Why create a poetry book?

Poetry Book

Poetry is the use of language devices to create moods and images for many different audiences. Imagine a world where we could not relate to the ideas, thoughts, and feelings of one another. It would be pretty awful wouldn’t it? Poetry allows us to connect to the experiences of another artist and person.

What is your goal?

Part 1: Your goal is write personal and authentic poems. Write at least **NINE** poems; each must be a different type. You may write as many poems as you like in each category. Everyone will do a Bio-Poem, a Two-Voices poem, and an Ode. There are many different types listed in Google Classroom. If you do not see a poem on the list that you would like to do; just ask. Presentation is ALSO graded-LOOK AT RUBRIC

Poetry Book Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| Poems | 4 | 2.5 | 2 |
| Directions | You have more than NINE types of poems  Titled with Types | You have 7-9 types of poems  No titles or No types | You have less than 7 types of poems |
| Poems | Your poems follow the individual directions, use figurative language, and poems make sense. | Your poems follow the individual directions but don’t always make sense. | Your poems do not follow the individual directions and do not make sense |

|  |  |  |  |
| --- | --- | --- | --- |
| Visual Portion | 4 | 2.5 | 2 |
| Poem Presentation | The poems are clearly written or typed.  You had different fonts and pictures for all your poems. | It is hard to read some of your poems  You used the same font for all your poems.  You had few pictures. | It is hard to read all of your poems.  You had no pictures and used the same font. |
| Cover | Your cover has a clear title and author’s name.  Decorated appropriately | Your cover has two out of the three. | Your cover has only one of the three characteristics |
| Entire Book | Awesome project!  All aspects look professional.  Terrific detail!  You have been creative making your book look very realistic.  You have included a dedication page, table of contents, or a page about more books the author has published | Good Project!  The project looked rushed with not a lot of detail  You followed directions but added none of your own touches. | Poor effort!  There is no evidence of details.  You did the project at the last minute. |

**Part 2:** Past Poet compared to Present Poet ESSAY

Select a poet/composer from present and past, 19th century. For example, Edgar Allen Poe and Maya Angelou, or Robert Frost and Eminem, or Emily Dickinson and Selena would be acceptable. Once you have selected your poet/composer, you will be required to write a comparison essay. Complete research on each of the two poet(s)/composer(s), which will answer the following: What time period is your composer from? What type of poetry or music is your composer best known for? How did your composer become involved in poetry, who inspired your composer to become a poet or musician? What historical event inspired your composer to become a poet, and what historical event was prevalent during your composer’s life. Do not forget to include your MLA citation of the source(s) you used at the bottom of your essay. Wikipedia is not a credible source. Also, remember that when you compare/contrast you write point to point not a separate paragraph on each.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **4** | **3** | **2** | **1** |
| **Introduction (Organization)** | The introduction is inviting, states the main topic and previews the structure of the paper. | The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader. | The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader. | There is no clear introduction of the main topic or structure of the paper. |
| **Support for Topic (Content)** | Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable about **BOTH** poets. | Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported. | Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported. Only info about ONE poet | Supporting details and information are typically unclear or not related to the topic. |
| **Conclusion (Organization)** | The conclusion is strong and leaves the reader with a feeling that they understand what the writer is \"getting at.\" | The conclusion is recognizable and ties up almost all the loose ends. | The conclusion is recognizable, but does not tie up several loose ends. | There is no clear conclusion, the paper just ends. |
| **Capitalization & Punctuation (Conventions)** | Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read. | Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read. | Writer makes a few errors in capitalization and/or punctuation that catch the reader\'s attention and interrupt the flow. | Writer makes several errors in capitalization and/or punctuation that catch the reader\'s attention and greatly interrupt the flow. |

**Part 3:** You will recite a poem for Grow’s Coffee Shop during block on Thursday, March 15, and Friday, March 16. I have posted several poems in Google Classroom, however, if you have a poem that you would like to do, just let me know.

Poem Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **4** | **3** | **2** | **1.5** |
| Poem at least 200 words  Adds character-hand gestures are appropriate  Volume is clear and rises and falls with poem  Eye contact is dead on!  Wore an outfit that correlated to poem  Didn’t need a notecard | Poem at least 100 words  Recites the poem with very little emotion  Volume can be heard  Refers to notecards 1-2 | Poem is at least 75 words-can be a song  Looks at note card at least three times  Volume is barely audible  There is no emotion | Poem is at least 50 words-can be a song  Had to look at notecards often  Didn’t make eye contact-reads poem  Read the poem |

*Choose at least* ***NINE*** *types of poems. You may write as many poems as you like in each category. Everyone will do a Bio-Poem and an Ode. Presentation is ALSO graded-LOOK AT RUBRIC*

**Types**

1. **Bio-Poem\***

**Line 1: Your first name**

Write your first name in the center of the line.

**Line 2: List traits that describe you**

Choose three adjectives that best describe your characteristics

**Line 3: Identify important relationships**

Identify relationships that give an instant message about who you are. Choose ones that truly matter to you. The relationships could refer to family members, friends, pets, ect.

**Line 4: Who loves…**

What are some things you love or love to do? Some of the items you could choose are hobbies, sports, activities, goals, books, movies, values, and beliefs.

