

## Poetry Tutorial Reflection

### Student sample

For our very first AP Lit group project, we were expected to take the poetry topic that we were assigned and create a way to educate others on said topic. My group was assigned some elements of figurative language, something that I couldn't have been more excited about. I was already pretty familiar with most of the devices so I felt comfortable talking about them. The only question was, how would my group communicate them?

Before we got ahead of ourselves, we decided to spend the weekend looking for definitions and examples of the devices we assigned each other. That's where I ran into my first dilemma, I had trouble finding good examples from works of poetry... Especially for personification. I was baffled because I thought the examples would be the easy part, little did I know that my doubts on decision making would get the best of me and consume much more time than was needed on this simple task. Eventually, I decided to refer to my good pal Shakespeare's work. This leads me to recognize the first standard I was able to achieve. I was able to "Draw evidence from informational texts to support analysis, reflection, and research." as stated in CCS.ELA.LITERACY.WHST.11-12.9. Though it took me about a half hour to finally settle on a piece of evidence that was sufficient enough to explain what personification was, I wrote "Love doesn't actually have the ability to be "rough", "rude", or "boisterous" as it is an emotion. Instead Shakespeare implies that his character is having a difficult time finding true love. These human attributes help the audience understand what a hard time the character may be going through." This shows that I was able to look at a piece of text and break it down to the best of my ability, getting meaning. It took some time, but I think I was able to fulfill what was requested. I also had to take a look at Imagery, finding the evidence wasn't as hard for me though because Katherine Cimorelli writes a lot of poetry that uses a lot of that device. It was really interesting for me to learn about two new devices, synecdoche and metonymy... Although I had no idea how to pronounce them at first. Through the work of my group members, I learned that a synecdoche is when sort of like a symbol in that one thing represents something else and a metonymy is sort of like a synonym. It is a replacement for a word similar to it.

Soon, we were able to get started with my personal favorite part of the project. The video tutorial! Lately, I've been really interested in filming/editing videos whether it be for contests or fun so this was right up my alley. I generated some ideas which included writing a rap incorporating the definitions we found and a filming comedic skit that breaks down the information gathered. My group decided that we didn't feel comfortable rapping and we didn't think that method would provide the class with information as efficiently as a scripted performance would. We began writing the script, adding more jokes and material as time went on, therefore fulfilling the standard CCSS.ELA-LITERACY.WHST.11-12.5. It states that we were able to plan and edit our work to make sure that we are benefitting our audience by making our message clear. Also relevant, CCSS.ELA-LITERACY.WHST.11-12.2B says that we should

be able to look at various sources and choose what information is best to use in our work. I was able to look through various examples and definitions to see which ones fit into what we were trying to communicate.

In the skit, I had the opportunity to play one of my favorite YouTube characters, Miranda Sings. Miranda (the naughty, jokester of the class) made jokes throughout the “English class” that she was in and was corrected by her peer and teacher throughout the whole thing. I believe that one of the best ways to learn is by connecting it to something that you love, humor usually does the trick. Once funny looking characters start saying ridiculous phrases, it’s pretty hard to erase what was said from your memory.

Finally filming rolled around and that was probably my favorite part of the assignment. I love dressing up like Miranda and making a fool of myself is not really something that I’m concerned about. My group and I only had a limited amount of time to film one day after school (all thanks to SATs and prior arrangements) so there was to be no funny business. Luckily, we finished early and we started to upload or work to iMovie. All of a sudden, my second dilemma (not standards based, but still worth sharing) started. For some reason, iMovie was acting up and wouldn’t display the files that I wanted to import. I started to get really anxious that we would have to re-film everything... I got even more anxious when 1/3 of the group had to go. I went to iPhoto and dragged all of the videos to my desktop for safekeeping and tried to re-upload them. Hallelujah, it worked!

After editing that night, my work was done and it was ready for vimeo uploading, which took place later that week. The uploading of this video can be considered a reflection of standard CCSS.ELA-LITERACY.WHST.11-12.6 who states that we “Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.” We used the computer to create and share our hard work which will be receiving feedback from others when presentations occur.

Considering the evidently remarkable amount of effort put into creating the tutorial, I feel that I have not only met, but have surpassed the standards. It is clear that I’m knowledgeable about the figurative language topic my group engaged in and we were able to share our knowledge through the video we’ve created. I’m very proud of the work that I’ve produced and find it to be a very informative project.