Poetry Power
Language

Including:
Poetry Exploration
A Closer Look at Imagery
Songs are Poetry (Ballads)
Sonnets
Poetry Anthology

A Unit for Grade 8
Written by:
Diane Luckhart, Teresa Sargent, Helene Brockman, Diana Binotto-Peel
Length of Unit: approximately: 23.8 hours

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Poetry Power
Language A Unit for Grade 8

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Avon Maitland District School Board

Based on a unit by:
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Poetry Power
Language A Unit for Grade 8

Task Context

This unit on poetry provides students with the opportunity to read, enjoy, interpret and write poetry. The culminating task is a personal anthology on a chosen theme. Other subtasks include the study of ballads, sonnets and numerous conventions of poetry. Students engage in a class poetry reading, peer reviews, and journal writing.

Task Summary

Students engage in poetry activities including: 1) reviewing types of poetry 2) identifying symbolism and imagery in poetry 3) reading, analysing and writing ballads 4) reading, analysing and writing sonnets 5) creating a poetry anthology.

Culminating Task Assessment

In this task, students are expected to create a poetry anthology of their own. They choose a theme which interests them and read numerous resources looking for poetry that fits their theme. They are to choose three poems. For each poem, they are expected to justify why they made this choice and how the poem fits the theme. They are also expected to write two poems of their own (demonstrating their knowledge of the various kinds of poems and the use of poetic devices they studied in a class) to add to the anthology. All poems are to be creatively illustrated and organized into a booklet, complete with a cover and table of contents. Students will choose one poem, either found or created, that they especially enjoy and read it orally in front of their peers (small group or whole class).

Links to Prior Knowledge

The students should have previous knowledge of poetic forms and an understanding of what an anthology is. Technical knowledge of the Internet and research skills would be useful. Students need to know how to:
- write a table of contents;
- apply the elements of design and illustration.

Considerations

When schools have class sets of computers or a computer lab, Internet usage may be possible. Students may use print resources and song lyrics to get the same effect. Access to word processors for the anthology is preferred, but not necessary.

Make sure that the class and library/resource centre has a variety of poetry books and other resources for the students to use.

The public library may be used as a resource after the teacher consults with library personnel.

Notes to Teacher

This Elementary Curriculum Unit has been written by a team of teachers for use by other teachers. It represents the approach they took to help students achieve the knowledge and skills described in the curriculum expectations. It is expected that teachers delivering the unit will use their professional judgment in tailoring the teaching/learning to meet the needs and interests of their students and their communities. Teachers may choose to use all or part of the unit, use additional or different resources, develop additional subtasks, and/or use these units as a stimulus to develop their own units.

The times provided by the writers for the unit and each subtask are only approximations. Teachers should adjust

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the task times in consideration of the needs and interests of their students and the organization of program in their school.

Each unit subtask contains strategies for teaching/learning and assessment, as well as assessment recording devices. Teachers may wish to adjust strategies based on their particular situations. Where strategies are changed, corresponding changes must be made to assessment recording devices.

Some activities in the unit may require written communication with parents and guardians to provide information, receive permission or request assistance. Teachers must follow school and board policies and procedures when communicating with parents and guardians.

The selection of poems and topics will need to reflect diversity (gender, culture, race). Contemporary poems may be substituted for the poems suggested in the lessons.

The assessment criteria for the culminating task are shared with the students during the introduction of the culminating task and posted in the classroom for reference.

Adaptations

Adaptations include adjustments for exceptional pupils, students with special education needs, and/or ESL/ELD students. Teachers should consult students' Individual Educational Plans (IEP) for specific directions on required accommodations and/or modifications. Use the Teacher Companion (see Ontario Curriculum Unit Planner) to browse, copy, or bookmark Special Education and ESL/ELD strategies.

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1	**Poetry Exploration**

This is a vehicle for sharing a wide range of poetry with students, teaching them to focus on reading and responding to poetic experiences as well as learning to write specific types of poems.

2	**A Closer Look at Imagery**

Shared reading of a classic poem provides an opportunity for the students to identify and analyse imagery and symbolism used by the poet. The teacher should gather a collection of poems using the resources suggested for this subtask.

3	**Songs are Poetry (Ballads)**

The teacher and students are involved in guided exploration, guided reading and guided writing to ensure that the ballad concept is understood. Students work in pairs to find a newspaper article which forms the basis of their ballad. After a team cooperative brainstorming session, each student is responsible for creating his/her own ballad.

4	**Sonnets**

In this subtask, students study another poetic form in Western literature - the sonnet. Many of the world's greatest love poems are in sonnet form. Students discover that this exquisite form allows language, image, feeling, thought, rhythm and music to fuse within fourteen lines. Students have an opportunity to write their own sonnets or other forms of poetry.

5	**Poetry Anthology**

In this task, students are expected to create a poetry anthology of their own. They choose a theme which interests them and read numerous resources looking for poetry that fits their theme. They are to choose three poems. For each poem, they are expected to justify why they made this choice and how the poem fits the theme. They are also expected to write two poems of their own (demonstrating their knowledge of the various kinds of poems and the use of poetic devices they studied in a class) to add to the anthology. All poems are to be creatively illustrated and organized into a booklet, complete with a cover and table of contents. Students will choose one poem, either found or created, that they especially enjoy and read it orally in front of their peers (small group or whole class).

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100 mins

Description
This is a vehicle for sharing a wide range of poetry with students, teaching them to focus on reading and responding to poetic experiences as well as learning to write specific types of poems.

Expectations

8e19 A	– use the vocabulary expected for this grade level accurately and imaginatively in their writing;
8e1 A	• communicate ideas and information for a variety of purposes (to evaluate information, to compare points of view) and to specific audiences, using forms appropriate for their purpose (e.g., a survey soliciting opinions on an environmental issue) and features appropriate to the form (e.g., focused questions);
8e5 A	• produce pieces of writing using a variety of specific forms (e.g., a script for a play), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., lighting effects);
8e7 A	• revise and edit their work, focusing on content and on more complex elements of style (e.g., imagery), independently or using feedback from others;
8e25 A	• read aloud, showing understanding of the material and awareness of the audience;
8e60 A	– adjust their delivery (e.g., pitch of voice, pace) to suit the size of different groups;
8e59 A	– use tone of voice and body language to clarify meaning during conversations and presentations;
8e61 A	– use resource materials (e.g., visual aids) to illustrate ideas in presentations;

Groupings
Students Working As A Whole Class
Students Working Individually
Students Working In Pairs

Teaching / Learning Strategies
Guided Writing
Guided Reading
Read Aloud

Assessment
Students write, respond to and present poems.

A checklist is used to track completed poems during conferencing and to ensure that students understand how to create particular forms of poetry. Refer to BLM 1.8 Poetry Tracking Sheet.

Assessment Strategies
Classroom Presentation

Assessment Recording Devices
Checklist

Teaching / Learning
Teachers must ensure that students know and follow board and school polices related to Internet use.

Introductory Activity:
The students conduct a scavenger hunt using computers or books. The library and computer lab (if available) could be used by students during the scavenger hunt (Refer to BLM 1.0). After students complete the scavenger hunt, the teacher describes the planned activities for the remainder of the unit.

Sharing Poems:
The teacher shares various types of poetry with the students by reading them aloud. The teacher uses charts or overheads so that students may see the poems. Students read the poems aloud in unison. The teacher and students note the rhythm patterns of various poems. Discussion about the meanings and use of words, rhythms, rhymes, and literary devices takes place. Students are asked to formulate questions concerning each poem to spark discussion. Refer to BLM 1.1.

Building On Previous Knowledge:
During the lesson and discussion period, the teacher will ascertain students' depth of knowledge and understanding of the various poetry genres. More review or teaching of types of poetry may be necessary before continuing with the subtask. A series of mini-lessons which highlight the distinctive components of each type of poetry may be necessary.

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Shared Writing:
This activity is a review of the forms of poetry previously studied.
Students are divided into six or more groups. Each group is given one of the BLMs 1.2 - 1.7 on poetry forms (e.g., concrete or shape poetry, acrostic, diamante, cinquain, haiku, limerick, free verse). Students in the group complete a shared writing activity. Each group does a short presentation of the poetry form to the rest of the class as review.

The group poetry is posted around the room to be consulted by the students when creating the anthology in Subtask 5. Students are also provided with a copy of BLM 1.1 as a reference when creating the anthology.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.
Students with Special Needs may require:
-poetry on tape or CD
-paired reading
-ESL students will require additional support and may respond to poems that highlight their culture and language.

