhancements" (graphics, orig. art, etc.) Primarily black and white projects are generally not considered poetic.

Project #4:.   Song Lyrics. CM's for the **two song lyrics** that you find most "poetic." Provide the lyrics (cut and paste from any lyrics website) in their entirety, and comment poetically on each ($\leq$1 page typed), connecting the content to some personal experience. Be sure to include group / performer / lyricist and song title for each. Again, CM is more important than the selection itself. CM 's must not exceed one page double spaced. Why are lyrics Poetic? Trait / Attributes? What Vision? 20 Questions?   Visual enhancement / accompaniment required for final two. Order of material in final project: **1**   Favorite Song Lyric, **2**   original song log, and **3**   typed song CM, for both lyrics.

Project #5:   Photographs.   Provide **five photographic images** of poetic significance. No logs required for each photo. For the final CM's, comment poetically on each. Where found? Why poetic? The key is the CM, which should be thoughtful and $\leq$ 1 page typed. Collect photos throughout the year and keep them somewhere (on computer, etc). You will be required to present all your photos (no logs) along with your final 5 choices. **Variety** is key. Don't include five pictures of poetic sunrises or cute animals. You are expected to use a variety of sources. Do NOT use Google Images exclusively. Poetic credit for variety, breadth of sources, topics. B / W copies OK for logs checks; provide color copies for final project.

Project #6:   Original Poems. Present <u>two</u> *ORIGINAL* poems of average length–not Haiku-- with typed commentary which you found to be most "poetic." Discuss its context / origin / inspiration / meaning / connections. No more than one of the two poems can be a "formula" poem (if formula poems are introduced). **The CM is more important than the poem itself.** CM's $\geq$250 words, double spaced. Most importantly, why is the poem "Poetic"? Trait? Vision" of what?
    Students must include   1 their original poetry "log" / work,   2   a formal typed or handwritten version of the poem, and   3   the end-of-the-year CM.   Final commentary may include CM from original log, but must include CM which goes <u>well beyond</u> original poetic insights, evidence of end-of-the-year poetic insight.
    After the two poems and their CM's, all other original poems / logs should be included.

Project #7:   Poetic Interview: Identify someone who would be considered extraordinary and interview them extensively. Interview should last a minimum of 30+ minutes. **Step 1:** Identify the person to be interviewed.   Approach them discreetly and ask for permission to interview. Determine an approximate future date. Follow up to assure convenience for the interviewee.
Step 2:   Write up an initial list of interview questions based on what you know about the individual. HINT: Good interviewers are able to follow up pre-planned questions with "follow-up questions" responding to initial questions. This skill requires spontaneity, advance planning and practice.
Step 3:   Optional: A follow up conversation—briefer than the initial one—which results from second thoughts after the first interview. This may or not be possible / convenient with your interviewee. Depends on the first interview and the willingness of the interviewee.
Step 4:   Write up the interview. No need to type every question; answer may imply the question. You may type it up as a story rather than a Q and A story.

LASTLY: Include, in separate sections of your PV Project, include ALL PV Sightings logs and ALL Miscellaneous Quote Journal CD's.

II.   FORMAT of PV Projects: (No need to think much about **form** of project until March / April)

☐   Do NOT not use standard, 3-ring binders with paper sheet cover to present your PV project. There are other "poetic" / romantic organizational options.
☐   Some form of Table of Contents (Tof C) page is required. **Place asterisks** (or some alternative) on the "T of C" to mark those aspects of the project which you find most meaningful / important. Organization (dividers, etc.) of some sort are **required**.
☐   One of the first pages in the project MUST be your original "initial definition" marked by the teacher in September. One of your last pages, will be a final definition. The purpose of the project **IS** to define the meaning of "poetic," by means of the "visions" in your PV Sightings Log and projects.
☐   Place pages in plastic **only** to protect a valuable item that you don't want to be written upon by teacher.
☐   The last pages should provide your final definition of PV. This final definition is THE culmination and purpose of the entire project. All individual projects are intended to yield this definition. It can be done in a max of 2 pages. Beware of the 2+ page definition.
☐   Initial pages of be each section, Project 1-7, should include the final projects, followed by logs that did not make the top 2-5 (photos). Be sure to include Poetry Logs, PV Sightings Log, **and** Misc. Quote Journal Logs with Final Totals sheet in front of project, after "Initial Definition."

