**Poetry-Writing Final**

**\*\* Final Draft of the Booklet is DUE, Monday, May 8th .**

**(TEST GRADE)**

1. Choose **FOUR of the BEST** original poems that you’ve written during the unit and revise them using the techniques that we’ve discussed during the unit (“Poets sometimes…”).
2. Type your revised poems and decorate your poetry packet however you would like, creating a unique title page that connects with the poems and/or your poetic style.
3. In class, you will choose **ONE** of your poems (it should your BEST) and write an **analysis** of the techniques that you used. Name at least **four techniques that you used** from those that we discussed in class and **explain** why you used them (sometimes the techniques we use are not intentional, but analyze their effect/impact on the poem).
4. Staple or bind your poetry booklet together, along with your analysis and the **ROUGH DRAFTS** of the four poems and hand in no later than **Monday, May 8th** . Points will be deducted from late booklets.

**Overall Poetry Booklet Information**

* **As you type your poems, remember all poems should be single spaced within stanzas with a double space between the stanzas.**
* **Use 12 point font for the poems. Do not use too fancy of a font as it will be hard to read.**
* **You MUST create a title page. The title of your poetry booklet should be creative and insightful. Do NOT use “My Poetry Book” or “\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s Poetry Book.”**
* **Create a title for each poem. Center and bold it at the top of the poem.**
* **Illustrate any parts you want. However, please make sure the poems are still easy to read.**
* **The order of your poems in the booklet is up to you.**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Poetry Booklet Grading Sheet**

**Overall Grade: \_\_\_\_ / 200 =**

**Poem One**

\_\_\_\_\_ revision is evident and meaningful from the first to the final draft

\_\_\_\_\_ word choice is strong (sophisticated, interesting words—use the thesaurus)

\_\_\_\_\_ the poem is highly creative and original (no cliché!)

\_\_\_\_\_ punctuation is used for effect (must be in complete sentences unless noted somewhere and explained)

**Poem Two**

\_\_\_\_\_ revision is evident and meaningful from the first to the final draft

\_\_\_\_\_ word choice is strong (sophisticated, interesting words—use the thesaurus)

\_\_\_\_\_ the poem is highly creative and original (no cliché!)

\_\_\_\_\_ punctuation is used for effect (must be in complete sentences unless noted somewhere and explained)

**Poem Three**

\_\_\_\_\_ revision is evident and meaningful from the first to the final draft

\_\_\_\_\_ word choice is strong (sophisticated, interesting words—use the thesaurus)

\_\_\_\_\_ the poem is highly creative and original (no cliché!)

\_\_\_\_\_ punctuation is used for effect (must be in complete sentences unless noted somewhere and explained)

**Turn the page …**

**Poem Four**

\_\_\_\_\_ revision is evident and meaningful from the first to the final draft

\_\_\_\_\_ word choice is strong (sophisticated, interesting words—use the thesaurus)

\_\_\_\_\_ the poem is highly creative and original (no cliché!)

\_\_\_\_\_ punctuation is used for effect (must be in complete sentences unless noted somewhere and explained)

**Analysis**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/ 5 Technique 1
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/ 5 Technique 2
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / 5 Technique 3
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / 5 Technique 4

The writer refers back to his/her original poem to give evidence of the technique that he or she used.

The writer explains clearly and in detail how the use of each technique affects the reading of the poem.

**Overall**

\_\_\_\_ /5 Each poem has a meaningful title.

\_\_\_\_ / 5 The booklet has a title page with a meaningful title and is neatly arranged.

\_\_\_\_/10 Completed assignment was turned in on time.

**Key to understand scoring:**

**1 = barely there**

**2-3 = there with little effort**

**4-6 = there with room to improve**

**7-8 = definitely there and looking good**

**9-10 = definitely, positively there with a phenomenal outcome**

**In their writing, poets sometimes…**



* Use great fresh description (sensory detail)
* Get inspiration from the world around them.
* Look at the world in weird and different ways.
* Use fresh and original comparisons to convey ideas (avoid cliché).
* Ask questions that seem unanswerable and try to answer them.
* Look or explore another person’s perspective (dream poem).
* Use form (syllables and rhyme) to make it sound better (sonnet).
* Think carefully about our titles.
* Revise by using **poetic strategies.**

**What *are* some *Poetic Strategies?*:**

* Using unique **COMPARISONS (**broken staircase = tough life**)**
* Including **FIGURATIVE LANGUAGE** (**similes**, **metaphors**, **personification**)
* using **ONOMATOPOEIA** (“Boom”, “Clap”, “Buzzing”)
* Trying out **DIALECT** (the speech of real people: “gotta”, “ain’t”
* Using **ALLITERATION** (**F**lickering **F**lies in **F**lights of **F**ancy)
* Making **RHYMING SOUNDS** (**rhyme scheme**, too)
* Playing with the **TITLE** (“Garden Helpers” vs. “Nightmare of Worms”)
* Using **WHITE SPACE** to ***emphasize*** a word or two (short lines)
* Playing with **PUNCTUATION** (not using it in order to show confusion or to show you’re breaking the rules)