Resources

	BLM 1.8 Poetry Forms Tracking Sheet	BLM_1.8_FormTrackingSheet_T.cwk
	BLM 1.0 Poetry Scavenger Hunt	BLM_1.0_ScavengerHunt_WS.cwk
	BLM 1.2 Acrostic Template	BLM_1.2_AcrosticTemplate_WS.cwk
	BLM 1.3 Cinquain Template	BLM_1.3_CinquainTemplate_WS.cwk
	BLM 1.4 Concrete Template	BLM_1.4_ConcreteTemplate_WS.cwk
	BLM 1.5 Diamante Template	BLM_1.5_DiamanteTemplate_WS.cwk
	BLM 1.6 Haiku Template	BLM_1.6_HaikuTemplate_WS.cwk
	BLM 1.7 Limerick Template	BLM_1.7_LimerickTemplate_WS.cwk
	BLM 1.1 Forms of Poetry Guide	BLM_1.1_FormsPoetryGuide_T.cwk
	Poetry Writing Handbook	Greta Barclay Lipson, Ed.D.
	Handbook of Poetic Forms	Ron Padgett
	The New Book of Forms: A Handbook of Poetics	Lewis Turco
	Out of the Dust	Karen Hesse
	Pigericks	Arnold Lobel
	Leaves of Grass	Walt Whitman
	The Raven	Edgar A. Poe

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Laughable Limericks   John Brewton

Jabberwocky   Lewis Carroll

Start Writing Haiku

Poetry in Forms Series Part 1: Cinquain

Shape Poems

Cinquains and Algebra

Francis Child Ballads

Tom Dooley

Froggie Went a-Courtin'

Nonsense Book

Cinquains

Notes to Teacher

1. The teacher might use BLM 1.8 to ensure students have an understanding of all forms of poetry.

2. Ensure that adequate resources are available for students to complete the Scavenger Hunt Assignment.

3. Poetry in greeting cards (e.g., poems by Maya Angelou) could be used to stimulate interest in poetry. Students could create a "Greetings" bulletin board.

Teacher Reflections

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150 mins

Description
Shared reading of a classic poem provides an opportunity for the students to identify and analyse imagery and symbolism used by the poet. The teacher should gather a collection of poems using the resources suggested for this subtask.

Expectations

8e35	– select appropriate reading strategies (e.g., skim text for specific information; scan text to determine the purpose of the text or the type of material; monitor their own comprehension);
8e39 A	– identify some stylistic devices used in literary works (e.g., metaphor, simile, personification) and explain their use;
8e41	– use a variety of strategies to determine the meaning of unfamiliar words (e.g., use word-analysis techniques; use knowledge of word origins and derivations; consult dictionaries);

Groupings
Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies
Directed Reading-thinking Activity
Visualization

Assessment
The teacher uses the criteria on A Closer Look - Checklist BLM 2.1 to determine if each student can identify and communicate understanding of five of the devices used to create imagery and symbolism.

The teacher can then compare students' worksheet information with the picture drawn to see how accurately details of symbolism and imagery are reproduced in the picture.

Assessment Strategies

Assessment Recording Devices
Checklist

Teaching / Learning
As a whole group students are introduced to a collection of classical poems (created by the teacher using suggestions from the resource list). A shared reading of a poem selected by the teacher (*The Raven* by Edgar Allen Poe is a suggestion) is followed by a class discussion about the setting, mood and imagery used by the author. Discuss meanings of unfamiliar words using context cues, word parts and dictionaries. Ask students to identify words that help paint a picture of the poem in their minds. These words are highlighted by the teacher on chart paper. Students relate what picture is forming in their minds as they think about the poem using the following guidelines which are outlined on chart paper, an overhead, or the board:
- symbols/images that clearly indicate where the poem takes place (setting)
- vivid words and phrases that create word pictures
- a recurring symbol
- a symbol that represents an idea
- a symbol that appeals to the five senses - smell, touch, taste, sight, sound
- strong, precisely descriptive words
- use of alliteration, metaphors or personification to create an image

Using a different poem, the teacher and class examine the setting, mood, and imagery used by the author. Close attention is paid to the use of symbols, alliteration, metaphors, and personification.

Individually, students choose one poem from the collection (created by the teacher from the resources listed or others), read it and think about the words that create a word picture of the poem in their minds. They should think

about the mood created by the author and images that are used to describe the setting, etc.

Using BLM 2.0 Imagery and Symbolism, students are asked to list words/phrases from the poem that present an image or are symbolic. They explain in their own language what they visualize. Using this list, students independently draw a picture of the poem using a chosen art medium (e.g., paint, charcoal, pencil).

Students write definitions, in their own words, of these literary devices in their journals. Pair-sharing of these definitions among the class members will clarify and confirm an accurate understanding of these devices.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

- It may be effective to have a guest reader to demonstrate the Power of Poetry.
- Poems could be put on tape or CD for students who have difficulty reading.
- For some students, a scribe could be used to draw what/how the student visualizes the poem.

Resources

📝	**BLM 2.0 Imagery and Symbolism in Poetry**	BLM_2.0_ImageSymbolism_WS.cwk
📝	**BLM 2.1 A Closer Look - Checklist**	BLM_2.1_CloserLookChecklist.cwk
📚	**Poetry for Young People - Edgar Allan Poe**	Brod Bagert - Editor
📚	**Poetry for Young People - Robert Frost**	Robert Frost
📚	**Cremation of Sam McGee**	Robert Service
📚	**Poetry Express**	James Barry
🕸	**Poe, Edgar Allen**	
🕸	**Burns, Robert**	
🕸	**Dickinson, Emily**	
🕸	**Eliot, T.S.**	
🕸	**Frost, Robert**	
🖌	**paint, charcoal, pencil crayons, pastels, etc.**	1
🖌	**paper**	2

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150 mins

Notes to Teacher

Display students' work mounted on construction paper. After reviewing students' work, the teacher may need to reteach some elements of imagery and literary devices.

Teacher Reflections

Poetry Power

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150 mins

Description

The teacher and students are involved in guided exploration, guided reading and guided writing to ensure that the ballad concept is understood. Students work in pairs to find a newspaper article which forms the basis of their ballad. After a team cooperative brainstorming session, each student is responsible for creating his/her own ballad.

Expectations

8e1   • communicate ideas and information for a variety of purposes (to evaluate information, to compare points of view) and to specific audiences, using forms appropriate for their purpose (e.g., a survey soliciting opinions on an environmental issue) and features appropriate to the form (e.g., focused questions);

8e5   • produce pieces of writing using a variety of specific forms (e.g., a script for a play), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., lighting effects);

8e27   • explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;

Groupings
Students Working As A Whole Class
Students Working In Pairs

Teaching / Learning Strategies
Research Process
Demonstration

Assessment

A rating scale (BLM 3.1) is used to assess the news ballad and journal entry.

Assessment Strategies
Response Journal
Performance Task

Assessment Recording Devices
Rating Scale

Teaching / Learning

With the entire class, the teacher leads a discussion of the characteristics of ballads. One ballad is used by the teacher to illustrate the characteristics. One may be: "The Wreck of the Edmund Fitzgerald." Some of the characteristics include: ballads tell a story related to an incident involving a famous person, a disaster or a historic event. Ballads are usually in singable four line stanzas, with rhymes at the end of lines two and four. The class and teacher examine several other ballads to reinforce the learned ballad characteristics.

In pairs, students discuss a recent news item. The discussion should promote the discovery of ballad characteristics contained in the news item. Then, individually, students write a ballad based on the news item (refer to BLM 3.0). Students may share their ballads orally in a whole class or small group setting. The completed ballads and newspaper items could be displayed as a collage on a bulletin board.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

A small group of students could work under the direction of the teacher, a parent volunteer or other adult.
Students could be paired so that a stronger student works with one who experiences difficulty.
Ballads could be put on tapes or CDs.

Teachers may need to provide additional time for students to complete some activities.

Resources

BLM 3.0 Ballad Template   BLM_3.0_BalladTemplate_WS.cwk

BLM 3.1 Songs are Poetry Rating Scale   BLM_3.1_SongRatingScale.cwk

Francis J. Child Ballads

The Wreck of the Edmund Fitzgerald

Tom Dooley

Notes to Teacher

Newspapers need to be available to permit students a varied choice of newspaper articles.

An extended activity would be the selection of a favourite ballad song and the designing of a CD cover and insert to accompany the ballad. Independently, students design a CD cover to accompany the ballad. They record the lyrics of the song and glue the copy on the back of the CD cover. The CD cover should contain:
        - a personal reflection;
        - questions the reader may consider about the ballad;
        - notes to guide the listener on the important elements in the ballad;
        - an appropriate, attractive illustration.

