The Dymock Poets

An Honors Thesis (HONRS 499)

By

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Abstract

The Dymock Poets were a literary group of men in the early 20th century who found common interest and inspiration in Gloucestershire, more specifically, in the town of Dymock, England. The group consisted of six poets: Lascelles Abercrombie, Wilfrid Gibson, John Drinkwater, Rupert Brooke, Robert Frost, and Edward Thomas. Their work was inspired by their mutual friendships, their love for the countryside, and the common concern about World War I. Very few students in high school have heard of the Dymock Poets or have had access to their poetry. For that reason, I constructed a four-week unit to educate high school seniors about Dymock poetry and the Dymock countryside through the use of activities and assignments that increase comprehension and utilize reading, writing, creative, and analytical skills.

Acknowledgements

I would like to thank Dr. Pamela Hartman for advising me through this project. Her help and guidance during this long task has helped further the completion and success of my college career.
Author's Statement

In the summer of 2010, I studied abroad in Worcester, England for six weeks. During my time there, I was able to visit many quaint English towns and hike through the Malvern Hills, the very hills that Robert Frost and Edward Thomas spent much of their time together. It was during this trip abroad that I learned of the Dymock Poets. I visited the Friends of the Dymock Poets exhibit in Dymock, England and attended a lecture about the Dymock Poets by Linda Hart, the author of *Once They Lived in Gloucestershire: A Dymock Poets Anthology*. The lecture and exhibit intrigued me, and I purchased Hart’s anthology to study further the work and the lives of the writers. It occurred to me shortly after my visit to Dymock that I should use the experience and the materials I gathered from the lecture and exhibit to create a unit of lessons geared towards high school students. My field of study in college has been Secondary English Education; so constructing a unit plan is something with which I have prior experience.

I chose to create a Dymock Poets unit not only because I am interested in the topic, but also because this unit is unique in content. Very few high school English teachers educate students about this important group of writers in England’s history. Robert Frost is certainly the most well-known and studied in American classrooms, but he is but one of the six Dymock Poets. This unit consists of new and different pieces of literature from all six poets and include activities developed to help further students’ reading comprehension, writing, creative thinking, and artistic skills.
To begin the unit, I ask the students to do a free-write as a way to get them thinking about and cognitively ready for the Dymock Poetry unit. Jeffrey Wilhelm, a professor of English Education at Boise State University and the author of *Strategic Reading*, says that one of the best ways to assess knowledge of individual students and focus their attention on a certain topic is to ask them to complete a free-write (111). This is when students write for three or four minutes in response to a prompt given by the teacher. The free-write prompt in the unit asks the students to think about what situations, people, and places in their lives have the greatest influence on them. One of the several ideas discussed in the unit is how environment and world events have an impact on what writers create. For example, several of the Dymock Poets wrote about the daffodils on the land they loved or the impact World War I had on their lives.

I also use another pre-reading activity, the K-W-L chart, which is an expansion of the free-write. The K-W-L (Know-Want to Know-Learn) chart allows students to access what they already know (K) and then ask questions about what they want to know (W). After the students fill out the first two columns of the chart, they are then asked to search for the answer to their questions in the “W” column as they are reading. At the end of the unit, they can then fill out the “L” column about what they learned. This activity is important because it helps engage students in the texts. By having students chart their understanding of the readings, they will be able to find significance in the texts and in their understandings on a meta-cognitive level. They will see on paper their own learning processes, which will give the texts more value (Wilhelm, 114-115).
The Dymock Poets unit requires a lot of reading, so it is important that students at different reading levels are able to comprehend the texts read in class. Reading comprehension can be attained if lessons are planned to accommodate the needs of different types of learners. In *Differentiated Instructional Strategies for Reading* by Carolyn Chapman, an educational consultant and teacher, says, "Readers need time to work alone and time to work with others to accomplish reading tasks" (141). In other words, students need opportunities to work in different environments in order to complete reading tasks. For this reason, I ask the students to complete many reading assignments alone as homework, but also allow time for reading to be done in small groups, as a class, and in "read alouds".

A "read aloud" is a strategy where the teacher reads to the students in the classroom while also asking questions about the literary terms and ideas presented in the text. Jim Blasingame, an English professor at Kansas University and author of *Teaching Writing in Middle and Secondary Schools*, states that "read alouds" offer many benefits in the classroom, such as building vocabulary, learning about language patterns, and helping make connections to ideas (13-14). Students often need to hear the teacher's reading voice, or another experienced reader's voice, as a model for good reading (Chapman, 143).

Another aspect of reading comprehension is, of course, understanding literary terms and other devices used in texts being read. Students need to understand the meaning and importance of literary terms in a text in order to understand the text as a whole. As part of the unit, the students are to discuss, identify, and take notes about the varying literary devices used in Dymock poetry.
They are later asked to refer back to prior knowledge and notes in order to write a poem that demonstrates the proper and creative use of literary devices. Asking students to refer back to prior knowledge is important for a teacher to do because it is a way to assess students' comprehension and growth throughout a unit. If the students are able to refer back to prior knowledge from the unit and apply it correctly to a current assignment, that is a sign that the students are getting proper instruction to meet their individual needs.

Creativity is important in the English/Language Arts classroom, and it can be fun and beneficial for students if the correct strategies are used. According to Wilhelm, illustrations paired with words help readers visualize action in a text and understand how words suggest various settings and activities (160). He also states, “Active participation, such as that incorporated in the creation of drama and visual art, creates a context for more sophisticated comprehension and the creation of elaborated meanings made with text…” (124). In other words, artistic depiction and drama can help a reader further understand the text, or understand the text in a different way. Therefore, as part of the unit, I ask the students on several occasions to depict (illustrate) what they see when they read, or are read, some of the Dymock poems. In this way, my use of a strategy that involves acting, or the dramatization of a text, would be extremely important in a class that has difficult material or struggling readers. For that reason, I included Poetry Theater in the unit as well.

Poetry Theater is the live performance of a poem. The performance should represent the meaning of the chosen poem literally or symbolically, preferably symbolically. This activity can be very fun for the students, and also beneficial
because it allows the students to see what they are reading. Many students are visual learners, and learn best when they are able to physically see the information that is given to them. A great way to help students visualize is to allow them to "role play." It gets the students up and moving around the classroom as well, which makes them more active in their learning.

