**Weekly class discussion assignment: Poetry Unit**

At the beginning of the semester, I will split you into four groups. Each Friday, one of these groups will be responsible for leading class discussion on that day’s assigned poems (in some cases, I may narrow this to one poem).

For everyone **not** presenting, regular homework will be due.

You and your panel will be expected to:

—Use close reading strategies (described in the Madden text, p. 58) to analyze the poem on your own, discovering hidden elements and deeper or broader meanings.

—Based on what you discover, draw up a sheet of at least 20 questions you can ask your classmates that will engender discussion and lead them to a deeper appreciation of the poem(s). Obviously, these should not be yes or no questions—they should stimulate discussion and debate about the meaning, beauty, or importance of the poem(s).

—Using the sheet of questions, and your own understanding/interpretations of the poem(s), lead a class discussion.

As you can see, these panels will be responsible for part of each Friday’s class. I encourage you to be creative with your questions—use the Internet, movies, write on the board, distribute handouts—anything that you feel might augment the discussion. **Remember: this is a discussion, not a presentation.** You will not be telling your classmates what you think about a poem. Instead, your job will be to read closely and analyze the work on your own, then use your ideas and questions to get your classmates thinking and talking about the poem on their own terms. I will be available for any assistance you might need.