Students organize the CD cover and insert so the student design is on the front, poem on the back, and response in the middle.

The CD cover design could be created during an Art lesson after the teacher models the features of a CD cover using a variety of examples.

Teacher Reflections

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Description
In this subtask, students study another poetic form in Western literature - the sonnet. Many of the world's greatest love poems are in sonnet form. Students discover that this exquisite form allows language, image, feeling, thought, rhythm and music to fuse within fourteen lines. Students have an opportunity to write their own sonnets or other forms of poetry.

Expectations

8e5 A	• produce pieces of writing using a variety of specific forms (e.g., a script for a play), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., lighting effects);
8e7 A	• revise and edit their work, focusing on content and on more complex elements of style (e.g., imagery), independently or using feedback from others;
8e8 A	• proofread and correct their final drafts, focusing on grammar, spelling, punctuation, and conventions of style;
8e24	• read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, essays, articles) for different purposes;
8e27	• explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;

Groupings
Students Working As A Whole Class
Students Working In Small Groups
Students Working In Pairs

Teaching / Learning Strategies
Visualization
Discussion

Assessment
Once the sonnets are written, the teacher conferences with individual students or pairs, using BLM 4.1 Student/Teacher Conference Sheet for Sonnets.

Assessment Strategies
Self Assessment

Assessment Recording Devices
Checklist

Teaching / Learning
Read aloud to students using a fairly simple sonnet such as, "How Do I Love Thee" by Elizabeth Barrett Browning. Have them listen for patterns in stressed and unstressed syllables.
Together, count the number of beats in a line and identify the rhyming schemes. Discuss the topics that are used in the sonnet (love, aging, death, grief, joy, forces of natural world).

Point out the eight lines in which the idea or thought is developed and the subsequent six lines where the idea is brought to a conclusion.

The teacher and students together examine several other exemplary sonnets to reinforce the characteristics of the poetry genre (Sonnet).

In small groups, students examine different sonnets where they are asked to mark the rhyming scheme (ABAB, AABB) and indicate the stressed (slash) and unstressed (dash) syllables, and restate the meaning.

Before the students begin their writing assignment, the teacher and students brainstorm possible topics for their poems. The list of topics should be recorded on chart paper, an overhead, or the chalkboard and kept readily available as a resource for students.

In pairs, students write a sonnet of their own. Students may use a teacher-generated template to write their sonnet. Share the rubric to be used for assessment with the students.
Sonnets are revised and edited. Final copies are written and then proofread for grammar, spelling, punctuation, and conventions of style.
Share orally, with student permission, some samples of student-written sonnets.

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Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

It is suggested that students who have difficulty reading could try to be integrated with those who read well or that they work in a small group with a Special Education Resource teacher, parent volunteer or other adult. Students who are challenged with writing may tape record their ideas.

Students who are unable to write a sonnet might choose another, more flexible form of poetic expression.

Resources

	BLM 4.0 Sonnet Template	BLM_4.0_SonnetTemplate_WS.cwk
	BLM 4.1 Student/Teacher Conference Sheet for Sonnets	BLM_4.1_SonnetConference_WS.cwk
	Reading and Writing Poetry with Teenagers	Fredric Lown & Judith Steinbergh
	Elizabeth Barrett Browning	
	Valentine	
	Sonnets	
	Elizabeth Barrett Browning Selected Poetry	
	Shakespeare's Sonnets	

Notes to Teacher

The sonnet is one of the more complex forms of poetry. Some additional research may be necessary.

Due to varying levels of student ability, choice should be given to students who might like to use a different form of poetry to complete this assignment.

Teacher Reflections

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800 mins

Description
In this task, students are expected to create a poetry anthology of their own. They choose a theme which interests them and read numerous resources looking for poetry that fits their theme. They are to choose three poems. For each poem, they are expected to justify why they made this choice and how the poem fits the theme. They are also expected to write two poems of their own (demonstrating their knowledge of the various kinds of poems and the use of poetic devices they studied in a class) to add to the anthology. All poems are to be creatively illustrated and organized into a booklet, complete with a cover and table of contents. Students will choose one poem, either found or created, that they especially enjoy and read it orally in front of their peers (small group or whole class).

Expectations

8e1 A	• communicate ideas and information for a variety of purposes (to evaluate information, to compare points of view) and to specific audiences, using forms appropriate for their purpose (e.g., a survey soliciting opinions on an environmental issue) and features appropriate to the form (e.g., focused questions);
8e2 A	• use writing for various purposes and in a range of contexts, including school work (e.g., to write technical instructions, to clarify personal concerns, to explore social issues, to develop imaginative abilities);
8e5 A	• produce pieces of writing using a variety of specific forms (e.g., a script for a play), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., lighting effects);
8e7 A	• revise and edit their work, focusing on content and on more complex elements of style (e.g., imagery), independently or using feedback from others;
8e8 A	• proofread and correct their final drafts, focusing on grammar, spelling, punctuation, and conventions of style;
8e24	• read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, essays, articles) for different purposes;
8e26	• read independently, selecting appropriate reading strategies;
8e27 A	• explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;
8e35	– select appropriate reading strategies (e.g., skim text for specific information; scan text to determine the purpose of the text or the type of material; monitor their own comprehension);
8e38 A	– use their knowledge of the characteristics of different forms of writing to help them select appropriate materials for a specific purpose;
8e61 A	– use resource materials (e.g., visual aids) to illustrate ideas in presentations;
8e3 A	• organize information and ideas creatively as well as logically, using paragraph structures appropriate for their purpose (e.g., paragraphs structured to develop a comparison or establish a cause-and-effect relationship);

Groupings
Students Working Individually
Students Working In Pairs
Students Working As A Whole Class

Teaching / Learning Strategies
Conferencing
Read Aloud
Guided Exploration

Assessment
Part one: Once students have completed their poetry selections and written their justification journal, they self-assess using the checklist How Am I Doing? BLM 5.1. They meet with a peer for peer feedback. At this point, they may want to make further revisions.
The teacher uses the checklist to assess students' progress.

Part two: This time, the completed anthology is assessed holistically using the Poetry Anthology rubric.

Assessment Strategies
Observation
Conference
Response Journal
Self Assessment

Assessment Recording Devices
Anecdotal Record
Checklist
Rubric

| 8e25 A | • read aloud, showing understanding of the material and awareness of the audience; |
| 8a33 | – use tools, materials, and techniques correctly, selecting those that are appropriate for the size, scope, and intent of the work. |

Teaching / Learning

Part One:

The class discusses a variety of topics or themes that may be of interest to adolescents. Model for the students by choosing one poem that matches a sample theme. "Adolescence" might be a good choice. A suggested resource could be <u>Reading and Writing Poetry With Teenagers</u> - *The Road Not Taken* by Robert Frost. This poem can also be accessed in some other anthologies listed in the resource section. Explain to students the way to justify a choice, for example: "When I read this poem, it symbolized the road of the future for young adults. There are many choices to be made in the future. As teens, we will have to make some good decisions in order for us to be successful. This does not mean that we have to go along with the crowd. It is a good thing to make a difference in the world by choosing, "the road less travelled."

By doing this, the teacher models the choosing and justifying part of the subtask.

Introduce the BLM 5.1 How Am I Doing? to students as a tracking device. This will be used to track student progress to ensure completion of the task.

Students choose their own theme or may choose to use one from the suggested themes on BLM 5.0. Using books, magazines, Internet, song lyrics, etc. they select three poems that they feel match their theme. They write a justification for each of their choices (as modelled by the teacher) on their justification page. Refer to BLM 5.0, point 3.

Part Two:

Students reflect upon forms of poetry they studied in earlier subtasks. Using their chosen theme, they create poetry of their own, keeping these forms in mind. When they are satisfied with their work, they choose two of their own creations which reflect different forms. Students include these in their anthology with the ones they have researched. For each poem selected, students explain how this poem supports their own chosen theme.

Conferencing with peers and/or the teacher takes place and revision and editing follow. Each piece is then recorded on a separate piece of paper and proofread. The teacher discusses the personal reflection for each selected poem and offers suggestions for further exploration.

Part Three:

Students organize their poems any way they feel is appropriate. They create a table of contents and a title page.

The teacher models an illustration of one of the poems or shows an example of a previously created anthology. All pages are organized and then bound securely.

The organizational order is as follows: title page; table of contents; found poetry with justifications and illustrations; personal poetry.

Encourage students to be creative and unique in their approach. Suggest the use of 3-D materials such as fabric, yarn, seeds, sparkles, leaves, ribbon, lace, etc. This part of the activity can be linked to visual arts expectations for Grade 8.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Some students could form a small group and create a cooperative anthology with the aid of a parent volunteer,

Special Education Resource Teacher, co-op student or the classroom teacher. The anthology could be scribed or tape recorded. Provide templates for specific forms of poetry and the bibliography, but accommodate work load by expecting fewer poems.

