**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%283%29.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 portfoliocontains 2 originalpoems. Each poem is adifferent form/type. 1of those poems containa wide selection ofrequired literarydevices. | Student’s portfoliocontains 2 originalpoems. At least 1different forms/typesare represented. 1 ofthose poems contain aselection of requiredliterary devices. | Student’s portfoliocontains at least 2original poems. Atleast 1 differentforms/types arerepresented. 1ofthose poemscontain somerequired literary devices | Student’s portfoliocontains at least 1original poems. Atleast 1 forms/typesare represented.Student has madelittle effort to includerequired literarydevices. |
| **Content 2** | Student’s portfoliocontains an annotatedpoem or song with fulllabelling and anaccompanyingparagraph analysingthe effect of at leastone labeled literarydevice. The paragraphneed not be completelyerror-free, but displayspolish and followCanadian conventionsof spelling, grammar,and punctuation. | Student’s portfoliocontains an annotatedpoem or song withmostly full labellingand an accompanyingparagraph analysingthe effect of at leastone labeled literarydevice. The paragraphhas some errors whichbegin to impedeclarity. It displayspolish and followsmost Canadianconventions ofspelling, grammar, and punctuation | Student’s portfoliocontains anannotated poem orsong with somelabelling and anaccompanyingparagraphanalysing a literarydevice. Theparagraph hassome errors whichimpede clarity. Itdisplays littlepolish and followssome Canadianconventions ofspelling, grammar,and punctuation. | Student’s portfoliocontains anannotated poem orsong without muchlabelling and theparagraph is offtopicor poorlyorganized. Theerrors impedeclarity. It isunpolished andfollows fewCanadianconventions ofspelling, grammar,and punctuation. |
| **Originality** | Project shows a largeamount of originalthought. Poems arecreative and inventive. | Project shows someoriginal thought. Workshows good ideas andinsights. | Uses other people'sideas (giving themcredit), but there islittle evidence oforiginal thought. | Uses other people'sideas, but does notgive them credit. |
| **Organization/****Attractiveness** | Project is logical,relevant, and clearlyoutlined. Makesexcellent use of font,color, graphics, effects,etc. to enhance theproject. | Project is somewhatlogical, relevant, andclearly outlined. Makesgood use of font, color,graphics, effects, etc. toenhance the project. | Project is hard tofollow. Makes useof font, color,graphics, effects,etc. butoccasionally theseelements detractfrom the project. | Project isunorganized andunattractive. |
| **Following Directions****(Literary Devices)** | Student completes allrequirements of theproject. | Student completesmost of the necessaryrequirements of theproject. | Student isinconsistent infollowing projectrequirements. | Student fails toadhere to projectrequirements. |
| **Effort** | Final project showsstudent used class timewell and putsignificant effort intothe assignment. | Final project showsthat student mostlyused class time welland put some effortinto the assignment. | Final project showsthat student didn’tuse class time veryeffectively and putforth minimaleffort. | Student did not useclass time well andput forth very littleeffort. |