When students are given challenging materials to read, materials they have trouble relating to, or both, it is important that appropriate and beneficial strategies to better ensure that they get something meaningful from the materials at hand.

Dymock Poetry is not necessarily something a student from the United States will be able to relate to or have fun learning about, but with the strategies I included in the unit, the students will have a chance to exercise and further develop reading, writing, acting, and artistic skills, and hopefully find meaning in poetry during the process.
### Calendar: Dymock Poetry Unit

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<th>Week</th>
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<td>1</td>
<td><strong>Day 1:</strong> Frontloading Activity: Freewrite&lt;br&gt;Pass out Assignments and Rubrics&lt;br&gt;K-W-L Charts (Know – Want to Know – Learned)</td>
<td><strong>Day 2:</strong> Introduce Dymock, England and Poets with pictures – PowerPoint&lt;br&gt;Read Introduction to <em>Once They Lived in Gloucestershire</em> by Linda Hart&lt;br&gt;<strong>Assignment:</strong> Read Introduction to Lascelles Abercrombie and &quot;The End of the World&quot;</td>
<td><strong>Day 3:</strong> Quiz over Abercrombie&lt;br&gt;Discuss literary terms - Metaphor, simile, symbolism, mood, etc.&lt;br&gt;<strong>Assignment:</strong> Read Introduction to Rupert Brooke</td>
<td><strong>Day 4:</strong> Quiz over Brooke&lt;br&gt;Read &quot;The Dead&quot; and &quot;The Soldier&quot;&lt;br&gt;Small Group Analysis/Discussion&lt;br&gt;<strong>Assignment:</strong> Read Introduction to Wilfrid Gibson</td>
<td><strong>Day 5:</strong> Read &quot;Daffodils&quot; and &quot;Girl's Song&quot;&lt;br&gt;Artistic Depiction&lt;br&gt;<strong>Assignment:</strong> Work on poetry assignment</td>
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<td><strong>Day 6:</strong> Small Group Work: Writing and Peer-Editing Poems&lt;br&gt;<strong>Assignment:</strong> Finish and type poems</td>
<td><strong>Day 7:</strong> Each student shares poem with the class and discusses literary elements used&lt;br&gt;<strong>Assignment:</strong> Read Introduction to John Drinkwater</td>
<td><strong>Day 8:</strong> Quiz over Drinkwater&lt;br&gt;Read &quot;Daffodils&quot; and &quot;Blackbird&quot;&lt;br&gt;3-Card Discussion&lt;br&gt;<strong>Assignment:</strong> Read Introduction to Robert Frost</td>
<td><strong>Day 9:</strong> Quiz over Frost&lt;br&gt;Read &quot;The Road Not Taken&quot; and &quot;A Soldier&quot;&lt;br&gt;Writing Activity&lt;br&gt;<strong>Assignment:</strong> Write 1-3 pages on 3 key details about Frost's life that helped shape his poetry</td>
<td><strong>Day 10:</strong> Read &quot;The Pasture&quot; by Robert Frost&lt;br&gt;Highlighting Activity&lt;br&gt;<strong>Assignment:</strong> Read Introduction to Edward Thomas</td>
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<td>3</td>
<td><strong>Day 11:</strong> Quiz over Thomas&lt;br&gt;Read &quot;The Sun Used to Shine&quot; and &quot;Words&quot;&lt;br&gt;Artistic Depiction&lt;br&gt;<strong>Assignment:</strong> Finish artistic depictions</td>
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<td><strong>Day 13:</strong> Poetry Theater Work Day&lt;br&gt;<strong>Assignment:</strong> Poetry Theater</td>
<td><strong>Day 14:</strong> Presentations&lt;br&gt;<strong>Assignment:</strong> Start thinking about final project</td>
<td><strong>Day 15:</strong> Discussion Day&lt;br&gt;Note-taking&lt;br&gt;<strong>Assignment:</strong> Work on final project</td>
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**Goals - Standards (NCTE)**

1. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features.

2. Students apply knowledge of language structure, language conventions, and figurative language to discuss and critique print texts.

3. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

4. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

5. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, and the exchange of information).
Day 1 Lesson Plan

Objectives:

1. Students will be able to identify what aspects of their environment have an influence on them.
2. Students will be able to identify and make connections to what they are learning through the use of frontloading activities.

Materials:

1. Paper
2. Pencils/Pens
3. Chalkboard/Dry Erase Board
4. Chalk/Marker

Strategies:

1. Frontloading activities: Free-writes and K-W-L Charts
2. Class discussion

Procedure:

1. Tell the students that they are going to be doing a unit on the Dymock Poets of Dymock, England.
2. Briefly explain to the students the assignments, readings, and classroom activities they will be doing throughout the unit.
3. Pass out the rubrics and assignment sheets the students will need for the unit.
4. Have the students complete a free-write on this prompt: “What situations, people, and places in your life have the greatest influence on you? Why?” Tell them to keep their papers until the end of class.
5. Model a K-W-L chart on the board and ask each of the students to create one as well. Explain that they are to fill out the chart throughout the unit.
6. Have the students start working on the first section of the chart – the “Know” section. Tell them they should write about their knowledge about the mechanics of poetry and of the Dymock Poets.
7. Collect free-writes. No homework.

Assessment:

1. Students participate in free-writing activity during class and follow the prompt.
2. Students create a K-W-L chart and fill out the first section of the chart during class.
Day 2 Lesson Plan

Objectives:

1. Students will be able to reinforce what they learn in class by taking notes about the information and literature discussed and viewed in class.

Materials:

1. Projector
2. Computer
3. Pens/Pencils
4. Paper
5. Copies of *The End of the World* by Lascelles Abercrombie

Strategies:

1. Note-taking
2. Class discussion
3. Visual presentation

Procedure:

1. Pull down projector screen and get the PowerPoint cued up before class starts.
2. Tell students they are going to be viewing a PowerPoint about Dymock, England created from personal experience and knowledge regarding Dymock, England. Ask them to take notes during the presentation.
3. Encourage the students to ask questions during the viewing of the PowerPoint.
4. Read "Introduction" in *Once They Lived in Gloucestershire* by Linda Hart. Have students volunteer to read sections.
5. Class discussion.
6. Pick up notes.
7. Pass out the assignment: Introduction to Lascelles Abercrombie and *The End of the World*.