It may be beneficial for students with special needs to choose poems from a short list of poems pre-selected by the teacher.

Resources

	Poetry Anthology Rubric	
	BLM 5.1 How Am I Doing?	BLM_5.1_SelfPeer_T_Check.cwk
	BLM 5.0 Anthology Assignment	BLM_5.0_AnthologyAssignment.cwk
	Poetry for Young People - Lewis Carroll	Edward Mendelson - Editor
	Poetry for Young People - Emily Dickinson	Frances Schoonmaker Bolin - Editor
	Poetry for Young People - Robert Frost	Gary D. Schmidt - Editor
	Reading and Writing Poetry with Teenagers	Fredric Lown

Notes to Teacher

1. The assessment criteria listed below clarify the criteria for level 3 of the rubric for subtask 5.
- chosen poems are varied in type and related directly to the theme chosen
- the justification for choosing these poems contains evidence from the poem and from the life experiences of the student. They are written accurately and are logical choices for supporting the theme through the interpretation of imagery and symbolism
- written poems vary in type and length and demonstrate a good knowledge of imagery and symbolism
- illustrations reflect the topic of the poem and the theme of the anthology
- the anthology is securely bound and organized in a logical and creative way
- table of contents is complete and organized according to form
- the oral presentation demonstrates preparation and interpretation
- body language, eye contact and voice are used appropriately

2. Students may create a tracking sheet of the types of poems selected.

3. Individually, students present a rehearsed reading of one of their own poems. It would be appropriate to create mood by supplying a reading stool and mood lighting. Students should use props or visual aids.

4. Visual Arts expectations could be added to the Poetry Anthology Rubric or assessed separately.

Teacher Reflections

Appendices
Poetry Power
Language

Resource List:

Blackline Masters:

Rubrics:

Unit Expectation List and Expectation Summary:

Poetry Power
Language A Unit for Grade 8
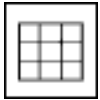
Rubric

☐ **Poetry Anthology Rubric**   ST 5
  1

Blackline Master / File

☐ **BLM 1.0 Poetry Scavenger Hunt**   ST 1
  BLM_1.0_ScavengerHunt_WS.cwk
  Scavenger hunt used as an introductory activity for
  subtask 1.

☐ **BLM 1.1 Forms of Poetry Guide**   ST 1
  BLM_1.1_FormsPoetryGuide_T.cwk
  This is a sheet that students can use to identify
  different poetic forms.

☐ **BLM 1.2 Acrostic Template**   ST 1
  BLM_1.2_AcrosticTemplate_WS.cwk

☐ **BLM 1.3 Cinquain Template**   ST 1
  BLM_1.3_CinquainTemplate_WS.cwk

☐ **BLM 1.4 Concrete Template**   ST 1
  BLM_1.4_ConcreteTemplate_WS.cwk

☐ **BLM 1.5 Diamante Template**   ST 1
  BLM_1.5_DiamanteTemplate_WS.cwk

☐ **BLM 1.6 Haiku Template**   ST 1
  BLM_1.6_HaikuTemplate_WS.cwk

☐ **BLM 1.7 Limerick Template**   ST 1
  BLM_1.7_LimerickTemplate_WS.cwk

☐ **BLM 1.8 Poetry Forms Tracking Sheet**   ST 1
  BLM_1.8_FormTrackingSheet_T.cwk
  This is used by teacher and student to ensure that
  every form of poetry writing has been complete.

☐ **BLM 2.0 Imagery and Symbolism in Poetry**   ST 2
  BLM_2.0_ImageSymbolism_WS.cwk

☐ **BLM 2.1 A Closer Look - Checklist**   ST 2
  BLM_2.1_CloserLookChecklist.cwk

☐ **BLM 3.0 Ballad Template**   ST 3
  BLM_3.0_BalladTemplate_WS.cwk

☐ **BLM 3.1 Songs are Poetry Rating Scale**   ST 3
  BLM_3.1_SongRatingScale.cwk

☐ **BLM 4.0 Sonnet Template**   ST 4
  BLM_4.0_SonnetTemplate_WS.cwk
  A pattern sheet for writing a sonnet.

☐ **BLM 4.1 Student/Teacher Conference Sheet for** ST 4
  Sonnets
  BLM_4.1_SonnetConference_WS.cwk

☐ **BLM 5.0 Anthology Assignment**   ST 5
  BLM_5.0_AnthologyAssignment.cwk

☐ **BLM 5.1 How Am I Doing?**   ST 5
  BLM_5.1_SelfPeer_T_Check.cwk

Print

☐ **A Giraffe and a Half**   Unit
  Shel Silverstein
  0-06-025655-9

☐ **A Light in the Attic**   Unit
  Shel Silverstein
  0-06-025673-7

☐ **A Pizza the size of the Sun**   Unit
  Jack Prelutsky
  0-590-37469-9

☐ **And the Green Grass Grew All Around Folk**   Unit
  Poetry From Everyone
  Alvin Schwartz ed.
  0060227575

☐ **Animalia**   Unit
  Graeme Base
  0-7725-1668-5

☐ **Aster Aardvark's Alphabet Adventures**   Unit
  Steven Kellogg
  0-688-07256-9

☐ **Cremation of Sam McGee**   Unit
  Robert Service
  0888392230

☐ **Cremation of Sam McGee**   ST 2
  Robert Service

☐ **Elizabeth Barrett Browning**   ST 4

☐ **Falling Up**   Unit
  Shel Silverstein
  0-06-024802-5

☐ **Favorite poems A Quotable Anthology**   Unit
  Various

☐ **Hailstones and Halibut Bones**   Unit
  Mary O'Neill
  0385410786

☐ **Handbook of Poetic Forms**   ST 1
  Ron Padgett

☐ **Hey World, Here I Am!**   Unit
  Jean Little
  1550740369

☐ **If I were in charge of the world**   Unit
  Judy Viorst
  0-689-30863-9

☐ **Jabberwocky**   ST 1
  Lewis Carroll
  081091507
  Jabberwocky poem

☐ **Laughable Limericks**   Unit
  Sara and John Brewton
  65-16179

Poetry Power
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☐ **Laughable Limericks**	ST 1	
John Brewton		
65-16179		
☐ **Leaves of Grass**	ST 1	
Walt Whitman		
ISBN: 0679725148		
Poems by Walt Whitman		
☐ **Marguerite, Go Wash Your Feet**	Unit	
Wallace Tripp		
0-395-39894-0		
☐ **Nine O'Clock Bell**	Unit	
Raymond Wilson ed.		
0140318259		
☐ **Oh, How Silly**	Unit	
William Cole ed.		
74-123020		
☐ **Old Possum's Book of Practical Cats**	Unit	
T. S. Eliot		
70-6613		
☐ **Out of the Dust**	ST 1	
Karen Hesse		
0-590-37125-8		
Free Verse about the Depression		
☐ **Pigericks**	ST 1	
Arnold Lobel		
ISBN: 0060239824		
Limericks about pigs.		
☐ **Poems Children Will Sit Still For**	Unit	
Beatrice Schneck de Regniers ed.		
7177568		
☐ **Poetry Express**	Unit	
James Barry		
0-17-603938-4		
☐ **Poetry Express**	ST 2	
James Barry		
0-17-603938-4		
A Nelson Mini-Anthology - lots of poems that use imagery and symbolism		
☐ **Poetry for Young People - Edgar Allan Poe**	ST 2	
Brod Bagert - Editor		
0-439-22030-0		
☐ **Poetry for Young People - Emily Dickinson**	Unit	
Frances Schoonmaker Ed		
0-439-17872-X		
☐ **Poetry for Young People - Emily Dickinson**	ST 5	
Frances Schoonmaker Bolin - Editor		
0-439-17872-X		
☐ **Poetry for Young People - Lewis Carroll**	Unit	
Edward Mendelson Ed.		
0439148308		
☐ **Poetry for Young People - Lewis Carroll**	ST 5	
Edward Mendelson - Editor		
0-439-14830-8		

