English 9 – Kirk Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Final Poetry Project**

Due on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **/ 35 points**

* **Email final projects to Mrs. Kirk by due date -** [**emcmahon@nspes.ca**](mailto:emcmahon@staff.ednet.ns.ca)

**Task 1:** Pick one of your own poems that you wrote for poetry stations. Your poem should address one of the following themes:

**ELA Outcomes being Assessed:**

2.2 – Use appropriate vocabulary, sentence structure, speed of talking and tone for different audiences and purposes

2.6 – Understand how the content and message are affected by verbal and non-verbal language (repetition, eye contact, and volume)

3.1 – Demonstrates active listening (eye contact, rephrasing, clarifying, extending, refining, and summarizing)

9.2 – Consider and craft writing (content, word choice, style, tone, form, structure, organization) to suit the audience and purpose

10.1 – Choose and apply the appropriate prewriting, drafting, revising, editing, proofreading, and presentation strategies when creating texts

10.2 – Consistently use the conventions of written language in final products

10.3 – Use various technologies for the purpose of communicating (video, email, word processing)

1. Love
2. Prejudice
3. Nature
4. War
5. Relationships
6. Patriotism
7. Sports
8. Teen problem
9. Heroes/idols

**Task 2:** Revise your poem using the Poetry Revision checklist you were given during Poetry Stations. Have a peer help you by going through the checklist to revise and edit your poem. Pass in the checklist with your rubric. Type up your poem as a Word document.

**Task 3:** Create a presentation for the class about your poem.

You can do this in one of two formats: live presentation (you stand in front of the room) or on iMovie (video presentation). Either option involves presenting your poem to the class.

You need to write out and type up your presentation. You will be passing in your presentation write up along with the final version of your poem.

Your presentation needs to include the following information:

1. A summary of what the poem is about (idea represented and theme) and why you chose to present it to the class.
2. An analysis of the poems’ literary techniques and devices you used.
3. Your recital of the poem

**Task 4:** Email your project to Mrs. Kirk by due date listed above. Pass in your rubric (on reverse) and revision checklist to Mrs. Kirk upon completion of your project.

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| **POETRY**  **PROJECT RUBRIC** | 5 | 4 | 3 | 2 | 1 |
| Poem Revision  *SCO 10.1*    **/5** | Careful revision and editing of poem was evident.  Peer Revision and Editing were completed with sincerity. | Revision and editing of poem was observed.  Peer Revision and Editing were completed. | Revision and editing of poem was somewhat evident. Peer Revision and Editing were somewhat completed. | Limited revision or editing of poem was shown. Peer Revision and Editing were partially completed. | Careful revision and editing of poem was not evident. Peer Revision and Editing were not completed. |
| Summary  **/5** | Summary is clear with main theme and idea of poem identified with explicit detail. | Summary contains main theme and idea of poem are identified. | Summary contains either main theme or idea behind poem is identified. | Summary is unclear. Main theme or idea of poem is vaguely identified. | Summary is unclear Main theme and/or idea of poem was not identified. |
| Analysis  *SCO 9.2*  **/10** | Analysis is concise. Significance of main theme is addressed in sincere, meaningful way. How poetic devices are used is effectively discussed. | Analysis is complete. Significance of main theme is addressed with connections made to other texts or themes. How poetic devices are used is discussed. | Analysis somewhat complete. Significance of main theme is addressed. How poetic devices are used was discussed in a general way. | Analysis is incomplete. Main theme is addressed in limited way or may be missing. How poetic devices are used was not discussed or discussed in a limited way. | Analysis is incomplete. Main theme is not addressed. How poetic devices are used effectively is not discussed. |
| Writing Conventions (Capitals Usage Punctuation Spelling)  *SCO 10.2*  **/5** | There are no convention errors in the written presentation summary. | There are fewer than two convention errors in the written presentation summary. | There are three or four convention errors in the written presentation summary. | There are five to seven convention errors in the written presentation summary. | There are more than eight convention errors in the written presentation summary. |
| Oral Presentation  *SCOs*  *2.2 2.6*  *3.1*  *10.3*  **/10** | Presentation is succinct and outlines what the poem is about, and why it was chosen. Eye contact, appropriate body language and tone of voice were demonstrated consistently by presenter.  Active listening was consistently practiced during other presentations. | Presentation is clear and outlines what the poem is about and why it was chosen.  Eye contact, appropriate body language and tone of voice were demonstrated by presenter.  Active listening was practiced during other presentations. | Presentation touches on what the poem is about and why it was chosen but doesn’t go into any detail.  Eye contact, appropriate body language and tone of voice were somewhat demonstrated by presenter.  Active listening was usually practiced during other presentations. | Presentation is vague, and somewhat discusses what the poem is about.  Eye contact, appropriate body language and tone of voice were demonstrated in a limited way by presenter.  Active listening was sometimes practiced during other presentations. | Presentation does not outline what the poem is about or why it was chosen.  Eye contact, appropriate body language and tone of voice were not demonstrated by presenter.  Active listening was not practiced during other presentations. |

**Total points: / 35 =**