Assessment:

1. Students participate in class discussion and demonstrate understanding and interest in what they viewed and read.
Day 3 Lesson Plan

Objectives:
1. During class discussion, students will be able to provide/ask insightful and reflective comments/questions about what they read.
2. Students will be able to identify the use of literary terms such as metaphor, simile, symbolism, mood, etc.
3. Students will be able to reinforce what they learn in class by taking notes about the information discussed and viewed in class.

Materials:
1. Pens/Pencils
2. Paper
3. Chalkboard/Dry-erase board
4. Chalk/Dry-erase markers

Strategies:
1. Reading quiz
2. Class discussion
3. Note-taking

Procedure:
1. Administer quiz.
2. Pick up quizzes.
3. Allow the students to ask any questions about the assigned reading and/or quiz.
4. Allow for discussion time about The End of the World.
5. Pass back class notes from the previous day.
6. Write the following literary terms of the board: Metaphor, Simile, Symbolism, Mood, Alliteration, Allegory, Meter.
7. Discuss as a class the meaning of those literary terms. Make sure the students are taking notes. This discussion should last most of the class period.
8. Pick up notes.

Assessment:
1. Students volunteer during class discussion about the reading and provide insightful and reflective comments and questions.
2. Students participate in class discussion about literary terms.
3. Students take notes during class discussion.

Day 4 Lesson Plan
Objectives:

1. Students will be able to demonstrate their comprehension of the assigned reading by providing/asking insightful and reflective comments/questions.
2. Students will be able to analyze poetry by Rupert Brooke through the use of small group work.

Materials:

1. Pens/Pencils
2. Paper
3. Chalkboard/Dry-erase board
4. Chalk/Dry-erase markers
5. Copies of Brooke’s poem, ‘The Dead’ and ‘The Soldier’

Strategies:

1. Reading quiz
2. Note-taking
3. Small group work and discussion
4. Class discussion

Procedure:

1. Administer quiz.
2. Pick up quizzes.
3. Allow the students to ask any questions about the assigned reading and/or quiz.
4. Pass back class notes from the day before.
5. Split the students into small groups of three.
6. Read ‘The Dead’ by Rupert Brooke.
7. Ask the students to, in their small groups, analyze the poem using the literary terms they discussed in class the previous day. Remind students that they need to take notes of their analysis.
8. Read ‘The Soldier’ by Rupert Brooke.
9. Ask the students to analyze the poem in their small groups the same as they did the first poem read in class. Remind students that they need to take notes of their analysis.
10. Pick up the analysis of each poem from the groups.
Assessment:

1. Students volunteer during class discussion about the reading and provide insightful and reflective comments and questions.
2. Students take notes during small group analysis of Brooke's poetry.
Day 5 Lesson Plan

Objectives:

1. Students will be able to demonstrate their comprehension of the assigned reading by providing/asking insightful and reflective comments/questions.
2. Students will be able to identify significant elements in ‘So long had I travelled the lonely road’ and ‘The Golden Room’ by Wilfrid Gibson and orally explain why they are significant.
3. Students will be able to depict and symbolize the significant elements in ‘So long had I travelled the lonely road’ and ‘The Golden Room’ by Gibson.

Materials:

1. Copies of ‘So long had I travelled the lonely road’ and ‘The Golden Room’ by Wilfrid Gibson
2. Paper
3. Sheets of white, unlined paper
4. Crayons/Markers/Colored pencils/Pens/Pencils/Highlighters

Strategies:

1. Reading quiz
2. Artistic depiction
3. Class discussion

Procedure:

1. Administer quiz.
2. Pick up quizzes.
3. Allow the students to ask any questions about the assigned reading and/or quiz.
4. Pass back class notes from the day before.
5. Have a volunteer read ‘So long had I travelled the lonely road’ by Gibson followed by a short class discussion over the poem.
6. Have another volunteer read ‘The Golden Room’ by Gibson followed by a short class discussion over the poem.
7. Introduce the activity. Tell the students that they are to pick an image that has stuck out to them in either of the poems just read in class and illustrate that image. They are to highlight the image they want to illustrate in the poem.
8. Walk around and help the students.
9. Have students (volunteers) share their illustrations with the class.
10. Class discussion about why certain images stuck out to the students and why those images are significant to the poem(s).
11. Assignment: Work on poetry assignment. Must have a rough poetry draft done by Monday.

Assessment:

1. Students volunteer during class discussion about the reading and provide insightful and reflective comments and questions.
2. Ask students why the parts they highlighted in the poem(s) were significant.
3. Ask the students how they are choosing to symbolize the significant elements in the poem(s). What types of illustrations and why.
Day 6 Lesson Plan

Objectives:

1. Students will be able to apply previous knowledge about literary terms to the constructing, writing, and revising of individual poems.
2. Students will be able to exchange knowledge and ideas about grammar and literary terms used in poetry through peer editing.

Materials:

1. Pens/Pencils
2. Paper
3. Chalkboard/Dry-erase board
4. Chalk/Dry-erase markers

Strategies

1. Peer editing
2. Small group work
3. Poem construction

Procedure:

1. Tell the students that they will be working on their poems and editing other students’ poems in small groups in class today.
2. Ask students to get out the “Poetry Assignment” sheet, including the “Editing Guideline” sheets (2), which outlines how to edit other students’ poetry. Pass out assignment sheets to those who do not have them.
3. Split students into groups of four.
4. Tell students that they will be spending the class period editing and revising. They are to edit two poems from their group, and once that is complete, they are to start revising their poem.
5. Assignment: Finish revising poems and type them.

Assessment:

1. Students bring a rough draft of their poem to class and revise it throughout the class period.
2. Students participate in small group work and edit two poems from other students in their group.
Day 7 Lesson Plan

Objectives:

1. Students will be able to apply what they have learned about the constructing of poetry to their poems and read their poems to the class.

Materials:

1. Final draft of poems

Strategies:

1. Public speaking/reading

Procedure:

1. Remind students that the final draft of their poem is due today and that they will be sharing their poems with the class.
2. Dedicate the majority of class time to the reading of individual poems. Make sure each student briefly describes what literary elements he or she used in his or her poem and why.
3. If time allows, have a class discussion about what the students learned by writing their own poems.
4. Collect individual poems.
5. Assignment: Read Introduction to John Drinkwater.

