Poetry Portfolio

***Directions:*** *Choose 3 tasks to complete for your poetry study. Each task will be worth 100 points. This will be a total of 3 assessment grades for the quarter. You must have a title page with a list of the titles of the 3 tasks you choose. Putting your project in a type of folder would be very neat and organized! ☺ This handout needs to be the first page of your portfolio.*

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| **Self-portrait Poetry: Using a mini-poster board or construction paper, cut out words from a magazine to form your own poem that represents you and a self-draw portrait of you or something that represents you. The words cut out of the magazine need to be structured like a poem. The self-portrait should be beside your poem. See the link below for examples.**  <http://rhsartmash.blogspot.com/search/label/lino%20prints> | **Selfie-Poem:**  **Reflect about all that they have accomplished over the past year and goals you have set for yourself.  On a copy sheet of paper, construction paper, or mini-poster board, attach your best self. Then, you are instructed to write a "Selfie Poem" that would reflect on all of the things about yourself that makes you proud.  Here is a link of an example:**  http://ginakennedy81.blogspot.com/2014/03/monday-morning-differentiation-ideas\_31.html | **Where I’m From Poem: For this poem, you are to write an autobiographical poem about where you come from. This can, of course, include geographical information, but it can also include the people, places, things, and ideas that defined your childhood, ranging from foods, to vacations, to hobbies, to life-changing and life-challenging events, and so on. Write your poem as a ballad. (This is write like song lyrics are) Research how to write a ballad before beginning.** |
| **Connect to Music:**  **Students are to connect a poem to a song of their choice and then explain how/why the poem connects to the song. Provide a copy of the song lyrics and poem that connect to one another. Another sheet should have students reflect on how the poem and song of their choosing connects. Reflection can be typed or on paper.** | **Imagist Revision:**  **Students are to research Imagist Poets such as Ezra Pound and then rewrite a poem in the style of the Imagists. Imagist poetry is free verse that uses precise images to convey meaning. This poem can be typed or on paper.** | **Poem Creation: choose a minimum of TEN (10) lines  from Ten (10) *different*  poems written by Ten (10) *different* poets and put them in an order that makes one coherent poem, tied together by a unifying theme. Illustrate your unique poem and put it on a poster.**  **Give it an original title. Credit each poet and give the title of each poem. Use any five (5) the following poetic devices in your poems:**  **Alliteration, Personification, Metaphor, Assonance, Imagery, Symbol, Onomatopoeia, Simile**  **Identify each device you have chosen.** |

Rubric

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| **Category** | **10** | **8** | **6** | **4** | **2** |
| **Written**  **Presentation** | Project is presented with excellent oral or written skills (grammar, spelling, fluency of speech) | Project has few errors in presentation | Project has errors in one area of presentation | Project has many errors in presentation | Project has too many errors to understand the student’s objective |
| **Assignment**  **Requirements** | Project meets all requirements from the assignment sheet | Project meets most of the requirements from the assignment sheet | Project meets some of the requirements from the assignment sheet | Project meets few of the requirements from the assignment sheet | Project meets none of the requirements from the assignment sheet |
| **Neatness** | Project is neat and orderly | Project is mostly neat and orderly | Project looks as if it was completed at the last minute | Project is messy and disorganized | Project is not complete and messy |
| **Relation to**  **Poem and Evidence of Poetry Elements** | The relation between the poem and the project is clearly evident. The project provides ample evidence of the student’s having understanding poetry elements | The relation between the poem and the project is evident when the student explains. The project provides some evidence of the student’s having understanding poetry elements | The relation between the poem and the project is weak. The project provides evidence that the student has some understanding of poetry elements. | The relation between the poem and the project is not explained. It is evident that the student has not grasped poetry elements. | The relation between the poem and the project is nonexistent. It is evident that the student has understood none of the poetry elements. |
| **Effort** | The project shows great effort and planning | The project shows good effort and planning | The project shows some effort and planning | The project shows little effort and planning | The project shows no effort or planning |