**Passion for Poetry Individual Assignment**

This assignment has been designed as a final assessment for the year, and an assignment that can be completed should we need to go to online learning. This assignment can be completed individually and at home. Depending on if we are doing in person learning or not, you may have the opportunity to share your learning with the class in the form of a presentation. If we are learning online, you will submit this assignment on teams to be assessed.

**Format:** You are welcome to complete the assignment on this word document. You can save a copy of this document on your computer and fill in the template, or you can make your own document. However you choose to complete the assignment, please make sure that it is clearly labelled with each step.

**Learning Goals**:

1. Apply reading strategies to understand a text and its features (ex. Plot, character, theme, literary devices etc.)
	1. Literary devices explored in English 9 include: sensory detail (e.g., imagery, sound devices); figurative language (e.g., metaphor, simile, hyperbole); irony, paradox, oxymoron
2. Make text-text, text-self, text-world connections to help understand text.
3. Demonstrate my understanding of a text in a personal and creative mode/way.

**Directions**: For this final assignment, you will be selecting a poem/poet that you are passionate about and sharing your learning and analysis of it. You should use the reading strategies you have learned this year, pay close attention to the literary devices and how these might impact the meaning.

Below is a list of some possible poets to google/look up. You can find most poems online. You are not limited to these poets and may choose your own. Remember that singer/song writers are also considered poets! Just be sure their lyrics are appropriate for school.

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| Robert Frost | Richard Wagamese | Rupi Kaur  |
| Maya Angelou | William Shakespeare | Langston Hughes  |
| Elizabeth Bishop  | Emily Dickinson  | Margret Atwood  |
| Sherman Alexie | Edgar Allan Poe | Sylvia Plath  |

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| **Step 1**: **Select a poem** Please make sure that the content and language is appropriate for school. My poem title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Step 2: Reflect (**Learning goal #3)Reflect on why you chose this poem and why it is special or powerful to you. This can be informal and this part should be included in your presentation.  |
| **Step 3: Annotate** (Learning goal #1) If being done online: print a copy of your poem and annotate it. Once you have done this, take a photo of the annotated poem and upload an image of this on teams along with your assignment. If you do not have access to a printer, you can copy and paste your poem from the internet onto a word document and annotate it on word. You can use the highlighting function and write comments beside it. What literary devices did you find? Aim to find at least 5 literary devices (ideally different ones). See the above learning goal on the first page for the literary devices we are focusing on this unit.

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| **Literary device** | **Copy the lines from the poem** |
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| **Step 4: Connect** (learning goal #2) Explain what a few of your favourite lines are and why? Think about text-self and text-world connections. Do these lines have any connection to your life? Do they have any connection to the world that is important to you? |
| **Step 5: Present/Share your work** Prepare what you will say to the class. You could include a few of your favourite lines, why you chose this poem, how it connects to your life, why you like the poet. Any of those will be acceptable for your 1-2 minute presentation. Please complete this step, and if we are online, please take a video of yourself “presenting” and upload it on teams.  |

Assessment Rubric

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| Criteria | Insufficient Evidence  | Emerging | Developing | Proficient | Extending |
| Annotation Skills  | There are minimal or no margin notes made about the text. No literary devices identified.  | There are some margin notes made about the text that demonstrate some interaction with the text but the notes do not demonstrate deep thinking about the text. Attempts to identify one or two literary devices. May be some errors | Margin notes about the text are present and demonstrate interaction with the text though deep thinking about the text may be less apparent. Identifies a few literary devices.  | Margin notes about the text are present and detailed and demonstrate deep interactions with the text with evidence of critical thinking about what is read. Identifies literary devices throughout  | Margin notes about the text are present and very detailed and demonstrate deep and clear interactions with the text and obvious evidence of critical thinking about the text. Identifies several literary devices |
| Make text-text, text-self, text-world connections to help understand text.  | I cannot yet make textual connections to show my understanding. | I may make some connections to the text but they might be irrelevant or not make sense. Connections might be there, but may show a somewhat flawed understanding of the text. | I can make some textual connections, but does not use these connections to show a deeper understanding of the text. (surface level. Connections made but little analysis) | I can make textual connections (text-text, text-self, and text-world). I can use these connections to show my understanding of the text. | I can make multiple and a variety of connections (text-text, text-self, text-world). Uses these connections to show a deeper, more complex understanding of the text. |
| Paragraph response  | Incomplete or too brief to accomplish the task | The paragraph somewhat justifies why you chose the poem but may be brief or difficult to understand | The paragraph justifies why you chose your poem in simple language with some evidence or explanation. It is clear and straightforward with some errors | The paragraph justifies why you chose your poem in a clear and detailed way. The writing is easy to understand with minimal errors.  | The paragraph clearly justifies why you chose your poem with vivid language and examples, is well written, polished, and thoughtful.  |
| Presentation Skills (video or in person)  | Incomplete | -Presentation is unclear, volume is too quiet to hear  | -Voice is somewhat clear, and volume may be quiet at times  | -Voice is clear and volume is able to be heard by all classmates  | -Voice is clear, volume is loud enough to be heard, and student has some enthusiasm in their voice. The presentation is engaging  |
| Presentation Content | Incomplete | -Does not present or the presentation is too brief to fulfil the task | -Presentation content has some detail about the poem or poet | -Student presents their favourite poem, why they chose it, and provides some analysis  | -The content of the presentation is in-depth, the student provides detailed analysis of their poem and why they chose it in the time given. |