Seventh Grade Literacy Unit of Study: Poetry - Post Task

Due Date:

**Task:** To celebrate your completion of the 7th Grade Literacy Unit of Study on poetry, you will be creating your own “Chicken Soup “anthology or collection of published poetry. The poems we have read and discussed in this unit are based on everyday human emotions and experiences. Inspired by these works, your own experiences, and your knowledge of poetry you will compile a collection of your work. Use your newly acquired knowledge about poetic devices, theme, mood, and vocabulary to write *FIVE (5)* original poems following the project guidelines. Use this as a guide and checklist as you complete the project to make sure all parts have been completed. Your work should be typed or neatly written in blue or black in. Use the attached rubric as a tool for you to check your work before submitting it to your teacher.

**Page 1:** Create a **cover** for your anthology, you are free to design it however you would like. You must include your full name, class, and date. Give your work a title and take ownership as the author.

For Example: “*The Circle of Life”*

A Poetry Anthology

 written by: Simba D. Lion

**Page 2:** **Official Table of Contents**. This page will dictate the order in which your poems will appear in the anthology. You will need to include the title of each poem and the page readers will find it on. Include a short description of each poem including the type of poem, and which category it falls in: **Loss, Happiness, or Growing Pains**

For example*: “Rain Song” –* a shape poem about mourning the loss of a loved one*.” Page 3*

**Pages 3-6: Original Works of Poetry.** This is where you will include your five original works of poetry in the order you listed in your table of contents.

 List of Poems to be included: (Check them off as you write, edit, publish and illustrate)

\_\_\_\_\_\_Poem #1: Closed Couplet Page 3 (Find inspiration in Robert Frost’s – *“Nothing Gold Can Stay”* or “A *Voice for the Unaccepted”* Krinda Joy Carlson)

\_\_\_\_\_\_Poem #2: Shape Poem Page 4 (Use “A *Mouse’s Tale,” “Seals,” or “the Rain Song*” for ideas on incorporating mood and tone with structure.)

\_\_\_\_\_\_Poem #3: Free Verse Page5 (Take a look at Mother to Son by: Langston Hughes as a model for style and word choice.)

 \_\_\_\_\_\_Poem #4: Lyric Poem Page 6 (Use the perspectives captured in the book *Wonder* for this poem.

\_\_\_\_\_\_Poem #5: Choice –Page 7(Write a second shape poem, haiku, or lyric poem! Or use a free verse or sonnet format!)

**Page 7: Answer the essential questions.** Do all poems stem from life changing experiences? How does ones’ experiences, mold character? Essential questions should be answered completely using evidence from the poetry from in the unit or published works of your choice as well as personal experiences.

**Page 8:** **From the Author**: On the last page of your anthology write a ONE PAGE personal message to your readers. Write about the poetry experience and the lessons in the unit and share some grows and glows! Feel free to include information about what inspired you, about your creative process, or even a list of your favorite poems from the unit. Remember to use the writer’s process to produce your message. Make clear and identifiable paragraphs, revise and edit your work.

**Poem Requirements**:

-Title (meaningful) and author (name)

-Stanza Length – 2 stanza or 6 line minimum

-Fully developed and identifiable theme, tone and mood

-Two of the poems must contain a shift

-3 of the following poetic devices must be used in each poem: Rhyme scheme, metaphor, simile, personification, imagery, alliteration, symbolism, repetition

*Seventh Grade Literacy Unit of Study: Poetry - Post Task Grading Criteria*

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| --- | --- | --- | --- | --- |
| **Criteria** | **4 Exceeds Standards** | **3 Meets Standards** | **2 Developing** | **1 Far Below Standards** |
| Cover Page W.7.6 | The cover is clear, inviting, creatively presented and captures the essence of the anthology. Student information is clearly identifiable and accurate. An original title was included.  | The cover is clear and creative and represents the themes in the anthology. Student information is identifiable and accurate. A title was included.  | The cover is clear. Some student information is missing and/or an original title was not included.  | The cover is missing several elements or was not included.  |
| Table of ContentsW.7.5 | Table of contents was professionally published, detailed in description, and follows a specific order.  | Table of contents was included and published along with a description. It is arranged in order.  | The table of contents was incomplete or illegible in some parts. Some poems were listed out of order.  | The table of contents was incomplete, illegible, or not included.  |
| Poetic Devices W.7.4  | Student demonstrates a strong command of poetic devices in all five original works. A variety of devices were used to portray meaning and add emphasis.  | Student demonstrates a command of poetic devices in most of the original works. Many devices were used to portray meaning and add emphasis. | Student demonstrates a developing sense of poetic devices. A limited amount of poetic devices were used. | Student demonstrates a limited understanding of poetic devices. Few devices were used. |
| Theme W.7.3  | Student maintains a central theme. The author’s message is apparent and identifiable throughout the anthology by using imagery, symbolism, and other poetic devices.  | Student presents a central theme. The author’s message is identifiable throughout the anthology through use of poetic devices.  | A central theme was difficult to identify at times as some poems are unrelated making the author’s message unclear.  | Student demonstrates a limited understanding of theme.  |
| Structure RL.7.5  | The author has mastered a variety of poetic structures to contribute to the each poem’s meaning. Each poem follows individual formatting rules.  | The author uses a variety of poetic structures to contribute to the each poem’s meaning. Each poem follows individual formatting rules. | The author has developing sense of poetic structures to contribute to the each poem’s meaning. Each poem follows individual formatting rules. | The author’s use of structure to contribute to meaning is limited. Most poems are disorganized.  |
| Word Choice L.7.5  | Student demonstrates a strong understanding of figurative language, word relationships, and nuances to express mood and tone.  | Student demonstrates an understanding of figurative language, and word relationships to express mood and tone.  | Student understanding of figurative language and word relationships to express mood and tone is developing.  | Student word choice suggests a limited understanding of word relationships.  |
| ConventionsL.7.1-6  | Student demonstrates a strong command and grade appropriate understanding of the use of conventions of standard English grammar and usage.  | Student demonstrates a command and grade appropriate understanding of the conventions of standard English grammar and usage.  | Student command and grade appropriate understanding of conventions is developing.  | Errors in conventions of standard English interfere with meaning often.  |
| About the Author / EQs w.7.4W.7.10  | Student produced clear and coherent responses developed from the task, purpose, and essential questions. Grade specific expectations were met.  | Student produced coherent responses developed from the task, purpose and essential questions. Most expectations were met.  | Student work is unclear or strays from the task, purpose and essential questions at times. Some expectations were met.  | Student work is mostly unclear and strays from the task often.  |
| Student Name  | Score / 32 = % |