Assessment:

1. Through the presentation of their poems, students show that they were able to apply their knowledge about literary terms in poetry.
Day 8 Lesson Plan

Objectives:

1. Students will be able to demonstrate their comprehension of the assigned reading by providing/asking insightful and reflective comments/questions.
2. Students will be able to discuss and analyze poetry by John Drinkwater through the use of the 3-Card discussion and note-taking.

Materials:

1. Pens/Pencils
2. Paper
3. Note cards
4. Copies of 'Daffodils' and 'Blackbird' by Drinkwater.

Strategies:

1. Reading quiz
2. 3-Card discussion
3. Class discussion
4. Note-taking

Procedure:

1. Administer quiz.
2. Pick up quizzes.
3. Allow the students to ask any questions about the assigned reading and/or quiz.
4. Introduce activity: Explain to the students that after the reading of each poem, they will do what is called a 3-Card activity. In this activity, each student gets 3 note cards. During class discussion, if a student wants to make a comment or ask a question, they toss a card on the ground. When they run out of the cards, they can no longer make comments in class. The purpose of this activity is to make sure every student has a chance to speak during class discussion.
5. Read 'Daffodils' by John Drinkwater.
6. 3-Card discussion.
7. Read 'Blackbird' by John Drinkwater.
8. 3-Card Discussion.
9. Collect notes.
10. Assignment: Read Introduction to Robert Frost.
Assessment:

1. Students volunteer during class discussion about the reading and provide insightful and reflective comments and questions.
2. Students participate in 3-Card discussion and take notes during the activity.
Day 9 Lesson Plan

Objectives:

1. Students will be able to demonstrate their comprehension of the assigned reading by providing/asking insightful and reflective comments/questions.
2. Students will be able to identify key details about Robert Frost's life that helped to shape his poetry, particularly 'A Soldier'.
3. Students will be able to analyze text by the depiction of images in 'The Road Not Taken' by Frost.

Materials:

1. Pens/Pencils
2. Paper
3. Computer
4. Projector
5. Copies of 'A Soldier' and 'The Road Not Taken' by Frost.

Strategies:

1. Reading quiz
2. Artistic depiction
3. Class discussion

Procedure:

1. Administer quiz.
2. Pick up quizzes.
3. Allow the students to ask any questions about the assigned reading and/or quiz.
4. Pass back notes from the previous day.
5. Tell students they will be listening to a reading of 'A Soldier' and 'A Road Not Taken' by Robert Frost online.
6. Listen to 'A Soldier' twice.
7. Class discussion about what events in Frost's life had an impact on the writing of 'A Soldier'.
8. Tell students that during the reading of 'A Road Not Taken' that they need to illustrate/write what images come to mind while listening.
9. Listen to the reading of 'A Road Not Taken'.
10. Ask volunteers to present and explain their illustrations or what they wrote.
11. Class discussion.
13. Assignment: Write a 1-3 page paper on 3 key details about Frost's life that helped shape the poem, 'A Road Not Taken'.
Assessment:

1. Students volunteer during class discussion about the reading and provide insightful and reflective comments and questions.
2. Students participate in class discussion about 'A Soldier' and make connections between that poem and his life.
3. Students illustrate what images come to mind while listening to 'A Road Not Taken' by Frost.
Day 10 Lesson Plan

Objectives:

1. Students will be able to demonstrate reading comprehension by providing insightful and reflective comments about 'Suggested by Talk of Peace at This Time' and 'To E.T.' by Robert Frost.
2. Students will be able to recognize and analyze words and ideas unfamiliar to them in above Frost poems through the use of a highlighting activity and note-taking.

Materials:

1. Pens/Pencils/Highlighters
2. Paper
3. Copies of 'Suggested by Talk of Peace at This Time' and 'To E.T.' by Robert Frost.

Strategies:

1. Highlighting activity
2. Note-taking
3. Class discussion

Procedure:

2. Return illustrations from the previous day.
3. Introduce activity: Pass out copies of 'Suggested by Talk of Peace at This Time' and 'To E.T.' by Robert Frost and ask each student to read each poem quietly and highlight words, phrases, and/or ideas that are confusing to them. Also, ask them to take notes about what they think each poem means and/or what certain lines mean.
4. Allow students time to read and take notes on the poems.
5. Come together as a class and discuss any questions or ideas the students have about the poems.
6. Collect notes and highlighted poems.
7. Assignment: Read Introduction to Edward Thomas.

Assessment:

1. Students participate in class discussion and provide insightful and reflective comments about 'Suggested by Talk of Peace at This Time' and 'To E.T.' by Frost.
2. Students take notes and participate in highlighting activity.
Day 11 Lesson Plan

Objectives:

1. Students will be able to demonstrate their comprehension of the assigned reading by providing/asking insightful and reflective comments/questions.
2. Students will be able to identify significant elements in 'The Sun Used to Shine' and 'Words' by Edward Thomas and orally explain why they are significant.
3. Students will be able to depict and symbolize the significant elements in 'The Sun Used to Shine' and 'Words' by Thomas.

Materials:

1. Copies of 'The Sun Used to Shine' and 'Words'
2. Paper
3. Sheets of unlined paper
4. Crayons/Markers/Colored pencils/Pens/Pencils/Highlighters

Strategies:

1. Reading quiz
2. Artistic Depiction
3. Class Discussion

Procedure:

1. Administer quiz.
2. Pick up quizzes.
3. Allow the students to ask any questions about the assigned reading and/or quiz.
4. Pass back class notes from the day before.
5. Have a few volunteers read 'The Sun Used to Shine'.
6. Short discussion.
7. Have another few volunteers read 'Words'.
8. Short discussion.
9. Ask students to pick an image or two from either or both poems and artistically depict them based on how the poem(s) make them feel or what they see when they read specific lines from the poem(s).
10. Walk around and help students.
11. Assignment: Finish artistic depictions; Due the following day.

