

Unit 3 – Lesson 5

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

Section 1 Analyzing a Poem

1. In this lesson, you will put all your new poetry “know-how” together to write a personal response analyzing **one** of the poems below. You have written a few personal responses in this unit. Use the feedback provided in those to really do a good job on this one.

Choose **one** poem from the following:

The End and the Beginning

Wislawa Szymborska

After every war
Someone has to clean up.
Things won't
Straighten themselves up, after all.

Someone has to push the rubble
to the side of the road,
so the corpse-filled wagons
can pass.

Someone has to get mired
in scum and ashes,
sofa springs,
splintered glass,
and bloody rags.

Someone has to drag in a girder
to prop up a wall,
Someone has to glaze a window,
rehang a door.

Photogenic it's not,
and takes years.
All the cameras have left
for another war.

We'll need the bridges back,

Birdfoot's Grandpa

Joseph Bruchach

The old man
must have stopped our car
two dozen times to climb out
and gather into his hands
the small toads blinded
by our lights and leaping,
live drops of rain.

The rain was falling,
a mist about his white hair
and I kept saying
You can't save them all
accept it, get back in
we've got places to go.

But, leathery hands full
of wet brown life
knee deep in summer
roadside grass,
he just smiled and said:
"They have places to go too."

<p>and new railway stations. Sleeves will go ragged from rolling them up.</p> <p>Someone, broom in hand, still recalls the way it was. Someone else listens and nods with unsevered head. But already there are those nearby starting to mill about who will find it dull.</p> <p>From out of the bushes sometimes someone still unearths rusted-out arguments and carries them to the garbage pile.</p> <p>Those who knew what was going on here must make way for those who know little. And less than little. And finally as little as nothing.</p> <p>In the grass that has overgrown causes and effects, someone must be stretched out blade of grass in his mouth gazing at the clouds</p>	<p>At the Un-national Monument along the Canadian Border William E. Stafford</p> <p>This is the field where the battle did not happen, where the unknown soldier did not die. This is the field where grass joined hands, where no monument stands, and the only heroic thing is the sky.</p> <p>Birds fly here without any sound, Unfolding their wings across the open. No people killed – or were killed – on this ground Hallowed by neglect and air so tame That people celebrate it by forgetting its name.</p>
<p>If I Can Stop One Heart From Breaking Emily Dickinson</p> <p>If I can stop one heart from breaking, I shall not live in vain; If I can ease one life the aching, Or cool one pain, Or help one fainting robin Unto his nest again, I shall not live in vain.</p>	<p>Nights Kevin Hart</p> <p>There's nothing that I really want: The stars tonight are rich and cold Above my house that vaguely broods Upon a path soon lost in dark.</p> <p>My dinner plate is chipped all round (It tells me that I've changed a lot); My glass is cracked all down one side (It shows there is a path for me).</p> <p>My hands – I rest my head on them. My eyes – I rest my mind on them. There's nothing that I really need Before I set out on that path.</p>

Now, write about your chosen poem. Follow this outline. Try to avoid simply responding to each question in order, but create your response so the writing flows and the information identified below is provided in a fluent manner. The example provided on page 5 of the lesson might help you to better understand the expectations of this assignment.

1. Name the poem you will discuss and who wrote it (the poet's name). Identify the kind of poem it is (quatrain, free verse, spoken word, sonnet, etc).
2. Identify the theme (main idea; the author's *point*) in the poem
3. Give a brief summary of the poem – 1 to 3 sentences explaining what the poem is about.
4. Identify techniques in the poem that help the reader understand the theme. Consider sound, sensory language, figurative language, form and structure, mood and tone. You may use short quotations or lines to support your response.
5. Make at least one connection between the poem and either yourself, another text, or the something in the world at large.
6. Conclude your response with a powerful statement.

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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 focus.	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.
Sentence Structure /5	Sentence structure is effectively controlled. Sentence type and sentence	Sentence structure is consistently controlled. Sentence type and sentence	Sentence structure is generally controlled. Sentence type and sentence length are sometimes	Sentence structure often lacks control. Sentence type and sentence length are	Sentence structure generally lacks control. There is essentially no variation in

	length are consistently effective and varied.	length are usually effective and varied.	effective or varied.	seldom effective or varied.	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 Reading Autobiography

- Write a personal response paragraph to continue your **reading autobiography**. You will be revisiting this idea periodically throughout the course. This time you will be discussing poetry. As you compose your paragraph(s), think about the lessons and activities in this unit. Please consider the following questions:
 - Poetic language is found all around us. What kinds of poetic language do you prefer? Why?
 - The content in this unit was intended to build on your previous understanding of poetic language. As a reader,
 - how has this unit affected your understanding of poetry? What do you understand better now?
 - have your ideas and understandings of poetic language changed at all?
 - Theme is the main concept addressed throughout this course.
 - How does a poet communicate theme? How does the format of the text affect the way theme is developed?
 - How is your perspective or experiences similar or different from the themes of the poems in this unit? What connections were you able to make with the poems in this unit?

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Reading Autobiography 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 focus.	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.
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.
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.
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:			/35		

Student Comments:

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- **Be sure to save your file** to your folder before submitting it to the LA9 Assignment 3-5 Submission Box: (YOURNAME)la9-3-5

- **Check the Submission Box again** in a few days to retrieve your marked assignment and review the feedback from your teacher.

Assignment Total: (/60) = Percent: (%)

Teacher Comments:

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