

ARIZONA STATE  
*Recitation*  
FINALS 2008

ARIZONA STATE UNIVERSITY  
GALVIN PLAYHOUSE

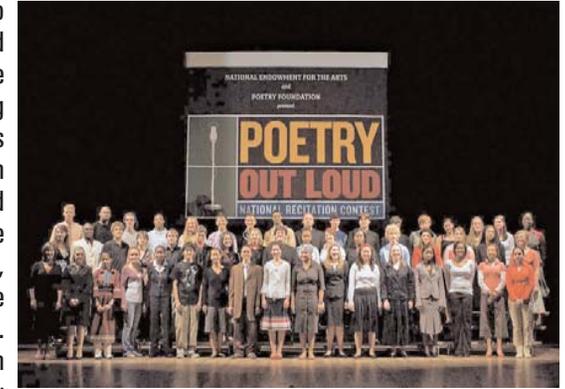
FRIDAY, MARCH 14, 2008



## Letter from the Director

*Poetry is a packsack of invisible keepsakes. —Carl Sandburg*

I want to welcome everyone to the Third Annual Poetry Out Loud State Recitation Finals. I have had the pleasure of watching Arizona high school students compete these past two years in the National Poetry Out Loud program sponsored by the Arizona Commission on the Arts, the National Endowment for the Arts, and the Poetry Foundation. In its third year over 3,200 high school students have directly participated in the Arizona statewide competition.



**Pictured:** All 512,007 Poetry Out Loud state finalists in Washington, DC. Courtesy of National Endowment for the Arts. Photo by James Kegley.

Those of you here today, the recitation champions of your schools, come from communities across our state. You have worked hard to get here, honing your skills with professional poets, theatre and literature teachers, and, of course, your families. Walt Whitman said, "To have great poems there must be great audiences, too." My personal thanks go out to all the audiences that, with love and attention, have listened to the verses you memorized for today's competition.

Of all the arts events I participate in, I always look forward to the state Poetry Out Loud finals. Watching such a diverse group of exceptional young people stand tall, recite, and display their understanding and love of poetry is truly remarkable—and inspiring. Poetry invokes us to grow. How that happens is a mystery, but we are not the same after reading a great poem. We must ultimately acknowledge—as Carl Sandburg expresses so well—that we find a treasured pack of keepsakes in every poem.

You should all know that no matter what the outcome of today's contest, your hard work will be rewarded. You all have made these poems your own—gotten inside them, learned their meanings, and interpreted the spirit of the poets in your own personal voice. These are skills that transcend poetry, skills that will open you to new ways of thinking in whatever direction you choose to go.

*Robert C. Booker*  
Executive Director  
Arizona Commission on the Arts

# Introduction

The **National Endowment for the Arts** and **The Poetry Foundation** have partnered with State Arts Agencies to support **Poetry Out Loud**, which encourages the nation's youth to learn about great poetry through memorization and performance. Poetry Out Loud seeks to foster the next generation of literary readers by capitalizing on the latest trends in poetry—recitation and performance. The program builds on the resurgence of poetry as an oral art form, as seen in the slam poetry movement and the immense popularity of rap music among youth. Poetry Out Loud invites the dynamic aspects of slam poetry, spoken word, and theater into the English class. Through Poetry Out Loud, students can master public speaking skills, build self-confidence, and learn about their literary heritage.

The winner of the **Poetry Out Loud Arizona** finals will receive \$200, the winner's school library will receive a \$500 stipend for the purchase of poetry books. The second place finalist will receive \$100, with \$200 for his or her school library. The state champion of the Poetry Out Loud Arizona finals will receive an all-expenses-paid trip (with a chaperone) to compete in the National Finals in Washington, DC, on April 28 - 29, 2008. The Poetry Out Loud National Finals will award a total of \$50,000 in scholarships and school stipends, with a \$20,000 college scholarship for the Poetry Out Loud National Champion.

For more information on Poetry Out Loud, visit [www.poetryoutloud.org](http://www.poetryoutloud.org) or [www.azarts.gov/poetryoutloud](http://www.azarts.gov/poetryoutloud).

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# Recitation Overview and Schedule

We congratulate each student who has participated in Poetry Out Loud in their classroom and school level. It is quite an accomplishment to make it to the state finals. This year we have 17 high school finalists competing for the 2008 title of Arizona Poetry Out Loud State Champion.