Assessment:

1. Students volunteer during class discussion about the reading and provide insightful and reflective comments and questions.
2. Ask students why the parts they highlighted in the poem(s) were significant.
3. Ask the students how they are choosing to symbolize the significant elements in the poem(s). What types of illustrations and why.
Day 12 Lesson Plan

Objectives:
1. Students will be able to identify questions and concerns they have about their class work and utilize class time to ask those questions and work on their poetry theater performances.

Materials:
1. Artistic depictions
2. Pens/Pencils/Colored pencils/Markers
3. Paper

Strategies:
1. In-class work time
2. Class discussion

Procedure:
1. Remind the students that a few volunteers are going to talk about their artistic depictions from the previous day.
2. Have two to three student volunteers share their depictions.
3. Allow the students to ask any questions or make any comments.
4. Ask the students to take out their “Poetry Theater” assignment sheet. Pass out extras to those who don’t have theirs.
5. Go over the assignment sheet with the students.
6. Allow time for questions.
7. Tell the students that they need to get into groups of three or four.
8. Give students the rest of the class period to work on their assignment.

Assessment:
1. Students use class time to work on their poetry theater performances.
Day 13 Lesson Plan

Objectives:

1. Students will be able to identify questions and concerns they have about their class work and utilize class time to ask those questions and work on their poetry theater performances.

Materials:

1. Pens/Pencils/Colored pencils/Markers
2. Paper
3. Any props students are using

Strategies:

1. In-class work time

Procedure:

1. Tell the students that they have the entire class period to work on their poetry theater performances.
2. Walk around and make sure the students are staying on task and do not have any questions.
3. Remind the students that their poetry theater performances will take place the following day during the class period.
4. Assignment: Finish up poetry theater assignment.

Assessment:

1. Students use class time to work on their poetry theater performances.
Day 14 Lesson Plan

Objectives:

1. Students will be able to represent their understanding of literacy devices through unique and thoughtful performances of their chosen poems.

Materials:

1. Any props needed for performances

Strategies:

1. Poetry Theater
2. Class discussion

Procedure:

1. Remind the students that they will be doing their poetry presentations today.
2. Have each group perform. After each performance, provide feedback and allow for 5 minutes of class discussion.
3. Assignment: Ask students to think about what they want to do for their final project.

Assessment:

1. Students perform their chosen poems in thoughtful and unique ways that represent their understanding of literary devices discussed in class.
Day 15 Lesson Plan

Objectives:

1. Students will be able to demonstrate their comprehension of the assigned reading by providing/asking insightful and reflective comments/questions.

Materials:

1. Pens/Pencils
2. Paper
3. Chalk/Dry-erase markers
4. Chalkboard/Dry-erase board

Strategies:

1. Class discussion
2. Note-taking

Procedure:

1. Tell the students that their class time will be spent discussing the similarities and differences between the writing styles of the Dymock poets.
2. Remind the students that they should take notes during class discussion.
3. Allow the discussion to progress and develop into questions about final projects that they students might have.
4. Tell the students that they need to have an idea of what they want to do for their projects and that they should start working on them over the weekend.
5. Also, tell the students that they will have a "Skype date" with Linda Hart from England who is the author of the excerpts about Dymock poetry that they have been reading in class.
6. Assignment: Work on final projects.

Assessment:

1. Students provide insightful comments that reflect their understanding of Dymock poetry.
Day 16 Lesson Plan

Objectives:

1. Students will be able to provide insightful comments and questions that reflect their understanding of Dymock poetry while Skyping with Linda Hart.

Materials:

1. Computer/Internet/Skype
2. Projector
3. Pens/Pencils
4. Paper

Strategies:

1. In class discussion
2. Question and Answer with an author
3. Note-taking

Procedure:

1. Pass back notes from the previous class period.
2. Remind the students that they are going to be Skyping (as a class) with Linda Hart. Linda Hart is the author of the excerpts they have been reading about the Dymock poets. She lives in England, and is part of the Friends of the Dymock Poets community in England.
3. Tell the students that they should take notes and should use this time with Linda Hart to ask any questions they might have that could help with their projects.
4. Skype with Hart.
5. Class discussion.
6. Assignment: Work on final projects.

Assessment:

1. Students provide insightful comments and questions that reflect their understanding about the Dymock poets while Skyping with Linda Hart.
Day 17 Lesson Plan

Objectives:
1. Students will be able to identify questions or concerns they have about class work and utilize their time during class to ask questions and work on their final projects.

Materials:
1. Notes students have taken during class
2. Pens/Pencils
3. Paper
4. Computers – Computer lab/Library
5. Dymock Poets’ information sheets/poems

Strategies:
1. In-class work time

Procedure:
1. Pass back notes from the previous class period. Pass back any other notes that have not been returned to the students yet due to absence.
2. Tell the students that they have the entire class period to work on their final projects and ask questions.
3. Walk around to make sure the students are staying on task and do not have any questions. If there are not computers in the classroom, allow the students who need to use computers to go to the computer lab or library.
4. Remind students that tomorrow is the last in-class work day before presentations start on Thursday.
5. Assignment: Work on final projects.

Assessment:
1. Students use class time to work on their projects and ask questions.
Day 18 Lesson Plan

Objectives:

1. Students will be able to identify questions or concerns they have about class work and utilize their time during class to ask questions and work on their final projects.

Materials:

1. Notes students have taken during class
2. Pens/Pencils
3. Paper
4. Computers – Computer lab/Library
5. Dymock Poets’ information sheets/poems

Strategies:

1. In-class work time

Procedure:

1. Tell the students that they have the entire class period to work on their final projects and ask questions.
2. Walk around to make sure the students are staying on task and do not have any questions. If there are not computers in the classroom, allow the students who need to use computers to go to the computer lab or library.
3. Remind students that presentations will start tomorrow. Everyone should be prepared to present because his or her name could be drawn to present.
4. Assignment: Finish up final projects.

Assessment:

1. Students use class time to work on their projects and ask questions.
Day 19 Lesson Plan

Objectives:

1. Students will be able to apply what they have learned about Dymock poetry/poets to their final projects and orally explain the content of their projects to the class.

Materials:

1. Final projects

Strategies:

1. Class discussion
2. Class presentation

Procedure:

1. Remind the students that those whose names are randomly drawn from a hat are going to be presenting their projects to the class.
2. After each student presents, allow for a few minutes of comments and questions.
3. Have all of the students turn in their projects.

