

Political Poetry Unit

APPENDIX A

ENG3U - Poetry Worksheet

Name of Poem _____ Author _____

Immediate Response (Emotions, Images, Sound, Memory, Associations, etc.)

Poetic Form, Meter and Rhythm

Poetic Devices (Simile, Metaphor, Personification, Alliteration, etc.)

Theme/Meaning (What “message” might the author be exploring? Is there a main idea?)

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APPENDIX B

ENG3U – Poetry Performance Rubric (Oral Communication)

Criteria	Level 4 80-100%	Level 3 70-79%	Level 2 60-69%	Level 1 50-59%
1. Energy Ability to perform the poem with an energy that is both sincere and appropriate for the poem chosen.	Poet(s) perform with a significant amount of energy	Poet(s) perform with a considerable amount of energy	Poet(s) perform with a moderate amount of energy	Poet(s) perform with a limited amount of energy
2. Rhythm Ability to convey meaning and engage audience through rhythmic pattern.	Rhythm is always performed with meaning and engagement	Rhythm is usually performed with meaning and engagement	Rhythm is sometimes performed with meaning and engagement	Rhythm is rarely performed with meaning and engagement
3. Voice Use of voice in terms of volume, articulation and tones.	Poet(s) perform with an excellent use of volume and articulation	Poet(s) perform with a considerable use of volume and articulation	Poet(s) perform with a moderate use of volume and articulation	Poet(s) perform with a limited use of volume and articulation

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APPENDIX C

ENG3U – In Love and Anger: Milton Acorn

While watching the documentary answer the following questions.

1. What subjects or themes does Milton Acorn write about?
2. What was his relationship with his mother and father?
3. For what audience does he write for?
4. How would you describe his political philosophy?
5. What was his experience as a paper boy like – with regards to social class?
6. What is his opinion of Artists?
7. What does he consider to be a good poem?
8. How would you describe or define his spirituality/religion?

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APPENDIX E

ENG3U – Poetry, Politics, Protest Assignment

Description: Students will research an issue that is of local or national interest. Suggested topics can be found on the CCPA website (www.policyalternatives.ca) under Research and Publications—CCPA Monitor. Once students have chosen an article from this site, they will find articles in either corporate or other alternative media.

Products:

1. *Report on Issue:* Students will generate a 1-2 page typed report outlining the following:

- **Background** of the event, story or issue.
- **The Event or Issue** itself – a detailed analysis of both sides of the issue
- **Results** of the Event or Issue – Has it been resolved? Has it caused more problems? Has it stopped other abuses?

Students are expected to hand in a Works Cited with at least three *different* sources of information including (books, magazine and/or journal articles, essays, websites, critiques from newspapers or other media, etc.). Students will also use the story or issue as inspiration for a poem(s).

Evaluation: Report Rubric (100 Marks; Writing)

2. *Poetry Journal:* A collection of entries throughout the unit that will include:

- Poem Worksheets
- Article/Documentary Worksheets
- Student written poetry

Evaluation: Poetry Journal Rubric (100 Marks; Reading and Literature Studies)

3. *Coffee House/Poetry Slam performance:* Students will perform one of their own poems at the Coffee House (or Poetry Slam) along with a brief introduction and overview of their issue/story.

Evaluation: Coffee House/Poetry Slam Rubric (100 Marks; Oral Communication)

Evaluation Rubrics:

Report Rubric

Criteria	Level 4 (80-100%)	Level 3 (70-79%)	Level 2 (60-69%)	Level 1 (50-59%)
Knowledge of report form and organization of main ideas	Demonstrates thorough understanding or report form	Demonstrates considerable understanding of report form	Demonstrates some understanding of report form	Demonstrates limited understanding of report form
Use of Inquiry skills for generating ideas and research	Demonstrates significant use of inquiry skills (balanced research from credible and varied sources)	Demonstrates considerable use of inquiry skills (adequate research from credible sources)	Demonstrates some use of inquiry skills (some research from credible sources)	Demonstrates limited use of inquiry skills (limited research from credible sources)
Use of conventions	Uses conventions, vocabulary, and terminology with a high degree of effectiveness	Uses conventions, vocabulary, and terminology with considerable effectiveness	Uses conventions, vocabulary, and terminology with some effectiveness	Uses conventions, vocabulary, and terminology with limited effectiveness

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Poetry Journal Rubric

Criteria	Level 4 (80-100%)	Level 3 (70-79%)	Level 2 (60-69%)	Level 1 (50-59%)
Understand a variety of poetic forms and devices	Demonstrates an understanding of a variety of poetic forms and devices with a high degree of effectiveness	Demonstrates an understanding of a variety of poetic forms and devices with considerable effectiveness	Demonstrates an understanding of a variety of poetic forms and devices with some effectiveness	Demonstrates an understanding of a variety of poetic forms and devices with limited effectiveness
Analyzes a variety of texts (poems, articles, documentaries)	Analyzes a variety of texts with a high degree of effectiveness	Analyzes a variety of texts with considerable effectiveness	Analyzes a variety of texts with some effectiveness	Analyzes a variety of texts with limited effectiveness
Extend the understanding of texts by making connections to personal knowledge, experience, and insights; other texts; and the world around them	Makes connections with a high degree of effectiveness	Makes connections with considerable effectiveness	Makes connections with some effectiveness	Makes connections with limited effectiveness
Applies knowledge of poetic forms and devices to their own creations	Applies knowledge with a high degree of effectiveness	Applies knowledge with considerable effectiveness	Applies knowledge with some effectiveness	Applies knowledge with limited effectiveness

Coffee House/Poetry Slam Rubric

Criteria	Level 4 80-100%	Level 3 70-79%	Level 2 60-69%	Level 1 50-59%
1. Energy Ability to perform the poem with an energy that is both sincere and appropriate for the poem chosen.	Poet(s) perform with a significant amount of energy	Poet(s) perform with a considerable amount of energy	Poet(s) perform with a moderate amount of energy	Poet(s) perform with a limited amount of energy
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ENG3U - Sample Report

Background:

Event/Issue:

Results: