

THE FROST PLACE LEARNING ACTIVITY
JASMINE TYLER

GUIDING IDEA(S)/QUESTION(S):

What is the definition of community?

How are individuals influenced by place?

How are we connected to place?

Individuals in Transition

POTENTIAL TIE –INS TO ESTABLISHED CURRICULUM

Potential companion works: Cannery Row, 1984, Anthem, Animal Farm, Theban Plays, A Tale of Two Cities, Don Quixote

POTENTIAL COMMUNITY RESOURCES:

Jim Schley

John Vail

Community Poet

Connections:

Frost Place Poets – at a crossroads

12th graders – threshold of adulthood

Frost – wrote place-based poetry

Students – will write place-based poetry/narratives

Welcome seniors!

This is your last year as a student at Woodsville High School and your last year as a high school student. During the tenure of your school days, you have experienced many things and now are planning for the time following your June graduation. This semester we are going to take some time to reflect on your communities that have sheltered, supported or been a part of your lives. This is a time of change, and opportunity.

We are going to start this process by revisiting a familiar New Hampshire poet, and his residence in Franconia. The Frost Place has hosted a resident poet annually since 1977. "The aim of the award, which doesn't accept applications, is to provide sustained and hospitable working time for a poet who is at an artistic crossroads comparable to that faced by Robert Frost in 1915 when he moved to Franconia, and when he had not yet published a book in the United States and was therefore not well known." (Frost Place, par. 2) We will explore the poetry of Frost, and these resident poets, as well as research what happened to these residents prior to their time in New Hampshire's North Country and what came after. Consider how they were inspired and what inspired them. Also, consider how a young man from California, is known as the New Hampshire Yankee poet...did he represent New Hampshire ideals, interests, understandings? Why do we even consider him ours?

As we progress through this quarter, you will be working on a culminating project regarding your own community. You are asked to consider your concept and definition of community as we explore the works over the entire semester, and you will be asked to maintain a community journal during the first quarter. You will need to select a site that has been particularly meaningful to you, and you will need to access this site at least four times over this first quarter. Two of these visits must be completed in the first five weeks. One of these initial visits should include gathering photographic or other visual representations of the site.

Like the resident poets, you are at a crossroads in your own life, and will be going forth into the world carrying what has inspired you. During this process, you will need to examine how you have been inspired by your experiences and the places you have been connected. A list of assignments, with grade weights follows. This assignment will be posted on my website for those who require a replacement copy.

Happy exploring!

Mrs. Tyler

FROST POEM

Materials:

Frost poetry
Pen/paper/laptops

Instructions to student:

Analyze one of Frost's identified Frost Place poems. In your analysis, consider how a young man from California, is known as the New Hampshire Yankee poet. Did Frost represent New Hampshire ideals, interests, the understanding of the world? Why do we call him our New Hampshire poet? Reflect on what connections you can make to the poem and consider what Frost was exploring/connecting to when he wrote your poem.

Assessment:

This will be an essay grade.

Criteria being assessed: Addressed all required areas and met senior writing expectations (see attached rubric: Appendix A)

Related activity:

Site visit to Frost Place, with student observations/exploration

Connection to Final Project:

Models students' own community exploration & inspiration project using Frost as a sample

RESIDENT POET RESEARCH

Materials:

Frost Place Resident Poet List
The Breath of Parted Lips, Volume One
Internet/Laptops
Noodletools Account

Handouts: Country Sounds...
Another Poet
A tribute more fitting

Instructions to Students:

There has been a resident poet at the Frost Place each summer since 1977. These poets produced work both before and after their fellowship. Your job is to do a biographical search on one of the resident poets, examine one of their Frost Place works, and consider the impact the place had on their career, self and relationship to Frost, if any.

This should have a written component submitted to Mrs. Tyler and a short 5-7 minute presentation you will make on this poet to the class.

Assessment:

Essay & Presentation/Class work grade

Criteria being assessed: Addresses all components. *Essay:* Met senior writing expectations, including use of MLA citation (attached rubric: Appendix A); *Presentation:* fit established time frame and presentation requirements (attached rubric)

Related activity:

Site visit to Frost Place, with student observations/exploration

Connection to Final Project:

Students will explore individual's connection/or lack thereof to place, modeling their own later self reflection on their connection to place.

COMMUNITY JOURNAL

Materials:

Notebook/Pen

Visuals

Camera (?)

There should be a minimum of fifteen entries, including the four site visits. This community journal can be observations from your own backyard, happenings in your community (school board, selectboard, etc. meetings), local "gossip," recent births/deaths, athletic events, wildlife sightings, etc. Each journal should contain information about your community and also your reflections about the information you have chosen to include.

Assessment:

This journal will receive four homework grades.

Criteria being assessed: Purely quantitative - Number of journal entries and site visits, included reflection, and visual documentation

Related activity:

In-class writing prompts focusing on place, community, etc.

Connection to Final Project:

Students will use their community journals to develop their definitions of community and identify their role within the community.

Students will use their community journals to develop their art (poem/narrative) of their place.

INSPIRED BY PLACE FINAL PROJECT

Materials:

Community Journal
Computer & Printer
Art supplies/Photographs

Instructions to students:

This final project is made up of several components requiring you to answer multiple questions and present a visual product to the class. These projects will be part of the Spring Arts Festival and attention should be paid to their visual appearance and appeal as it is a criterion that will be evaluated and your project has a large final audience.

The first component is ***your*** community definition:

How do you define community? This is the place where you should explore your community journal entries and reflections. You need to identify your role in the community. Please include a visual representing your community.

The second component is:

How has your community inspired you? This component requires you to create an original writing on your community: poetry and/or narrative. Your community site and visuals should be the inspiration for this piece, but during the course of the project, you may find inspiration in another site. Feel free to use that inspiration – utilize the energy! Please include a visual (or more) to help the audience place your site.

For poetry:

Pay attention to your word choice and the different nuances that may be suggested by your selections. Consider poetic elements and potential impact.

For narrative:

Remember the importance of showing and not telling. Be descriptive in your writing and let that description show how you feel about this site.

The third component is:

Reflect on your time of transition. How is this time impacting you? What will you take with you from your time at WHS? How will this influence your future? What is the impact and importance of place? What will you carry forth into the larger world? Please incorporate a visual that represents this period.

WHAT WILL THIS FINAL PROJECT LOOK LIKE????

It needs to include:

1. Definition of community & your role
2. Inspired Art (Poetry and/or Narrative)
3. Reflection essay

4. A visual for each of the pieces

Possible project presentations: Scrapbooks of community/stories; Slideshows/videos using old & new photos, video-taped interviews

BE CREATIVE, HAVE FUN & THINK ABOUT WHAT MATTERS TO YOU.

Evaluation:

This project will receive a test/project grade.

Criteria being evaluated: Inclusion of all required pieces, critical thinking & depth of subject matter, thought, creativity & effort, and meets senior writing expectations. (Essay Writing weighted twice –Appendix A; and Presentation weighted once – Appendix B)

Senior Writing Expectations for Essays

Content: The essay demonstrates a clear understanding of the topic. It develops a clear, original thesis statement that provides for a thought-provoking discussion of the topic. The body paragraphs provide adequate supporting arguments, evidence, examples and details. It begins and ends effectively, making use of introductory and concluding strategies.

Possible: 25/25

Mechanics and Usage: The essay uses clear language that is relatively free of errors in grammar, punctuation, word choice, spelling and sentence structure. There are few, if any, run-ons, fragments, confused word errors, contractions or faulty parallelisms. There is no use of slang (unless appropriate for tone). The essay is properly formatted including: margins, font (no smaller than 10, no larger than 12), spacing, page numeration, etc. *For any works cited outside of class readings:* The essay will correctly cite all references, whether quoted or paraphrased, following MLA citation guidelines and include a properly formatted Works Cited page. All formal essays must contain a title.

Possible: 25/25

Organization: The essay's organization guides the reader forward through effective transitions between paragraphs, ideas, and examples. It is relatively easy to follow. Details are presented and connected thoughtfully, while clearly defining and supporting the thesis. Counterarguments are suggested and addressed, while the essay's position remains clear.

Possible: 25/25

Style: The subject or approach is original, creative, and interesting. The essay is directed towards and meets the needs of the defined audience. The title is creative and informative. The essay expresses its purpose clearly and persuasively. The words and ideas are not vague and abstract, but detailed and specific. There should be no clichés. The tone is appropriate for the subject, audience and assignment guidelines.

Possible: 25/25

Note: Writing is a process and because the importance of this process should not be negated, revisions are always welcome and may be submitted for feedback up until one week prior to due date. Students have the opportunity to resubmit a paper for a higher grade, up until one week prior to grades close.

Presentation w/ Visual Rubric

Category	25-20	20-15	15-10	10-0
Content & Organization	Material is presented in a very clear and organized manner. Presenter(s) demonstrated a full understanding of topic and thoroughly answered all required questions.	Material is presented in a clear and organized fashion. Presenter(s) demonstrated a good understanding of the topic and answered most of the questions.	Material needed to be organized more carefully. Presenter(s) demonstrated an understanding of some parts of the topic and/or addressed some of the questions.	Little or no effort was invested in organizing the material. Presenter(s) demonstrated a lack of understanding in the task and/or addressed few, if any, of the questions.
Preparedness & Time-Limit	The presenter is completely prepared and has obviously rehearsed. Presentation is 5-7 minutes long.	The presenter appears prepared, but might have needed a couple more rehearsals. Presentation is 4-5 minutes long.	The presenter is somewhat prepared, but it is evident that rehearsal was lacking. Presentation is under 4 minutes long.	The presenter does not seem prepared to present. Presentation is under 4 minutes long.
Posture, Eye Contact and Volume	The presenter stands up straight, looks relaxed and confident. The student establishes eye contact with everyone in the room during the presentation. The volume is loud enough to be heard by all audience members throughout the presentation.	The presenter stands up straight and establishes eye contact with everyone in the room during the presentation. The volume is loud enough to be heard by all audience members at least 90% of the time.	The presenter sometimes stands up straight and establishes eye contact. The volume is loud enough to be heard by all audience members at least 80% of the time.	The presenter slouches and/or does not look at people during the presentation. The volume is often too soft to be heard by all audience members.
Visual	The visual aid showed considerable work/creativity and enhanced the presentation.	The visual aid showed effort in work and creativity and improved the presentation.	The visual aid appeared rushed and/or disconnected from the presentation.	The visual aid appeared rushed and/or was absent from the presentation.

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