

English 10 Launching Unit Summative Task

CREATING A COLLECTION OF POEMS: WRITING FOR PUBLICATION POETRY EXPERIMENTS

Prompt:

CREATING A COLLECTION OF POEMS: WRITING FOR PUBLICATION

How does a poet define a writing life? How does creating a writing life also create poems?

After reading the poems and experimenting with the habits, strategies and attitudes of poets, write a series of poems that demonstrates use of the universal and unique techniques used by poets as they write for publication. Revise and edit early poems to meet a publishing standard. Write a reflection that examines the ways your writing has been impacted by experimenting and developing poems for publication. [Submit poems for publication.](#)

1. You should have all WNB poems typed.
 2. **Choose THREE poems** you have written on which you will conduct experiments.
 3. You will **conduct TWO experiments on each poem**. This means you will conduct SIX experiments in total.
 4. You will receive a packet of poetry experiments. You must choose two experiments from this packet to conduct on each poem.
 - **Do not alter the first drafts of the poems**—the ones you typed already. I want to see your revision and editing through the process of experimentation.
 - **Copy and paste** the poem and then make the changes proposed in the experiment. BE SURE TO LABEL EACH POEM ACCORDINGLY SO THERE IS NO CONFUSION.
 - Example: **Sit-on-a-Bench Poem, Draft 2, Line Break Experiment**
Sit-on-a-Bench Poem, Draft 3, Verbs Experiment
- You have successfully conducted the required experiments when you have THREE (3) drafts of one poem—the original, plus two experimental drafts.**
5. **Poet's Statement:** Select the draft/version you like the best (the original, draft 2, or draft 3). BELOW THE POEM, TYPE THE REASONS YOU LIKE THAT DRAFT THE BEST. Discuss your decisions as a poet and why they work better in this draft than the other two. It is OK if you prefer the original.

Richard Kreinbring 6/16/2015 5:08 AM

Comment [1]: Teacher's Note:

This is the launching unit of the entire high school curriculum. The idea of establishing a "writing life" is critical. The unit emphasizes that teachers need to write with the students and share their own work. Teachers need to have a writer's notebook and be willing to talk openly about their own writing life.

It's important to note that the goal for this unit is not to teach students how to write poetry. Evaluating the poetry of 9th graders, beginning poets is difficult. The poetry is often personal and not always polished. The goal is to establish a community of writers who are comfortable sharing their work in a culture that sees the value of experimentation, even if it is not always perfectly successful. The community values thinking, talking and reflecting about the process of writing. Poetry provides a safe way to build this culture as many students see it as less demanding and more authentic than other forms of writing.

Richard Kreinbring 6/16/2015 9:59 PM

Comment [2]: This is the assignment as it appears in the MAISA unit. It is available at the MAISA website.

Richard Kreinbring 6/16/2015 5:05 AM

Comment [3]: Teachers Note:

Publication can take a number of forms--online publication, classroom displays, printed editions--but it is important to stress that the poems will be in front of an audience.

****You will need to print all three drafts of the poems on which you experiment. Also print the original drafts of the other poems (that you did not use for experimenting). ****

TO TURN IN: _____

1. Metacognitive Response.
2. All of your poetry experiments from the unit, typed in Google Docs.
3. **One clean, polished copy of your favorite poem** from your personal collection that you would like published in an anthology or displayed in school. Make it look how you want it to look (font, font size, etc.). Must be school-appropriate.

9th Grade Student Artifact

Artist Statement:

In this poem I was trying to really express my love for Famous Amos chocolate chip cookies when I was young. I also wanted to show that my brother and I got along much better when we were younger and when we liked the same things. Now since he's at college we don't have much to talk about and/or agree on. I used literal repetition and parallel structure for my experiments. I think when I used literal repetition, it really brought emphasis to whatever is under the canopy (the cookies).

Richard Kreinbring 6/12/2015 7:31 PM

Comment [4]: From the Assignment: Discuss your decisions as a poet and why they work better in this draft than the other two. It is OK if you prefer the original! The Poet/Artist statement is the most important part of the assignment. The writer has to be reflective about the process and discuss the decisions she made. getting students to see their writing as a connected set of deliberate, purpose driven decisions is the main goal this section.

Richard Kreinbring 6/16/2015 5:20 AM

Comment [5]: The writer starts with her love for cookies and provides a link and a metaphor for the real subject of her poem which is her relationship with her brother. The response would be better if she would have used the word "metaphor." Even without it, this is a strong statement and shows that the writer has an awareness of purpose and an plan for achieving it.

Richard Kreinbring 6/12/2015 7:44 PM

Comment [6]: The writer is talking about her deliberate choice to use the literal cookies as a figurative way to examine a relationship. She is talking about a decision she made as a writer.

Richard Kreinbring 6/12/2015 7:45 PM

Comment [7]: Here the writer is identifying the techniques or moves she experimented with. She is using the vocabulary of the class to talk about decisions she made. This is a marker of how she may have internalized the lesson. It's not evident here but in conversation with students it is important to notice how they talk and provide feedback. Notice if they are using the vocabulary and language of the unit.

Richard Kreinbring 5/8/2015 9:03 PM

Comment [8]: She is talking in a deliberate fashion about a writing choice she made. The canopy in her poem is the metaphor she's using to examine her relationship. She might have been more explicit but for the most part this statement shows a good awareness of the writing.

Final Draft
“Chocolate Cookies”

Dylan at 7
And me at 3.
We wondered, and wondered,
Until we we found ourselves **under the canopy**.