☐ **Poetry for Young People - Robert Frost**	Unit	
Gary Schmidt ed.		
043925419-1		
☐ **Poetry for Young People - Robert Frost**	ST 2	
Robert Frost		
0-439-25419-1		
A picture edition of poems by Frost		
☐ **Poetry for Young People - Robert Frost**	ST 5	
Gary D. Schmidt - Editor		
0-439-25419-1		
☐ **Poetry of Witches, Elves and Goblins**	Unit	
Leland Jacobs ed.		
70-99767		
☐ **Poetry Writing Handbook**	ST 1	
Greta Barclay Lipson, Ed.D.		
1-57310-108-7		
Definitions, examples, lessons on poetry.		
☐ **Reading and Writing Poetry with Teenagers**	ST 4	
Fredric Lown & Judith Steinbergh		
0-8251-2793-9		
A Poetry Handbook		
☐ **Reading and Writing Poetry with Teenagers**	ST 5	
Fredric Lown		
0-8251-2793-9		
☐ **Selected Poems**	Unit	
T. S. Eliot		
☐ **Selected Poems**	Unit	
T. S. Eliot		
571-05706-3		
☐ **Shooting of Dan McGrew**	Unit	
Robert Service		
088839224-9		
☐ **Side By Side**	Unit	
James Barry		
0-17-603897-3		
☐ **The Gargoyle on the Roof**	Unit	
Jack Prelutsky		
0-688-09643-3		
☐ **The Last-Place Sports Poems of Jeremy Bloom**	Unit	
Gordon and Bernice Korman		
0-590-255516-9		
A collection of poems about winning, losing and being a good sport (sometimes)		
☐ **The Missing Piece**	Unit	
Shel Silverstein		
0-06-2561-0		
☐ **The New Book of Forms: A Handbook of Poetics**	ST 1	
Lewis Turco		
☐ **The New Kid on the Block**	Unit	
Jack Prelutsky		
0590408364		
☐ **The Random Book of Poetry for Children**	Unit	
Jack Prelutsky ed.		
0-394-85010-6		

Poetry Power
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☐ **The Raven**　　　　　　　　　　　　　　　　**ST 1**
　Edgar A. Poe

☐ **Where the Sidewalk Ends**　　　　　　　　**Unit**
　Shel Silverstein
　06-025667-2

☐ **Wild Critters**　　　　　　　　　　　　　　**Unit**
　Tim Jones
　0-945397-25-9

☐ **Winter Poems**　　　　　　　　　　　　　　**Unit**
　Barbara Rogasky ed.
　0590428721

Website

☐ **Burns, Robert**　　　　　　　　　　　　　**ST 2**
　http://bartkebt.com/6/
　Collection of Robert Burns' poetry and background
　information on the author.

☐ **Cinquains**　　　　　　　　　　　　　　　**ST 1**
　http://www.geocities.com/~spanoudi/poems/poem-c
　d.html
　By: Adelaide Crapsey

☐ **Cinquains and Algebra**　　　　　　　　　**ST 1**
　http://teams.lacoe.edu/documentaion/classrooms/a
　my/algebra/5-6/activities/poetry/cinquain

☐ **Dickinson, Emily**　　　　　　　　　　　　**ST 2**
　http://bartleby.com/113/
　Background information and poems by Emily Dickinson

☐ **Eliot, T.S.**　　　　　　　　　　　　　　　**ST 2**
　http:// web. missouri.edu/~tselist/tselinks.html
　Biographical information and poems by Eliot

☐ **Elizabeth Barrett Browning Selected Poetry**　**ST 4**
　http://www.cswnet.com/~erin/ebbpoem.htm

　Sonnets by Barret Browning

☐ **Francis Child Ballads**　　　　　　　　　　**ST 1**
　http://www.contemplator.com/child/index.html

☐ **Francis J. Child Ballads**　　　　　　　　　**ST 3**
　http://www.contemplator.com/child/index/html
　A variety of ballads

☐ **Froggie Went a-Courtin'**　　　　　　　　　**ST 1**
　http://home.worldonline.dk/~justesen/index/lyrics.ht
　m
　Song Lyrics

☐ **Frost, Robert**　　　　　　　　　　　　　　**ST 2**
　http://bartleby.com/people/Frost-RO.html
　biographical information and poems by Frost

☐ **Keats**　　　　　　　　　　　　　　　　　**Unit**
　http://bartleby.com/126/
　Poems by Keats

☐ **Nonsense Book**　　　　　　　　　　　　　**ST 1**
　http://www.accd.edu/sac/english/bailey/lear.htm
　Edward Lear's

☐ **Poe, Edgar Allen**　　　　　　　　　　　　**ST 2**
　http://falcon.jmu.edu/~ramsegil/poechild.htm#A

☐ **Poetry in Forms Series Part 1: Cinquain**　**ST 1**
　http://www.poewar.com/articles/cinquain.htm
　Cinquain Guidelines

☐ **R.L. Stevenson**　　　　　　　　　　　　　**Unit**
　http://bartleby.com/188/

☐ **Robert Graves**　　　　　　　　　　　　　**Unit**
　http://bartleby.com/people/Graves-R.html
　Poems by Robert Graves

☐ **Shakespeare's Sonnets**　　　　　　　　　**ST 4**
　http://www.shakespeares-sonnets.com/

☐ **Shape Poems**　　　　　　　　　　　　　**ST 1**
　http://fuxxy.snakeden.org/plessons.wpshape.html

☐ **Sonnets**　　　　　　　　　　　　　　　　**ST 4**
　http://www.sonnets.org/canon.htm

☐ **Start Writing Haiku**　　　　　　　　　　　**ST 1**
　http://cc.matsuyama-u.ac.jp/~shiki/start-writing.html
　A lesson plan to introduce haiku

☐ **The Wreck of the Edmund Fitzgerald**　　**ST 3**
　http://home.pacbell.net/chabpyne/lyrics.html
　A Copy of the Lyrics

☐ **Tom Dooley**　　　　　　　　　　　　　　**ST 1**
　http://www.fortunecity.com/tinpan/tamborine/175/the
　songs/TomDooley.htm#Song%20lyrics
　Song Lyrics

☐ **Tom Dooley**　　　　　　　　　　　　　　**ST 3**
　http://www.fortunecity.com/tinpan/tamborine/175/the
　songs/TomDooley.htm#Song%20lyrics

☐ **Valentine**　　　　　　　　　　　　　　　**ST 4**
　http://albionmich.com/valentine.html

☐ **Wordsworth**　　　　　　　　　　　　　　**Unit**
　http://bartleby.com/145/
　Poems by Wordsworth.

Poetry Power
Language A Unit for Grade 8

Material

☐ **paint, charcoal, pencil crayons, pastels, etc.**　　　**ST 2**
　1
　per person

☐ **paper**　　　**ST 2**
　2
　per person

Poetry Scavenger Hunt

Student Name: _____

Conduct a scavenger hunt using books or an Internet search.
List the book title and page number or the URL where you found the answer to the questions below. Write the answer under the question.

1. Describe the pattern for the traditional haiku poem.

2. How many lines are in a limerick?

3. Read a poem by W.B. Yeats. Write the title of the poem.

4. Write an example of a couplet.

5. Compare two acrostic poems and tell how they are alike and different.

6. Explain the poetic device "alliteration."

7. Tell who or what is Mother Goose.

8. Name two poems written by Edgar Allen Poe.

9. What well-known poet wrote Jabberwocky?

10. Write one poetry scavenger hunt question.

Forms of Poetry Guide
(Teacher Reference)

Acrostics

In an acrostic poem letters of the subject are written down vertically to form the word of choice. Next to each letter a poetic statement is written horizontally to express the subject in creative ways. These may or may not rhyme.

<u>Poem</u>
Poe
Open-verse
Expressive
Meaningful

Limericks

Limericks are highly controlled five-line poems. The usual rhyme scheme in the limerick has the longer lines, 1, 2, and 5 rhyming with each other, and the shorter lines, 3 and 4 rhyming with each other.

Reading in Toronto District Schools

Possible Resources: Lear, Edward. <u>A Book of Nonsense</u>
                        Lobel, Arnold. <u>Pigericks</u>

Free Verse

It lacks rhyme and has less predictable rhythm.
Possible Resources: Whitman, Walt. "Leaves of Grass"
                        Hesse, Karen <u>Out of the Dust</u>
                        Poe, E.A. "The Raven"

Concrete Poetry

This form of poetry is visual word expression. Words and phrases are arranged on paper to capture and extend the meaning. Each line should be a complete unit of thought. The poem is written in a specific shape. The words used must relate to the title.
With the class try to brainstorm single words which create concrete pictures in your mind such as: football, steps, broken heart, skyscraper, etc.
Possible Resources: http://fuzzy.snakeden.org/plessons.wpshape.html

Haiku

It is a Japanese form of poetry. Its form is 17 syllables in three lines with the following pattern: first line, five syllables which convey the mood; second line, seven syllables which convey an emotion; third line, five syllables which convey an atmosphere. It usually has a nature theme. Haiku is a mood piece in which there is no rhyme, metaphors or similes. It is important to understand the concept of syllabication. One method of practising syllable count is to have the class tap out the syllables of each word/line.
Possible Resources: http://cc.matsuyama-u.ac.jp/~shiki/Start-Writing.html

Forms of Poetry Guide
(Teacher Reference)

Cinquain

This syllabic verse form (five lines) which is unrhymed, gradually increases the number of syllables in each line until the last line, which returns to two syllables.

