

February 18, 2007
Assessment Assignment 3, Activity 1

Topic

Poetry
11th Grade
English
Two Weeks
Summative

The purpose of the summative assessment is to evaluate student understanding of poetry concepts and to evaluate the ability to use poetry analysis as a means of understanding other works they will encounter in their own lives. The results will also be used to formulate future instruction that addresses individual student needs.

Big Idea: Developing an Initial Understanding (Reading)

Developing an initial understanding of text requires readers to consider the text as a whole or in a broader perspective. Texts (including multicultural texts) encompass literary and informational texts (expository, persuasive, and procedural texts and documents). Strategies for gaining a broad or literal understanding of print texts can also be applied to non-print texts (e.g., digital, environmental).

Academic Expectations

- 1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools.
- 1.2 Students make sense of the variety of materials they read.

Program of Studies Understandings

EL-11-DIU-U-3

Students will understand that the use of comprehension strategies enhances understanding of text.

EL-11-DIU-U-4

Students will understand different types of texts place different demands on the reader. Understanding text features and structures, and characteristics associated with different genres (including print and non-print) facilitate the reader's ability to make meaning of the text.

Core Content

RD-11-2.0.4

Students will follow the sequence of information from a passage. (EL-11-DIU-U-3)

RD-11-2.0.5

Students will interpret concrete or abstract terms using context from the passage. (EL-11-DIU-U-3,4)

RD-11-2.0.1

Students will paraphrase information in a passage. (EL-11-DIU-U-3,4)

RD-11-2.0.7

Students will make inferences, draw conclusions or make generalizations based on evidence from a passage. (EL-11-DIU-U-3)

RD-11-2.0.6

Students will explain the main ideas of a passage and identify the key ideas or information that support them. (EL-11-DIU-U-3,4)

RD-11-2.0.3

Students will apply the information contained in a passage to accomplish a task/procedure or to answer questions about a passage. (EL-11-DIU-U-3,4)

My Goals

I want students to be able to understand the basic methods of analyzing poetry and the terms that go with them. This will allow for students to be able to analyze many different types of writing by being able to understand both simple poems and high-level poems. I want students to be able to garner enjoyment and information from different poetry passages on their own. This will also allow them to better understand the songs they listen to and the poetry of different eras.

Concepts

1. There are many tools available to the reader to help with analysis. (EL-11-DIU-U-3; RD-11-2.0.4,5,1,7,6,3)
2. Comprehension strategies such as finding the form, theme, etc. of poetry enhance understanding of the text. (EL-11-DIU-U-3; RD-11-2.0.4,5,1,7,6,3)
3. Text features such as length of lines, rhyme, rhythm, etc. help the reader make meaning of the text. (EL-11-DIU-U-4; RD-11-2.0.5,1,6,3)
4. Poetry comes in many forms including sung, written, with or without pictures, etc. Each form requires a different set of analysis tools. (EL-11-DIU-U-4; RD-11-2.0.5,1,6,3)
5. Poetry comes in many different genres including epic, songs, etc. Each genre requires a different set of analysis tools. (EL-11-DIU-U-4; RD-11-2.0.5,1,6,3)

Applying Bloom's Taxonomy

Students Will:

Knowledge:

- Define poetic terms. (RD-11-2.0.4,5,1,7,6,3 Concept 1)

Comprehension:

- Describe how to find the form, theme, etc. of poetry. (RD-11-2.0.4,5,1,7,6,3 Concept 2)

Application:

- Apply knowledge of text features on selected poetry. (RD-11-2.0.5,1,6,3 Concept 3)

Analysis:

- Analyze a poem using text features and comprehension strategies. (RD-11-2.0.4,5,1,7,6,3 Concepts 2 and 3)

Synthesis:

- Create a presentation detailing the steps used to analyze a specific poem. (RD-11-2.0.4,5,1,7,6,3 Concepts 1-5)

Evaluation:

- Evaluate the different tools available for analysis and how they work for different genres and forms. (RD-11-2.0.4,5,1,7,6,3 Concepts 1,4 and 5)

