

Poetry

For this project you will be getting four grades, detailed below. Three of these will count as project grades; one of these grades will be a test grade. Additionally, there will be homework grades from each unit.

Part I: Presentations

Each group must:

1. Teach the elements in its section, with at least two examples (to be projected on board; not copied);
2. Create a graphic organizer for notes during the presentation;
3. Lead an activity that applies the element;
4. Create one homework assignment;
5. Grade the homework assignment; and,
6. Write a personal evaluation of and justification for each member's grade at the end of the unit.

While planning, remember the following:

- Use the activities and questions in the provided pages from the teacher's edition of the textbook.
- Work together and separately to understand each poem and each literary topic for your group. Don't depend on one individual per topic/poem.
- Remember the elements of a good presentation from the earlier, informal class presentations.

Topics

Imagery and Form

1. Imagery and Reading a Poem
"Starfish" and "in Just" (629)
2. Sonnet
"Once by the Pacific" (638)
3. Lyric poetry
"Country Scene" (642)
4. Imagery and theme
"Blessing" (652)

Figures of Speech

1. Implied metaphor
"Fog" and "Fire and Ice" (658)
2. Extended metaphor
"Hope" is the thing with feathers"
and "Fame is a fickle food" (664)
3. Simile and personification
"Tiburon" (669)
4. Figurative language and mood
"internment" and "Sanctuary"
(674)
5. Speaker and tone
"Women" (679)

Sounds of Poetry

1. Rhythm and Meter
"I Wandered Lonely as a Cloud"
(685)
2. Rhyme
"The Courage That My Mother
Had" and "Advice for a
Stegosaur" (689)
3. Alliteration and assonance
"The Gift" and "Possum Crossing"
(694)
4. Rhythm and parallelism
from "Song of Myself" and "I Hear
America Singing" (699)

The use of additional or replacement poems is acceptable with teacher pre-approval.

Part II: Poetry Portfolio

Each student will be required to create a portfolio of ten original poems.

- Students must include examples of the following types of poems:
 - sonnet
 - lyrical poem
- Additionally, students must use definite meter in three of the poems. (In other words, they cannot be free verse.)
- Students need to include examples of the following in their poetry (at least two per poem)
 - alliteration
 - assonance
 - simile
 - metaphor
 - personification
 - meter
- Each poem must have at least two drafts, with obvious signs of consultation with peers and teacher.

Presentation Rubric (Assessed as Individuals)

CATEGORY	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed. Shows a full understanding of the topic.	Student seems pretty prepared but might have needed a couple more rehearsals. Shows a good understanding of the topic.	The student is somewhat prepared, but it is clear that rehearsal was lacking. Shows a good understanding of parts of the topic.	Student does not seem at all prepared to present. Does not seem to understand the topic very well.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.

Presentation Rubric (Assessed as Group)

Notes/Graphic Organizer	Provided notes to class, as well as explaining them.	Provided notes and vaguely explained them.	Notes were not given, but an explanation of the system was given.	Notes weren't given and no explanation was given either.
Activity	Developed/Used an activity that was relevant and well thought out.	Developed/Used an activity, but wasn't prepared for it.	Had an activity but could hardly explain how to do it.	Had no activity.
Discussion	Keeps each discussion moving and on topic at all times; involved in asking questions to develop the conversation.	Generally keeps each discussion moving and on topic most of the time; sometimes asks questions to develop the conversation.	Frequently allows the discussion to get off topic; seldom asks questions to develop the conversation.	The majority of the discussion is off topic; never asks questions to develop the conversation.

Portfolio Rubric

CATEGORY	4	3	2	1
Use of Poetic Devices	Poetic devices used correctly and creatively.	Poetic devices usually used correctly and creatively.	Poetic devices rarely used correctly or creatively, but an attempt was made.	Use of poetic devices either incorrect or non-existent.
Meter	Three of the poems have definite meter, used correctly.	Two of the poems have fairly consistent meter, often used correctly.	One poem has fairly consistent meter, often used incorrectly.	No examples of definite meter included.
Poetic Forms	At least four types of poems are evident.	Three types of poems are evident.	Two types of poems are evident.	Only one type of poems is evident.
Revision	Clear evidence of revision, with multiple drafts of each poem; significant changes evident between drafts.	Some evidence of revision, with two drafts of each poem; some changes evident between drafts.	Little evidence of revision, with two drafts of a few poems; few changes evident between drafts.	Single drafts of poems.
Creativity	The portfolio contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used their imagination.	The portfolio contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used their imagination.	The portfolio contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use their imagination.	There is little evidence of creativity in the portfolio. The author does not seem to have used much imagination.
Grammar and Usage	Spelling, grammar and mechanical aspects of the student's writing is free from any errors / diction is exemplary.	Spelling, grammar and mechanical aspects of the student's writing is free from any errors	Spelling, grammar and mechanical aspects of the student's writing has a 2-4 errors.	Spelling, grammar and mechanical aspects of the student's writing has more than five errors.