

IN-CLASS ESSAY

Poems NOT Revealed In Advance

Take the poem provided to you in class (different classes will be given different poems) and relate it to **one** of the characters we read about in this unit using both EXACT LINES from the poem and SPECIFICS from the story. In other words, how does the poem represent the values, struggles, and experiences of the character? Note: NOT everything in your poem will relate to the character and story you select. Be careful **NOT** to make claims/comparisons that are not sound.

- Have THREE paragraphs (intro, body showing how the poem and story are the same, concl).
- Refer to at least **FOUR lines** from the poem DIRECTLY **quoting the lines** word for word and explain how each line relates to the story read in class using SPECIFICS from the story. Your parenthetical citation can just have the author's last name.
 - PROOF
- MUST be turned in **BEFORE the END of class EVEN if it is NOT finished!**
 - Put FULL NAME & Hour on the TOP of the essay
- Clearly state the poem and story selected – remember to put short story and poem titles in QUOTATION MARKS!
 - TURN the poem BACK in

Reminder Stories We Read in This Unit:

- ❖ "I Have a Dream" by Martin Luther King
- ❖ "Letter from a Birmingham Jail" by Martin Luther King
- ❖ "Keep the Memory Alive" by Elie Wiesel
- ❖ "Hope, Despair, and Memory" by Elie Wiesel
- ❖ "Desert Exile: The Uprooting of a Japanese American Family" by Yoshiko Uchida
- ❖ "Everest" by Erik Weihenmayer