**Line 5: Who feels…**

Concentrate on important emotions in your life. For example, determination, confusion, compassion, happiness, pride, loneliness, ect.

**Line 6: Who fears…**

What are you afraid of? Are you afraid of snakes, spiders, being on stage, or failing a class?

**Line 7: Who needs…**

What do you need in your life to feel successful? Do you need companionship, peace of mind, health, love, or money?

Line 8: Who gives: List three things you give to others, such as, time energy, coaching, help support of knowledge.

**Line 9: Who would like…**

Write about a personal goal, wish or dream.

**Line 10: From…**

Give the name of your neighborhood, town or city, or state.

**Line 11: Last Name**

1. **Ode\*-** Your poem should be a celebration – of a person, an event, an achievement, a relationship, an animal, an ordinary object, or simply the day-**It needs to be 20 lines using MANY poetic devices**
2. Sonnet-English form: 3 Quatrains followed by a couplet
3. **Concrete\***
4. **Haiku-3 lines with syllables 5-7-5**
5. **Tanka-5 lines with syllables 5-7-5-7-7**
6. **Prepositional Poem**

**Example:** during the night  
over the moon  
beyond the horizon  
across the highway  
around the park

1. **Emotions Poem**
2. **Cinquain-** A **cinquain poem** is a verse of five lines that do not rhyme
3. **Clerihew-four lines with a rhyme scheme AABB**
4. **Quatrain-four lines with a rhyme scheme ABAB**
5. **Alliteration**-At least four lines long
6. **Rhyme-**At least six lines
7. **Limerick-5 lines with a rhyme scheme AABBA**
8. **Synonym Poetry**-Choose any word.  Write that word in capital letters on the first line.  In a thesaurus look up the word and find three to five synonyms for it.  Write the synonyms on the second line.  On the third line, write a descriptive phrase about the word.  The last two lines of the poem should rhyme.

LOVE  
Attachment, adoration, warmth, adore  
Love is so pure, right down to the core.  
---Kimiko Brantley (Grade 10)

1. **Three Word Forms**-Each line of this form is made up of three words.  The last two words become the first two words in the next line.  In the poem, there will be a progress of images and a story will be told.

MORNINGS

sleep, alarm, awake  
alarm, awake, shower  
awake, shower, clothes  
shower, clothes, shoes  
clothes, shoes, dog  
shoes, dog, run  
dog, run, breakfast  
run, breakfast, sunrise  
breakfast, sunrise, car  
sunrise, car, work.  
---Alex Buffington (Grade 10)

1. **List Poems**-There are so many things that can be written about in lists, that sometimes we cannot think of a thing to write.  To help, some ideas for lists are below. Lists can be either rhyming or not.  It is up to the writer to decide which style s/he uses. In at least one of the poems you write, make the list humorous or far-fetched.  Then, in the final line, give the poem a serious turn.
2. **Diamonte**-The French word *diamont* means diamond.  A DIAMONTE is a seven-line poem that gradually changes from one idea to a direct opposite idea.  When it is completed, its total appearance is diamond shaped. There are two patterns you can follow in writing a diamonte.

|  |  |
| --- | --- |
| Pattern: | Pattern: |
| Line 1 = Noun | Line 1 = Opposite of line 7 |
| Line 2 = Adjective, Adjective | Line 2 = Describe line 1 |
| Line 3 - Verb, Verb, Verb | Line 3 = Action about line 1 |
| Line 4 = Noun, Noun, Noun, Noun | Line 4 = 2 nouns about line 1           2 nouns about line 7 |
| Line 5 = Verb, Verb, Verb | Line 5 = Action about line 7 |
| Line 6 = Adjective, Adjective | Line 6 = Describe line 7 |
| Line 7 = Noun | Line 7 = Opposite of line 1 |

17. **Sense Poems**-Think of a place that is special. Form an image in your mind of this place.  If you need to, cluster this image.  Then complete the following statements.

|  |  |
| --- | --- |
| a. I see\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ b. I smell\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ c. I hear\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ d. I feel\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ e. I taste\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ f. I think\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | I see the sage-covered desert I smell the freshness of the morning I hear the scream of the hawk I feel the caress of a breeze I taste the dew on the wind I think the new day is born |

After you have written out the sentences, remove the [pronouns](http://www.edunet.com/english/grammar/pronoun.html), [verbs](http://www.edunet.com/english/grammar/verb1.html), and [articles](http://www.edunet.com/english/grammar/sect-2.html#def_indef) as you need to:

sage-covered desert  
freshness of morning  
scream of the hawk  
caress of a breeze  
dew of the wind  
new day born

18. **Month Metaphor**-Choose a month -- or a season -- and picture how it would arrive if it were a person OR an animal. Add a few words to make the picture seem more complete.  Tell how OR where it arrives.  Use adverb or prepositional phrases.  If you wish, use a [thesaurus](http://www.m-w.com/thesaurus.htm) to find synonyms to replace overworked words. Tell something else the month or season does while it is here. Tell how the month or season leaves. NOTE:  be sure you keep the same comparison (metaphor) throughout the poem. Don't change to a different picture.

JULY trudges  
right in  
with a bang.  
It crawls around  
on the hot ground,  
leaps around  
spreading warmth,  
then glides right  
out of the way.---Tierra Jones (Grade 10)