English Romantic Poetry Unit

Rationale

The theme of this unit, which was prepared for an 11th grade classroom, was selected as a result of the significance the English Romantic poets hold in the history of world literature. The Romantic movement was a marked departure from the social and political norms of the Enlightenment and a reaction against the scientific rationalization that also characterized the period.

Because neither the time period nor the poetry is contemporary in nature, students are given the opportunity to parallel the literature with current pieces of music and works of art. This unit, through its writing assignments and other opportunities for authentic assessment, provides students with a comprehensive overview of the language and other characteristics of English Romantic poetry while allowing them to explore their own interpretations of the genre.

Students are given the opportunity to develop their own poetic voices by reflecting on their own lives by writing about something they are familiar with and at the same time sharpen their writing skills. The poetry speaking and performance portion of the unit gives them some experience with the criteria of an effective reading of a piece of poetry.

This unit will address nineteen of the General Standards and all ten of the Guiding Principles outlined in the Massachusetts English Language Arts Curriculum Frameworks.

Unit Goals

- Students will be able to identify the major themes of English Romantic poetry.
- Students will better understand the historical origins of English Romantic poetry.
- Students will better understand the genre of English Romantic poetry.
- Students will identify the major English Romantic poets.
- Students will better analyze figurative language of Romantic poetry, including simile, metaphor and personification.
• Students will better recognize the presence of poetic sound devices such as alliteration, assonance and rhyme.

• Students will have a working knowledge of the forms Romantic poetry can take.

• Students will acquire presentation skills by demonstrating appropriate consideration of vocal intonation, posture, audience, and purpose.

• Students will develop better creative writing skills.

• Students will learn to work independently as well as in groups of their peers.

• Students will learn to accept and give constructive criticism from an audience of their peers.

• Students will learn to recognize and properly cite credible resources, including those found on the Internet.

Massachusetts Curriculum Frameworks

**Discussion**-Students will use agreed upon rules for informal and formal discussions in small and large groups
1.5

**Questioning, Listening and Contributing**-Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.
2.5, 2.6

**Oral Presentation**-Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
3.6, 3.8, 3.14, 3.15, 3.17

**Vocabulary and Concept Development**-Students will understand and acquire new vocabulary and use it correctly in reading and writing.
4.23, 4.24, 4.27

**Understanding a Text**-Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.
8.19, 8.20, 8.22, 8.23, 8.24, 8.30, 8.32, 8.33

**Making Connections**-Students will deepen their understanding of a literary or non-literary work by relating to its contemporary context or historical background.
9.5, 9.6, 9.7

**Genre**-Students will identify, analyze and apply knowledge of the characteristics of different genres.
10.5, 10.6
Theme-Students will identify, analyze and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.
11.4, 11.5, 11.6, 11.7

Poetry-Students will identify, analyze and apply knowledge of the theme, structure and elements of poetry and provide evidence from the text to support their understanding.
14.5, 14.6

Style and Language-Students will identify and analyze how an author’s words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding.
15.5, 15.6, 15.7, 15.8

Myth, Traditional Narrative and Classical Literature-Students will identify, analyze and apply knowledge of the themes, structure and elements of myths, traditional narratives and classical literature and provide evidence from the text to support their understanding.
16.12

Dramatic Reading and Performance-Students will plan and present dramatic readings, recitations and performances that demonstrate appropriate consideration of audience and purpose.
18.1, 18.2

Writing-Students will write with a clear focus, coherent organization and sufficient detail.
19.20, 19.25, 19.29

Consideration of Audience and Purpose-Students will write for different audiences and purposes.
20.6

Revising-Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.
21.8, 21.9

Standard English Conventions-Students will use knowledge of standard English conventions in their writing, revising and editing.
22.10

Organizing Ideas in Writing-Students will organize ideas in writing in a way that makes sense for their purpose.
23.13, 23.14, 23.15

Research-Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.
24.6

Evaluating Writing and Presentations-Students will develop and use appropriate rhetorical, logical and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to various audiences.
25.5, 25.6
Guiding Questions
- What precipitated the Romantic Movement?
- What is the Enlightenment?
- What is assonance?
- What is alliteration?
- What is rhyme?
- What is figurative language? What are some examples?
- What is personification?
- What are the elements of a poem?
- What is the poetic genre?
- Who are the main poets of the Romantic Movement?
- What characterized the visual art made during the Romantic period?
- What are the prevalent themes of Romantic poetry?
- What forms can Romantic poetry take?
- What makes a poem effective?
- What makes an effective reading of a poem?