Table of Specifications Poetry Analysis

| | Knowledge | Comprehension | Application | Analysis | Synthesis | Evaluation |
|-----------|-----------|---------------|-------------|---------------|-----------|------------|
| Concept 1 | 8 MC | | | | PE a | OR2 a |
| Concept 2 | | 8 MC | | OR1 a / 1 IMC | PE b | |
| Concept 3 | | | 2 MC | OR1 b / 1 IMC | PE c | |
| Concept 4 | | | | | PE d | OR2 b |
| Concept 5 | | | | | PE e | OR2 c |

Legend:

| | |
|-------|----------------------------------------------------------|
| | Must have questions here to fit objectives and concepts. |
| # MC | Number of Multiple Choice Questions |
| # IMC | Number of Interpretive Multiple Choice Questions |
| OR# z | Open Response Question Number and Part |
| PE z | Performance Event Part |

Table of Specifications with Only Numbers

| | Knowledge | Comprehension | Application | Analysis | Synthesis | Evaluation |
|--------------------|-----------|---------------|-------------|----------|-----------|------------|
| Concept 1 | 8 | | | | 0.2 | 0.33 |
| Concept 2 | | 8 | | 1.5 | 0.2 | |
| Concept 3 | | | 2 | 1.5 | 0.2 | |
| Concept 4 | | | | | 0.2 | 0.33 |
| Concept 5 | | | | | 0.2 | 0.34 |
| Totals | 8 | 8 | 2 | 3 | 1 | 1 |
| Final Total | 23 | | | | | |

Summary:

| |
|-----------------------------------------------------------------------------------|
| 8 Multiple Choice Questions for Knowledge covering Concept 1 |
| 8 Multiple Choice Questions for Comprehension covering Concept 2. |
| 2 Multiple Choice Questions for Application covering Concept 3 |
| 1 Multiple Choice Question for Analysis covering Concept 3 |
| 1 Interpretive Multiple Choice Question for Analysis covering Concept 2 |
| 1 Open Response Question for Analysis with 2 Parts covering Concepts 2 and 3 |
| 1 Open Response Question for Evaluation with 3 Parts covering Concepts 1, 4 and 5 |
| 1 Performance Event for Synthesis with 5 Parts covering Concepts 1-5 |
| Total Questions 23 |

MMWm0894281

Name: _____

Date: ____/____/____

Poetry Analysis Exam

Directions: **Fill in** your name and the date. **Circle** the answer you feel is the most correct for each of the questions. The circle must surround **one and only one** answer. Please read the questions and answers very carefully. Some questions will require more work to determine the answers than others.

1. "The world is a stage" is an example of which of the following:
 - a. Stanza
 - b. Metaphor
 - c. Rhyme
 - d. Simile
 - e. Ballad
2. A stanza always has the following part(s):
 - a. Rhyme
 - b. Rhythm
 - c. A figure of speech
 - d. Two or more lines of poetry
 - e. None of the above
3. A tetrameter has _____ metrical feet.
 - a. 2
 - b. 3
 - c. 4
 - d. 5
 - e. 6
4. "Moses supposes his toes are roses" is an example of which of the following:
 - a. Apostrophe
 - b. Assonance
 - c. Hyperbole
 - d. Haiku
 - e. Personification
5. The analysis of a poem's meter is called _____.
 - a. Synecdoche
 - b. Pentameter
 - c. Scansion
 - d. Metonymy
 - e. Epigram
6. Poetry that is written in unrhymed iambic pentameter:
 - a. Blank verse
 - b. Canzone
 - c. Alliteration
 - d. Synecdoche
 - e. Sonnet
7. How many lines does an Italian Sonnet have?
 - a. 10
 - b. 12
 - c. 14
 - d. 16
 - e. 18
8. Alliteration is the repetition of the sounds at the _____ of words.
 - a. Beginning
 - b. Middle
 - c. Ending
 - d. Beginning and ending
 - e. Beginning or ending

