**How do poets express the experience of racism? Do they use poetic devices, imagery, rhythm, allusions, meaning, tone, mood, or something else?**

**Assignment:** Write a compare and contrast essay (approximately 750-1000 words) regarding two poems that reflect the theme of racism. You can choose your own OR one of the following:

|  |  |
| --- | --- |
| Ideas |  |
| Authors: Langston Hughes | *Mother to Son*  *Negro Speaks of Rivers*  *I, Too Am American* |
| Rap songs | *Changes*- Tupac  *Me Against the World*- Tupac  *I Have a Dream*- Common  *Ghetto Gospel*- Tupac |
| Theme | *White House*- Claude McKay  *Caged Bird*- Maya Angelou  *I, Too Am American*- Langston Hughes  *Racism*- Maxine Tynes |

The poems can be from the:

* 1. Same author
  2. Different authors
  3. Similar themes on identity or very different themes on identity

**Each poem must be:**

* Printed-then each line of the poem marked numerically
* Marked up with sense, structure, tone, mood, poetic devices, topic
* Referenced in a properly formatted bibliography at the end of the essay. You can use books or the internet
* Include quotes in your essay. I will show you how to reference poetry quotes. No quote bombs.

**Steps**

1. Find two poems that relate to the theme of racism.
   1. These two poems should not be too long nor too simple
   2. These two poems should have some similarities besides theme
   3. If you have chosen a song, reduce the song to the main parts and a chorus or two. I do not need to see the chorus 5x.
   4. Eliminate all offensive language and swear words- or choose a different song! If you really think it adds to the song, make the swear words look like this: s\*&#
2. Print out a copy of both poems and **MARK THEM UP** with sense, structure, tone, mood, poetic devices and topic. Use the internet to research!!! You can research the meaning, the historical background, the purpose, the biography of the poet, the social context- anything. This will help enhance the “sense” of your poem.
3. Do a compare and contrast graphic organizer. (your choice- see me)
4. Decide what traits need to be compared. The meaning? The purpose? The devices? The tone? The mood? The history? The author’s influences?
5. Do an outline- mandatory!

Possible websites to use:

[www.rapgenius.com](http://www.rapgenius.com)

<http://www.poetryfoundation.org/>

<http://www.poetryinvoice.com/>

<http://www.poets.org/>

<http://www.sparknotes.com/>

<http://www.shmoop.com/>

**Compare and Contrast Essay for Poetry with Quotes Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **10 /9** | **8.5/8/7.5** | **7/6.5** | **6/5.5/5** |
| **Opening Statement and Conclusion** | Strongly and clearly states the themes of identity. Previews the supporting reasons.  Creative and insightful  Conclusion is strong. | Clearly states a how this poem(s) reflects identity. Previews the supporting reasons.  Intro may be basic. Conclusion wraps up argument but could be stronger. | States how poem reflects identity but may be confusing or basic. Supporting reasons may or may not be previewed.  Intro and/or conclusion does not wrap up thesis. | Thesis is not easily understood with little or no reference to the question.  Intro and/or conclusion is weak or absent |
| **Supporting Details (quotes and evidence from novel)** | Provides strong details, reasons and/or examples in support of the thesis.  Quotes are very relevant and strong | Provides details, reasons and/or examples in support of the thesis. Evidence fits to the argument. May be slightly irrelevant to thesis or weak | Provides some reasons and/or example in support of the thesis. Evidence may be weak or not match argument. | Provides little or no support of the opinion.  Support is weak or irrelevant. |
| **Argument** | Insightful, intelligent argument about identity.  A mature understanding of the subject. | Argument is intelligent. Understands the big ideas. | Argument is correct but could be more mature or insightful. | Argument is simple but correct. Could be more mature or insightful. |
| **Use of Quotes**  **Bombs and Formatting** | Quotes are integrated seamlessly. Formatting is flawless | Quotes are integrated but could be integrated smoother  Formatting may or may not be flawless but obvious effort is made to try | Quotes could be integrated better. Some quote bombs  Formatting needs to be improved | C:\Users\sthomasen\Pictures\English\Bomb.png |
| **Format/ Organization**  **Compare and Contrast OR Biography** | Sentences and paragraphs are complete, well written and varied.  Essay is organized regardless of essay type | Sentences are varied and complex. Paragraph structure is generally correct.  Essay is organized regardless of essay type | Sentences are sometimes varied and complex. Paragraph structure is generally correct.  Essay may not be organized as well as it should | Little or no evidence of sentence or paragraph structure.  Essay could be organized better. |
| **Mechanics and  Grammar** | There are no errors in grammar, spelling or mechanics | Few errors in grammar, spelling or mechanics | Some errors in grammar, spelling and mechanics  Needs to be proofread and edited. | Many errors in grammar, spelling and mechanics  Needs to be proofread and edited. |
| **Poetry Mark-up** | All components are complete and extensive: sense, structure, tone, mood, topic and poetic devices  Thinking is obvious | All components are complete: sense, structure, tone, mood, topic and poetic devices  Could use more analysis | Some components are complete: sense, structure, tone, mood, topic and poetic devices  Could use much more analysis OR some may be wrong | Some components are complete: sense, structure, tone, mood, topic and poetic devices.  Too many errors OR not enough evidence of thought |

