***ENG 1D POETRY: FOUND POETRY PROJECT***

*Wilson*

***FOUND POETRY*** happens when a poet takes words, lines, phrases, or sentences from another source, (like a news story, magazine, song lyrics, Tweets, etc.) and arranging them on a page to form a poem. This is done by cutting lines, deleting/adding words and changing the spacing.

The poem is FREE VERSE, meaning there aren’t any specific rules about beat/rhythm or rhyme.

**YOUR TASK – CREATE YOUR OWN FOUND POEM**

 🡪You will use resources in the room (i.e. SmartPhones and magazines, etc.)

 🡪You will write out rough copy

 🡪Final copy might incorporate words/phrases from source (i.e. magazine)

 **LEARNING GOAL:**

I will demonstrate an understanding of different types of poetry by creating a FOUND POEM and explaining the meaning behind it.

 **SUCCESS CRITERIA:**

1. It must be at least ten lines
2. It must involve creativity. Look for originality. Try not to be boring!
3. Spelling counts!
4. Your poem has to make sense – grammar rules are flexible!
5. Your poem needs to have a theme
6. Write a short paragraph explaining your theme
7. Create a visually interesting display. Use regular paper as a minimum size.

 **RUBRIC:**

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| **Found Poem**  |
| **Categories** | **Level 1(50 - 59%)** | **Level 2(60 - 69%)** | **Level 3(70 - 79%)** | **Level 4(80 - 100%)** |
| **Knowledge and Understanding** | shows limited knowledge of the poetic form  | shows some knowledge of the poetic form  | shows considerable knowledge of the poetic form  | shows thorough knowledge of the poetic form  |
| **Thinking and Inquiry**  | expresses few ideas with limited support by relevant evidence or rationales asks self few questions  | expresses some ideas supported by relevant evidence or rationales asks self some questions  | expresses ideas supported clearly by relevant evidence or rationales asks self good questions  | expresses many ideas supported effectively by relevant evidence or rationales asks self probing questions  |
| **Communication** | meaning and intent are frequently unclear demonstrates limited sense of purpose  | meaning and intent are sometimes unclear demonstrates some sense of purpose  | meaning and intent are clear demonstrates clear sense of purpose  | meaning and intent are clear and engaging demonstrates strong sense of purpose  |
| **Application** | several major grammatical errors and many spelling errors makes few personal connections  | some major grammatical and several spelling errors makes some personal connections  | some minor grammatical errors and few spelling errors makes considerable personal connections  | few minor grammatical and no spelling errors makes many personal connections  |

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.