**In all options, spelling, grammar and punctuation will be assessed, as well as ideas, voice and organization.**

# Option 1: Make A Movie

Find a well-known poem, approved by your teacher (at least 10 lines long) and create a series of actions to go along with it. This is very similar to what we did with *The Road Not Taken*, only with higher expectations!

In your dramatization of the poem, you must be sure that your actions reflect the theme/message of the poem. Your video must also include you reading the poem as the actions happen. All poetic devices, as well as the form, must be, in some way represented in your dramatization and/or reading of the poem.

A rough draft of your skit is to be presented to the teacher prior to filming; this could be written or a storyboard with pictures. Remember, this is individual! People can help with filming *if they have time*. You may use the green screen App, Stop Motion, and iMovie. There are probably others, just let me know!

# Option 2: Be the Poet

Write.

Poetry.

What I ask here is that you have some type of theme, whether it is your autobiography, a theme, or tells a fictional story.

* At least five original poems
* Four must be at least seven lines long
* Within all five poems, I need to see four poetic devices that we studied in class.
* Each poem should have a unique title

If you would like to add artwork, go ahead! But make sure it contributes to the poetry, not distracts. Poems can be presented in a variety of formats: Book Creator, PicCollage, Word, handwritten, orally, etc.

# Option 3: Analyzing

You will choose a song or a poem and analyze this song for both figurative language and overall meaning. Your assignment can be presented in a variety of ways – talk to your teacher about your choice.

* It must require interpretation to some degree. In other words, the song’s meaning must not be entirely obvious/straight forward. I do not want to see meaningless dance songs, which repeat the same simple verse again and again.

Section 1

* Songwriter(who wrote the song’s lyrics – usually not the same as the artist)/Author
* Year of release/Publication
* Who the speaker/narrator is in your response (who’s telling the story ex: a guy who has just been dumped)
* The song or poem’s overall theme/message

Section 2

Using full sentences and properly-formatted paragraphs, provide an analysis of the figures of speech used in the song’s lyrics or poem’s words. Include the following in this section:

* **Identification** of at least three of the figures of speech used in your song/poem (name them **AND** copy out the line of the song that contains each one)
* **Explanation of** why you think that the songwriter/author chose to use each of these figures of speech in their song (remember, in poetry every single word “counts”)

You must include a copy of the lyrics or poem with your write up.

# Option 4: Make A Game

This option involves making a game that the entire class could play at the end of a poetry unit. This means all questions must relate to things we studied in class, but you must come up with original questions (not questions from my assignments). Your classmates will be playing this game, so you must be able to clearly present it to the group.

All games can be inspired by board games or other games that exist, but must be original.

* Uniquely named, creatively designed.
* All of the poetic devices we studied in class must be present, in definition and/or example form.
* Answers to the questions must be available (and correct).
* Must include easy-to-understand, written set of rules.
* At least 15 questions must be in the game that range from easy to difficult.

No Kahoots! Please. ☺ Your mark will also be reflected in people’s ability to play the game without confusion.