Assessment:

1. Through the presentation of their projects, students show that they were able to apply their knowledge about Dymock poetry/poets to their projects.
Day 20 Lesson Plan

Objectives:

1. Students will be able to apply what they have learned about Dymock poetry/poets to their final projects and orally explain the content of their projects to the class.
2. Students will be able to reflect on what they have studied and learned throughout the unit through the use of K-W-L charts.

Materials:

1. Final projects
2. K-W-L charts

Strategies:

1. Class discussion
2. Class presentation

Procedure:

1. Remind the students that those who have not yet presented their projects to the class are going to be doing so today.
2. Pass back the remaining projects to students who have yet to present.
3. After each student presents, allow for a few minutes of comments and questions.
4. Ask the students to get out their K-W-L charts and fill out the last segment of the chart, the "Know" section.
5. Pick up K-W-L charts and the remaining final projects.
6. Briefly describe the next unit the class will be doing.
7. Assignment: None.

Assessment:

1. Through the presentation of their projects, students show that they were able to apply their knowledge about Dymock poetry/poets to their projects.
2. Students complete their K-W-L charts in class.
Frontloading – Free-write

**Prompt:** What situations, people, and places in your life have had the greatest influence on you? Why?
Poetry Assignment

I want you to put the literary terms we have discussed in class to creative use! With that said, each one of you needs to write a poem in a similar style as the Dymock Poets we have read thus far in class. In other words, write about your surroundings, such as nature or the place in which you live. You are to use as many of the literary terms as possible.

Terms: (You should have the meanings of these terms in your notes)

- Metaphor
- Simile
- Symbolism
- Mood
- Alliteration
- Allegory
- Meter

The poem you write should be one page typed and double-spaced. The reason for double-spacing it is to help with editing and grading.

The poem should also be free of errors and be in the correct format.

Everyone will be reading his or her poems to the class on the day the poems are due.

If you have any questions, please ask!

**Due Date: Tuesday, Day 7.**
Editing Guideline
(The Writer's Handbook)

Poet: __________________

Peer Evaluator: ________________

A good peer evaluator gives helpful suggestions to improve someone else's writing and does so in a tactful way. Use the following questions to help evaluate your partner's poem:

1. Did the poet follow directions for writing the poem? If he or she did not follow directions, what specifically needs to be different?

2. Does the poet's title enhance the poem? Explain why or why not.

3. Is there a part of the poem that confuses you, or is there a part where you feel the poet has not communicated his or her meaning well? Where is it and why is it confusing or unclear?

4. What do you feel is the most effective part of the poem?

5. What do you feel the poem still needs to work on?

6. Make suggestions for grammar, word choice, punctuation, and literary devices used in the poem.

7. Any other comments or suggestions?
Poetry Theater Assignment

Poetry Theater is the live performance of a poem. The performance should represent the meaning of the chosen poem literally or symbolically, preferably symbolically.

In groups of three or four, you are to choose a poem written by one of the Dymock Poets, or another English poet, and perform (act out) the poem in front of the class.

- The performance must be 10 to 15 minutes long.
- The poem needs to be approved by the teacher before you can begin working on it.
- Include props that are appropriate to the poem.
- Bring copies of the poem you choose to class so every student has a copy.
- Every person in the group must participate!

As part of the assignment, each student needs to write a 1 to 2 page paper explaining why your group chose to perform the poem the way you did. What significant purpose did the props serve, if any? How was each person in the group assigned roles? How did the performance help you better understand the poem?

You will have almost two class periods to prepare for this, so use your time wisely!

If you have any questions, please ask!
Final Project Assignment

Throughout the unit, we have read, discussed, and illustrated the details of the six Dymock Poets and their work. We have done activities in class to help everyone further understand the meanings behind the poets' work (notes, artistic depictions, poetry theater, highlighting activity, etc.). With that said, I want each one of you to show me what you have learned about Dymock Poets, their work, and Dymock, England in a unique and thoughtful way. The following are options for the final project:

- Create a website that demonstrates your understanding of technology and Dymock pieces. This website should highlight each Dymock Poet's life and two or three poems written by each poet. They can be poems we discussed in class, or other poems written by the poet. After each poem, provide a short paragraph analysis of the poem. All of the information provided in the website should be accurate and cited. You may have links appropriate to the website if you wish, and you must include photos. As a whole, the website should represent something that people can refer to when deeply studying the Dymock poets. Creativity and visual appeal is important if you choose this option.

- Type a seven to eight page paper in which you compare and contrast at least two of the Dymock poets. Discuss ways in which their lives were similar and/or different and explain how that had an impact on the similarities and differences in their work. Use specific details and lines from their pieces to compare and contrast their work. Use MLA documentation and in-text citations.

- Type a five to seven page paper in which you deeply analyze a poem by one of the six Dymock poets. You need to make sure you use the following literary terms we discussed in class to help analyze the poem: Metaphor, simile, symbolism, mood, alliteration, allegory, and meter. If the poem you choose does not contain all of those terms, that is fine. Use as many to analyze the poem as needed. Once you have completed the paper, you are to illustrate how the poem makes you feel, or what you visualize when you read the poem. This is very similar to what we did in class several times when I had everyone draw what they heard or felt while reading/hearing the poem. Create your artistic depiction on a regular sheet of unlined paper. On the back of the picture, briefly explain (handwritten) why you drew what you drew. Use MLA documentation and in-text citations.

- War had a deep impact on all of the Dymock Poets. Robert Frost, Edward Thomas, and Rupert Brooke were particularly impacted. Write a seven to eight page paper discussing how war and events that accompany it – death, injury, separation from loved ones, etc. affects the work of artists, writers in particular. I would suggest using literature from other war eras to make your points stronger and more valid. This option will require a lot of valid research. Use MLA documentation and in-text citations.

- For all project options, refer to the rubric for more guidelines.
- Projects will be presented to the class.

**Due Date: Thursday, Day 19.**
Reading Quizzes

Day 3: Lascelles Abercrombie and “The End of the World”

1. While Abercrombie was attending Manchester University, what did he do to earn a living?
2. Where did Abercrombie always want to live? He wrote to his future wife that living there was “the proper thing for us”.
3. What was the name of the magazine only containing work by the Dymock Poets?
4. Name one of the several books Abercrombie wrote during his lifetime.
5. In *The End of the World*, the stranger tells the villagers that something is heading towards the earth that will destroy it. What is it?
6. Once the villagers realize their valley will soon be destroyed, what do they begin doing?