This is the first year that Arizona has taken Poetry Out Loud statewide and we have reached several heights with 3,200 students and 100 teachers participating in the program along with additional teachers using the Poetry Out Loud tools and resources in their classrooms.

The morning and afternoon recitations will have each student recite two poems. Five students from each recitation round will advance to the final round of recitations beginning in the evening.

Each student will be evaluated on a scale from one (very weak) to six (outstanding) using the following criteria:

- Physical Presence
- Voice and Articulation
- Appropriateness of Dramatization
- Level of Difficulty
- Evidence of Understanding
- Overall Performance

Additionally, a maximum of eight points will be assigned to students for **accuracy**.

For your reference or own use, you will find a sample of the evaluation sheet in this program.

## Competition Schedule

Welcome by Robert C. Booker, Executive Director, Arizona Commission on the Arts

First Recitations

15 Minute Break

Second Recitations

15 Minute Break

Announcement of round winners/state champion for evening finals

## Round One Student Finalists



**Aleksandra Sasha Zapalova, Arizona School for the Arts, Phoenix**  
*"Jabberwocky" by Lewis Carol*  
*"Broken Promises" by David Kirby*

Sasha became interested in Poetry Out Loud after she learned about it from friends at school. She was intrigued by the form, the expressive and performance aspects. Sasha is a percussion major and has been a valued dance student for nine years. She is also a member of her school's Student Council and President of her class. She sees this competition as a chance to earn a possible scholarship to enter the college of her choice. She wants to major in psychology.



**Aubrey Rice, Cactus High School, Glendale**  
*"Do Not!" by Stevie Smith*  
*"It Couldn't be Done" by Edgar Albert Guest*

Aubrey is a sophomore at Cactus High School. Her favorite classes are English II Honors and Theatre. She loves to act and is taking acting lessons outside of school. She also loves to write, is an avid reader and immerses her self in music when she can. Aubrey loves to socialize and holds her friends and family dear to her. She has set many goals for herself but also has fun and lives life to the fullest while fulfilling her goals and achieving.



**Francisco Laguna, Copper Canyon High School, Glendale**  
*"Gitanjali 35" by Rabindranath Tagore*  
*"Captain My Captain" by Walt Whitman*

Francisco prefers to be called by his last name, Laguna. He is currently the president of the Aztec Strategos Club as well as the treasurer of the Culinary Arts Club at Copper Canyon. This is his first year in the Poetry Out Loud contest. He loves to read and write and has found that keeping an open mind has increased his knowledge and understanding in many ways. He truly loves to help wherever it is needed, offering what he can to anyone, friend or stranger.



**Katie Chen, Highland High School, Gilbert**  
*"Kissing Stieglitz Good-Bye" by Gerald Stern*  
*"From War Is Kind" by Stephen Crane*

Born in China, Katie fell in love with eastern and western literature as a young girl when her father would hold her by the hand and walk her through the park telling her interesting stories from novels and reciting poems. She believes that poetry is alive, because she can feel it grow in her when she reads poems by Elizabeth Bishop or David St. John, and suddenly realizes, "Hey, this is exactly how I feel!"

## Round One Student Finalists



**Kalli Kifleyesus, La Joya Community High School, Avondale**  
*"I Hear America Singing" by Walt Whitman*  
*"Dulce Et Decorum Est" by Wilfred Owen*

Kalli moved to the United States from Ethiopia when she was 10 years old. Learning English through plays and poems, Kalli has been performing since she was little and is very passionate about theater and reading. She enjoys the work of Elizabeth Barrett Browning, Nikki Giovanni, and Kat Chopin. After graduation, she hopes to study international law.



**Amanda Hall, Maricopa High School**  
*"Beautiful Black Men" by Nikki Giovanni*  
*"The Canonization" John Donne*

Amanda was born in Richmond, VA on April 14, 1991. She enjoys reading poetry and had a very fun time with the school's Poetry Out Loud competition. She is currently in a medical assistant program and one day would like to be a neonatologist. She enjoys swimming, animals and spending time with her five younger siblings.