# Option 1

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| --- | --- | --- | --- | --- | --- |
| Categories | 5 | 4 | 3 | 2 | 1 |
| Ideas and Content | Fresh, original treatment of ideas; well-developed theme from start to finish, with relevant, strong supporting detail. | Clear, focused, interesting ideas with appropriate details that enhance the main idea. | Evident main idea with some supporting details; may lack focus or contain bits of irrelevant material or gaps in needed information. | Some attempt to support, but main theme may be too general or confused by irrelevant details. | Writing lacks a central idea; development in minimal or non-existant. |
| Theme | The poem has a clear, controlling idea. Its theme is clear and creatively expressed. | The poem has a clear, controlling idea. Its theme is clear and identifiable. | The poem has a fairly clear idea. Its theme is fairly clear | The poem does not have a clear idea. The theme is somewhat clear. | The poem's idea is not clear at all. The theme is not identifiable. |
| Organization | Effectively organized in a logical and creative way; has a unique and engaging introduction and conclusion. | Structure moves the reader smoothly through the text; well organized with an inviting introduction and a satisfying closure. | Organization is appropriate, but conventional. There is an obvious attempt at an introduction and conclusion. | An effort has been made to organize the piece, but it may be a “list” of events. The introduction and conclusion are not well developed. | A lack of structure makes this piece hard to follow. Lead and conclusion may be weak or non-existent. |
| Word Choice | Carefully chose words convey strong, fresh, vivid images consistently throughout the piece. | Word choice is functional and appropriate. The writer has made some attempt at description, which sometimes may see overdone. | Words are likely to be correct, but lack flair. The writer may overuse generalised words and modifiers. | Word choice is monotonous; may be repetitious or immature. The writer uses patterns of conversation rather than book language. | Vocabulary ranges is limited and may be inappropriate. |
| Format | Complies with all the requirements listed in the directions of the project. | Complies with almost all the requirements listed in the directions. | Complies with some of the requirements listed in the directions. | Complies with less than 75% of the requirements listed in the directions. | Complies with less than 50% of the requirements listed in the directions. |
| Speaking & Listening | You recognize that different situations (interviews, speeches, debates, conversation) require different speaking and listening conventions (questioning techniques, persuasive talk, formal language) appropriate to the situation | 1 2 3 4 5 |

# Option 2 Rubric

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| --- | --- | --- | --- | --- | --- |
| Categories | 5 | 4 | 3 | 2 | 1 |
| Ideas and Content | Fresh, original treatment of ideas; well-developed theme from start to finish, with relevant, strong supporting detail. | Clear, focused, interesting ideas with appropriate details that enhance the main idea. | Evident main idea with some supporting details; may lack focus or contain bits of irrelevant material or gaps in needed information. | Some attempt to support, but main theme may be too general or confused by irrelevant details. | Writing lacks a central idea; development in minimal or non-existant. |
| Organization | Effectively organized in a logical and creative way; has a unique and engaging introduction and conclusion. | Structure moves the reader smoothly through the text; well organized with an inviting introduction and a satisfying closure. | Organization is appropriate, but conventional. There is an obvious attempt at an introduction and conclusion. | An effort has been made to organize the piece, but it may be a “list” of events. The introduction and conclusion are not well developed. | A lack of structure makes this piece hard to follow. Lead and conclusion may be weak or non-existent. |
| Word Choice | Carefully chose words convey strong, fresh, vivid images consistently throughout the piece. | Word choice is functional and appropriate. The writer has made some attempt at description, which sometimes may see overdone. | Words are likely to be correct, but lack flair. The writer may overuse generalised words and modifiers. | Word choice is monotonous; may be repetitious or simple.  | Vocabulary ranges is limited and may be inappropriate. |
| Theme | The poem has a clear, controlling idea. Its theme is clear and creatively expressed. | The poem has a clear, controlling idea. Its theme is clear and identifiable. | The poem has a fairly clear idea. Its theme is fairly clear | The poem does not have a clear idea. The theme is somewhat clear. | The poem's idea is not clear at all. The theme is not identifiable. |
| Format | Complies with all the requirements listed in the directions of the project. | Complies with almost all the requirements listed in the directions. | Complies with some of the requirements listed in the directions. | Complies with less than 75% of the requirements listed in the directions. | Complies with less than 50% of the requirements listed in the directions. |
| Grammar | Proper use of English spelling and grammar is used consistently throughout each poem. Punctuation is utilized when necessary. | A couple of spelling or grammar mistakes are evident, but do not diminish the meaning of the poem. Punctuation is utilized when necessary. | Some spelling, punctuation and grammar mistakes are evident, begin to diminish the meaning of the writing.  | The poet's intended meaning is confusing by several spelling or grammar errors. Punctuation may be misused. | There are numerous spelling or grammar errors, making the poems difficult to understand.Punctuation is used incorrectly. |