 Common Flaws in Poetic Vision Projects

Flaw #1   The **Final Definition** of "Poetic Vision" is perfunctory / superficial. The purpose of the entire project is to define the word "poetic." No more than 2 pages.
A   **WHAT** is "poetic"? What traits constitute its definition?   The answer will be found in the PV sightings logs!! What visions qualify as poetic? See PV Sightings logs!! Which do not? Why? Providing eg's of "poetic" and identifying the atttibutes / traits of "poetic" **IS** the project.
B   **HOW** is the "poetic" discovered / uncovered? Is the "poetic" a function of the brain / cognitive? the "heart" / affective? The soul / spiritual? More than one? Other? Explain. All together now: let's all accept from the beginning that, truly, **the definition of PV is <u>SUBJECTIVE</u>**. You don't need to spend time articulating this fact as an original insight.   Also, it is most unpoetic to cite any dictionary definition of "poetic." Feel free to go to OED.
C   What is the **PROCESS** by which it is discovered? This is the How, as opposed to the What. By what process does one acquire PV? Is it principally intellectual? Spiritual? Psychological? Philosophical? Empirical (for you math/science dudes!)? Maturation / Transformation?

D	Do some individuals have more PV than others? Why / why not? Does it matter?

E	Is God relevant to PV? Necessarily? Consciously / Unconsciously? Depends?

F	What did you discover / uncover / recover about the product (PV) or the process that is **NOT** on this pathetically lengthy paper. Any answer here would qualify as truly original, would it not?

Flaw #2 Failure to do daily / weekly "due diligence" with PV Logs (poems, photos, lyrics, movies, sightings, etc). When teacher checks logs, students will tend to "create" a bunch of sightings the night before it's due. When students try to do the entire project in the last two weeks, the result is invariably a poor project, and a bitter 2XL / PV-student.

Flaw #3 Inadequate CM: Failure to use word "poetic" in CM's. Most students lose credit due to inadequate quantity and quality of CM. CM should make it clear that you thoroughly understand what the poem says, means, and why it is poetic. There should be plenty of allusions to this year's reading, personal anecdotes, and thorough consideration as to its "poetic"-ness and worth as a "top 2" poem for the year. If the word "poetic" is not contained in the CM, you've missed the point!

What poems / pictures / songs / movies/ you choose is not nearly as important as **WHY you chose them, what poetic insights they reveal / what poetic insights are derived from them**. Use quote CD's from poems in the course of your CM. What was the **intent** of such a poem, read or written? What *specifically* motivated you to do so? Why did you select a particular poem as poetic? What does the selection say about your PV? Personal Relevance is HUGE! Relevance has numerous angles: personal, literary, political, historical; utilizing just one may be inadequate.

Flaw #4 **Creativity.** Project seems more like a research paper than a PV project. Too much white paper/blank ink, and too few visual enhancements is a danger sign. Black / White does not generally suggest poetic creativity. Still, there are poetic exceptions . . . .

Flaw #5 **Poorly organized**. Table of Contents Inadequate. No dividers for separate projects, therefore, projects are difficult to find. Make sure any parts of projects that are separated from the main binder / folder / whatever, are CLEARLY marked with name and section. Personal highlights within the project must be marked on the T of C with ****asterisks**** or some other means.

"P.S.'s" (Plural of PostScript) AND Reminders

1 Avoid defining "Poetic" with the term "**deep,"** as in "**deep** thoughts," or "**deep** meaning"; this concept arises naturally and often. Depth implies physical space (fathoms, leagues). How is this relevant to the realm of the mind / ideas, which are by definition abstract, without literal height, depth, breadth?

2 **DO** include **all** of year's poetry logs in your project. Do include original logs along with final typed CM's for selected final poems both read and written.

3 Logs for poems, pictures, lyrics, films, etc. do not need to be lengthy / excessively thorough.

Record worthwhile reflections that will help you in writing final CM's in April.

4 Remove all staples in final project.

Due Dates: Not later than the date given at top of page one. Extensions for nervous breakdowns or other considerations must be obtained directly from the teacher.

Poetry logs for written and read poems will also be checked intermittently (usually once first semester, once in March).

THE END

Poetic Free Expression: Devise **your own** original "poetic" experience. This is a *"Go Somewhere / Do Something "Poetic"* assignment. Nothing that the teacher initiates can be

used (so for example, Spring kite flying activities . . . you'll know why by end of the year). You may **NOT** use your Christian Service project and "kill two birds with one stone," nor a "include your art class drawing and do the same. The holidays and seasons of the year provide significant opportunities for poetic visions. Seek out original, unique "poetic" experiences. For final project, comment / respond poetically and provide visual enhancement. Do it and explain / show (pictures, etc) what you did. Other possible ideas: "Take a risk" . . . . . Do something selfless and remain anonymous (Think "pennies"). . . . Other? Be unique / creative! One page CM with visual support (pics, video, powerpoint, etc.) for final project. Do not wait until April and then try to "make something happen."