

Unit 3 – Lesson 4

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

Section 1 Figures of Speech Poem

1. Write an **8 - 10 line poem** using **five or more** figures of speech. Don't forget to add active verbs, colourful adjectives, and specific nouns. Try to add a punch at the end.

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Figures of Speech Poem Assessment				
	Excellent 5	Proficient 4	Satisfactory 3	Limited 2
Content /5	<p>I used <i>creative</i>, and <i>original</i> five figures of speech.</p> <p>I used <i>precise</i> details to create a <i>unique</i> poem.</p> <p>I concluded my poem <i>effectively</i>.</p>	<p>I used <i>logical</i> five figures of speech.</p> <p>I used <i>considered</i> details to create a <i>well-crafted</i> poem.</p> <p>I concluded my poem <i>thoughtfully</i>.</p>	<p>I used <i>clear</i> five figures of speech.</p> <p>I used <i>general</i> details to create a <i>basic</i> poem.</p> <p>I conclude my poem <i>straightforwardly</i>.</p>	<p>I used <i>imprecise</i> five figures of speech.</p> <p>I used <i>clichés</i> or <i>ambiguous</i> details to create an <i>unclear</i> poem.</p> <p>I concluded my poem <i>vaguely</i>.</p>
Presentation /5	I communicated <i>engagingly</i> and <i>accurately</i> with <i>no</i> errors.	I communicated <i>thoughtfully</i> and <i>appropriately</i> with <i>few</i> errors.	I communicated a <i>clearly</i> and <i>basic</i> message with <i>some</i> errors.	I communicated an <i>unclear</i> or <i>confusing</i> message with <i>many</i> errors.
Insufficient	Your attempt to respond is <i>insufficient</i> . Contact your teacher to discuss suggestions for improvement.			
Total: /10				
Assessment	Areas of Strength... ()			

	Might I suggest... ()
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Total Marks for Section 1: / 10 marks

Section 2 Write a Perspective Poem

1. Write a poem detailing **four** unique ways to see an object.

- Write **four** stanzas from a different perspective.
- The stanzas each need to have at least two lines.
- Choose an ordinary object that has many different uses such as a fingerprint, rice, or a stick.
- Identify **four** uses it might have. Choose uses quite different from each other. What does the object remind you of?
 - What else?
 - What else?
 - What else?
 - What else?

You may need to research uses of the object and words to use.

- Imagine yourself into the scene.
- Add an emotion.
- Consider what characteristic this object might display about you or how it might relate to you?
- Add contrast using *yet* or *but* to make your poem more complex. You can eliminate the *but* and just put two unlike things together to create an astonishing contrast.

- Choose specific words. Example: When I wrote the second stanza of my poem, I pictured a golden retriever, even though I didn't use the words. I chose a precise word. Instead of *walked*, I wrote *pranced*. Choose a word because it is right.
- Choose a logical order in which to arrange your stanzas. Why did you choose the order you did? Was it chronological, was it by space (left to right, up to down, place), by order of importance...?

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Perspective Poem Assessment				
	Excellent 5	Proficient 4	Satisfactory 3	Limited 2
Content /5	I created <i>engaging four</i> stanzas. I used <i>precise</i> details to create a <i>unique</i> poem.	I created <i>thoughtful four</i> stanzas. I used <i>considered</i> details to create a <i>well-crafted</i> poem.	I created <i>clear four</i> stanzas. I used <i>general</i> details to create a <i>basic</i> poem.	I created <i>limited four</i> stanzas. I used <i>clichés or ambiguous</i> details to create an <i>unclear</i> poem.
Presentation /5	I communicated <i>engagingly and accurately</i> with <i>no</i> errors.	I communicated <i>thoughtfully and appropriately</i> with <i>few</i> errors.	I communicated a <i>clearly and basic</i> message with <i>some</i> errors.	I communicated an <i>unclear or confusing</i> message with <i>many</i> errors.
Insufficient	Your attempt to respond is <i>insufficient</i> . Contact your teacher to discuss suggestions for improvement.			
Total: /10				
Assessment	Areas of Strength... ()			
	Might I suggest... ()			

Total for Section 2: /10 marks

Section 3 Questioning the Poem

Sometimes a reader might have many questions about a poem. Statements or questions showing thought are useful.

Sample Questions

- Why are these lines repeated?
- Why do “....”?
- What does this mean?
- What background knowledge do I need to know?
- Do I need to know a bit about the writer to understand this poem?

1. Write **five** statements or questions about one of the following poems. Write the line from the poem and your specific question beside it in the chart below.

- Poet (for Irina Ratushinskaya) by Vikram Seth in *SightLines* 8 pg. 174
- “The Child Who Walks Backwards” by Lorna Crozier in *SightLines* 8 pg. 96

I chose the poem (title): ()

Line from Poem	Question
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Total Marks for Section 3: / 5

Student Comments:

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- Be sure to save your file to your folder before submitting it to the LA8 Assignment 3.4 Submission page: (YOURNAME)la8-3.4

- Check the Submission page again in two or three days to retrieve your marked assignment and review the feedback from your teacher.
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Assignment Total: (/25) = Percent: (%)

Teacher Comments:

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