**Liana O'Boyle, Sedona Red Rock High School, Sedona**  
*"Beautiful Black Men" by Nikki Giovanni*  
*"I Am!" by John Clare*

Although English was not her first language, Liana finds it to be her most expressive language. She is fascinated with theatre arts and loves to create emotion with words. She enjoys performing on stage, whether it be comedy or drama, or even with the dance team. Liana intends to pursue any and all opportunities to study and improve her creative and artistic abilities.



**Sara Perkinson, Stapley Junior High School, Mesa**  
*"Solitude" by Ella Wheeler*  
*"Father" by Edgar Albert Guest*

Sara is fourteen years old and loves to sing and play the piano. It is her first year participating in Poetry Out Loud. She also plays tennis in the summer and reads when she has the time. Her favorite author is Stephanie Meyer.

## Round One Judges



**Michele Lefevre, Education Associate, Childsplay**

Michele Lefevre is a performer and theater professional. After several years studying Vocal Performance at Arizona State University she switched majors and earned an Interdisciplinary Arts and Performance degree. She is currently employed by Childsplay, Theatre for Young Audiences, as an Education Associate and Grant Manager. As a Grant Manager she manages a multi-year Arts in Education grant in which drama strategies are integrated in to core elementary school curriculum. She is at the beginning of a career in the arts that will continue to include performance and arts administration.



**Sean Nevin, Assistant Director, ASU Youth Preparation Office**

Sean Nevin teaches for Arizona State University where he is the assistant director of the Young Writer's Program and is co-editor of *22 Across: a Review of Young Writers*. He is the author of *A House That Falls* (Slapering Hol Press 2005) and *Oblivia Gate* (Crab Orchard Award Series SIU Press 2008). His poetry has appeared in numerous journals and anthologies, including *The Gettysburg Review*, *North American Review* and the *Journal of the American Medical Association*. He is the recipient of a Literature Fellowship in Poetry from the National Endowment for the Arts and has received fellowships from the Arizona Commission on the Arts and the Eastern Frontier Education Foundation.



**Bonnie Sneed, Executive Director, Arizona Alliance for Arts Education**

Bonnie Sneed is a lifelong participant, proponent, and patron of the arts and arts education. She received her BFA from the ASU Herberger School of Fine Arts and the Barrett Honors College. She was an active band parent while her son enjoyed eleven band classes in high school. Since moving to Arizona, she has volunteered in the Scottsdale Unified School District, serving with the Arts in Education Council for Scottsdale Schools, a district-wide organization that supports high-quality arts education for all students. She is currently serving as co-president of that organization after being president for two years.

## Letter from Mark Jacobson

To Those Who Are About to Recite, I Salute You.

My name is Mark Jacobson and after today's competition, I will no longer be the reigning Arizona State Poetry Out Loud Champion. I suppose it then goes without saying that I was fortunate enough to be awarded both the fabled trip to Washington, D.C., last May and the opportunity to compete at the national level representing Arizona. I address you today, however, with what I hope will turn out to be some form of wisdom from the perspective of an alumnus.

My involvement with Poetry Out Loud has spanned three school years, a few blog entries, five poems, seven rounds, and countless hours of preparation, and it remains to this day one of my proudest experiences. In writing this message, I have no choice but to reflect back on this truly unique program and just how thankful I am to have found it. While I never considered myself terribly gifted at writing poetry, I had always held this tremendous respect and appreciation for poetry as an art form. I, by craft, am an actor, so I found the prospect of recitation particularly enlightening. I find that locating the voice of the poet within the poem, hearing the words as they are meant to be spoken, may be the most difficult challenge that poetry presents and yet, at the same time, the most liberating opportunity. Yes, the author wrote the poem with specific intention but, as you will no doubt see in today's recitations, those words can have multiple meanings. It is the finest tribute to the students participating today that they have been able to locate that voice within themselves and in honor of that accomplishment, I offer my sincerest congratulations.

I cannot stress enough the amount of pride I take in having competed with Poetry Out Loud. While I may have been what could be considered an "amateur poetry enthusiast," I was completely unaware of the profound effect poetry would have on my life as a result of this program. I am still realizing the benefits today, now a freshman in college, and I expect that, over time, I will uncover further the ways in which I was impacted by the art form. What I mean to say is that this experience is perpetual. While this competition may seem to be the end for those who do not advance to the national competition, I'm not entirely sure that Poetry Out Loud is one of those things that will ever fully leave you.

