



Poetry Inquiry

Job 1. Poem Search –Due Monday, December 11th

Find two (2) poems that have deep meaning and **resonate** with you. Bring copies of both poems to your teacher for approval. You will choose one to analyze and memorize. Please note, silly poems are unacceptable for this assignment.

resonate: to stir up a powerful or personal response.

Job 2. Letter to the Poet

Write a letter to the poet explaining why you like his/her poem. Explain the following in your letter:

- Poetic techniques that you admire;
- Why the poem resonates with you;
- Any questions you have for the poet.

Remember to address your letter, “Dear Mr./Ms. ____” and sign it at the end, “Sincerely, ____”.

Job 3. Poem Doodles

Type your poem into your own document. Leave a good amount of space after each line (press “enter” 2-3 times). Print out this version of your poem. Draw little sketches next to each line of your poem that illustrate the meaning of the language in each line. Try to make your sketches clear, mostly neat, and somewhat detailed. (Typing and doodling are two strategies to help you memorize your poem.)

Job 4. Memorize Your Poem for Recitation

We will recite our poems from memory in class on Tuesday, December 19th and Wednesday, December 20th. You will have the option of reciting your poem at The Beatnik Café on Friday, December 22nd.

Job 1 Due Monday, December 11th
Jobs 2-4 Due Wednesday, December 20th

Common Poetic Techniques

Imagery

language that sparks a picture in your mind. Often happens through similes, metaphors, and personification.

Word choice

precise and vivid words that enhance the meaning of the writing.

Mood

the overall feeling of the poem.

Tone

the writer's attitude toward the topic.

Rhyme

the way that words sound the same at the end of lines in poetry.

Rhythm

a repetitive beat within a poem.

Line Breaks

certain words and phrases stand out because they are on their own line.

Alliteration

the first letter of a word is repeated in words that follow.

Assonance

the same vowel sound is repeated but the consonants are different.

Theme

the deeper meaning or message.

Symbolism

things that are used as symbols for something, giving the poem deeper, hidden meaning.

Poetry Inquiry Rubric

EXPECTATIONS	12 Exceeds Most or All Expectations	10 Meets All Expectations	8 Meets Most Expectations	6 Meets Some Expectations	4 Meets Few Expectations	2 Meets No Expectations
	Demonstrating Mastery		Progressing Toward Mastery		Needing Support	
<p>POEM CHOICE Job 1</p> <p>The poem has:</p> <ul style="list-style-type: none"> • an ample amount of challenging language. • a decently complicated rhythm. • a respectable length. • a substantial number of poetic techniques. <p>The student took on a challenge in memorizing and analyzing the poem.</p>						
<p>LETTER TO THE POET –DETAIL Job 2</p> <p>Detailed, thoughtful, good quality work. The student knowledgeably explained many of the poetic techniques in the poem. The main ideas are clear and supported with specific examples. The student showed how the poem resonated with him/her and touched upon its deeper meaning.</p>						
<p>LANGUAGE CONVENTIONS Job 2</p> <p>Writing has very few errors in spelling, punctuation, capitalization, or grammar. Fifth grade high-frequency words are all spelled correctly. Sentences are complete and don't run-on. Sentence beginnings and proper nouns are capitalized. The student proofread his/her work carefully.</p>						
<p>POETIC DOODLES Job 3</p> <p>Doodles are clever, clear, and easy to follow. They help viewers understand the meaning of each line of the poem in a creative way. They have some detail and are interesting to look at.</p>						
<p>POETRY RECITATION Job 4</p> <p>The student memorized his/her poem successfully and showed the following:</p> <ul style="list-style-type: none"> • Fluency: Minimal hesitation and choppiness. • Voice: Mostly loud, clear, and confident. • Passion: Appropriate enthusiasm, animation, and spirit. 						