## 

## The culminating task for the poetry unit involves the research, creation and presentation of a poetry booklet. This booklet will be a collection of your poetry and poetry you have found from other poets.

## There are several elements to this poetry booklet and you will be expected to work on this assignment during class time and your own time.

## **Your booklet is to include the following elements:**

## 1. A Cover Page (this is to be appropriately decorated and illustrated. It must also include my name, your name, the course code and the due date. It should also have an appropriate title.

2. A Table of Contents page listing everything in the booklet and the page numbers.

3. One Ballad (At least twenty lines and with a rhyme scheme of AABB or ABBA)

\*\*A ballad tells a story. Examples include “The Highwayman” and “The Cremation of Sam McGee”

4. Two Limerick Poems

5. Three Haiku Poems

6. Three Tanka Poems

7. One Free-Verse Poem (At least three stanzas and twelve lines)

8. One Poem of Your Choice (Any kind you want!)

9. Two poems written by someone else that you have copied out. Be sure to include the titles and names of the poet. Note that this *may* be song lyrics (provided they were not already used for earlier assignments).

You must also include a response to the poem that includes the following:

🡪 Why did you choose this poem?

🡪 How does the poem make you feel?

🡪 What poetic devices can you identify within the poem?

🡪 What can you tell me about the poet?

🡪 Identify poetic devices, (including imagery, rhythm, rhyme, etc.) that make this poem interesting

**LEARNING GOAL:**

I will demonstrate an understanding of a variety of poetry forms by writing poems, and demonstrate an understanding of poetry reading by analyzing a poem of my choice.

**SUCCESS CRITERIA:**

-I will create a poetry booklet that is eye-catching, creatively constructed, and interesting

-I will create poems that are creative, thoughtful, and meaningful

-I will demonstrate an understanding of the rules of each specific poem

-I will ensure my poems have clear themes and ideas

-I will ensure my ideas are clearly expressed

-I will ensure that my final product is edited

-I will demonstrate effort in my work

🡪 Ensure that all elements of the assignment are completed

🡪 Your poems should be about different topics and be different lengths

🡪 You **must** edit your poetry! Check for spelling, especially! Also focus on the presentation of your poems. Illustrations, page borders, different fonts, etc. can really enhance your booklet!

**🡪 Be creative and try to have fun! You can all be poets, (even if you don't think so!)**

## DUE DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# RUBRIC

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| **CATEGORY** | **Level 1**  Falls Below Expectations | Level 2 Meets Some  Expectations | Level 3 Meets Expectations | Level 4 Above Expectations |
| **K/U:**  Student demonstrates knowledge of poetry types and rules and the rules of assignment | Student demonstrates knowledge of types and rules of poetry/assignment rarely | Student demonstrates knowledge of types and rules of poetry/assignment some of the time | Student demonstrates knowledge of types and rules of poetry/assignment most of the time | Student demonstrates knowledge of types and rules of poetry/assignment all of the time |
| **T/I:**  **Student's poetry develops ideas and themes in a creative and effective way** | Student's ideas and themes are rarely developed | Student's ideas and themes are developed some of the time | Student's ideas and themes are developed most of the time | Student's ideas and themes are developed all of the time |
| **COMM:**  **Student communicates ideas clearly and effectively** | Student rarely communicates ideas clearly and/or effectively | Student communicates ideas clearly and effectively some of the time | Student communicates ideas clearly and effectively most of the time | Student communicates ideas clearly and effectively all of the time |
| **APP:**  **Student's poetry is edited for spelling and grammar and is presented effectively** | Student's poetry rarely shows evidence of editing for spelling, grammar and/or presentation | Student's poetry shows evidence of editing for spelling, grammar and/or presentations some of the time | Student's poetry shows evidence of editing for spelling, grammar and presentations most of the time | Student's poetry shows evidence of editing for spelling, grammar and presentations all of the time |

***TOTAL MARK VALUE:***  **/50 Marks** (10 Marks for Each Category)