

IB Literature
Neruda Journal Assignments & Reading Schedule

- For each Neruda poem, write 1-2 pages in your comp book, responding to the poem in some way. *This unit will be all hand-written.* The purpose of this journal is to engage with the poem, react to the poem, and make it your own in some way.
- Note: If there are multiple poems assigned for one day, your task is to read all poems, but choose only one to focus on for your journal response for that given day.
- For this unit, you must print and critically read each poem with a T chart (techniques/conventions -> ideas & effects). The poems will be collected as part of a homework packet at the end of the unit. You may use this homework packet as well as your journals on your Supervised Write.

Choices for your response:

1. What do you love or hate about the poem? How does it speak to you personally?
2. Speculative writing: Start with 4 or 5 questions you have about the poem. These should be deep questions... things you really don't get. Write the questions at the top of your page. Set a timer for 10 minutes. Now write... trying to answer the questions. Speculate. Maybe... or perhaps... or it could mean... Keep writing for ten minutes or until you've answered (or speculated about) all the questions. Now stop and write for a few minutes about what you learned.
3. Write a commentary on the poem. Start with the dominant effect, and then go on to discuss important aspects of the poem, and how Neruda uses conventions and techniques to affect the reader. Use the commentary grid to help you out.
4. Choose four colors. Begin color marking: any image, detail, word, or structure you notice... color it... then look for other examples of the detail – and color. Then begin again. Another image/detail, another color. If you make a “mistake”, and you want to use the same detail for two different colors, circle it, so as not to obliterate the original color. Turn yourself free with this. Then create a legend for your colors: categorize and name them... then discuss the patterns you see.
5. Discuss the oppositions, tensions, contrasts and shifts in the poem.
6. Or... write about whatever you choose in relation to the poem. You should be writing enough about the poem that you are really grappling with the text and engaging with it in a personal way, going deep, not skimming the surface.

Each 1-2 page response is due the day you walk into class. Be sure to switch up your journal entries. You should not be using the same prompt each time. This is boring and not fun for me to read.

Poem Reading/Journaling Requirements:

- Poems should be critically read with a T chart (techniques/conventions -> ideas & effects) by the time you walk in the door on the date specified.
- **Journals are due the DAY AFTER we discuss your annotations** – see the website on a regular basis.
- **You are NOT required to complete a journal on the day your group is presenting your poem to the class but you must read the poems assigned.**

- **You should have a total of 5 journals (unless you were absent) by the end of the unit. You are still responsible for reading all the poems.**

Reflective Statement Due Dates:

IO Round 1: Thursday, 3/2 by 7:25 on turnitin.com

IO Round 2: Thursday, 3/10 by 7:25 on turnitin.com

Poetry Presentation – (PROJECT – Participating Ruefully Or Joyfully; Everyone Creating understanding) ☺

Each group will be responsible for teaching one poem by Pablo Neruda. Your presentation will last 20 minutes and will be structured in the following way:

5 minutes: Mini Interactive Oral. You will be illuminating elements of culture and context important to your poem. This could entail explaining allusions, reminding us of what was going on in Neruda's life at the time when he wrote this poem, explaining the theme of the collection of poems this belongs to, telling us about how the poem relates to Chilean culture, discussing issues of translation, etc.

10 minutes: IOC. You and your group will be presenting an IOC on the poem. Come up with a reading of the poem, decide on the dominant effect, and choose the Key Aspects of the poem you need to discuss. Consider how language, structure, technique and style create meaning in the poem.

5 minutes: Creative Interpretation. This can take any form – art, music, collage, dance, video, etc. Interpret the poem for us in a creative way based on your understanding of the poem.

Rubric

10 points: Mini Interactive Oral: How well have you illuminated significant aspects of culture and context?

25 points: IOC – Should demonstrate knowledge and understanding, a cohesive reading of the poem, and explain how the author has used language, structure, technique and style to create meaning. Should be well organized.

15 points: Creative Interpretation. How well does your creative interpretation represent the poem?