9. What is the best way to determine the rhyme scheme of a poem?
 - a. Number each of the lines and write down the last word in each line.
 - b. Assign a letter to each line of a poem that has a matching rhyme at the end.
 - c. Assign a letter to each line of a poem that has a matching rhyme at the beginning.
 - d. Write down all of the rhyming words in a poem and assign them each a letter.
 - e. There is no such thing as a rhyme scheme for a poem.
10. How does one find the meter of a poem?
 - a. Counts the number of lines per stanza and writes them down.
 - b. Looks at the syllables of a poem and assigns them letters.
 - c. First you find the rhyme scheme and then you count the number of syllables.
 - d. Counts the number of words per line and writes them down.
 - e. Marks the stressed and unstressed syllables and matches them to known patterns.
11. How can the form define what a poet is trying to say?
 - a. The form can be quite literal, such as the poem could be the shape of a flower and be about flowers.
 - b. The form can give an air of comedy or seriousness just by the way it sounds based on its rhyme scheme and meter.
 - c. The form can punctuate or accentuate specific points in the poem so the audience pays more attention to those points.
 - d. All of the above.
 - e. None of the above.
12. When someone says there is a symbol in a poem, what do they mean?
 - a. A logo or trademark has been placed in the poem to mark the poet.
 - b. Somewhere in the poem is a word, phrase, etc. that stands for something else.
 - c. That the poem has a part where the words are very “flowery.”
 - d. That the poem contains mention of a musical instrument mean for percussion.
 - e. Somewhere in the poem is a word that was once used in a completely different language.
13. The persona of the poem is easiest to find when someone...
 - a. ...looks for the main character in the poem.
 - b. ...lists all of the people in a poem and describes them.
 - c. ...looks for the person who is speaking the poem.
 - d. ...finds out who the author of the poem is.
 - e. ...analyzes the poem.
14. Which of the following forms would be best used for a comical poem?
 - a. Limerick
 - b. Ghazal
 - c. Sonnet
 - d. Ode
 - e. Reverdie
15. Which of the following forms would be best used for a poem with repetition and egotism?
 - a. Limerick
 - b. Ghazal
 - c. Sonnet
 - d. Ode
 - e. Reverdie
16. Which sentence best describes the tone of a poem? (The poem does not exist. You need to pick the best sentence for the job if the poem did exist.)
 - a. “The poet seems to love his characters, as they are described perfectly.”
 - b. “The poet seems to love his characters, as the speaker’s attitude is one of caring.”
 - c. “The poet seems to love his characters, as they are treated fairly throughout.”
 - d. “The poet seems to love his characters, as they are given powerful words to say.”
 - e. “The poet seems to love his characters, as the speaker’s always praising them.”

How do I love thee?

By: Elizabeth Barrett Browning

How do I love thee? Let me count the ways.
I love thee to the depth and breadth and height
My soul can reach, when feeling out of sight
For the ends of Being and ideal Grace.
I love thee to the level of everyday's
Most quiet need, by sun and candlelight.
I love thee freely, as men strive for Right;
I love thee purely, as they turn from Praise.
I love thee with the passion put to use
In my old griefs, and with my childhood's faith.
I love thee with a love I seemed to lose
With my lost saints,--I love thee with the breath,
Smiles, tears, of all my life!--and, if God choose,
I shall but love thee better after death.

17. Apply your knowledge of rhyme to the poem and give its rhyme scheme.
 - a. ABBAABBACDCDCD
 - b. ABBACDDCEFEFEF
 - c. ABBAABBACDCECE
 - d. ABBACDDCEFEFEG
 - e. ABBAABBAABBAAB
18. Using what you know about rhyme, meter, and form, determine which type of sonnet this poem is.
 - a. Petrarchan sonnet
 - b. Stretched sonnet
 - c. Spenserian sonnet
 - d. Submerged sonnet
 - e. Romantic sonnet
19. Given that this poem is describing love, what conclusion can you draw about the type of love it is describing?
 - a. The love of a Christian for God.
 - b. The love of a man for a woman.
 - c. A love that transcends time and place.
 - d. The love of a woman for a man.
 - e. A love of a loss.
20. Assuming that your answer to question 19 is correct, which of the following poetic devices or concepts helped you the most in determining the answer?
 - a. Rhyme
 - b. Meter
 - c. Metaphor
 - d. Symbolism
 - e. Personification
 - f. a and b
 - g. b and d
 - h. c and e

