***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.