# Poetry Out Loud National Recitation Contest

## Poetry Out Loud...

- Encourages the nation's youth to learn about great poetry through memorization and performance.
- Seeks to foster the next generation of literary readers by capitalizing on the latest trends in poetry recitation and performance.
- Builds self-confidence for students to master public speaking skills and learn about their literary heritage.
- Invites the dynamic aspects of slam poetry, spoken word, and theater into the English class.

"Learning great poetry by heart develops the mind and imagination ... students will develop their ability to speak well, especially in public. This is a skill they will use in the workplace and the community for the rest of their lives."

— Dana Gioia, Chairman,  
National Endowment for the Arts



Pictured Above: 2007 Arizona Poetry Out Loud school finalists. Photo by Joe Jankovsky

"One of the benefits of the program is that it offers an incentive to students to memorize a poem that is related to higher education and scholarship. It is based on their love of literature, their ability to perform publicly, and their individual desire to reach an attainable goal. Students gained confidence in themselves, because they proved to themselves they could learn and retain a poem."

— Marie-Elise Wheatwind, Participating Teacher,  
Tucson High School, Tucson

## Participating Schools in 2008

rgesrytyAmphitheater High School, Tucson

Arizona School for the Arts, Phoenix

Cactus High School, Glendale

Catalina Magnet High School, Tucson

Coconino High School, Flagstaff

Copper Canyon High School, Glendale

Flagstaff Arts and Leadership Academy, Flagstaff

Highland High School, Gilbert

La Joya Community High School, Avondale

Maricopa High School, Maricopa

Northland Preparatory Academy, Flagstaff

Sedona Red Rock High School, Sedona

Sinagua High School, Flagstaff

St. Gregory College Preparatory Academy, Tucson

Stapley Junior High School, Mesa

Tucson High Magnet School, Tucson

University High School, Tucson

## 2007 Arizona State Champion

This competition has grown to soaring heights in its brief lifespan and I am entirely privileged to have taken part in what I hope will grow to be an internationally-acclaimed contest. To reach this point, to make it this far, the students competing have been able to achieve something a number of adults in society haven't been able to do, and that is to develop and nurture a fondness and appreciation for the arts. Poetry Out Loud is an experience that changes lives; it is worth the support, and it is most certainly worth the time and dedication.

For those of you competing today, you are a member of that something, of that movement of youth who have not allowed yourselves to be satisfied with simply regurgitating the words but making them your own, speaking them how they were meant to be spoken, honoring the craft, and infusing a passion of which you had never known you were capable. Harness it, cherish it, carry it with you in everything you do.

**Mark Jacobson**



(from left to right) Robert C. Booker, Executive Director, Arizona Commission on the Arts; Kim Willey, Arts Learning and Poetry Out Loud Coordinator, Arizona Commission on the Arts; Senator John Kyl; Mark Jacobson, 2007 Arizona Poetry Out Loud State Finalist; Jan Jacobson, Mark's mother.

## Round Two Student Finalists



**Catie Clark, Amphitheater High School, Tucson**

*"The Road Not Taken" by Robert Frost*  
*"Annabel Lee" by Edgar Allen Poe*

Catie is a senior at Amphitheater High School. Active in the performing arts since middle school, Catie also competes in Academic Decathlon and Odyssey of the Mind. She is a fourth-year German language student and keeps a rigorous academic schedule. She wishes to thank her family and teachers for the amazing amount of support they have given her.



**Brian Nalisa, Catalina Magnet High School, Tucson**

*"The World is Too Much with Us" by William Wordsworth*  
*"I am Waiting" by Lawrence Ferlinghetti*

Brian immigrated from Namibia, Africa, in 2005. He competed in Poetry Out Loud last year, and placed 2nd in the state competition. He enjoys poetry recitation because it's a unique artform that brings deeper understanding to language.



**Kristen Watt, Coconino High School, Flagstaff**

*"Break, Break, Break" by Alfred Lord Tennyson*  
*"Father" by Edgar Albert Guest*

Kristen has been an active 4-H member for eight years and was the 2005-2006 Navajo Country Rodeo Teen Queen. She plans on attending Northern Arizona University and majoring in psychology. When she's not riding horses she enjoys reading and writing short stories. Her favorite book is *The Hobbit* by J.R.R. Tolkien



**Brooke Weber, Flagstaff Arts And Leadership Academy, Flagstaff**

*"No Coward Soul is Mine" by Emily Jane Bronte*  
*"Early Occult Memory Systems of the Midwest" by B.H. Fairchild*

Brooke is a senior at Flagstaff Arts and Leadership Academy. This is the first year Brooke has participated in Poetry Out Loud and is representing her school in the first statewide competition.