First Line: two syllables, one word, giving title or topic
Second Line: four syllables, two words, describing title or topic
Third Line: six syllables, three words, expressing action
Fourth Line: eight syllables, four words, expressing a feeling or effect
Fifth Line: two syllables, another word for the title or topic (synonym)

Possible Resources: http://teams.lacoe.edu/documentation/classrooms/amy/algebra/5-6/activities/poetry/cinquain
http://www.poewar.com/articles/cinquain.htm

Diamante

The diamante is a pattern of seven lines, which moves from one idea to its opposite in the last line.

First Line: a single word to describe the subject
Second Line: two words which describe the subject
Third Line: three verbs, usually ending in -ed or -ing
Fourth Line: four words which relate to the subject and capture some feeling about the topic
Fifth Line: three words, usually ending in -ed or -ing
Sixth Line: two words (describing words -adjectives)
Seventh Line: one word which is the opposite or the synonym of the first line

Ballads

Ballads are narrative poetry, which tell a story and are set to music. They usually have singable four-line stanzas, with rhyme at the ends of lines two and four.

Possible Resources: Dylan, Bob. "Foggy Went a Courtin"
"Tom Dooley"
"Wreck of the Edmund Fitzgerald"
Francis Child Ballads- http://www.contemplator.com/child/index.html

Sonnet

It is a form of poetry where language, imagery, feelings, thought, rhythm and music fuse within 14 lines. It is a fixed form of 14 lines of 10 syllables each. It is written in iambic pentameter. There are two parts to the sonnet consisting of three quatrains and an ending couplet. Eight lines convey the idea or develop the thought. In the last six lines, the idea or thought is brought to a conclusion. The two final lines are in the form of a rhyming couplet. The rhyme scheme is ABAB, CDCD, EFEF, GG.

Possible Resources: Shakespeare
Elizabeth Barrett-Browning

Acrostic Poetry

Name: _____

In an acrostic poem, the letters of the subject are written down (vertically) to form the word of choice. Next to each letter, the poetic statement is written horizontally to express the subject in innovative ways.

Strive for strong and colourful expressions in your choice of words and phrases.

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

Cinquain Poetry

Name: _____

An unrhymed form of poetry that follows a specific format.

Line 1 (Topic - 2 syllables)

_____
Line 2 (Describes the topic - 4 syllables)

_____
Line 3 (Expresses action - 6 syllables)

_____
Line 4 (Expresses feeling - 8 syllables)

_____
Line 5 (Synonym for topic -2 syllables)

_____

_____

_____

_____

_____

_____

Concrete Poetry

Name: _____

Concrete poetry is visual word expression. It has the quality of pop art in its representation of objects, etc. The poem takes on the shape of the object.

Tree
Green leaves
Shades the sun
Is a home for the birds
Lives for thousands and thousands
Of years
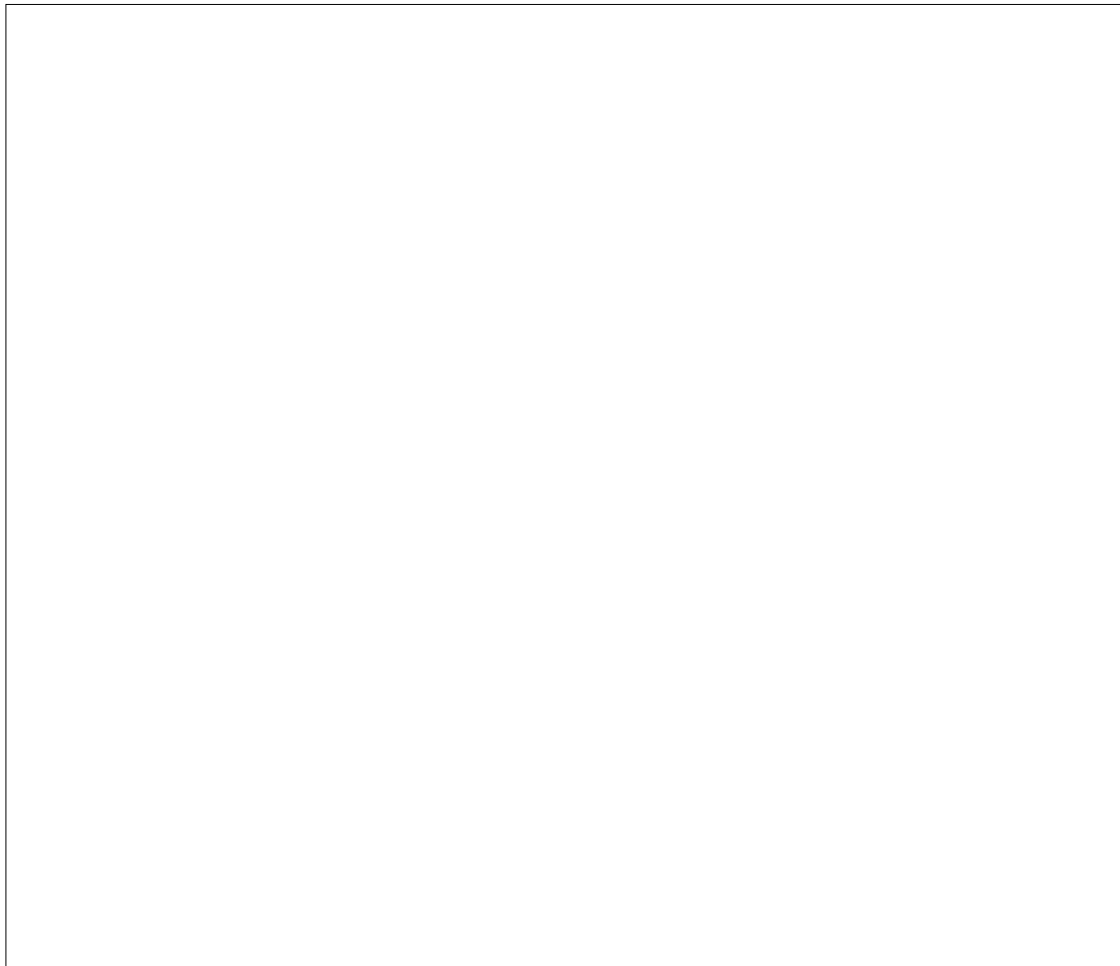
Diamante

Name: _____

Diamante is the Italian word for diamond. When completed, this poetry style creates a diamond form.

Line 1: Choose a topic (noun).
Line 2: Use two describing words (adjectives).
Line 3: Use three action verbs ("ed" or "ing").
Line 4: Use a four-word phrase to capture a feeling about the topic.
Line 5: Use three action verbs ("ed" or "ing").
Line 6: Use two describing words (adjectives).
Line 7: Use a synonym for the final word.

Haiku

Name: _____

Haiku is a Japanese verse in three lines.

Line one has five syllables.

Line two has seven syllables.

Line three has five syllables.

There are no rhymes, metaphors or similes.

Most haiku poems are about nature.

Line 1 _____

Line 2 _____

Line 3 _____

Write another haiku poem.

Line 1 _____

Line 2 _____

Line 3 _____

Limerick

Name: _____

The usual rhyme scheme in the limerick has the longer lines 1, 2, and 5 rhyming with each other, and the shorter lines 3 and 4 rhyming with each other.

Line 1 _____ <u>A</u>

Line 2 _____ <u>A</u>

Line 3 _____ <u>B</u>

Line 4 _____ <u>B</u>

Line 5 _____ <u>A</u>

Poetry Tracking Sheet

This form is used by the teacher to ensure that students have completed all forms of poetry.

Student Name	Acrostic	Limerick	Free Verse	Concrete Shape	Haiku	Cinquain	Diamante	Ballads	Sonnet

Imagery and Symbolism in Poetry

Name: _____

Poems are to be heard. A reader's voice gives a poem life. Poems are to be seen and read. They create images which can be translated into words.

As you read the chosen poem, listen and watch for images and symbols that are painted in word pictures. List them below and describe the 'picture' you see in your own words. Find a minimum of five images and/or symbols.

