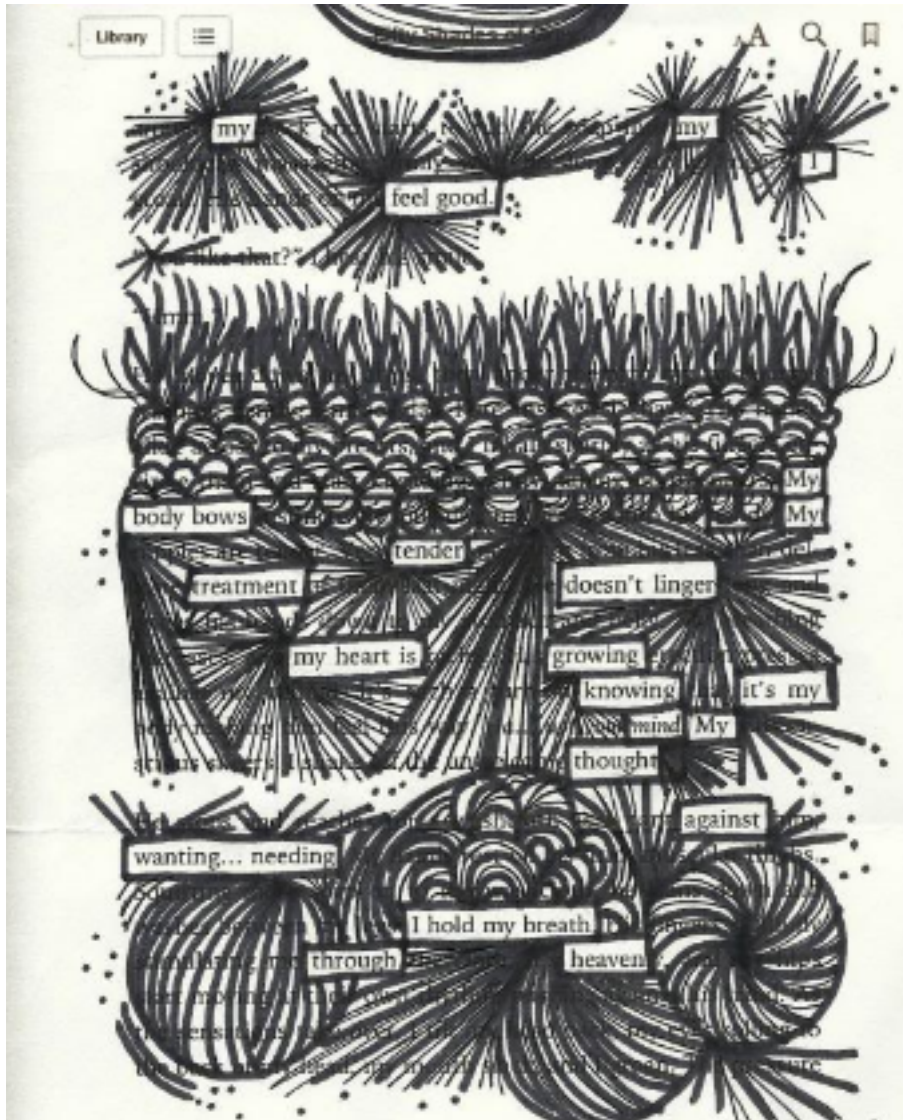


Found Poetry Choice A

Goal: Identify, manipulate, and use diction to create tone in “found” poetry.

The student will be able to read a novel excerpt and determine tone of the text based on diction. After identifying important words and phrases within the text, the student will create an artistic found poem.



How does it work? Artistic Poem

1. Choose an excerpt from my selections. If you prefer, you may also copy a page from one of your favorite novels!
2. Read the excerpt once through. What tone does the piece take? What mood does it evoke from the reader? Decide: Do you want your found poem to reflect the same? If you choose to “flip” the tone, it will be more challenging!
3. **Draft 1:** Go back and box or circle the most important, impactful, or your “personal favorite” words and phrases. Reread the pieces of text you’ve marked. Start to try to find a poem within the story.
4. **Draft 2:** Sketch your design. Once you’ve found your poem, decide on the design and colors you will use to accompany it. The design has two purposes: It will black out/block the unused text **and** contribute to the tone of your poem.
5. Create your final draft on the full sized excerpt copy. Remember to add a title!
6. On the **BACK** of your final poem, type or handwrite a reflection describing the process you took to create it, the struggles you encountered, the tone of your piece, and how you feel about your finished product.

How will I be graded?

- ___/25 Two drafts were completed. Draft one focused on diction to create tone. Draft two focused on design.
- ___/ 25 The found poem selected diction that effectively creates a tone. The poem has a correctly punctuated title.
- ___/ 25 The design is detailed, enhances the poem for the reader, and demonstrates effort. If the design is black and white, no gray pencil is visible. If it is colored, no gray pencil is visible and the artwork is appropriate for the poem.
- ___/ 25 The reflection piece is thoughtful and demonstrates an understanding of the workshop and its purpose. It uses correct writing conventions.

Good Luck!

Found Poetry Choice B

Goal: Identify, manipulate, and use diction to create tone in “found” poetry.

The student will be able to read a historical document and determine tone of the text based on diction. After identifying important words and phrases within the text, the student will create a “found” poem. OPTIONS: Create Artistic Poetry OR Create a Traditional Poem

How does it work? Traditional Poem

1. Choose an excerpt from my historical document selections.
2. Read the document once through. What tone does the piece take? What mood does it evoke from the reader? Decide: Do you want your found poem to reflect the same? If you choose to “flip” the tone, it will be more challenging!
3. Go back and box or circle the most important, impactful, or your “personal favorite” words and phrases. Reread the pieces of text you’ve marked. Start to try to find a poem within the story.
4. Using the words and phrases in the document, arrange them into a poem. You should consider text structure and the “shape” of the poem. How do you want your poem to look? Everything from the poem must be taken from the original author’s work. You may ONLY add articles, interjections, or conjunctions. (ex: the, a, but, wow!, etc.)
5. Give your poem a title. Type it up. Make sure you’ve used an easily read font and made good use of the space.
6. On the BACK of your final poem, type or handwrite a reflection describing the process you took to create it, the struggles you encountered, the tone of your piece, and how you feel about your finished product.

How will I be graded?

___/ 50 Goal: The poem uses selected diction from the historical document that effectively creates a tone. The poem makes sense.

___/ 25 Format: The poem has a title. It is typed and uses correct writing conventions. The poem makes good use of the paper’s space.

___/ 25 Reflect: The reflection piece is thoughtful and demonstrates an understanding of the workshop and its purpose. It uses correct writing conventions.

A Twist! If you like, you can create an artistic found poem from the document. Simply log on to Google Classroom to follow those directions using your selected historical document instead of your novel excerpt.

Good Luck!