**Bethany Kalody, Northland Preparatory Academy, Flagstaff**

*"Interior at Petworth: From Turner" by Rosanna Warren*  
*"Beauty" by Tony Hoagland*

Bethany is a sophomore who enjoys reading, writing, and art, working with ceramics and watercolor. She is an active volunteer with National Junior Honor Society and Grand Canyon Youth Corps and also participates in Mock Trial. This is Bethany's first time participating in Poetry Out Loud, she has enjoyed poetry all her life, especially the works of Edgar Allen Poe and Lewis Carroll. She has not decided on a career, but is considering majoring in writing or economics, minoring in art.

## Round Two Student Finalists



**Sarah Jo Chalberg, Sinagua High School, Flagstaff**

*"Revenge" by Letitia Elizabeth Landon*

*"Lunar Beadeker" by Mina Loy*

This is Sarah's second year experiencing Poetry Out Loud. After graduating in June she plans on attending Montana State University to study Equine Sciences. Her hobbies include horseback riding, 4-H, music and reading. Her favorite authors include Terry Goodkind and P.C. Cast.



**Matthew Lunt, St. Gregory College Preparatory Academy, Tucson**

*"Sonnet 29" by, William Shakespeare*

*"A Supermarket in California" by Allen Ginsberg*

Matthew has been interested in learning about poetry for long time. He is grateful that there is a Poetry Out Loud program, because it has allowed him to immerse himself in poetry. He comes from a Belgian family and has a passion for theatre, rugby, and the English language. He is enjoying his senior year immensely and looking forward to life after high school.



**Erik Hollis, Tucson High School, Tucson**

*"Walking Down Park" by Nikki Giovanni*

*"I Am!" by John Clare*

Erik Hollis is a junior attending Tucson Magnet High School (TMHS). Erik is active in the advanced dramatic, literary, and visual arts programs with TMHS and is a member of the school's Poetry Club. Nikki Giovanni is one of his favorite poets. Erik has performed in musical theater with the Arizona Theatre Company's Summer on Stage for the past two years. Erik's plans beyond high school include college, continuing to pursue his varied interests in the fine arts.



**Lindsey Brown, University High School, Tucson**

*"The Evening of the Mind" by Donald Justice*

*"I Heard a Fly Buzz—When I Died" by Emily Dickinson*

Lindsey is currently a Junior at University High School. When she heard about the contest, she jumped at the chance to take part. Her favorite writers run the gamut, from Shakespeare to Stephen King and Mark Twain to J.K. Rowling. She loves poems by Robert Frost, T.S. Eliot, and Emily Dickinson. She found that she connected well with very modern, abstract, and contemporary poems that have ambiguous meaning.

## Round Two Judges



**Eileen Bagnall, Accessibility Coordinator, ARTability**

Eileen Bagnall was a member of ARTability's Advisory Board for three years before becoming their Accessibility Coordinator in 2004. She is a professional captioner for scripted theatrical performances and is in the process of becoming a trainer for audio description. A graduate of The University of Arizona, she previously worked for the Arizona Theatre Company as their Accessibility Coordinator and Facility Manager.



**Frances Sjoberg, Literary Director, The University of Arizona Poetry Center**

Frances Sjoberg teaches creative writing at Imago Dei Middle School. She received an MFA from Warren Wilson Program for Writers and has published poems in *Alaska Quarterly*; *Barrow Street*; *Forklift, Ohio*; *Sonora Review*; *River City* and other magazines. She is a fellowship recipient from the Fund for Poetry in New York and the Helene Wurlitzer Foundation in Taos, New Mexico. At the Poetry Center, she is the editor/publisher of *VERSE! Poetry for Young Children*, a curriculum for preschool and elementary students.



