

# ENG4U: Poetry Collection Assignment

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*Hard copy due at the beginning of class on Friday, October 6.*

## Assignment:

- To demonstrate your great understanding of each of the major eras of poetry we studied together
- To stretch and exercise your outstanding creative gifts by crafting five excellent poems!
- To be faithful to yourself and your own voice as you write in a variety of different poetic styles

## Directions:

1. Refresh yourself on the characteristics of poems from the following five eras of history: Renaissance (think Shakespeare's sonnets), Romantic, Victorian, Modern, Postmodern.
2. For each era, construct a poem. *They should be soulful and expressive!* Have fun with this, but also explore some aspect of life in a manner consistent with that poetic era – your Renaissance poem should be considerably different than your modern poem, and I should be able to tell what style you're writing in without looking at the top (but do label them).
  - a. Each poem should be at least eight lines long but no longer than a page.
  - b. Make sure to construct the poem in the style of that era.
  - c. Make sure to maintain your own voice and worldview. In other words, don't celebrate death and despair in the modern poem just because it's a modern poem, etc. (A modern poem should probably have a more sober tone, but remember that many Christians were modern poets and they embodied that tone while maintaining themes that were in some way redemptive – pointing out the brokenness of human efforts and our need for help.)
  - d. Make sure each poem has a fitting and thoughtful **title, and give the whole collection a wondrous title as well** – this is so important!
  - e. Below each poem (on the same page), include a brief write-up that introduces your poem, what you were getting at, and *explains how what you did conforms to the style and characteristics of that era of history.*
3. Keep in mind that these poems may be shared, read aloud in class, etc. Be emotionally prepared for this!
4. You will be marked according to the rubric on the back of this sheet.

## Evaluation

	Level 1	Level 2	Level 3	Level 4	
	<b>Knowledge/Understanding</b> -Degree to which your poems (and analyses) demonstrate strong understanding of each of the historical eras (15)	Your poems and write-ups demonstrated confusion in multiple eras of history.	Your poems and write-ups demonstrated generally good knowledge, but there was a significant area of confusion in one poem.	Your poems and write-ups demonstrate considerable knowledge of each of the five periods. Some eras were stronger than others, but overall, good understanding was shown.	Your poems and write-ups demonstrate outstanding knowledge of each of the five historical periods. It was easy to pinpoint which poem belonged to which period.
1	<b>Thinking/Inquiry</b> -Sophistication of imagery and embodiment of that historical period (20)	Your poem needs more imagery; it is struggling to embody the time period, but a clear effort is being made.	Your poem could be a little stronger/sharper in its imagery; it is somewhat embodying the characteristics of the time period.	Your poem is engaging and has some good images to convey the characteristics of the time period.	Your poem is quite original and creative, and shows much insight in the images you used and in the way you embodied that historical period.
	<b>Communication</b> -Artful, rhythmic use of words to create smooth flow (10)	Rhythm and/diction is fairly distracting, greatly taking away from the poem's strength.	Rhythm and/or diction are somewhat weak and are distracting from the flow of your poem.	Rhythm and diction are appropriate and contribute to the meaning and flow of your poem.	Rhythm and diction are excellent, and greatly help convey a particular mood or tone in the poem. Well done!
2	<b>Thinking/Inquiry</b> -Sophistication of imagery and embodiment of that historical period (20)	Your poem needs more imagery; it is struggling to embody the time period, but a clear effort is being made.	Your poem could be a little stronger/sharper in its imagery; it is somewhat embodying the characteristics of the time period.	Your poem is engaging and has some good images to convey the characteristics of the time period.	Your poem is quite original and creative, and shows much insight in the images you used and in the way you embodied that historical period.
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4	<b>Thinking/Inquiry</b> -Sophistication of imagery and embodiment of that historical period (20)	Your poem needs more imagery; it is struggling to embody the time period, but a clear effort is being made.	Your poem could be a little stronger/sharper in its imagery; it is somewhat embodying the characteristics of the time period.	Your poem is engaging and has some good images to convey the characteristics of the time period.	Your poem is quite original and creative, and shows much insight in the images you used and in the way you embodied that historical period.
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5	<b>Thinking/Inquiry</b> -Sophistication of imagery and embodiment of that historical period (20)	Your poem needs more imagery; it is struggling to embody the time period, but a clear effort is being made.	Your poem could be a little stronger/sharper in its imagery; it is somewhat embodying the characteristics of the time period.	Your poem is engaging and has some good images to convey the characteristics of the time period.	Your poem is quite original and creative, and shows much insight in the images you used and in the way you embodied that historical period.
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	<b>Application</b> -Presentation, success in conforming to the requirements of the assignment, strength of the brief write-ups for each poem (10)	Your collection was missing several important elements, but an effort was clearly made. Your presentation is pretty messy – more professionalism could really help this.	Your collection was missing the analyses/write-ups, but otherwise it had all the required elements. Your presentation could be a little more professional.	Your collection included nearly all the required elements. Your presentation is neat, clean, and somewhat professional.	Your collection was quite professional in its presentation; you included all the required elements; your brief write-ups for each poem were excellent in their clarity and analysis.

