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Mrs. Prussing

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Poetry Podcast

Subject: English

Objectives

- Students will draft, record, and create a podcast that focus on four poems united by a common theme, style, or author.
- Class will compile their podcasts episodes into one “Class Podcast” playlist and determine a name for it. Then, if possible, the podcast will be published online. (This podcast may also consist of an entire grade level’s poems, rather than one class period.)

Procedure

- Students form groups of 2-3 members. Members will determine their role(s) for the project. (Roles include, but are not limited to, writer, interviewer, analyzer/commenter, and editor. These may be divided up by poem so that each member writes commentary for one poem.)
- Students determine their topic and/or focal poet. Then, they find three poems that represent this topic/author and become “experts” on the poems. This includes, but is not limited to, close-reading the poems, researching what critics have written about the poems, and learning about the poet or poets’ lives (if relevant). Students also determine how they will go about finding an expert on their topic/poet/poem and produce a list of relevant interview questions.
- Students reach out to professional(s)¹ to conduct interviews. (This may be in person, over the phone, or on an online platform. If possible/helpful, students should record the interviews to reference in their podcast episode. Direct quotes may not be as effective as *relevant* recorded sound clips from the interview.)
- After students become experts, they record “conference” discussions where they discuss their topic/author and the relevance of each of the three poems. (Why are these the best representation of your topic/author? What makes the poems “good?” Why is this poetry study relevant to people outside of school? What can we learn from this topic/author/poetry selection?)
- The podcast ends with an original poem composed by one or multiple members of the group. (The members who do not write the poem must be part of the writing process through editing and offering suggestions.) This poem should pertain to the topic at hand and add something to the podcast. (It may be written about the same topic, in the same style as a focal poet, or in the same format—i.e. sonnet. It should include elements that pertain to what you have discussed in the podcast so far. It should be very intentional and peer-edited.) Finally, group members will discuss

¹ Professionals may include: professors from the University of Mary or Bismarck State College, English teachers from other schools who have studied the poem(s), poets of the selected poems (if they are still alive), professionals in the creative writing field (if they have relevant knowledge for the specific project!!), etc.

the elements of the original poem that tie into the three previous poems. This may be an author-interview situation or a round-table discussion.

- Students edit all the recorded aspects of their podcast by compiling them in Garage Band or another audio-editing site. They will cut it down to one 15-20 minute episode. (NOTE: There should be far more than 15-20 minutes of recordings to pull from!) To create the episode, students should pick the most relevant and informative parts of the recording, re-record if necessary, and layer them together. They may choose to use additional audio clips for transitions, such as *brief* (1-3 seconds) instrumental bits, laugh tracks, “theme” music, etc.
- NOTE: At the beginning of the podcast, students should be sure to introduce themselves, their topic, and why it is relevant! Be sure not to include any personal information, as these will be published!!

Technology Present

- Computers with Internet access & Garage Band or other editing software
- Microphones
- Recording device, such as a phone or laptop

Rubric Breakdown:

Active: Adaptation/Infusion Level—The teacher provides a variety of technology tools that the students may choose from. Though Garage Band will be encouraged, students are able to bring in their own audio editing software if they wish. Students also get to decide how to conduct interviews, how to best record audio, and how they want to share notes/scripts/information with one another.

Collaborative: Transformation Level – Students choose how to best utilize technology in order to collaborate with one another as well as with professionals/experts outside of the classroom.

Constructive: Infusion/Transformation Level—Students can choose to use technology to research their project and to collaborate with one another, but then the technology becomes necessary when they conduct interviews with outside professionals and compile their podcast using online programs. They must also construct their project to be published in a technological/online context.

Authentic: Adaptation/Infusion Level—The teacher purposefully integrates technology into the research portion of the lesson by providing various “starting points” for students to find critical essays about their poems/topics. Students may choose (and are encouraged) to go beyond these starting points in their research. However, the teacher has already selected the technology format they will be using: a podcast. At the infusion level, students must explore the best and most relevant technology tools to reach outside the classroom in order to make connections with not only their professionals/experts, but also with the online audience of the podcast.

Goal-Directed: Adaptation/Infusion Level– The teacher breaks down the project into parts that the students must accomplish, in whichever order they determine best fits their project. The teacher routinely checks in on students’ progress by seeing which elements of the project they have yet to accomplish. (Project elements include: poem selection, research, interview(s), script-writing, original poem-writing,

editing, etc.) Students may choose to create a self-monitoring system to stay on track with all the elements of the project. (This would bring this area to the infusion level.)