**Susan Southard, Essential Theater**

Susan Southard holds an MFA in creative nonfiction from Antioch University Los Angeles, and a BA in music and theatre from Vermont College. She is the author of the plays, *Homeward*, *Tales of Tolleson*, and *Anna Lives!*, all of which have been produced in Arizona. Susan is the founder/artistic director of Essential Theatre, an improvisational ensemble serving marginalized communities across Arizona, and is a teaching artist on the Arizona Commission on the Arts Artist Roster. She is the recipient of a 2008 Artist Project Grant from the Arizona Commission on the Arts and also received the 2008 Bill Desmond Nonfiction Writing Award. Susan is currently writing a book about the 1945 atomic bombing of Nagasaki through the eyes of five survivors.

## Finals Judges



### **Mark Jacobson, 2007 Arizona Poetry Out Loud Champion**

Mark Jacobson is an accomplished young actor and the 2007 Arizona State Poetry Out Loud Champion. Having participated in Poetry Out Loud his junior and senior year of high school at Arizona School for the Arts, he competed in the National Semi-Finals in Washington, D.C. last May where he represented the program and state admirably. As a performer, Mark has worked on a number of television, film, voiceover and theatre projects since he began his formal career. His highlights include an AriZoni-award winning performance in Phoenix Center Youth Theatre's *Godspell*, LA Theatre Works' production of *The Great Tennessee Monkey Trial*, starring Ed Asner and Mike Farrell, and receiving the AriZoni Theatre Awards of Excellence 2006 Scholarship. He is currently a freshman at the University of Southern California, pursuing a Bachelor of Arts in both Theatre and Broadcast Journalism. He is currently in rehearsal as one of four freshmen cast in the USC School of Theatre's mainstage production of Rodgers and Hammerstein's *Carousel*, which will open on April 3. He is a member of Alpha Lambda Delta National Honors Society.



### **Charles Jensen, Assistant Director, Virginia G. Piper Center for Creative Writing, Arizona State University**

Charles Jensen is the author of three chapbooks of poetry, most recently *The Strange Case of Maribel Dixon*, a mystery-romance-thriller in poems and prose. He is a past recipient of an Arizona Commission on the Arts grant, an ASU Entrepreneurial Advantage grant for his online magazine *LOCUSPOINT*, and serves as the assistant director of the Virginia G. Piper Center for Creative Writing at Arizona State University.



### **Onnie Shekerjian, Councilmember, City of Tempe.**

Onnie Shekerjian was elected to the Tempe City Council in May 2006. She has more than 17 years experience in public policy through volunteering on over 65 boards, commissions, and committees related to public education, youth/family issues and the arts. Governor Jane D. Hull appointed her to the Arizona State Board for Charter Schools and Arizona Parents Commission on Drug Abuse Prevention and Education, where she served for five years and two years respectively. She has worked as a research and advocacy consultant for organizations, including Thomas B. Fordham Institute, Internet Education Exchange, Morrison Institute for Public Policy at Arizona State University and Arizona Community College Association. Her great passion is making government work for people. She has authored numerous articles on the subject of advocacy and education for both local and national publications.

## Poetry Resources

### Recommended Books and Journals

#### ***The American Poetry Review***

Published six times a year, *The American Poetry Review* contains a diverse amount of contemporary authors ranging from poetry to prose. Over the past 30 years, APR has helped to make poetry a more public art form without compromising the art of poetry. For more information, visit [www.aprweb.org](http://www.aprweb.org).

#### ***Poetry Out Loud by Robert Alden Rubin***

This easy-to-read book will help students, teachers, and poets understand poems more clearly. Every page of poetry has marginal notes highlighting, rhythm, rhyme meter, language, and sound. This book offers a diverse range of poetry to engage any reader.

#### ***Poetry Speaks Expanded: Hear Great Poets Read Their Work from Tennyson to Plath by Elise Paschen and Rebekah Presson Mosby***

The second edition of the popular anthology includes 47 renowned poets reciting selections from their own work. The book also includes photos and biographies of the poets and three CDs with recordings reflecting the pitch and tone of presenting a poem. A great resource for the Poetry Out Loud program.

#### ***The Practice of Poetry: Writing Exercises From Poets Who Teach by Robin Behn***

Contemporary poets contribute exercises to help writers develop poems. The book is broken down into chapters on form, metaphor, structure, sound, rhythm, and reflection. With tips about how to overcome writers block, this book guides a novice poet through the steps of creating a poem.