Possible Whole Class Activities
- Students watch “The Dead Poets Society.”
- Students watch “The Romantic Poets.”
- Students read unit poems aloud in class.
- Teacher and students participate in discussions of featured poems.
- Students read their own poems to their peers.
- Students travel to Isabella Stuart Gardner Museum.
- Students travel to Walden Pond.
- Students discuss the advent of Romanticism.
- Noting a conspicuous absence in WebQuests having to do with English Romantic poetry, the class designs one based on their current unit.

Possible Small Group Activities
- Students “map” poems, chronology of Romanticism.
- Groups of 3 to 4 students create a vocabulary list of unknown words from the reading and discover their meanings. The words will be included in their journals.
- Students construct graphic organizers for images and themes in longer poems.
- Students form literature circles to explore other poems in Romantic genre by poets featured in class.
- Students form conversational discussion groups focusing on selected in-class readings.
- Students share their journal reflections in small groups.
Possible Individual Activities

- Students write daily in their journals about works studied in class based on topic given by teacher.
- Students compose a contemporary Romantic poem.
- Students write in their journals about their trip to the Stuart Gardner Museum.
- Students write in their journals about their interaction with nature during their field trip to Walden Pond.
- Students silently read selections before class discussion.

Resources

Dead Poets Society (Film)

_Frankenstein_, Mary Shelley (Book)

_The Language of Literature: British Literature_, McDougal Littell, 2006. (Textbook)

The Romantic Poets (Film)

[www.englishromantics.com](http://www.englishromantics.com)
[www.criticalthinking.org](http://www.criticalthinking.org)

Time Period

6-8 weeks

Grade Level

11<sup>th</sup> Grade

Evaluations

- Students will take one pencil and paper test that includes supply, short answer, interpretive, and essay questions.
- Students will take two (2) quizzes randomly based on information disseminated throughout the unit.
- Students will write a two-page essay on a topic of their choosing. Topics may include commentary on a film, poet, poem, movement, or work of visual art associated with the Romantic period.
- Students will complete “Wordsworth for a Day” project, which invites them to compose a contemporarily themed Romantic style poem based on their knowledge of the characteristics of Romantic poetry.
• Students will compile a course portfolio that will include all journal entries, homework assignments and corrections, classroom activities, projects, quizzes, and exams.

• Students may choose to exhibit an understanding of a particular subject area through higher level learning projects or activities including Evaluation, Analysis and Synthesis. Methods of assessment include but are not limited to mixed media presentations, paper-pencil tests, drama, musical compositions, and essay writing.
Lesson Plan: The English Romantic Period
Samuel Taylor Coleridge’s “Kubla Khan”

Goals:

Curriculum Frameworks General Standard – Reading and Literature: Students will identify, and apply knowledge of themes, structure and elements of poetry from this period and provide elements from selected texts to demonstrate their understanding.
Learning Standards: 9.7-Relate a literary work the seminal ideas of its time; 14.6-Analyze and evaluate the appropriateness of diction and imagery.

Curriculum Frameworks General Standard – Composition: Students will write with a clear focus, coherent organization and sufficient detail.
Learning Standards: 19.29-Write poems using a range of forms and techniques

Grade Level: 11th and 12th Grade Literature. This is an advanced class of 18 students with some emphasis on composition.

Context: We began this unit with a history of English Romanticism, identifying significant historical and social precipitators of the movement. With each significant characteristic of Romantic poetry, we selected a poet and a corresponding work to effectively illustrate the concept.

For example, William Blake’s “The Lamb,” from “Songs of Innocence” was studied to illustrate the Romantics’ emphasis on the innocence of childhood. Wordsworth’s “The Daffodils” was chosen to illustrate the movement’s appreciation of nature and the theme of melancholy is studied in John Keats “Ode on a Grecian Urn.”

After each poet and his work were discussed, students were asked to write in their journals about their own experiences with each characteristic of the Romantic movement i.e. innocence of the child, appreciation for nature, melancholy, etc.

Samuel Taylor Coleridge is the last poet to be explored in our unit on English Romanticism. “Kubla Khan,” arguably his most well-known work, is the piece we will be studying.

