The Poet Laureate Project: Truth of War

Everything you need to know if you’re a student (or a parent)

# Project Summary:

We are going to write, edit, design, and publish an anthology of poems about people and events from World War 1 that are usually omitted from textbooks, with an explanatory introduction to each poem.

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# Essential Questions:

* How do we decide whose stories are most important in history?
* How can historians best construct an accurate view of the past?
* How can words do justice to events?
* What is the truth of war from differing perspectives?

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# Exhibition

We will be holding a launch party for our book (and accompanying website), most likely during the last week of January or the first week of February (a mere 6-7 weeks of class time away!) The venue is yet to be determined.

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# Project Deliverables:

## 1. A poem commemorating the event the people and event that you have chosen

This poem should follow a specific meter and rhyme scheme, and be written from a specific perspective.

## 2. An explanatory essay to accompany your poem

This should include the following information:

Information about your event

* Why you chose to commemorate your event
* The historical context for your event (that is, the events that led to your event, and followed on from it)
* The perspective(s) from which you have written your poem

Information about your poem:

* The form you chose for your poem
* Any rhetorical devices that the reader might be interested in

Reflections on writing your poem - what surprised you as you wrote it, what did you change from draft to draft?

## 3. An “archive” of your creative process

You should be keeping your archive in a binder, as well as creating an online version in a google drive folder.

Your archive should contain the following:

* Your “perspective map” for your event
* Your research notes
* At least three early drafts of your poem, with critique notes for each draft
* An alternate version of your poem that uses a different poetic form
* At least three poems by different authors that you like
* The “Stuffed outline” of your explanatory essay
* At least two early drafts of your explanatory essay
* An annotated bibliography with *at least* 2 secondary sources and two quotes from two primary sources

## 4. An “occupation” of class during which you will teach your peers about your country’s involvement/event/perspective.

During the two weeks between the book deadline and the launch party, every student will briefly “occupy” the class, taking over from the teacher in order to give a lesson teaching everyone about their country’s involvement in WW1 in addition to their event.

## 5. Your book launch team’s deliverables

Every student will be a member of one of the following book launch teams:

* Event Managers
* Copy Editors
* Book Designers
* Web Designers
* Local Promotion
* Online Promotion
* Fundraisers

Each team is setting its own goals and roles. Team members will be responsible for carrying out their roles and fulfilling their goals.

## 6. A Challenge Extension

There will be a variety of ways for students to make their work on this project more sophisticated. Ultimately, it is the student’s responsibility to coordinate a challenge extension with Stephen. Some potential ideas might be:

* Conducting an interview with a veteran of war, submitting the interview to the Veteran’s History Project, and incorporating his/her perspective into the poem in a creative way.
* Connecting your perspective/event to the present day.
* Incorporating more an additional perspective into the poem.
* A multimedia piece to be featured at the book launch party.
* An illustration or art piece to be included in the book.
* Your idea run by Stephen.

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# Deadlines:

The completed anthology will need to go to the printers two weeks before the launch party, so the deadline for completion of the book will be Tuesday, January 19th

However, poems will need to be finished earlier than this, in order for the copy-editing team to have time to edit them, and for the design team to have time to lay them out in the document.

**In light of this,** **the poems and prose pieces will be due by Monday, January 11th.**

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# Project Timeline:

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| **WEEK** | **WHAT WE’RE DOING** | **DELIVERABLES** |
| **Week 1:**  Nov-18-20 | -Seminar on “How To Tell A True War Story”  -Preliminary Research Time |  |
| **Week 2:**  Nov 30-  Dec 4 | -Reading poems that we like to the class  -Creating an outline and “stuffing” it with data  -Critiquing “stuffed outline”  -Studying poetic forms and rhetorical devices  -Setting a fundraising target | -Poem 1st draft with critique notes (two different forms)  -”Poems we like” anthology  -“Stuffed outline”  -Book launch group project plans  -Research Notes/annotated bibliography  -Event venue selected  -Fundraiser target |
| **Week 3:**  Dec 7-11 | -Drafting and critiquing our poems  -Drafting and critiquing our explanatory essays  -Copy editing “test run”  -Creating and critiquing website plan  -Creating and critiquing book layout design  -Creating and critiquing launch event plan  -Launching local and online promotional strategies | -Poem 2nd, 3rd, and **final** drafts with critique notes  -Explanatory essay 1st, 2nd, and **final** drafts with critique notes  -Event plan  -Copy editing “test run” evaluation  -Website plan  -Book layout design  -Online promotion plan  -Local promotion plan  -Fundraiser report |
| **Week 4:**  Jan 4-8 | -Copy-editors edit poems  -Design team puts all text into correct layout | -Archive due  -Manuscript goes to publishers  -Fundraiser money must be collected to pay publishers |
| **Week 5:**  Jan 11-15 | -”Occupy Humanities”: students teach the class about their events | -“Soft launch” website |
| **Week 6:**  Jan 18-22 | -”Occupy Humanities”: students teach the class about their events  -Promotion goes into high gear  -Event team gets on-the-night team together, does troubleshooting |  |
| **Week 7:**  Jan 25-29 | -Promotions final push  -Official website launch -Project Reflection | Launch party! |

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