# ENG4U: Song Analysis Presentation

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*All presentations and handouts must be shared with the teacher by the beginning of class on Tuesday, September 25.*

## Assignment:

Your assignment is to pick a song of your choice by a particular artist and analyze it as a poetic work. You must investigate three things:

- What messages (themes) are presented in this particular song?
- What are the key literary devices, poetic/musical conventions were used to create these themes?
- What seem to be the values and worldview of the recording artist in general?

## Directions:

1. You should begin the presentation by providing a brief introduction to the song. Consider providing background information on the artist, and discuss whether or not this is a typical song for that artist.
2. Play the song for the class.
3. Analyze the song lyrics as a contemporary poem according to the three questions listed above.
4. Your presentation should take 8-10 minutes, including the playing of the song. Note that we must cut off your presentation at 10 minutes, so practice your timing in advance! (This is to ensure that we get through ten presentations in two days).

Each presentation must also include:

- **A visual component, ie. Powerpoint, Prezi, etc.**
- **A handout for the students, including both the lyrics to your song and an outline of your presentation**

## Important Notes:

- Be sure to include a Works Cited slide/section at the end of your presentation. Separate this slide into two parts: Research and Images. Be sure to use proper referencing according to MLA style and documentation.
- The teacher will photocopy your handouts.

## Evaluation

Students will be graded individually according to the following rubric. Note the heavy emphasis on **communication**.

