

Unit 3 – Lesson 4

Enter your responses between the (blue) parentheses below each item.

Section 1 Analyzing Form and Structure in Poetry

1. Choose **two** of the poems mentioned in the lesson. (You may choose from various forms such as sonnet, rondeau, concrete, epic, epistle, elegy, epitaph, free verse, reverse and performance poetry).

Write a **personal response** in which you compare your choice of poems.

- Consider the figures of speech, sound techniques, imagery, form, tone, and mood.
- Do the poems develop similar or different messages?
- Do poems from different time periods view the subject differently? For example, how do they address topics such as animals, families, death, or Canada?

In your composition, consider which poem had the most meaning or the strongest effect for you. Explain and provide support for your opinion.

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Personal Response rubric					
	Excellent 5	Proficient 4	Satisfactory 3	Limited 2	Poor 1
Content /10	Exploration of the topic is insightful. Main idea and supporting details are precise and original.	Exploration of the topic is adept. Main idea and supporting details are specific.	Exploration of the topic is clear. Main idea and supporting details are relevant or generic.	Exploration of the topic is simplistic. Main idea and supporting details are imprecise or superficial.	Exploration of the topic is minimal. Main ideas and supporting details are irrelevant or scant.
Organization /10	Introduction is engaging and skillfully establishes a focus. Transitions fluently connect details. Closure is effective and related to the	Introduction is purposeful and clearly establishes a focus. Transitions clearly connect details. Closure is appropriate and related to the focus.	Introduction is functional and establishes a focus. Transitions tend to be mechanical. Closure is related to the focus and is mechanical or artificial.	Introduction lacks purpose; little or no focus is established. Transitions are lacking. Closure is abrupt, contrived or unrelated to the focus.	Introduction is ineffective. Transitions are absent or inappropriately used. Closure is ineffectual or missing.

	focus.				
Sentence Structure /5	Sentence structure is effectively controlled. Sentence type and sentence length are consistently effective and varied.	Sentence structure is consistently controlled. Sentence type and sentence length are usually effective and varied.	Sentence structure is generally controlled. Sentence type and sentence length are sometimes effective or varied.	Sentence structure often lacks control. Sentence type and sentence length are seldom effective or varied.	Sentence structure generally lacks control. There is essentially no variation in sentence type or sentence length.
INS Insufficient – No evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess the Content.					
Total:			/25		

Section 1 total /25 marks

Section 2 Analyzing Performance Poetry

1. Choose **one** of the spoken word poems on page 5 of the Lesson:

- “We are More” by Shane Koyczan
(https://www.youtube.com/watch?v=BQbQGn_rqTw)
- or
- “If I Should Have a Daughter” by Sarah Kay
(<https://www.youtube.com/watch?v=JQgz2AhHaQg>)

In a paragraph, respond to the following.

How did the performance affect your impression and understanding of the poem? Was it effective or ineffective? Explain and provide support for your opinion.

Consider the following aspects of Spoken Word poetry in your response.

- **Listen for tone:** How was the poem read? How would you describe its tone?
- **Listen for clarity:** Is the poem spoken clearly and understood easily?
- **Listen for emphasis:** Which important words did the speakers choose to emphasize? Why?
- **Listen for the pacing:** Does the performer obey punctuation rules? Consider the pace of the poem. Is the poem spoken fast or slow? Why?

- **Evaluate:** In your opinion, was this a dramatic performance? Explain. Is the speaker credible? Do you believe what they are saying? Support your opinion. Describe any suggestions or recommendations you would make to the speaker to improve the communication of the message.

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Paragraph rubric					
	Excellent 5	Proficient 4	Satisfactory 3	Limited 2	Poor 1
Content /10	Exploration of the topic is insightful. Main idea and supporting details are precise and original.	Exploration of the topic is adept. Main idea and supporting details are specific.	Exploration of the topic is clear. Main idea and supporting details are relevant or generic.	Exploration of the topic is simplistic. Main idea and supporting details are imprecise or superficial.	Exploration of the topic is minimal. Main ideas and supporting details are irrelevant or scant.
Sentence Structure /5	Sentence structure is effectively controlled. Sentence type and sentence length are consistently effective and varied.	Sentence structure is consistently controlled. Sentence type and sentence length are usually effective and varied.	Sentence structure is generally controlled. Sentence type and sentence length are sometimes effective or varied.	Sentence structure often lacks control. Sentence type and sentence length are seldom effective or varied.	Sentence structure generally lacks control. There is essentially no variation in sentence type or sentence length.
Conventions /5	The quality of the writing is enhanced because it is essentially error-free.	The quality of the writing is sustained because it contains only minor convention errors.	The quality of the writing is sustained through generally correct use of conventions.	The quality of the writing is weakened by the frequently incorrect use of conventions.	The quality of the writing is impaired by the consistently incorrect use of conventions.
INS Insufficient – No evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess the Content.					
Total:			/20		

Section 2 Total /20 marks

Section 3 Performing Poetry

Write and perform orally **one** original poem. The poem should have a minimum of **ten lines**.