Scoring Key for Poetry Analysis Exam

1. b
2. d
3. c
4. b
5. c
6. a
7. c
8. a
9. b
10. e
11. d
12. b
13. c
14. a
15. b
16. b
17. a
18. a
19. c
20. h

(Written for Assessment Assignment Activity 3 by Michael White)

Name: _____

Date: ____/____/____

Poetry Analysis Exam - Open Response Questions

Directions: The following poem was written by Robert Frost in the mid-1900s. It is one of his most well known poems. Please take the time to read it carefully before addressing the questions that follow. After you have read the poem, read the questions carefully and then answer them. Make sure to provide the correct number of examples/methods. Check your answers with the rubric on the following page to make sure you receive the best grade possible.

THE ROAD NOT TAKEN

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;
Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,
And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.
I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I-
I took the one less traveled by,
And that has made all the difference.

- A. What is the theme of this poem? Cite 3 examples from the poem that you can use as evidence to prove your idea(s).
- B. Analyze the form of the poem by using 3 different methods (such as rhyme scheme). Explain how you use each method and describe your findings fully.

(Type of Open Response: Two or More Relatively Independent Components)

| The following is the guide that will be used to evaluate your responses to the open-response question. | |
|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Poetry Analysis Exam – Open Response Question “The Road Not Taken” Scoring Guide | |
| 4 | <ul style="list-style-type: none">• The theme and form are described thoroughly.• 3 examples are given as evidence for the theme.• 3 methods are used to discover the form of the poem.• Answers are clear and informed. |
| 3 | <ul style="list-style-type: none">• The theme and form are described thoroughly.• Answers are clear and informed.• Only 2 methods or examples are given. OR <ul style="list-style-type: none">• 3 examples are given as evidence for the theme.• 3 methods are used to discover the form of the poem.• The descriptions and answers are weak and lack detail. |
| 2 | <ul style="list-style-type: none">• The theme and form are described thoroughly.• Answers are clear and informed.• Only 1 method or example is given. OR <ul style="list-style-type: none">• 2 examples are given as evidence for the theme.• 2 methods are used to discover the form of the poem.• The descriptions and answers are weak and lack detail. |
| 1 | <ul style="list-style-type: none">• Lack of methods or examples OR <ul style="list-style-type: none">• Student has minimal understanding of theme and form. |
| 0 | <ul style="list-style-type: none">• Your answer is totally incorrect or irrelevant. |
| Blank | <ul style="list-style-type: none">• You did not give any answer at all. |

Directions: The following poem was written by E. E. Cummings. Please take the time to read it carefully before addressing the questions that follow. After you have read the poem, read the questions carefully and then answer them. These questions are based on the concept that “form and genre determine the tools needed to analyze a poem.” Make sure to provide the correct number of examples/tools. Check your answers with the rubric on the following page to make sure you receive the best grade possible.

i carry your heart with me

i carry your heart with me(i carry it in
my heart)i am never without it(anywhere
i go you go,my dear; and whatever is done
by only me is your doing,my darling)
i fear
no fate(for you are my fate,my sweet)i want
no world(for beautiful you are my world,my true)
and it's you are whatever a moon has always meant
and whatever a sun will always sing is you

here is the deepest secret nobody knows
(here is the root of the root and the bud of the bud
and the sky of the sky of a tree called life;which grows
higher than the soul can hope or mind can hide)
and this is the wonder that's keeping the stars apart

i carry your heart(i carry it in my heart)

- A. How would you evaluate this poem? What tools would you use? Name at least 3 different tools and explain how they would help you evaluate this poem.
- B. Name 3 tools that would NOT be useful in evaluating this poem. Why is it better to use the previous tools and not the ones you just listed?
- C. Describe the form and genre of the poem. What information would you use to support the view that “form and genre determine the tools needed to analyze a poem?” Give at least 2 examples of information you would use. Use the tools from A and B and the poem above as one of your examples.