Image/Symbol Taken From the Poem	What I Saw as I Read the Poem	Literary Device Used or How Created

A Closer Look - Checklist

Student's Name:

_____

Identified Device Used (complete a minimum of five)	Yes	No	Accurate Interpretation		Included in Illustration	
			Yes	No	Yes	No
- a symbol/image that clearly illustrates where the poem took place						
- vivid words and phrases that create word pictures						
- a recurring symbol						
- a symbol that represents an idea						
- a symbol that appeals to the five senses						
- strong, precise descriptive words						
- alliteration, simile, metaphor						
- other						

Ballads

Name: _____

Ballads are narrative poetry which tell a story and are set to music. Ballads are usually singable four line stanzas, that rhyme at the end of lines two and four.

<u>Stanza #1</u>

Line 1 _____

Line 2 _____ <u>A</u>

Line 3_____

Line 4 _____ <u>A</u>

<u>Stanza #2</u>

Line 1 _____

Line 2 _____ <u>B</u>

Line 3_____

Line 4 _____ <u>B</u>

Songs Are Poetry Rating Scale

1. limited use of elements   2. some use of elements   3. good use of elements
4. strong use of elements

Student Name: _____	1	2	3	4
1. Writes newspaper item in ballad form. The student demonstrates the ability to recognize and use ballad form.				
2. The ballad reflects the issue(s) outlined in the news item.				
3. Journal Entry: Explains why the student chose this newspaper article as a basis for the ballad. The explanation is logical and directly relates to the student's background.				

****

1. limited use of elements   2. some use of elements   3. good use of elements
4. strong use of elements

Student Name: _____	1	2	3	4
1. Writes newspaper item in ballad form. The student demonstrates the ability to recognize and use ballad form.				
2. The ballad reflects the issue(s) outlined in the news item.				
3. Journal Entry: Explains why the student chose this newspaper article as a basis for the ballad. The explanation is logical and directly relates to the student's background.				

Sonnet Template

Names: _____

Write a sonnet, using iambic pentameter, -/-/-/-/-/ and 10 syllables to each line.

Title: _____

_____A

_____B

_____A

_____B

_____C

_____D

_____C

_____D

_____E

_____F

_____E

_____F

_____G

_____G

Student/Teacher Conference Sheet for Sonnets

Student Name:

_____

	Student's Explanation and Comments	Teacher Suggestions, Comments, and Teaching Points
<u>Characteristics of a Sonnet</u> (rhyme scheme, development of thought, etc.)		
<u>Content of Sonnet</u>		
<u>Writing Process</u> Planning Draft Revising Editing Publishing		

Anthology Assignment

Task #	Task Description	Student Initial	Teacher Initial
1	Choose a topic or theme that interests you. (see suggestions below)		
2	Meet with the teacher to get your theme approved and to get some suggestions regarding resources to try. Check point: Teacher initials approval of theme.		
3	Read numerous poetry books, use the Internet and/or examine song lyrics. Choose two poems that you feel reflect your theme. Record each one on a separate piece of paper. Explain why each was chosen and how it relates to your theme. Put this on a separate sheet under the title "Justification Page." You must use two different sources. Check point: Do a self-assessment. Meet with a peer. Meet with the teacher and complete the "How Am I Doing?" checklist.		
4	Write two poems of your own using a variety of poetry forms. Record each one on a separate page. Check point: Conference with a peer. Have the teacher assess your writing.		
5	Create the table of contents for your assignment.		
6	Create a title page and add illustrations for each poem. Be creative!		
7	Organize and then bind your pages securely. (Title page, table of contents, poems/ illustrations, justification page)		
8	Choose one poem you want to read aloud to the class. Decide on props for your presentation.		
9	Hand in your completed anthology to the teacher by this date: _____		

Suggested themes: anger, fantasy, night, giants, war, sports, games, babies, death, animals, conflict, frustration, love, dinosaurs, work, fathers, people, school, weather, flowers, journey, travel, machines, holidays, dreams, fire, monsters, nonsense, colour, sea, beach, seasons, farm, birds, time, water, food, family, friends, scary things.

How Am I Doing?
(Self/Peer Checklist for Task 3)

Check when you have completed each step.	Self/Peer	Teacher Conference
1. I found two poems from resources.		
2. The two poems reflect the theme I have selected.		
3. I have recorded each poem on a separate sheet of paper.		
4. On my justification page, I have explained why I chose each of the two poems, using a reference or evidence from a poem.		
5 . I have proofread to check for spelling, grammar, punctuation, conventions of style and typo-graphical errors.		
6. I have completed a personal reflection for each poem I have selected.		

Comments:

Poetry Anthology Rubric

for use with Subtask 5 : Poetry Anthology

from the Grade 8 Unit: **Poetry Power**

Student Name:_____

Date:_____

Expectations for this Subtask to Assess with this Rubric:

8e1 • communicate ideas and information for a variety of purposes (to evaluate information, to compare points of view) and to specific audiences, using forms appropriate for their purpose (e.g., a survey soliciting opinions on an environmental issue) and features appropriate to the form (e.g., focused questions);

8e8 • proofread and correct their final drafts, focusing on grammar, spelling, punctuation, and conventions of style;

8e25 • read aloud, showing understanding of the material and awareness of the audience;

8e27 • explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;

8e38 – use their knowledge of the characteristics of different forms of writing to help them select appropriate materials for a specific purpose;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Reasoning 8e27 - explains interpretation of poems to justify how it relates to the theme	- demonstrates limited ability to choose poems, interpret effectively, and justify for inclusion in the anthology.	- demonstrates some ability to choose poems, interpret effectively, and justify for inclusion in the anthology.	- demonstrates considerable ability to choose poems, interpret effectively, and justify for inclusion in the anthology.	- demonstrates a high degree of ability to choose poems for inclusion in the anthology - thoughtful and supported with evidence from the work.
Communication 8e1 - communicates ideas using features appropriate to the form	- limited ability to paint a visual picture with words. - demonstrates limited ability to collect poems focussed on a theme.	- some attempt to create visual pictures using symbols and imagery. - collects some poems focussing on the theme chosen.	- imagery is creative and thoughtful. - most poems focus on the theme chosen.	- complex and creative imagery and symbolism is articulated effectively. - all poems effectively support the theme chosen.
Communication 8e25 - reads aloud showing understanding of the material and awareness of the audience	- limited awareness of audience. - limited ability to vary tone of voice, body language, or eye contact.	- some awareness of audience evident. occasional voice inflection and body gestures helps to clarify meaning.	- good awareness of audience. - voice, body language, and eye contact used effectively to engage audience.	- plays to the audience and has their full attention. - body language, voice, and eye contact used very effectively for dramatic effect.
Organization of ideas 8e38 - uses knowledge of the characteristics of different forms to select appropriate materials	- uses a limited range of poetic forms and types. - demonstrates limited ability to follow a specific format.	- uses some poetic forms and types. - organization is simple but recognizable.	- uses a variety of poetic forms and types. - organization is logical and effective.	- uses a wide variety of poetic forms and types. - organization is highly effective, eye-catching, and purposeful.
Application of Language Conventions 8e8 - proofreads final drafts	- uses few of the conventions studied. - with several errors and/or omissions.	- uses some of the conventions studied. - with several minor errors and/or omissions.	- uses most of the conventions studied. - with a few errors and/or omissions.	- uses all of the conventions studied, in a wide variety of contexts. - with no or practically no errors and/or omissions.

Poetry Power
Language A Unit for Grade 8

			Selected	Assessed

English Language---

			Selected	Assessed
☐ **8e1**	• communicate ideas and information for a variety of purposes (to evaluate information, to compare points of view) and to specific audiences, using forms appropriate for their purpose (e.g., a survey soliciting opinions on an environmental issue) and features appropriate to the form (e.g., focused questions);		1	2
☐ **8e2**	• use writing for various purposes and in a range of contexts, including school work (e.g., to write technical instructions, to clarify personal concerns, to explore social issues, to develop imaginative abilities);			1
☐ **8e3**	• organize information and ideas creatively as well as logically, using paragraph structures appropriate for their purpose (e.g., paragraphs structured to develop a comparison or establish a cause-and-effect relationship);			1
☐ **8e5**	• produce pieces of writing using a variety of specific forms (e.g., a script for a play), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., lighting effects);		1	3
☐ **8e7**	• revise and edit their work, focusing on content and on more complex elements of style (e.g., imagery), independently or using feedback from others;			3
☐ **8e8**	• proofread and correct their final drafts, focusing on grammar, spelling, punctuation, and conventions of style;			2
☐ **8e19**	– use the vocabulary expected for this grade level accurately and imaginatively in their writing;			1