### Websites

#### **American Academy of Poets**

A great resource for teachers, students, and poets. Lists resources ranging from audio guides, podcasts, discussion forums, and reading recommendations from fellow poets. [www.poets.org](http://www.poets.org)

#### **Facebook**

If you have an account for Facebook, search for Poetry Out Loud under groups to join the National network of participating students, teachers, and administrators of Poetry Out Loud. Meet participants from other states participating in Poetry Out Loud and stay connected through modern day technology! If you don't have one, sign up! [www.facebook.com](http://www.facebook.com)

#### **Modern American Poetry**

Critical and historical essays and syllabi on modern American Poetry. Many of the works relate to poems in the *Oxford Anthology of Modern American Poetry*. [www.english.uiuc.edu/maps](http://www.english.uiuc.edu/maps)

#### **MySpace**

MySpace profile for Poetry Out Loud with pictures, videos, personal blog, interests, information about me and more! <http://www.myspace.com/heapoetryoutloud>

#### **Poets & Writers**

A great source for creative writers. The website offers information, support, and guidance for emerging poets, fiction, and creative non-fiction writers and funding for readings and workshops. [www.pw.org](http://www.pw.org)

#### **The Poetry Society**

Non-profit organization devoted to fostering and promoting poetry in the US. Excerpts from *Crossroads* (official journal), sponsored events and information about poetry. [www.poetrysociety.org](http://www.poetrysociety.org)

#### **The Poetry Foundation**

Publisher of *Poetry* magazine, the Poetry Foundation is an independent literary organization committed to a vigorous presence for poetry in American culture. [www.poetryfoundation.org](http://www.poetryfoundation.org)

# Poetry Resources

## Arizona Commission on the Arts

The state arts agency whose mission is to help Arizonans broaden, deepen and diversify their engagement with the arts, as creators, audiences and supporters, in ways that are satisfying and integral to their lives. The Commission provides programs and services to artists and arts organizations throughout Arizona.

[www.azarts.gov](http://www.azarts.gov)

## National Endowment for the Arts

The NEA is a public agency dedicated to supporting excellence in the arts, both new and established; bringing the arts to all Americans; and providing leadership in arts education. The Endowment is the nation's largest annual funder of the arts, bringing great art to all 50 states, including rural areas, inner cities, and military bases.

[www.nea.gov](http://www.nea.gov)

## Showup.com

ShowUp.com - the first and only definitive calendar of the Greater Phoenix region's arts and cultural events. Find upcoming literature events under the Poetry and Literature tab. [www.showup.com](http://www.showup.com)

## Organizations

### Arizona State University Virginia G. Piper Center for Creative Writing

The Piper Center offers a multitude of programs, opportunities, and resources for writers at all levels of experience, such as the Distinguished Visiting Writers Series, the annual ASU Writers Conference, workshops and classes for the community, and the Piper Resource Center Library. The Piper Center publishes *Marginalia*, a quarterly literary magazine, *Hayden's Ferry Review*, an award-winning literary and art journal, and *Lux*, an undergraduate literary review. [www.asu.edu/pipercenter](http://www.asu.edu/pipercenter)

### Arizona State University Young Writer's Program

The Young Writer's Program provides arts-based programs for Arizona students in grades 4-12. MFA students from ASU perform residency-based work in schools and community-based organizations, addressing important writing concepts in the Arizona Arts Standards and teaching students how to express themselves through the creative process of writing. [www.asu.edu/ywp](http://www.asu.edu/ywp)

### NorAZ Poets

An organization of Northern Arizona poets who have created several programs in the community. The Alzheimer's Poetry Project is designed to help stimulate brain activity by using poetry that was read and memorized during the patient's younger years. The "Young Voices, Be Heard" series encourages students to create their own work with constructive feedback, writing exercises and performance coaching.

[www.norazpoets.org](http://www.norazpoets.org)

### Northern Arizona Book Festival

The Northern Arizona Book Festival promotes the union of literacy and the fine art of literature. The Festival brings a diverse group of authors to Flagstaff each year for a weekend of readings, workshops, panel discussions, and other literary events. [www.nazbookfestival.org](http://www.nazbookfestival.org)

### The University of Arizona Poetry Center

The University of Arizona Poetry Center provides an extensive poetry library, free readings and lectures, community classes, poets-in-the-schools programs, poets-in-the-prisons programs, contests, exhibitions, and online resources. [www.poetrycenter.arizona.edu](http://www.poetrycenter.arizona.edu)

### Tucson Poetry Festival

Every year in April, acclaimed poets from all over the country converge on Tucson to present their latest works, participate in panel discussions and conduct workshops on the literary art.

