

Summative Assignment: 100 Points

Names: _____

Living Poetry Challenge

Select a poem for this challenge. This could be a poem one of your group members has written, or it may be a published poem by one of the authors we have read in class.

The poem we're using is _____ by _____.

Your poem must be approved by your teacher before you move on.

Read the poem together and take notes on any and all poetic devices you see at work:

As a group, answer *and* discuss the following questions:

1. What is the *tone* of the poem and how do you know (textual evidence)?
2. What is the *theme* of the poem and how do you know (textual evidence)?
3. What images or sounds does the poem seem to evoke? And what poetic devices does the writer use to accomplish this imagery and how do you know (textual evidence)?

Now you will bring this poem to life by creating a multi-media presentation. Be creative, but you **MUST** include the following elements in order to earn full credit:

___1) The text of the poem must be clearly visible to the audience (although it is not necessary to have the entire poem in view at once).

___2) The presentation must include images/colors/artistic representations that embody the tone, theme, and imagery of the poem. Be creative here! You may use art, pictures, videos, animation, or ANYTHING else that would help the poem come alive.

___3) The presentation must also include sound of some sort (music, reading of the text, or any other relevant sounds).

___4) All group members must have a clear role in the creation of the presentation (you will report on your role and those of your group members later).

___5) The presentation as a whole must capture what you believe to be the essence of your poem. It must be representative of the tone, theme, and imagery you analyzed using textual evidence.

___6) Your presentation must clearly demonstrate your group's in-depth analysis of this poem. Show how insightful and creative you are!

Living Poetry

Individual Responsibilities

(All members must fill this out and keep a copy to submit later.)

Name _____ Hour _____

Group members: (other than you) _____

Poem: _____ By: _____

INDIVIDUAL GROUP MEMBER DUTIES

After the group has analyzed the poem and brainstormed the LIVING POETRY PIECE, list below the **duties assigned to you by the group** to help complete the product. Be **very specific**.

Example: Do not just list “Responsible to find pictures,” but instead list “Responsible to find three pictures—one of a young boy on a bike, one of a tree swaying in the wind and one of a car driving down the street.” This list might involve doing the voiceover for a video, working on a specific section of the production process (example: “Responsible for producing the middle two stanzas of the poem.”), taking original pictures for download etc. Use this list to determine if the duties per group member are equal and fair. I will be using this list to determine whether you have completed your duties and to determine how many points you have earned.

LIST YOUR DUTIES BELOW: (use another sheet if necessary to complete a detailed list)

American Literature: Living Poetry Challenge

<p>4</p> <p>90-100%</p>	<ul style="list-style-type: none"> • The text of the poem is implemented creatively to enhance audience understanding and engagement. • Creative and relevant Images, animation, colors, and other creative artistic modes are purposefully employed in the presentation to embody the theme, tone, and imagery of the poem. • Sound is used purposefully to fully embody the theme, tone, and poetic devices in the poem. • The presentation as a whole captures what your group believes is the essence of your poem. The tone, theme and imagery are effectively conveyed to your audience with textual evidence. • Your presentation is highly insightful and clearly demonstrates your group’s in-depth analysis of this poem. • Your presentation is highly original and creative and evokes a “wow” reaction from your audience. • You stay on task in creating the project, utilizing time in class to the fullest. As a group member, you fulfilled your role(s) for your teammates (as determined at beginning of project), and helped in other ways, revealing leadership skills.
<p>3</p> <p>75-89%</p>	<ul style="list-style-type: none"> • The text of the poem is visible and increases audience understanding but could be more creatively implemented to enhance audience engagement. • Images, animation, colors, and other artistic modes are used in the presentation but they could be more purposefully employed to embody the theme, tone, and imagery of the poem. • Sound is used to convey some (but not all) of the following: the theme, tone, and poetic devices in the poem. • The presentation captures what your group believes is the essence of your poem, but there may be some unevenness. The tone, theme and imagery may be conveyed to your audience with textual evidence, but there may be some unevenness. • Your presentation is somewhat insightful and demonstrates your group’s analysis of the poem. • Your presentation is somewhat original and creative. • You stay on task in creating the project, utilizing time in class. As a group member, you fulfilled your role(s) for your teammates (as determined at beginning of project).
<p>2</p> <p>60-74%</p>	<ul style="list-style-type: none"> • Some of the text of the poem may be missing from the presentation and/or it may be implemented in a way that does not increase audience understanding and engagement. • Images, animation, colors, and other artistic modes may have been attempted, but they could be enhanced to convey the correct theme, tone, and imagery of the poem. • Group members have made an attempt to use sound within the presentation, but it does little to convey the theme, tone, and/or poetic devices employed in the poem. • The presentation may sometimes convey what your group believes is the essence of your poem. The tone, theme and imagery may <i>not</i> effectively be conveyed to your audience with textual evidence. • Your presentation may not be insightful and/or it may not demonstrate your group’s analysis of the poem. • Your presentation may be neither creative nor original. • You are somewhat on task in creating the project, utilizing class time less than effectively at times. As a group member, you fulfilled some of your role(s) for your teammates (as determined at beginning of project), but others may have had to pull your weight at times.
<p>1</p> <p>0-59%</p>	<ul style="list-style-type: none"> • Most or all of the text of the poem is missing. • Images, animation, colors, and other artistic modes are lacking or missing in the presentation and/or they do not convey the appropriate theme, tone, and/or imagery of the poem. • Sound is lacking or missing altogether. • The presentation as a whole does not capture what your group believes to be the essence of your poem. The tone, theme and imagery of the poem are not clear to your audience. • Your presentation is not insightful and/or it does not demonstrate your group’s in-depth analysis of the poem. • There has been very little creativity employed in making your living poetry original. • You are frequently off task in creating the project, utilizing class time ineffectively. As a group member, you did not fulfill your roles, and others clearly pulled more weight throughout the project.