# Autobiographical Poem Assignment

For this assignment, your goal is to hone and showcase your skills as a poet while also introducing yourself to your classmates. You get to decide on the content: how much of yourself, and which aspects of yourself you want to share. Some of these ideas might be best communicated through figurative language, appealing to words’ connotative meanings or symbolic roles. Also, keep in mind that the choices you make regarding the form of the poem (ballad, free verse, sonnet, etc.) and the rhythm and rhyme also affect your readers’ and listener’s experience and interpretation.

Great poets write, and then revise, revise, revise, ad infinitum. Some even revise after publishing their poems in a book! Start with a rough draft, then ask yourself, “How can I use my word choice and arrangement to help my readers and listeners think, feel, and respond the way I hope they will? Do I need to rearrange anything? Do I need to swap this word for another? Etc.”

**You are expected to submit a hard copy of the written poem with a reflection, as well as to read your poem aloud to your classmates in small groups.**

In your **reflection**, briefly explain:

* What **central** **idea** you hoped to communicate
* **Techniques** you used in the poem to do so
* One thing you thought you did well
* One thing you’d like to improve

There is no minimum or maximum for length for your **poem**: just keep in mind your purpose, audience, and situation (time limits, class, rubric). You should also consider submitting your poem to the Annual Young Writers Poetry Contest, and their requirements

(www.youngwritersofcanada.ca/contests.html).

Both your written poem and your reflection will be used to determine your grade.

## Autobiographical Poem Rubric

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| **Criteria**  **Level** | **Content (4.1.3, 4.2.1)** | **Form (4.1.2, 4.2.2)** | **Choice & Correctness (4.2.3)** | **Reflection (4.1.1, 4.2.3)** | **Reflection (1.2.3)** |
| **Excellent (5)** | Main idea of poem is skillfully developed through precise supporting details communicated in word choice and figures of speech | Poem’s form, organization, rhythm, and rhyme significantly enhance the meaning and emotional effects on the reader | Poem’s tone is distinct and compelling; grammar, spelling, and punctuation are adept | Reflection demonstrates insightful and carefully considered choices regarding content, form, and techniques in response to purpose, audience, and situation | Reflection demonstrates insightful assessment of work. |
| **Proficient (4)** | Main idea of poem is thoughtfully developed through relevant supporting details communicated in word choice and figures of speech | Poem’s form, organization, rhythm, and rhyme mostly enhance the meaning and emotional effects on the reader | Poem’s tone is effective; grammar, spelling, and punctuation show competence | Reflection demonstrates thoughtful and purposeful choices regarding content, form, and techniques in response to purpose, audience, and situation | Reflection demonstrates thoughtful assessment of work. |
| **Satisfactory (3)** | Main idea of poem is generally developed through adequate supporting details communicated in word choice and figures of speech | Poem’s form, organization, rhythm, and rhyme generally enhance the meaning and emotional effects on the reader | Poem’s tone is appropriate; grammar, spelling, and punctuation show some errors | Reflection demonstrates appropriate and logical choices regarding content, form, and techniques in response to purpose, audience, and situation | Reflection demonstrates basic assessment of my work. |
| **Limited (2)** | Main idea of poem is superficially developed through limited details communicated in word choice and figures of speech | Poem’s form, organization, rhythm, and rhyme somewhat enhance the meaning and emotional effects on the reader | Poem’s tone is discernable; grammar, spelling, and punctuation cause some confusion | Reflection demonstrates superficial and uncertain choices regarding content, form, and techniques in response to purpose, audience, and situation | Reflection demonstrates superficial assessment of work. |
| **Poor (1)** | Main idea of poem is unclear because of inappropriate supporting details communicated in word choice and figures of speech | Poem’s form, organization, rhythm, and rhyme confuse the meaning and emotional effects on the reader | Poem’s tone is inconsistent; grammar, spelling, and punctuation impede comprehension | Reflection demonstrates illogical choices regarding content, form, and techniques in response to purpose, audience, and situation | Reflection demonstrates vague assessment of work. |

## Peer Comments Poet: Listener:

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| --- | --- |
| **Consider the significance of the poet’s ideas, and how effectively the poet presented feelings, ideas, and information, as well as how s/he evoked a response (2.3)** | |
| Two things I admire about your poem |  |
|  |
| A question or wish I have about your poem |  |

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