English Language---Reading

			Selected	Assessed
☐ **8e24**	• read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, essays, articles) for different purposes;		2	
☐ **8e25**	• read aloud, showing understanding of the material and awareness of the audience;			2
☐ **8e26**	• read independently, selecting appropriate reading strategies;		1	
☐ **8e27**	• explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;		2	1
☐ **8e35**	– select appropriate reading strategies (e.g., skim text for specific information; scan text to determine the purpose of the text or the type of material; monitor their own comprehension);		2	
☐ **8e38**	– use their knowledge of the characteristics of different forms of writing to help them select appropriate materials for a specific purpose;			1
☐ **8e39**	– identify some stylistic devices used in literary works (e.g., metaphor, simile, personification) and explain their use;			1
☐ **8e41**	– use a variety of strategies to determine the meaning of unfamiliar words (e.g., use word-analysis techniques; use knowledge of word origins and derivations; consult dictionaries);		1	

English Language---Oral and Visual Communication

			Selected	Assessed
☐ **8e59**	– use tone of voice and body language to clarify meaning during conversations and presentations;			1
☐ **8e60**	– adjust their delivery (e.g., pitch of voice, pace) to suit the size of different groups;			1
☐ **8e61**	– use resource materials (e.g., visual aids) to illustrate ideas in presentations;			2

The Arts---Visual Arts

			Selected	Assessed
☐ **8a33**	– use tools, materials, and techniques correctly, selecting those that are appropriate for the size, scope, and intent of the work.		1	

Poetry Power
Language A Unit for Grade 8

English Language

8e1 1 `2`	8e2 `1`	8e3 `1`	8e4	8e5 1 `3`	8e6	8e7 `3`	8e8 `2`	8e9	8e10
8e11	8e12	8e13	8e14	8e15	8e16	8e17	8e18	8e19 `1`	8e20
8e21	8e22	8e23	8e24 2	8e25 `2`	8e26 1	8e27 2 `1`	8e28	8e29	8e30
8e31	8e32	8e33	8e34	8e35 2	8e36	8e37	8e38 `1`	8e39 `1`	8e40
8e41 1	8e42	8e43	8e44	8e45	8e46	8e47	8e48	8e49	8e50
8e51	8e52	8e53	8e54	8e55	8e56	8e57	8e58	8e59 `1`	8e60 `1`
8e61 `2`	8e62	8e63	8e64	8e65	8e66	8e67			

French as a Second Language

8f1	8f2	8f3	8f4	8f5	8f6	8f7	8f8	8f9	8f10
8f11	8f12	8f13	8f14	8f15	8f16	8f17			

Mathematics

8m1	8m2	8m3	8m4	8m5	8m6	8m7	8m8	8m9	8m10
8m11	8m12	8m13	8m14	8m15	8m16	8m17	8m18	8m19	8m20
8m21	8m22	8m23	8m24	8m25	8m26	8m27	8m28	8m29	8m30
8m31	8m32	8m33	8m34	8m35	8m36	8m37	8m38	8m39	8m40
8m41	8m42	8m43	8m44	8m45	8m46	8m47	8m48	8m49	8m50
8m51	8m52	8m53	8m54	8m55	8m56	8m57	8m58	8m59	8m60
8m61	8m62	8m63	8m64	8m65	8m66	8m67	8m68	8m69	8m70
8m71	8m72	8m73	8m74	8m75	8m76	8m77	8m78	8m79	8m80
8m81	8m82	8m83	8m84	8m85	8m86	8m87	8m88	8m89	8m90
8m91	8m92	8m93	8m94	8m95	8m96	8m97	8m98	8m99	8m100
8m101	8m102	8m103	8m104	8m105	8m106	8m107	8m108	8m109	8m110
8m111	8m112	8m113	8m114	8m115	8m116	8m117	8m118	8m119	8m120
8m121	8m122								

Science and Technology

8s1	8s2	8s3	8s4	8s5	8s6	8s7	8s8	8s9	8s10
8s11	8s12	8s13	8s14	8s15	8s16	8s17	8s18	8s19	8s20
8s21	8s22	8s23	8s24	8s25	8s26	8s27	8s28	8s29	8s30
8s31	8s32	8s33	8s34	8s35	8s36	8s37	8s38	8s39	8s40
8s41	8s42	8s43	8s44	8s45	8s46	8s47	8s48	8s49	8s50
8s51	8s52	8s53	8s54	8s55	8s56	8s57	8s58	8s59	8s60
8s61	8s62	8s63	8s64	8s65	8s66	8s67	8s68	8s69	8s70
8s71	8s72	8s73	8s74	8s75	8s76	8s77	8s78	8s79	8s80
8s81	8s82	8s83	8s84	8s85	8s86	8s87	8s88	8s89	8s90
8s91	8s92	8s93	8s94	8s95	8s96	8s97	8s98	8s99	8s100
8s101	8s102	8s103	8s104	8s105	8s106	8s107	8s108	8s109	8s110
8s111	8s112	8s113	8s114	8s115	8s116	8s117	8s118	8s119	8s120
8s121	8s122	8s123	8s124	8s125	8s126	8s127	8s128	8s129	8s130
8s131	8s132	8s133	8s134	8s135	8s136	8s137	8s138	8s139	8s140
8s141	8s142	8s143	8s144	8s145	8s146	8s147	8s148		

History

8h1	8h2	8h3	8h4	8h5	8h6	8h7	8h8	8h9	8h10
8h11	8h12	8h13	8h14	8h15	8h16	8h17	8h18	8h19	8h20
8h21	8h22	8h23	8h24	8h25	8h26	8h27	8h28	8h29	8h30
8h31	8h32	8h33	8h34	8h35	8h36	8h37	8h38	8h39	8h40
8h41	8h42	8h43	8h44	8h45	8h46	8h47	8h48	8h49	8h50
8h51	8h52	8h53	8h54	8h55	8h56	8h57			

Geography

8g1	8g2	8g3	8g4	8g5	8g6	8g7	8g8	8g9	8g10
8g11	8g12	8g13	8g14	8g15	8g16	8g17	8g18	8g19	8g20
8g21	8g22	8g23	8g24	8g25	8g26	8g27	8g28	8g29	8g30
8g31	8g32	8g33	8g34	8g35	8g36	8g37	8g38	8g39	8g40
8g41	8g42	8g43	8g44	8g45	8g46	8g47	8g48	8g49	8g50
8g51	8g52	8g53	8g54	8g55	8g56	8g57			

Health & Physical Education

8p1	8p2	8p3	8p4	8p5	8p6	8p7	8p8	8p9	8p10
8p11	8p12	8p13	8p14	8p15	8p16	8p17	8p18	8p19	8p20
8p21	8p22	8p23	8p24	8p25	8p26	8p27	8p28	8p29	8p30
8p31	8p32	8p33	8p34	8p35	8p36	8p37	8p38	8p39	8p40
8p41									

The Arts

8a1	8a2	8a3	8a4	8a5	8a6	8a7	8a8	8a9	8a10
8a11	8a12	8a13	8a14	8a15	8a16	8a17	8a18	8a19	8a20
8a21	8a22	8a23	8a24	8a25	8a26	8a27	8a28	8a29	8a30
8a31	8a32	8a33 1	8a34	8a35	8a36	8a37	8a38	8a39	8a40
8a41	8a42	8a43	8a44	8a45	8a46	8a47	8a48	8a49	8a50
8a51	8a52	8a53	8a54	8a55	8a56	8a57	8a58	8a59	8a60
8a61	8a62	8a63	8a64	8a65	8a66				

Poetry Power
Language A Unit for Grade 8

Analysis Of Unit Components

5   Subtasks
33 Expectations
99 Resources
40 Strategies & Groupings

-- Unique Expectations --
18 Language Expectations
1   Arts Expectations

Resource Types

1   Rubrics
17   Blackline Masters
0   Licensed Software
54   Print Resources
0   Media Resources
25   Websites
2   Material Resources
0   Equipment / Manipulatives
0   Sample Graphics
0   Other Resources
0   Parent / Community
0   Companion Bookmarks

Groupings

5   Students Working As A Whole Class
4   Students Working In Pairs
1   Students Working In Small Groups
3   Students Working Individually

Assessment Recording Devices

1   Anecdotal Record
4   Checklist
1   Rating Scale
1   Rubric

Teaching / Learning Strategies

1 Conferencing
1 Demonstration
1 Directed Reading-thinking Activity
1 Discussion
1 Guided Exploration
1 Guided Reading
1 Guided Writing
2 Read Aloud
1 Research Process
2 Visualization

Assessment Strategies

1 Classroom Presentation
1 Conference
1 Observation
1 Performance Task
2 Response Journal
2 Self Assessment