	<b>Level 1:</b> Below Expectations (50-59%)	<b>Level 2:</b> Approaching Expectations (60-69%)	<b>Level 3:</b> Meeting Expectations (70-79%)	<b>Level 4-:</b> Exceeding Expectations (80-89%)	<b>Level 4+:</b> Exceeding Expectations (90-100%)
<b>Knowledge and Understanding</b> -Quality of research, information, understanding of ideas and concepts, ability to answer questions with ease (15)	No evidence of research is demonstrated, but you do seem to know a bit about the topic from your own reading. You were unable to answer many of the questions.	Some evidence of research is demonstrated, but not much. You seem slightly confused about some aspects of your topic. You were badly stumped by one or more of the questions.	You have clearly done some research, and you seem to understand what you're talking about. You had difficulty with some questions, but did well on most.	You have clearly done much research on this topic, and it shows in your ability to tackle your classes questions with relative ease.	Your research on this topic is fantastic – you were <b>impressive</b> during the question period, and you seem really clear on all the concepts discussed.
<b>Thinking and Inquiry</b> -Quality of analysis (15)	Your analysis was really hard to follow, or your explanations seemed very illogical.	Your analysis was occasionally slightly illogical, or your explanations were unclear/difficult to understand.	Your work showed some solid logical analysis on this topic, and your explanations made sense.	Your analysis was not just logical and sensible, it was somewhat creative in the way you presented it.	Your analysis was not just logical and sensible, it was <b>extremely creative</b> in the way you presented it.
<b>Communication (30)</b> -Body language	-Your body language was very distracting – you didn't stop fidgeting -You rarely made eye contact with the class	-Your body language and movement was a little distracting from what you were saying. -You looked up a couple of times, but more often were looking at your papers/presentation.	-Your body language and movement was unobtrusive and not distracting to your presentation -You made eye contact with the class here and there	-You occasionally used your hands and movements to enhance your points -You had eye contact with the class more often than not	-You used <b>frequent</b> hand gestures and movement to enhance your points -Your <b>eye contact</b> with the class was almost unbroken for the whole presentation
-Pace	Your presentation was so fast that we could barely make it out! Or it was so slow that we had a hard time staying focused.	Your speed (either too fast or slow) unfortunately did detract from your presentation.	Your presentation was a little fast or slow, but still very understandable.	Your presentation was mostly a great speed, but speed up/slowed down occasionally	Your presentation was the perfect speed – not too fast and not too slow – and it was like this throughout the presentation.
-Volume and clarity	Way too loud or soft – it was difficult to make out/understand your presentation.	Either too loud or too soft, and unfortunately, this hurt the clarity of your presentation.	Good volume, and usually pretty clear, with only a couple of incidences of less-than-clarity.	Very good volume and mostly strong clarity.	Perfect volume – great projection and clarity.
-Voice and Diction	Your inflection and dynamics are not meeting expectations – your presentation was monotone, which hurt the interest it could provoke in the audience.	Your inflection and dynamics need some work – you were sounding slightly monotone at times, which made your presentation less interesting to listen to.	Good inflection and dynamics – you showed an effort to vary your tones, and as a result your presentation was interesting.	Very good inflection and dynamics. You were clearly making an effort to vary the tones you used, and it worked well.	Fantastic inflection and dynamics – your voice was extremely interesting to listen to.
<b>Application (30)</b> -Professionalism	Your presentation was unprofessional. You may have mocked someone or laughed about being in front of your peers. You may not have been able to keep a straight face, or demonstrated a poor attitude. You were not prepared for this presentation.	Your presentation was not the most professional. You may have had a hard time keeping a straight face, or seemed (visibly) very uncomfortable.	Your presentation was fairly professional. You did not mock or laugh with your classmates, you seemed mostly confident, and stayed on track.	Your presentation was quite professional. You treated your classmates with respect, appeared mostly confident, and maintained a serious demeanour.	Your presentation was extremely professional – you treated your classmates with <b>grace and respect</b> , appeared very <b>confident</b> and maintained a <b>classy</b> demeanour. -Your introduction and conclusion were professional and compelling.
-Visual element	Your visual element is pretty sloppy and hastily put-together. More effort would increase your mark in this area.	Your visual element is not fancy, and it seems slightly tacked-on – it doesn't truly add to our understanding of your material.	Your visual element is not fancy, but it is effective in helping us understand the material you are presenting.	Your visual element adds much to your presentation, is colourful, and has no overt grammatical/spelling errors.	Your visual element is not just effective, it is <b>extremely attractive, eye-catching, and engaging</b> .
-Quality of handout	Your handout is pretty jumbled, making it hard to read/understand. -You forgot to get your handout photocopied, but you got it done eventually.	Your handout is difficult to read/understand. It does not have the best layout, which limits its usefulness. -You submitted your handout to be photocopied right before the presentation.	Your handout works. It has good information, though it is not organized in clear point form. -You submitted your handout to be photocopied at lunch on the day of your presentation.	Your handout is very good. It is laid out well, in good point form, and has no noticeable errors.	Your handout is excellent – well laid-out, organized in clear point form, and has no noticeable errors. It is over the top in its polish and creativity. -You were well prepared in sharing your presentation and handout with the teacher by the due date.