(Type of Open Response: Scaffolded Questions)

| The following is the guide that will be used to evaluate your responses to the open-response question. | |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Poetry Analysis Exam – Open Response Question “i carry your heart with me” Scoring Guide | |
| 4 | <ul style="list-style-type: none">• The form and genre are described thoroughly.• 3 tools are given that help analyze the poem.• 3 tools are given that do not help analyze the poem.• 2 examples are given that support the concept that “form and genre determine the tools needed to analyze a poem.”• Answers are clear and informed. |
| 3 | <ul style="list-style-type: none">• The form and genre are described thoroughly.• Answers are clear and informed.• Only 4 tools total and 1 example are given. OR <ul style="list-style-type: none">• 6 tools total and 2 examples are given.• The descriptions and answers are weak and lack detail. |
| 2 | <ul style="list-style-type: none">• The form and genre are described thoroughly.• Answers are clear and informed.• Only 2 tools total or 1 example are given. OR <ul style="list-style-type: none">• 4 tools total and 1 example are given.• The descriptions and answers are weak and lack detail. |
| 1 | <ul style="list-style-type: none">• Lack of tools or examples OR <ul style="list-style-type: none">• Student has minimal understanding of form and genre. |
| 0 | <ul style="list-style-type: none">• Your answer is totally incorrect or irrelevant. |
| Blank | <ul style="list-style-type: none">• You did not give any answer at all. |

Name: _____

Date: ____/____/____

Performance-based Assessment - Poetry Analysis – A PowerPoint Presentation Who?

You. You alone will create this project.

What?

So, what kind of powerpoint will you be doing? You will be analyzing a poem of your choice using multiple methods of poetry analysis. You will use the powerpoint presentation to not only show your analysis, but also the steps you used in doing the analysis. You will also invent a new method of analyzing poetry. And finally you will rewrite the poem to fit a new audience.



When and where?

The due date for this project is two weeks from today. You will present your powerpoint to the class after it has been graded for content. Make sure to check your powerpoint with the provided rubric so that you score the highest points possible. No late assignments will be accepted. All 4s are expected on your rubric.



How?

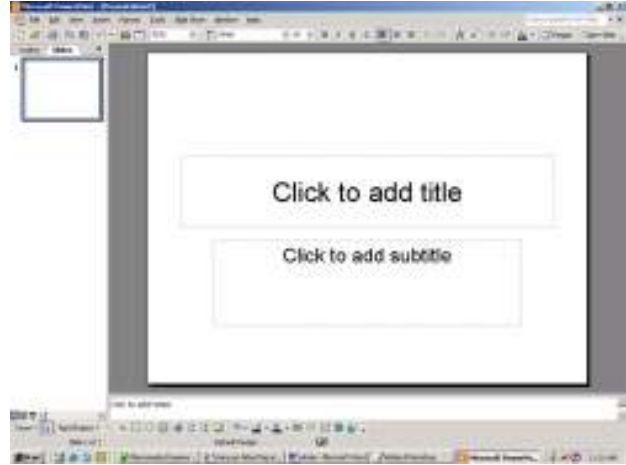
There will be 5 sets of slides. Each set is described later. Each set must consist of at least 3 slides. You will pick a poem from any of the genres we've mentioned (such as epic, song, etc.) and then you will follow the instructions provided to create a powerpoint presentation. The poem must be from a poet we have discussed in class.

Why?

Poetry analysis is an important skill. It allows you to “read between the lines” and increases your logical thinking capabilities. Understanding poetic language can be kind of like playing pool on a 9 foot table. After playing pool on that size table for a long period of time, an 8 foot table is much easier. The same can be said of poetic language. After analyzing poetic language for a long period of time, direct language (like most modern novels and textbooks) is much easier to comprehend.

The 5 Sets of Slides (Use this outline to create your presentation.)