1. Complete the planning chart below and submit to your teacher for approval before writing your poem.

3-4 Poem Assignment Planning Requirements	
a.	<p>Choose one of the following common literary topics to develop into your own theme:</p> <ul style="list-style-type: none"> • one regret • a cherished memory • the funniest moment in your life • the weirdest thing you have ever seen • an unforgettable experience • a major goal/dream you hope to accomplish <p>I am going to develop this topic: ()</p>
b.	<p>Choose your audience (you may choose a specific subset of people within one of these):</p> <ul style="list-style-type: none"> • young children (elementary age) • teenagers (your peers) • adults • seniors (your grandparents or great-grandparents) <p>My chosen audience is: ()</p>
c.	<p>Choose the format that best suits your purpose and audience:</p> <ul style="list-style-type: none"> • Sonnet • Rondeau • Quatrain • Free Verse • Concrete • Reverse • Spoken Word <p>The format of my poem will be () because ().</p>
d.	<p>Choose an appropriate tone: How do you want to sound?</p> <ul style="list-style-type: none"> • Humorous • Bone-chillingly scary • Serious • Jovial

	<ul style="list-style-type: none"> • Easy-going • ... something else <p>The tone of my poem will be: ()</p>
e.	<p>Identify the devices you will use in your poem and provide the examples below: Your poem should include ...</p> <ul style="list-style-type: none"> • At least one sound device – I will use () • At least three figures of speech – I will use () • Sensory language (at least four elements of sight, taste, touch, smell, hearing) – I will use ()

2. **Write** your poem. Use the elements in your planning chart to guide your creation. When you have polished it, copy the finished poem below.

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3. **Oral Presentation: Present** the final draft of your poem using one of the options listed:

- Phone your teacher to leave a voice recording of your reading.
- Record your performance of your poem digitally using an audio tool such as Voice Recorder (<https://online-voice-recorder.com/>). To enhance your performance, you may choose to add visuals, using a video tool such as WeVideo (www.wevideo.com), or your cell phone. There are many free apps that will do these things that are available in the Chrome Store or the App Store. Be sure to submit this recording to the Submission box when you submit the rest of your assignment.

Poetry Writing rubric					
	Excellent 5	Proficient 4	Satisfactory 3	Limited 2	Poor 1
Content /10	Exploration of the topic is insightful. Main idea and supporting details are precise and original.	Exploration of the topic is adept. Main idea and supporting details are specific.	Exploration of the topic is clear. Main idea and supporting details are relevant or generic.	Exploration of the topic is simplistic. Main idea and supporting details are imprecise or superficial.	Exploration of the topic is minimal. Main ideas and supporting details are irrelevant or scant.
Organization /10	Introduction is engaging and skillfully establishes a focus. Transitions fluently connect	Introduction is purposeful and clearly establishes a focus. Transitions clearly connect details. Closure is	Introduction is functional and establishes a focus. Transitions tend to be mechanical. Closure is related	Introduction lacks purpose; little or no focus is established. Transitions are lacking. Closure is abrupt, contrived	Introduction is ineffective. Transitions are absent or inappropriately used. Closure is ineffectual or

	details. Closure is effective and related to the focus.	appropriate and related to the focus.	to the focus and is mechanical or artificial.	or unrelated to the focus.	missing.
Vocabulary /5	Words and expressions are used precisely and deliberately to create vivid images or to enrich details. The voice/tone created is convincing.	Specific words and expressions show evidence of careful selection. The voice/tone created is distinct.	Words and expressions are generally used adequately to clarify meaning. The voice/tone created may be inconsistent.	Imprecise words and expressions predominate; specific words, if present, may be improperly used. The voice/tone created is not clearly established.	Words and expressions are generally used inaccurately; specific words, if present, are frequently misused. The voice/tone created is not evident.
Presentation /10	I adjusted volume and tone of voice to captivate my audience. I presented a compelling performance of my original poem to engage my chosen audience.	I adjusted volume and tone of voice to substantially engage my audience. I presented an interesting performance of my original poem that was effective for my chosen audience.	I adjusted volume and tone of voice to partially engage my audience. I presented an appropriate performance of my original poem.	I did not adjust volume and/or tone of voice. I presented a performance that did not enhance understanding of my original poem.	Little attention to volume and tone of voice; minimal audience engagement. I presented a performance that was ineffective or hard to follow.
INS Insufficient – No evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess the Content.					
Total:			/35		

Section 3 Total /35 marks

Student Comments:

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- **Be sure to save your file** to your folder before submitting it to the LA9 Assignment 3-4 Submission Box: **(YOURNAME)la9-3-4**
- **Check the Submission Box again** in a few days to retrieve your marked assignment and review the feedback from your teacher.

Assignment Total: (/80) = Percent: (%)

Teacher Comments:

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