**Poetry Portfolio Project**

**Literary Studies/Composition 10**

**Ms. Tate**

**Step 1:** Over the next two days (and break), you will be responsible for creating a poetry portfolio! Your portfolio must include 2 poems of your own creation and 1 annotation of a poem or song of your choosing, and 1 poem chosen that you like, with a short analysis paragraph to describe. Your 2 or 3 poems must include examples of poetic and literary devices. At least 1 of your poems should include a simile, metaphor, alliteration, hyperbole, personification, [rhetorical question](https://sd43bcca-my.sharepoint.com/personal/etate_sd43_bc_ca/Documents/EFP%2010/Poetry/Rhetorical_Questions%20Student%20Book.pptx), juxtaposition, or onomatopoeia. One of your poems must be illustrated or include a visual aspect (this means it could be a blackout poem, an acrostic, a concrete poem, or another type of poem accompanied by images). Your poems may have a rhyme scheme or not. Portfolios can be in Word, PPt., or PDF/JPEG format or go big and use Flipsnak making a Flip Book. As this is a portfolio, the presentation of all your poems and the annotation of a poem or song should look somewhat polished and attractive. This is, of course, is secondary to the content and its quality, but should not be forgotten or ignored.

**Step 2: Recommended Poetry Forms**

[Blackout](https://www.nytimes.com/interactive/2014/multimedia/blackout-poetry.html)

Haiku (see side note for more details)

Free verse

[Concrete](https://www.britannica.com/art/concrete-poetry)

[Limerick](https://www.dictionary.com/browse/limerick) (make sure it is appropriate for school)

[Sonnet](https://www.wikihow.com/Write-a-Sonnet-Like-Shakespeare) (Shakespearean)

Narrative

Lyric

If you have another type of poem you would like to use, just ask me/send me

an email and clear it with me first.

**Step 3: Annotating Your Chosen Song or Poem**

[Student-2Pac-Workbook (3)](https://sd43bcca-my.sharepoint.com/personal/etate_sd43_bc_ca/Documents/EFP%2010/Poetry/Student-2Pac-Workbook%20(3).pptx?web=1)-in case you missed it Wednesday

[Poetry In Voice](https://www.poetryinvoice.com/)

You will choose a poem (at least 10 lines) or a song and annotate it. This means that you will go through the poetry/lyrics and find the following devices:

Metaphor

Simile

Juxtaposition

Alliteration

Rhyme

Repetition

[Hyperbole](https://sd43bcca-my.sharepoint.com/personal/etate_sd43_bc_ca/Documents/EFP%2010/Poetry/Hyperbole_Personification%20student%20book.pptx?web=1)

Rhetorical Questions

Personification

[Onomatopoeia](https://sd43bcca-my.sharepoint.com/personal/etate_sd43_bc_ca/Documents/EFP%2010/Poetry/Repetition_Onomatopoeia%20student%20book.pptx?web=1)

You may go beyond these devices, but you must cover them first. The best way to do this is probably to choose a highlighter colour for each (like in Word) and label which term it is covering. If you have another method, just make sure it is clear. After you have annotated your poem or song, you will write a concise paragraph (5 sentences) about the effect and impact of one or two devices you identified. Does the repetition build tension? Does the hyperbole point out the humour of the piece? Does the metaphor tie the whole thing together? These are examples of ways your might analyze your poem and its literary device.

Rubric

5 4 4 3 3 2 2 1

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| **Content 1** | Student’s portfolio  contains 2 original  poems. Each poem is a  different form/type. 1  of those poems contain  a wide selection of  required literary  devices. | Student’s portfolio  contains 2 original  poems. At least 1  different forms/types  are represented. 1 of  those poems contain a  selection of required  literary devices. | Student’s portfolio  contains at least 2  original poems. At  least 1 different  forms/types are  represented. 1of  those poems  contain some  required literary devices | Student’s portfolio  contains at least 1  original poems. At  least 1 forms/types  are represented.  Student has made  little effort to include  required literary  devices. |
| **Content 2** | Student’s portfolio  contains an annotated  poem or song with full  labelling and an  accompanying  paragraph analysing  the effect of at least  one labeled literary  device. The paragraph  need not be completely  error-free, but displays  polish and follow  Canadian conventions  of spelling, grammar,  and punctuation. | Student’s portfolio  contains an annotated  poem or song with  mostly full labelling  and an accompanying  paragraph analysing  the effect of at least  one labeled literary  device. The paragraph  has some errors which  begin to impede  clarity. It displays  polish and follows  most Canadian  conventions of  spelling, grammar, and punctuation | Student’s portfolio  contains an  annotated poem or  song with some  labelling and an  accompanying  paragraph  analysing a literary  device. The  paragraph has  some errors which  impede clarity. It  displays little  polish and follows  some Canadian  conventions of  spelling, grammar,  and punctuation. | Student’s portfolio  contains an  annotated poem or  song without much  labelling and the  paragraph is offtopic  or poorly  organized. The  errors impede  clarity. It is  unpolished and  follows few  Canadian  conventions of  spelling, grammar,  and punctuation. |
| **Originality** | Project shows a large  amount of original  thought. Poems are  creative and inventive. | Project shows some  original thought. Work  shows good ideas and  insights. | Uses other people's  ideas (giving them  credit), but there is  little evidence of  original thought. | Uses other people's  ideas, but does not  give them credit. |
| **Organization/**  **Attractiveness** | Project is logical,  relevant, and clearly  outlined. Makes  excellent use of font,  color, graphics, effects,  etc. to enhance the  project. | Project is somewhat  logical, relevant, and  clearly outlined. Makes  good use of font, color,  graphics, effects, etc. to  enhance the project. | Project is hard to  follow. Makes use  of font, color,  graphics, effects,  etc. but  occasionally these  elements detract  from the project. | Project is  unorganized and  unattractive. |
| **Following Directions**  **(Literary Devices)** | Student completes all  requirements of the  project. | Student completes  most of the necessary  requirements of the  project. | Student is  inconsistent in  following project  requirements. | Student fails to  adhere to project  requirements. |
| **Effort** | Final project shows  student used class time  well and put  significant effort into  the assignment. | Final project shows  that student mostly  used class time well  and put some effort  into the assignment. | Final project shows  that student didn’t  use class time very  effectively and put  forth minimal  effort. | Student did not use  class time well and  put forth very little  effort. |