1. In these slides you will introduce the poem.
 - a. The first slide must contain the poem and it's author's name.
 - b. The second slide needs to give background on the author. Birthplace, birth date, and bibliographical information.
 - c. The third slide must contain two pieces of information about the poem: Genre and Form.
2. In these slides you will determine the text features of the poem. You must include at least 3 slides that detail 3 different text features. Examples would include line length, rhyme, and rhythm. Each example must explain some aspect of the poem.
 - a. Text feature 1
 - b. Text feature 2
 - c. Text feature 3
3. In these slides you will provide information on the poetic devices used in the poem. Metaphor, simile, imagery, theme, and symbolism are just a few examples of the poetic devices you can present. You must include at least 3 devices, each on a separate slide. Each device must explain some aspect of the poem.
 - a. Poetic device 1
 - b. Poetic device 2
 - c. Poetic device 3
4. In these slides you will propose an alternative way of analyzing the poem. Present this information by answering the following questions on each slide.
 - a. What would be a new way of analyzing the poem without following the method above?
 - b. What tools can you create outside of the normal tools used to analyze poetry?
 - c. How would your method improve the reader's ability to understand poetic language?
5. In these slides you will use the information you have provided about the poem to rewrite it. Use the following questions to create your slides. The new poem you write is required to receive points for this set of slides. (Check rubric)
 - a. How would you improve the message of the poem?
 - b. How could you modify the poem to make it easier for your best friend to understand it?
 - c. Construct a new poem based off your choice of poems that improves the message and makes it fit the audience of your best friend. It must still include the original message and purpose, but everything else can be changed.



| PowerPoint Rubric | | | | | |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Slide Set 1 | Slide Set 2 | Slide Set 3 | Slide Set 4 | Slide Set 5 |
| 4 | Each slide contains the information required. | 3 text features are included. Each text feature explains some aspect of the poem. | 3 poetic devices are included. Each poetic device explains some aspect of the poem. | All 3 questions are answered. The questions are answered thoroughly and clearly. | All 3 questions are answered. The answers are informed and clear. The poem fits the audience. |
| 3 | 1 piece of information is missing. | 2 text features are included. Each text feature explains some aspect of the poem. OR 3 text features are included. The text features do not explain aspects of the poem. | 2 poetic devices are included. Each poetic device explains some aspect of the poem. OR 3 poetic devices are included. The poetic devices do not explain aspects of the poem. | 2 questions are answered. The questions are answered thoroughly and clearly. OR All 3 questions are answered. The answers are not thorough or are unclear. | All 3 questions are answered. The answers are uninformed and unclear or The poem does not fit the audience. OR 2 questions are answered (must include new poem). The answers are informed and clear. The poem fits the audience. |
| 2 | 2 pieces of information are missing. | 1 text feature is included. The text feature explains some aspect of the poem. OR 2 text features are included. The text features do not explain aspects of the poem. | 1 poetic device is included. The poetic device explains some aspect of the poem. OR 2 poetic devices are included. The poetic devices do not explain aspects of the poem. | 1 question is answered. The question is answered thoroughly and clearly. OR 2 questions are answered. The answers are not thorough or are unclear. | 2 questions are answered (must include new poem). The answers are uninformed and unclear or The poem does not fit the audience. OR 1 question is answered (must be the new poem). The poem does fit the audience. |
| 1 | 3 pieces of information are missing. | 1 text feature is included. The text feature does not explain some aspect of the poem. | 1 poetic device is included. The poetic device does not explain some aspect of the poem. | 1 question is answered. The answer is not thorough or is unclear. | 1 question is answered (must be the new poem). The poem does not fit the audience. |
| 0 | More than 3 pieces of information are missing. | No text features included. | No poetic devices included. | No questions are answered. OR 1 question is answered. The answer is neither thorough nor clear. | No new poem. (Even if answers to the other questions are present.) |
| B l a n k | The project has not even been attempted. Unless you were absent, this is considered quite disrespectful. It will also be very detrimental to your grade. Considering you have two weeks, no late assignments will be accepted. Turn in early if necessary. | | | | |

Total Possible Points from Rubric: 20

Points will be multiplied by 10 for final grade on this project. (20x10=200) So each rubric point matters.