Looking close at the menu,
Only one thing caught our attention.
The aroma and display of the cookies,
Presented and cooking **under the canopy**.

I know I was young,
And should’ve been supportive of my brothers game.
But all I could think about,
Was devouring everything **under the canopy**.

One dollar from Dylan later,
The biggest smile crawled onto my face.
Underneath the crumbs and chocolate stains,
Was one happy girl sitting **under the canopy**.

Second Try

Experiment: Literal Repetition

Dylan at 7
And me at 3.
We wondered, and wondered,
Until we we found ourselves **under the canopy**.

Looking close at the menu,
Only one thing caught our attention.
The aroma and display of the cookies,
Presented and cooking **under the canopy**.

I know I was young,
And should’ve been supportive of my brothers game.
But all I could think about,
Was devouring everything **under the canopy**.

Richard Kreinbring 6/16/2015 5:22 AM

Comment [9]: This is the writer's 1st experiment as referred to in the rubric. She is trying a technique that was discussed in class, literal repetition.

One dollar from Dylan later,
The biggest smile crawled onto my face.
Underneath the crumbs and chocolate stains,
Was one happy girl sitting **under the canopy**.

Third Try

Experiment: Parallel Structure/ (line breaks)

Dylan at 7
And me at 3.
**We wondered
and wondered,**
Until we saw
the canopy.

Looking close
at the menu,
Only one thing
caught our attention.
The sweet aroma
filled the air,
Along with the delicious appearance
of the chocolate chips.

I know I was young,
And I should've been excited
to support my brothers team.
But I couldn't get the idea
of eating what could've been
the greatest thing
I ever ate,
Out of my mind!

One dollar
from Dylan later,
The biggest smile
crawled onto my face.
Underneath the crumbs
and chocolate stains,

Richard Kreinbring 6/16/2015 5:30 AM

Comment [10]: 2nd Experiment
In this draft the writer notes that she is trying parallel structure and also a different line break structure. She does not include the line breaks as part of this experiment but it is obvious that she has changed where the lines end and begin.

Teacher's Note:
Make note of how students change their poems during the experiments and in conferencing or providing feedback that draws attention to moves that students are making, perhaps without naming them. Encourage experimentation and model how to use the vocabulary to name the techniques. Establishing a common vocabulary and instilling it as a habit is a goal of the unit.

Was one happy girl.

Original Poem/First Draft WNB

Dylan at 7
And me at 3.
We wondered, and wondered,
Until we saw the canopy.

Looking close at the menu,
Only one thing caught our attention.
The sweet aroma filled the air,
Along with the delicious appearance of the chocolate chips.

I know I was young,
And I should've been excited to support my brothers baseball team.
But I couldn't get the idea of eating
What could've been the greatest thing I ever ate,
Out of my mind!

One dollar from Dylan later,
The biggest smile crawled onto my face.
Underneath the crumbs and chocolate stains,
Was one happy girl.

Final Summative Comment:

This is a great example of a student who initially may not have known what her purpose was or how to achieve it until she started writing and experimenting with her work. Launching the writer's notebook with this kind of safe experimentation lays a groundwork for the class.

RUBRIC:

Poetry Experiments (30 points total; 10 points per poem):

- Original Poem #1

	/ 3	Experiment #1
	/ 3	Experiment #2
	/ 4	Writer's Statement

Richard Kreinbring 6/16/2015 5:33 AM

Comment [11]: By providing the initial drafts of the poems as part of the summative assignment students can see their writing as part of a process that begins with drafting and is ongoing.

Richard Kreinbring 6/16/2015 10:23 PM

Comment [12]: This is the metaphor that became the anchor for the writer's final poem.

Richard Kreinbring 6/16/2015 5:12 AM

Comment [13]: Experiments refers to different techniques taught in mini lessons or that the writer notices themselves.

Richard Kreinbring 6/16/2015 5:17 AM

Comment [14]: Writer's statement is a short piece where the writer talks about the choices she made while writing the poem. The goal is to have the student recognize the deliberate choices writers make to produce a desired outcome.

- Original Poem #2
 - _____ / 3 Experiment #1
 - _____ / 3 Experiment #2
 - _____ / 4 Writer's Statement

- Original Poem #3
 - _____ / 3 Experiment #1
 - _____ / 3 Experiment #2
 - _____ / 4 Writer's Statement

Metacognitive Response:

- Five (5) points per section = **20 points**

Polished Poem for Publication:

- One poem Appropriate for publication or display = **10 points**

10th Grade Student Artifact

Writer's Notebook:

Richard Kreinbring 6/16/2015 5:36 AM

Comment [15]: Asking students to provide pictures of their notebooks can bridge the gap between emphasizing the freedom and creativity of paper and pen and the convenience of a digital product. It's a good habit to adopt as most students have access to some level of technology. These pictures were taken with phones.

4-17-13

Dylan at 7
And me at 3.
We wandered, and wandered,
Until we saw the canopy.

~~Both~~ looking close at the menu,
Only one thing caught our ~~eyes~~ attention.
The sweet aroma filled the air,
Along with the delicious looks of the choco. chips.

I know I was young,
and should have been excited to watch Ryan play.
But I couldn't get the idea of eating
what could be the greatest thing I ate,
Out of my mind!

One dollar from Dylan later,
The biggest smile crawled onto my face.
Underneath the crumbs and chocolate stains,
Was one happy girl.