

Poetry Speed Dating Instructions



At the first bell, you will exchange poems and read each other's poems.

- *This should be done silently- points will be deducted from groups who talk.*

At the second bell, the representatives of the poem in the inner part of the circle will explain their poem to the other group. The other group will take notes on the poem.

- *Explain what is literally happening in the poem then...*
- *Explain what the poem really means- point out any important symbols, imagery, or figurative language like similes and metaphors or personification.*
- *Share what you believe the tone is.*
- *Tell them what you think the theme or message of the poem is.*

At the third bell, the representatives of the poem in the outer part of the circle will explain their poem to the other group. The other group will take notes on the poem.

- *Explain what is literally happening in the poem then...*
- *Explain what the poem really means- point out any important symbols, imagery, or figurative language like similes and metaphors or personification.*
- *Share what you believe the tone is.*
- *Tell them what you think the theme or message of the poem is.*

At the fourth bell, you will discuss how your poems have a deep and meaningful connection. This is not a poetry booty call but a poetry e-harmony date. This will be a pretty in-depth discussion. You will develop a simple thesis statement together to present to class.

Sample Statements for Root Cellar and Mother to Son:

Root Cellar and Mother to Son both use extended metaphors to deliver their message about not giving up in the face of obstacles.

Sample Statement for I Heard a Fly Buzz and Mother to Son:

I Heard a Fly Buzz and Mother to Son both use voices of experience to guide the reader forward into the inevitable unknown- of the future or of death.

At the fifth bell, you will share your thesis statement with the class.

Name: _____ Date: _____ Period: _____

Title of my Poem: _____

First Date:

| | |
|--|--|
| Title | |
| Paraphrase literal meaning | |
| What are the important symbols, imagery, and figurative lang.? | |
| What is the tone? | |
| What is the theme? | |

Comparative Thesis Statement: _____

Second Date:

| | |
|--|--|
| Title | |
| Paraphrase literal meaning | |
| What are the important symbols, imagery, and figurative lang.? | |
| What is the tone? | |
| What is the theme? | |

Comparative Thesis Statement: _____

Name: _____ Date: _____ Period: _____

Third date:

| | |
|--|--|
| Title | |
| Paraphrase literal meaning | |
| What are the important symbols, imagery, and figurative lang.? | |
| What is the tone? | |
| What is the theme? | |

Comparative Thesis Statement: _____

| Date #1 | Date #2 | Date #3 |
|---|--|--|
| The Black Snake Miss Rosie | Miss Rosie Sympathy | The Black Snake Sympathy |
| Hope A Noiseless Patient Spider | We Real Cool Dulce Et Decorum Est | Miss Rosie Dulce Et Decorum Est |
| Sympathy Red Slippers | The Road Not Taken A Noiseless Patient Spider | Hope Red Slippers |
| Thoughts in a Zoo Those Winter Sundays | Thoughts in a Zoo Red Slippers | Thoughts in a Zoo Road Not Taken |
| The Road Not Taken We Real cool | The Black Snake Hope | A Noiseless Patient Spider Those Winter Sundays |
| Ozymandias Dulce Et Decorum Est | Ozymandias Those Winter Sundays | Ozymandias We Real Cool |