Day 4: Rupert Brooke

1. What kind of poet do most people think of Brooke as?
2. Who was Eddie Marsh? Why was he crucial to the Dymock Poets’ success?
3. What poem made Brooke famous?
4. What was ‘The Soldier’ originally entitled?

Day 5: Wilfrid Gibson

1. Gibson wrote realistic poems in which he tried to reflect the speech of what kinds of people?
2. Robert Frost and others often jokingly referred to Gibson as what kind of poet?
3. What is the name of the “most important” poem Gibson wrote about the cottage he and his wife lived?

Day 8: John Drinkwater

1. Name 2 of the 8 things Drinkwater did that made him “the most versatile as an artist” in comparison with the other Dymock Poets.
2. Why did Brooke NOT include Drinkwater as a beneficiary of his royalties?
3. What is the name of Drinkwater’s first book?
4. What aspect of the Dymock countryside greatly influenced Drinkwater’s poetry?

Day 9: Robert Frost

1. What were Frost’s primary occupations before he became a well-known poet in America and in England?
2. Where did Frost like to do the majority of his writing?
3. What is the name of the poem Frost wrote for Abercrombie?
4. Frost used Abercrombie's cottage as a backdrop in some of his published poems. What was the name of that cottage?
5. What was the name of the magazine Frost's children produced?
6. After Thomas died, what was the one thing Frost wanted to tell him?

Day 11: Edward Thomas

1. Why did Thomas write more in his lifetime than any other Dymock Poet? A.K.A., what was his profession?
2. Who and what influenced Thomas to begin writing poetry? (2 things)
3. What is one of the common themes in Thomas's poetry?
4. Many of Thomas's poems were published under a pseudonym (fake name). What was the pseudonym he used?
Discussion Guide – Possible Discussion Questions for Reading Assignments and Poems

1. While Abercrombie was attending Manchester University, what did he do to earn a living?
2. Where did Abercrombie always want to live? He wrote to his future wife that living there was “the proper thing for us”.
3. What was the name of the magazine only containing work by the Dymock Poets?
4. Name one of the several books Abercrombie wrote during his lifetime.
5. In *The End of the World*, the stranger tells the villagers that something is heading towards the earth that will destroy it. What is it?
6. What kind of poet do most people think of Brooke as?
7. Who was Eddie Marsh? Why was he crucial to the Dymock Poets’ success?
8. What poem made Brooke famous?
9. What was ‘The Soldier’ originally entitled?
10. Gibson wrote realistic poems in which he tried to reflect the speech of what kinds of people?
11. Robert Frost and others often jokingly referred to Gibson as what kind of poet?
12. What is the name of the “most important” poem Gibson wrote about the cottage he and his wife lived?
13. Name 2 of the 8 things Drinkwater did that made him “the most versatile as an artist” in comparison with the other Dymock Poets.
14. Why did Brooke NOT include Drinkwater as a beneficiary of his royalties?
15. What is the name of Drinkwater’s first book?
16. What aspect of the Dymock countryside greatly influenced Drinkwater’s poetry?
17. What were Frost’s primary occupations before he became a well-known poet in America and in England?
18. Where did Frost like to do the majority of his writing?
19. What is the name of the poem Frost wrote for Abercrombie?
20. Frost used Abercrombie’s cottage as a backdrop in some of his published poems. What was the name of that cottage?
21. What was the name of the magazine Frost’s children produced?
22. After Thomas died, what was the one thing Frost wanted to tell him?
23. Why did Thomas write more in his lifetime than any other Dymock Poet? A.K.A., what was his profession?
24. Who and what influenced Thomas to begin writing poetry? (2 things)
25. What is one of the common themes in Thomas’s poetry?
26. Many of Thomas’s poems were published under a pseudonym (fake name). What was the pseudonym he used?
27. Why did Frost and Thomas develop such a close friendship? What similarities did they have?
28. Why are the six poets we have discussed and read called Dymock Poets, other than the fact some of them lived in Dymock?

29. What are the similarities and differences in the writing styles of several of the Dymock Poets?

30. What aspects of Dymock and surrounding areas seemed to have influenced the Dymock Poets the most?

31. In what ways did the war affect several of the Dymock Poets?

32. In The End of the World, what do the villagers do once they realize their valley will soon be destroyed?

33. The last line of End of the World is, “End of the World? Ay, and the end of a joke.” What does that mean?

34. What references to his life does Gibson make in 'The Golden Room'?

35. What made 'The Golden Room' golden?
Plan for Grading

Class discussion/ daily participation (free-write, K-W-L chart, artistic
depictions, quizzes, peer editing, note-taking, highlighting activity): 40%

Poetry Theater: 10%
Poetry Writing Assignment: 5%
Final Project: 40%
Short Frost paper: 5%

Free-write: 5 pts
K-W-L chart: 5 pts
Artistic depictions (3): 15 pts (5 pts each)
Reading quizzes (6): 30 pts (5 pts each)
Peer editing (2): 20 pts (10 pts each)
Highlighting activity: 5 pts
Note-taking (5): 25 pts (5 pts each)
Short Frost paper: 10 pts
Poetry Theater: 20 pts
Poetry Writing Assignment: 10 pts
Final Project: 55 pts
Total = 200 pts
# Class Participation Rubric

<table>
<thead>
<tr>
<th>Class discussion/Activities</th>
<th>Exceptional</th>
<th>Good</th>
<th>Adequate</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always comes to class prepared – reading all texts thoroughly and prepared to take a reading quiz and/or participate in class discussion and activities. Asks thoughtful and reflective questions about material and is an active leader in class and group discussions.</td>
<td>Comes to class prepared, including reading the assignments and attempting to respond thoughtfully to the texts. Actively participates in class and group discussions and activities.</td>
<td>Pays attention to what is happening in class. Is generally prepared for class, including reading the assignments. Stays on task when assigned work in class. Can respond appropriately to questions asked by the teacher.</td>
<td>Inattentive in class. Is frequently unprepared. Rarely participates in class discussions and/or activities.</td>
</tr>
</tbody>
</table>