# Option 3 Rubric

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| Categories | 5 | 4 | 3 | 2 | 1 |
| Interpretationx2 | Clearly explains the meaning/theme in detail; shows depth of thought and focuses on the song’s deeper meaning (non-literal), not just its superficial subject (literal) | Clearly explains the meaning/ theme; focuses on the song’s deeper meaning (non-literal), not it’s superficial subject (literal) | Student shows the initial stages of grasping the meaning/theme; shows some depth of thought and attempts to focus on the song’s deeper meaning (non-literal), not just its superficial subject (literal) | Student struggles to grasp the meaning/ theme; attempts to focus on the song’s deeper meaning (non-literal), but misses most of the poem/song’s theme. | Lack of interpretation within the project. |
| Figures of Speech/Poetic Devicesx2 | Clearly & correctly identifies at least 3 figures of speech; included the lines in which each of these figures of speech appear; clearly explains in detail why the author chose to use this figure of speech/ poetic device (what makes it so effective). | Correctly identifies 3 figures of speech; includes the lines in which each of these figures of speech appear; clearly explains in why the author chose to use these figures of speech/poetic devices (what makes it so effective). | Identifies 3 figures of speech; includes the lines in which each of these figures of speech appear; explanation of devices nonliteral meaning included, but somewhat miss the point. | Identifies 3 figures of speech (some are incorrect); explanation of devices nonliteral meaning included, but some are incorrect. | Missing a great deal of information for this part, as well as a great deal of interpretation is incorrect. |
| Format | Complies with all the requirements listed in the directions of the project. | Complies with almost all the requirements listed in the directions. | Complies with some of the requirements listed in the directions. | Complies with less than 75% of the requirements listed in the directions. | Complies with less than 50% of the requirements listed in the directions. |
| Grammar | Proper use of English spelling and grammar is used consistently throughout each poem. Punctuation is utilized when necessary. | A couple of spelling or grammar mistakes are evident, but do not diminish the meaning of the poem. Punctuation is utilized when necessary. | Some spelling, punctuation and grammar mistakes are evident, begin to diminish the meaning of the writing. | The poet's intended meaning is confusing by several spelling or grammar errors. Punctuation may be misused. | There are numerous spelling or grammar errors, making the poems difficult to understand.Punctuation is used incorrectly. |

# Option 4

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| --- | --- | --- | --- | --- | --- |
| Categories | 5 | 4 | 3 | 2 | 1 |
| Ideas and Content | Fresh, original treatment of ideas; well-developed theme from start to finish, with relevant, strong supporting detail. | Clear, focused, interesting ideas with appropriate details that enhance the main idea. | Evident main idea with some supporting details; may lack focus or contain bits of irrelevant material or gaps in needed information. | Some attempt to support, but main theme may be too general or confused by irrelevant details. | Writing lacks a central idea; development in minimal or non-existant. |
| Figures of Speech/Poetic Devicesx2 | Clearly & correctly identifies all figures of speech studied in class through engaging, thoughtful questions. | Correctly identifies all figures of speech studied in class through thoughtful questions. | Correctly identifies most figures of speech studied in class through questions. | In the identification of the devices through questions is present, but 2-4 errors exist. | In the identification of the devices through questions is present, but more than 4 errors are present. |
| Organization | The game is effectively organized in a logical and creative way; has a unique and engaging beginning and satisfying ending. | The game is effectively organized in a logical way; has a unique beginning and satisfying ending. | Organization is appropriate, but conventional. There is an obvious attempt at a beginning and ending. | An effort has been made to organize the game, but it may be a “list” of questions or events. The beginning and end are not well developed. | A lack of structure makes this game hard to follow/play/ There seems to be no point to the game. |
| Word Choice | Carefully chose words convey strong, fresh, vivid images consistently throughout the piece. | Word choice is functional and appropriate. The writer has made some attempt at description, which sometimes may see overdone. | Words are likely to be correct, but lack flair. The writer may overuse generalised words and modifiers. | Word choice is monotonous; may be repetitious or immature. The writer uses patterns of conversation rather than book language. | Vocabulary ranges is limited and may be inappropriate. |
| Format | Complies with all the requirements listed in the directions of the project. | Complies with almost all the requirements listed in the directions. | Complies with some of the requirements listed in the directions. | Complies with less than 75% of the requirements listed in the directions. | Complies with less than 50% of the requirements listed in the directions. |
| The Game | When playing, students can thoroughly understand all directions, with no confusion.  | When playing, students can understand all directions, with almost no confusion. |  |  |  |