PATCHWORK POEM ASSIGNMENT

The point of this assignment is to **READ A LOT OF POETRY** written during your time period (the 50 years you researched – what's on your concept map) to:
(1) familiarize yourself with literary themes and styles that were popular then;
(2) help you connect the dots between the poetry of the time and the book you read in their social context; and,
(3) help you when teaching the class about your time period.

You will have 3 class periods to write the poem. So: RELAX. ENJOY. READ. Let the language flow over you. If you happen on a poem you don't get, don't like, SKIP IT and move on to the next. You have TIME to read a lot, so: skim, scan, pause, devour, reject, choose anew, savour. You CHOOSE – so spend time on the poems you LIKE. Share them with your table-mates. After all, awesome is awesome!

From ALL this READING, you will CREATE a NEW, original poem out of lines from poems from your time period. You CANNOT have 2 lines from the same poem. You MUST have lines from a minimum of 5 different poets and 20 different poems.

Your JOB is to collect lines of poetry from poems you read that you LIKE. Copy the lines **correctly** and the authors' full names (you don't need the titles). Then you will piece together a **patchwork quilt or what is called a 'found poem'** from all these lines. Either a common theme (love, war, loss...), motif (nature, supernatural, emotions...) or movement / style (realism, impressionism, surrealism...) will emerge as you read, or you can begin with the intent to write a poem like that... The point is your poem will have a COMMON THEME which will tie all the lines together to make one story and be inspired by and representative of ideas from your chosen period. You can draft as you go.

The PROCESS is as follows:
FOR THE POEM:
1. Sit in groups with people doing the same time period to share the poetry books.
2. Read lots and lots of poems written during your time period. Yes you can continue online, but you cannot borrow my books to take home, we need them in class. Homework is to read, enjoy, collect.
3. **CHECK the list I gave you of time periods, look at the names of poets, use the INDECES (at the back) and TABLES OF CONTENTS (at the front) in the books provided to you in class, and/or the Internet, to look up your era authors specifically**. MAKE SURE THE POETS ARE FROM YOUR TIME PERIOD!!!!!! **You can ONLY use these people.**
4. As you read, write down a min. of 20 **single** lines from **20 different** poems from your era AND **record** the authors' full names of each line. The more lines you collect, the easier it is to make the poem fit.
5. Make sure you have at least 5 different authors.
6. By the END of class 2, you should start to develop and shape your ideas. DRAFT a rough draft of YOUR NEW COMPOSITE POEM using at least 20 lines and based on this common, coherent theme.
7. As you SHAPE your poem, you now have a theme in mind, so read and collect lines that go with it.
8. On class 3, confer with peers and the teacher to make sure your poem makes sense from beginning to end. The teacher MUST see a full draft (with own title) of min. 20 lines this period.
9. Revise accordingly. Focus on consistent POV/narrator, pronoun use, verb tense, story flow...
10. Remember you can cut from … and alter/add to [ ] to make your poem flow.

FOR THE VISUAL DESIGN & PRESENTATION OF THE POEM:
1. **Research the ART of the time period** using **ONLY the artists on the time period list** – DO a copyright free Google IMAGE search. Pay attention to image resolution.
2. Pay attention to the types of colours, shapes, lines, themes, and ideas represented in the art of the time
3. Think of a way that your written poem could be enhanced by drawing, collaging, watermarking or whatever to present your whole poem as a multi-media art piece, glued on construction paper for durability so it doesn't get its edges all ripped up. Yes you may create your own art, inspired by the period's artists and the movement.

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PATCHWORK POEM CHECKLIST

See the NFSB evaluation breakdown for the descriptors of work from 1-5, F-A, or 0-100%

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PRODUCTION Competency CRITERIA _____%

Communication Context:

☐ Genre (narrative + found poem) to illustrate one's understanding of the poetry of the era to a knowledgeable audience – Did you GET the task?

☐ Impact: the interrelationship of the voice, theme, literary elements, etc to create emotional resonance

Structure & Style:

☐ Layout: stanzaic structure and line breaks, i.e. it looks and sounds like a poem

☐ Powerful last line & **original** title

☐ Correct spelling/grammar – given that you are copying it down – pay attention!!!!

☐ Poem flows and is coherent, i.e. story makes sense

☐ Consistent point of view, verb tense, pronoun use...

Visual component

☐ Visual design is inspired by / reflects both the theme/motif of poem and artistic movement(s) of the time period in line, shape, feeling, colour, subject etc. IE you RESEARCHED the artists on your list!!

☐ Visual design is an integrated and cohesive part of the whole text – so the text and the image work together as a whole

☐ Pay attention to image quality and resolution

☐ Cite the title of the artwork and the artist at the bottom somewhere discreetly, follow MLA for titles

Presentation:

☐ Surface quality – aesthetics & legibility

☐ Your own, original title in the center

☐ Fits on 1 page, margins are NOT centered, left margin is straight, even if you move text to mid-page

☐ Singler-spaced, select font, size, colour for ease of readability and to fit with layout

☐ **Glued on construction paper** (colour of which should go with design)

☐ Poets' names are typed next to the line in smaller font size and in parentheses ( )

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ex. Shall I compare thee to a summer's day (W. Shakespeare)

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TALK Competency CRITERIA ____%

Reflection: write a MINIMUM of 500 words (1 page typed, 2 full paragraphs) answering the following questions (glue this to the back of your good copy):

☐ **Paragraph 1:** What is your main theme / idea of your poem? How did you develop it? How does it represent your era? Explain the visual design you chose/made, and why you think it reflects your era.

☐ **Paragraph 2:** Discuss 2 poems you really LIKED and say why. Discuss your reading / research process, what poets you like or disliked and why. Discuss how you liked/disliked this assignment? What was easy or hard and why? If you had more time, what would you do differently? Why?

☐ Make sure you have Name, Ms. Sauve, Patchwork Poem, Date due, single-spaced at the top left of page, the rest of your reflection does not have to be MLA, except for TNR 12, but **make sure it fits to one page.** When in doubt, SEE the examples on the website.

READING Competency CRITERIA _____%

☐ Evidence of having read WIDELY from the poets of the era (minimum 20 lines, from minimum 5 poets, and a minimum of 20 different poems)

☐ Collect, select, and synthesize lines based on a predominant theme/ide/motif of the era to you

☐ Depth, development, and understanding of a representative theme / ideas of your era

☐ Cite correctly, MLA, name of author in smaller print in parentheses ( ), at the end of each line

☐ Cite correctly, MLA, when cutting, adding, or changing text using … or [ ] to help make the poem flow

Submit ONLY the GC with reflection glued to back