

bard core

CURRICULUM!

READING INTO SHAKESPEARE

Choral Poem Montage

What students will learn and be able to do:

- Explore close reading of a text passage
- Collaborate on composition of a group piece
- Practice the process of editing, actively and visually
- Compare two genres of written text

Consider Common Core Anchor Standards: R1; R9; SL1; W5

Step by step:

- Read the passage, circling any words or sections that are confusing.
- Read the passage again, circle any particularly vivid words, phrases or sentences that jump out for you.
- In pairs, exchange texts and read through the passage, noting what your partner circled. Among those circled by your partner, select the phrase, word, or single sentence that you feel best captures the character's or author's voice, mood and tone. [Bracket] your choice.
- Discuss in your pair why you chose to bracket the word/phrase/sentence you did, and how it best reflects the overall tone and "big idea" contained in this passage.
- With your own text back in hand, join forces with 2-3 other pairs (6-8 students).
- Up on your feet so that the words are being spoken and heard as you compose collaboratively!
- Incorporating each person's contribution, work together to compose a group poem. Edit as much as you need in order to create the most powerful, resonant piece. You can also choose to:
 - repeat any words, phrases, sentences
 - choose to speak specific elements in unison
- Get ready for your class presentation. Standing in a line, recite your poem, and if your word/phrase/line is repeated, move down the line as needed.
- The class now serves as the editors of this living poem. Make whatever revisions you feel will help strengthen the writing. As the class revises, group members reposition themselves in the line, reciting the new draft until everyone (or nearly everyone...) agrees that the poem is in its final form.
- Repeat with a second group's composition.

- If working with two different texts (as we did here with *Macbeth* and the podcast transcript), discuss the comparative texts' points of view and the ways in which they are in conversation with another.

Guiding questions:

- What words or phrases struck you most? Why? Did the pairing of these two texts impact the particular words/phrases that you heard?
- How did the discussion with your partner regarding his/her selection of key word/s impact your understanding of the passage?
- What new textual discoveries did you make while working with your choral poem group?
- What did you learn from watching and editing the other groups' poems?
- How can you apply the poem montage revision process to future writing?