[www.tucsonpoetryfestival.org](http://www.tucsonpoetryfestival.org)

# Considering a Poem - An Exercise of Experience

*By Tina Blythe, Harvard Project Zero, and Alison Marshall*

This activity is designed to help teachers explore and reflect upon ways that they can use classroom experiences to support understanding. The following format would work well with any poem. This activity focuses on giving students a way to experience poems more deeply.

**Step One: Meeting the Poem.** The word "meeting" encourages students to think of an introduction or the beginning of a relationship. They should not expect to know a poem after the first encounter any more than they would expect to know a person after a single meeting.

1. **Read the Poem.** Students read the poem silently to themselves, then a several students read it out loud, followed by another silent reading.
2. **Describe the Poem.** This step is about description only—students should withhold statements of personal taste and value judgments. No observation is too small or insignificant. This is a structured conversation that asks students what they noticed about the poem.
3. **Ask What Questions They Have about the Poem.** After carefully describing the poem, students then raise questions about it.

**Step Two: Developing an Interpretation and Criteria for a Good Interpretation.** Now comes the opportunity for further exploration. Students are charged with working in small groups to develop interpretations or representations of the poem using one of three possible approaches:

1. Creating a visual arts interpretation
2. Creating a musical interpretation
3. Creating an interpretation using dance/movement

Directions for this activity need not be overly specific. "Represent this poem using one of these three approaches" is usually sufficient. This work represents a first draft. Students will present their work to the rest of the class without explaining the work itself. Props and materials might be helpful to the group, such as simple noise-making implements, visual art supplies, or scarves.

After they have heard the directions, but before setting to work, students will collaborate with teachers to develop a first draft of criteria that captures their sense of what constitutes a good interpretation. These criteria are likely to be general at first.

**Step Three: Sharing and Responding to the Interpretations.** Once students have come up with their interpretations, each group performs or presents its work for the rest of the class. The audience responds following the steps they used in meeting the poem. First they describe what they saw or heard, and then they raise questions about the presentation or the poem. When all the questions have been asked, the presenting group members respond to the following question: "What did you hear in the audience's questions and comments that surprised you or made you think about your work in a different way?"

**Step Four: Revise Criteria.** After the first draft representations have been made, students return to their initial set of criteria for a good interpretation, discuss the list and revise it as they'd like.

**Step Five: Reading the Poem Again.** Read the poem again, both silently and aloud. In discussion, you might comment on things they notice now. Did they find any answers to their initial questions? Have other questions emerged? Do they see things not captured in the interpretations?

Conclude or continue with the revision process (revising interpretations, presentations, refining criteria).

Meaning in poetry is negotiated over time, not only between reader and text, but also among a community of readers and text. Understanding is not simply a matter of "getting it," but rather a matter of time and effort, consideration and creativity.

# Poetry Out Loud Contest Evaluation Sheet

## Contest Evaluation Sheet

Name of Performer: \_\_\_\_\_

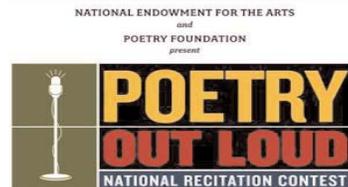
Title of Poem: \_\_\_\_\_

	Very Weak	Weak	Average	Good	Excellent	Outstanding
Physical Presence	1	1	3	4	5	6
Voice and Articulation	1	1	3	4	5	6
Appropriateness of Dramatization	1	1	3	4	5	6
Level of Difficulty	1	1	3	4	5	6
Evidence of Understanding	1	1	3	4	5	6
Overall Performance	2	4	6	8	10	12

TOTAL: \_\_\_\_\_ (MAXIMUM of 42 points)

ACCURACY ADDITION: \_\_\_\_\_ (MAXIMUM of 8 points)

FINAL SCORE: \_\_\_\_\_



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For more information about Poetry Out Loud Arizona, contact Kim Willey at (602) 771-6521 or by email at [kwilley@azarts.gov](mailto:kwilley@azarts.gov)