Source: Pam Hartman's English 395 Class Participation rubric
## Poetry Assignment/Peer-Editing Rubric

<table>
<thead>
<tr>
<th></th>
<th><strong>Content</strong></th>
<th><strong>Peer-Editing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceptional</strong></td>
<td>Poem follows directions given in the assignment sheet.</td>
<td>Student provides helpful, thorough, and tactful suggestions and comments for improvement.</td>
</tr>
<tr>
<td></td>
<td>Literary devices used in poem demonstrate thoughtful and creative writing.</td>
<td>Student fills out every section of the peer-editing guideline.</td>
</tr>
<tr>
<td></td>
<td>Poem is error free. Represents correct formatting.</td>
<td>Student Peer-edits two separate poems.</td>
</tr>
<tr>
<td><strong>Good</strong></td>
<td>Student follows directions given in the assignment sheet.</td>
<td>Student provides helpful, thorough, and tactful suggestions and comments for improvement.</td>
</tr>
<tr>
<td></td>
<td>Literary devices used in poem are thoughtful, but lack creativity.</td>
<td>Student does not fill out every section of peer-editing guideline.</td>
</tr>
<tr>
<td></td>
<td>Poem has 1-5 errors in punctuation, grammar, or formatting.</td>
<td>Student peer-edits two separate poems.</td>
</tr>
<tr>
<td><strong>Unsatisfactory</strong></td>
<td>Student does not appear to have taken the proper time to read and follow directions.</td>
<td>Student lacks helpful suggestions and comments for improvement.</td>
</tr>
<tr>
<td></td>
<td>Literary devices are not used correctly.</td>
<td>Student does not fill out every section of peer-editing guideline.</td>
</tr>
<tr>
<td></td>
<td>Poem has countless errors in punctuation, grammar, and/or formatting.</td>
<td>Student peer-edits only one or zero poems.</td>
</tr>
</tbody>
</table>
## Poetry Theater Rubric

<table>
<thead>
<tr>
<th>Superior</th>
<th><strong>Content</strong></th>
<th><strong>Creativity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates critical and thoughtful analysis of themes and interpretations in chosen Dymock poem. The performance is 10 to 15 minutes long. Every one participates equally and actively in the performance.</td>
<td>Props are relevant, demonstrate thoughtfulness, and are well done. It looks as though the group took proper time to prepare and practice for the performance.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proficient</th>
<th><strong>Content</strong></th>
<th><strong>Creativity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretation of text goes beyond summary of the poem, but shows analysis that is slightly forced or inadequate. The performance meets the 10-15 minute requirement. Every one participates in the performance, but not equally or actively.</td>
<td>Props are relevant, but seem forced. The performance demonstrates thoughtfulness. It looks as though the group took the proper time to prepare and practice for the performance.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th><strong>Content</strong></th>
<th><strong>Creativity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretation heavily relies on the summary of the poem. Barely meets time requirement. Not every person in the group participates.</td>
<td>Unclear or weak connections between props and the interpretation of the piece. Props are sloppily done. It looks as though the group did not take the proper time to prepare for the performance.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th><strong>Content</strong></th>
<th><strong>Creativity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretation is confusing or demonstrates no understanding of the poem or relevant discussion. Does not meet time requirement. Not every person in the group participates in the performance.</td>
<td>Props are messy, unclear, and irrelevant to the themes, interpretations, and/or ideas in the poem. It looks as though the group did not take the proper time to prepare for the performance.</td>
<td></td>
</tr>
</tbody>
</table>

Source: English Department Writing Rubrics handout – English 395
## Final Project Rubric

<table>
<thead>
<tr>
<th>Superior</th>
<th>Content</th>
<th>Organization</th>
<th>Style</th>
<th>Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior</td>
<td>The central idea is clearly stated and substantive. Writer includes all required aspects of the project option chosen. Sources are cited and referenced back to materials used in class. Proper MLA documentation.</td>
<td>If paper: There are introduction, body, and conclusion paragraphs. Central idea and supporting arguments indicated in the opening paragraphs. Smooth transitions between paragraphs and ideas. If website: Pages are organized reasonably. Clear transitions between pages.</td>
<td>Coherence: Ideas are planned and move in progressive steps with a momentum that gives the paper a sense of direction. Sentence Structure: Sentences show a variety of beginnings, types, and lengths, which gives the paper/website a lively sense of voice. Voice: Creates a sense of voice that is commanding of ideas and appropriate for audience.</td>
<td>Consistent use of agreement, tense, and complete sentences. No errors in spelling, punctuation, and capitalization.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proficient/Satisfactory</th>
<th>Content</th>
<th>Organization</th>
<th>Style</th>
<th>Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient/Satisfactory</td>
<td>The central idea is present, yet lacks complexity. Writer includes all required aspects of the project option chosen. Sources are cited and referenced back to materials used in class. Issues with MLA documentation.</td>
<td>If paper: There are introduction, body, and conclusion paragraphs. Central idea and some indication of supporting arguments in introduction paragraph. Rough transitions. If website: Pages are organized reasonably. Rough transitions between pages.</td>
<td>Ideas follow a plan and gain some momentum. Sentences show some variety in beginning/types/lengths. Addresses audience appropriately but lacks confidence and authority.</td>
<td>Slightly inconsistent use of agreement, tense, and complete sentences. Minor errors in spelling, punctuation, and capitalization.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Content</th>
<th>Organization</th>
<th>Style</th>
<th>Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>Central idea is lacking or confusing. Does not include all required aspects of chosen project option. Sources are not clearly cited and ideas are not referenced back to the materials used in class. Poor MLA documentation.</td>
<td>If paper: No apparent purpose of paragraphs. No distinguishable central idea. Transitions are unclear, ineffective, or not present. If website: Pages have no apparent organization – make no sense. Transitions between pages are unclear, ineffective, or not present.</td>
<td>A plan for ideas is not apparent. No sentence variety. Lacks sense of voice. Fails to appropriately address audience.</td>
<td>Inconsistent use of agreement, tense, and complete sentences. Numerous distracting errors in spelling, punctuation, and capitalization.</td>
</tr>
</tbody>
</table>

Source: English Department Writing Rubrics handout – English 395
Works Cited


Appendix

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