
GRADE 8 POETRY ANTHOLOGY PROJECT OUTLINE

The purpose of this project is demonstrate your knowledge of the types of poems (form) and the poetic devices (function) we have been studying.

Instructions: In this project, you will be gathering and presenting the poems you have been writing in class. You have already completed the rough drafts. You will now compile an anthology of your own original works in final good copy.

In your anthology, you must include each of the following types of poems:

1. A minimum 10-line poem using as many onomatopoeia words as you can
2. TWO different poems from the following list: haiku, tanka, cinquain, diamante
3. A sonnet
4. A riddle poem
5. A shape poem
6. A found poem
7. A poem that uses at least 5 poetic devices of your choice: alliteration, onomatopoeia, simile, metaphor, personification, hyperbole, repetition, rhyme, stanza, couplet, imagery.
8. Your personified image
9. One more poem of your choice that YOU have written

Each poem MUST have a title.

You will also include a ½ to 1 page reflection (Times New Roman font, size 12, double-spaced) on our poetry unit, including the final project (If you are doing a digital anthology, you may write your reflection on the last slide or include it as separate Word file). What final conclusions do you have about poetry now that we are finished? Some guiding questions for you to consider are (you are not limited to these questions... they are just to get you thinking):

- How are your thoughts about poetry different now than when we started looking at poetry?
- What kind of poetry do you enjoy writing or reading the most? Why?
- Why did you choose the poems you did?
- What skills do you think you have improved through studying poetry?

You may design your anthology as you like. You may do a digital anthology or a traditional journal-style book. You are encouraged to show your creative thinking skills! Be artistic and creative with your presentation.

Core Competencies demonstrated with this project:

- Communication (I can acquire, interpret and present; I can create a wide range of effective communications that feature powerful images and words, and I identify ways to change my communications to make them effective for different audiences.)
- Creative Thinking (I can use my imagination to get new ideas of my own, or build on other's ideas, or combine other people's ideas in new ways.)
- Critical Thinking (I can develop and design; I can analyze and critique; I can explore with a purpose in mind and use what I learn.)

Curricular Competencies demonstrated with this project:

- Recognize and appreciate how different features, forms and genres of texts reflect different purposes, audiences and messages
- Think critically, creatively and reflectively to explore ideas within, between and beyond texts
- Recognize how literary elements, techniques and devices enhance and shape meaning

Poetry Portfolio Rubric (100 Summative Points)

	Exceeding Expectations - A	Meeting Expectations - B	Almost Meeting Expectations - C	Not Yet Meeting Expectations - I
Content/Criteria	Successfully and completely followed directions and met criteria. Included all required pieces and more.	Successfully followed directions and met all of the criteria. Included all required pieces.	Attempted to follow directions and meet criteria. Included some of the required pieces.	Did not follow directions or meet criteria. Include little or none of the required pieces.
Analysis/Meaning	Poems are rich and complex; Sophisticatedly draws conclusions about the work; poems have sophisticated meaning ideas such as theme, mood and symbolism	Poems are interesting and sophisticated; Proficiently draws conclusions about the work; poems have some meaning such as theme, mood and symbolism	Poems are short and simple; Conclusions have been attempted but are not accurate or are vague; poems do not demonstrate a deeper meaning	Poems are short and simple; Conclusions have not been attempted; no attempt to create meaning in the poem
Poetic Devices	Includes all required poetic devices and more. Poetic devices clearly and accurately used.	Includes all required poetic devices. Poetic devices clearly and accurately used.	Includes most of the required poetic devices. Poetic devices are sometimes unclear or sometimes unused.	Minimal reference to poetic devices or poetic devices have not been used accurately. Student has not demonstrated understanding of the terms.
Reflection	Reflection covers why poems are included and poet's feelings; Thoughtful reflection that really allows the reader to see the poet's feelings. Longer than required.	Reflection covers why poems are included. Some of the poet's feelings are able to be seen. Reflection meets the required length.	Reflection somewhat covers why poems are included; Somewhat thoughtful reflection. Close to the required length.	Reflection does not address why poems were included; Not much thought evident in reflections. Does not meet the required length.
Conventions	Contains no errors in spelling, capitalization, punctuation, or grammar (unless used for artistic purposes).	Contains 1-2 errors in spelling, capitalization, punctuation, or grammar (unless used for artistic purposes).	Contains 3-4 errors in spelling, capitalization, punctuation, or grammar (unless used for artistic purposes).	Contains several errors in spelling, capitalization, punctuation, or grammar (unless used for artistic purposes).