Students actively try to remain on the island and keep their poet alive and not get their tribe voted off!

**Curriculum/State Standards**
This project incorporates poetry analysis and appreciation, visual and oral presentations, as well as comparisons of different literary works.

**Overview**
Students created a symmetrical design using Cartesian coordinates as a framework for the design. They used nails/stakes as a way to string pieces of string/twine around the points of their design.

**Objectives**
Building on the theme of the popular television show, Survivor, I have written a poetry unit involving the study of classic, as well as contemporary, poets and their works. The students are randomly assigned a partner to work with and a particular poet to study. Then they review the biographical information on their poet, read and analyze several poems written by their author, and finally choose one of the poems to present creatively for the class. After the presentation, the “tribes” will vote OFF the poets whose poems or presentations they did not connect with. Over the period of two weeks, the surviving poets will present several poems and the class will, through their votes, determine an ULTIMATE SURVIVOR in each class!!!!

**Materials**
room decorations for island theme, fabric, permanent markers, votive candles and artificial flowers for each tribe, candle snuffer, voting urn, vase for each class, cards with poet’s names printed on them, manila paper ballots, Survivor soundtrack, CD, Survivor Madlibs books for prize, folders for poems and poet information.

**Readiness Activity**
I began the unit by decorating the classroom with flower garland, raffia skirts, fish nets, and other items on the island theme. On the first day of the unit I play the Survivor music and share with the class one poem from each poet while giving a bit of background for the poem.

**Strategies/Activities**
1. After I share the poem with the class, the students randomly draw numbers which pair them up into “tribes” of two or three students.
2. Each tribe randomly draws a card with a poet’s name on it.
3. They attach their card to a silk flower and place their poet’s flower in the class vase. We then light the votive candle representing their poet.
4. Now they find the folder containing poems and biographical information on their poet and begin their study.
5. On the second day, each tribe member gets an 18” x 18” square piece of stretchy fabric to decorate as their “buff” using permanent markers. The rest of class time is spent preparing for their presentations the following day.
6. On the third day, each tribe will present some biographical facts about their poet and then present one poem using whatever props, music, drama, etc. they have prepared. Then the class will vote some of the poets off the island. The number of tribes voted off will be determined by the total number of tribes you have in each class. You will need to have three tribes for the

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**Survivor: Poetry Island**

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final performances and you will be voting a total of four times. (Example: 12 tribes = vote off 3, 3, 3, 3; 9 tribes – vote off 2, 2, 2, 3)

7. The presentations will be given on the fourth day followed by the first Tribal Council voting OFF a certain number of tribes. Each time a tribe is voted OFF, their candle will be extinguished and their flower will be removed from the class bouquet.

8. The results of the tribal council votes are announced on day five and those remaining on the island prepare a second poem from their poet to present the following day. Those tribes voted OFF the island will begin working on an original recipe poem – writing a recipe for an abstract noun – respect, love, friendship, etc. All students retain the right to vote regardless of whether they are on or off the island.

9. This process will continue until only three tribes remain. When these tribes perform their final poem, all students will then vote for one ULTIMATE SURVIVOR! The winning tribes will receive a prize of MadLibs: Survivor which can be purchased from the CBS website or Barnes and Noble or another appropriate gift. On the final day, some of the students will also share their Recipe Poems.

10. During the unit I give out one Goldfish cracker a day to the students on the island. I also cut up a Rice Krispie Treat into about eight tiny pieces and pass them out along with bits of coconut and gummy worms. Once a student is voted off the island, they get a handful of fish and sometimes a big chunk of candy!

**Culminating Activity**
The unit was concluded by the students writing a letter to me, the teacher, critiquing the unit. They answered questions such as “...which poets should or should not be included in future studies? What was the best and worst part of the unit? Would you recommend doing this again next year with the next group of students? If so, would you change anything? Most importantly, what have you learned?”

**Evaluation Method**
The students are evaluated on their presentations and class participation. Once voted off the island, their original recipe poems will be graded for literary elements and originality.