The unit will culminate with a comprehensive test on the materials and students will create their own modern day Romantic poem compiled from their journal entries.
**Instructional Objectives**

1. Students will identify the major themes and historical origin of Romantic poetry. Prevalent characteristics include the innocence of the child, melancholy, appreciation of nature, interest in the common man, and a renewed interest in religion.

2. Students will analyze figurative language of Romantic poetry, including simile, metaphor and personification. They will also recognize the presence of poetic sound devices such as alliteration, assonance and rhyme. Students will have a working knowledge of the forms Romantic poetry can take, including lyrics, odes and sonnets.

3. Students will use examples of Romantic poetry from selected texts and will demonstrate their understanding of the genre through formative and summative assessments.

4. Students will build relationships with Romantic poetry by keeping a journal in which they will compile their thoughts after each poet is discussed. They will, in turn, discuss their reflections with their peers.

**Materials**

Text, Ipod with speaker dock, recording of Marilyn Manson’s “Sweet Dreams,” overhead projector, reproduction of Dali’s “Persistence of Memory.”

**Assessment**

Oral questions, answers to homework assignment, quality of in-class contributions, journal entries, and writing skills.


*Coleridge: Kubla Khan or A Vision in a Dream*, Schroeder, Matthias, [www.englishromantics.com](http://www.englishromantics.com).

Rock and Roll Hall of Fame and Museum: Teacher Programs, [www.rockhall.com](http://www.rockhall.com).
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<thead>
<tr>
<th>TIME</th>
<th>ACTIVITIES/STRATEGIES</th>
<th>TEACHER</th>
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<tr>
<td>0-10 minutes</td>
<td>Reflect on Salvador Dali’s “Persistence of Memory” while listening to “Sweet Dreams,” a popular Marilyn Manson song. Instruct students to think about “dreams” or “dreaming” and to begin to write their reflections in their journals. (Question #10)</td>
<td>Plays music and observes students.</td>
<td>Meditation and reflection. Free-writing in journals. “Pair shares”</td>
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<td>15-30 minutes</td>
<td>3 volunteers will each read a stanza of the poem. Students are encouraged to identify lines of interest. (Question #9)</td>
<td>Facilitating, encouraging feeling when reading the poem.</td>
<td>Those not reading will be following in the text and making notes.</td>
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<td>30-40 minutes</td>
<td>Identify dream images and examples within the text that makes this a poem of the period. i.e., language, alliteration, assonance, repetition, “spots of time”, etc. (Questions #2, #3 and #4)</td>
<td>Asking questions, leading discussion.</td>
<td>Answering, discussing.</td>
</tr>
<tr>
<td>40-50 minutes</td>
<td>Summarize, questions, homework. (Questions #5, #6, #7, and #8)</td>
<td>Answering questions, assigning homework.</td>
<td>Asking questions to clarify assignment, note-taking.</td>
</tr>
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</table>
Questions for Kubla Khan Lesson

1. Which characteristic or theme of Romantic poetry are we focusing on today?

2. Point out two examples of each of the following: internal rhyme, assonance and alliteration within the poem.

3. Identify a passage of figurative language: a metaphor, simile, or use of some other figurative device. Analyze on its relationship to the poem as a whole.

4. Contrast the pleasant side of the earthly paradise to its demonic side. ie. “Sunny pleasure domes with caves of ice.”

5. “Kubla Khan” is divided into three long stanzas. Choose one and briefly discuss how your knowledge of the Romantic era is supported by the characteristics of the poem? Provide at least three examples to support your claim.

6. Choose another poem from the unit and compare and contrast it to “Kubla Khan.” Include in your analysis the poets’ point of view, their use of language and imagery.

7. Many scholars believe that Coleridge’s “Kubla Khan” is an unfinished work. If this is so, how do you envision the outcome of the poem? If you wish, you can use the “Mapping” technique we discussed our last class.

8. Write a brief paragraph commenting on the concept of the pleasure dome. What do we learn about it from the poem? Does it sound like a building that could ever really exist? What might it symbolize for the speaker?

9. Without consulting the actual text, draw as many images from the poem as you can remember. Prepare to share your recollections in groups at your next class.

10. In your journals, describe and reflect upon one of your most vivid dreams or nightmares. Use rich detail, keeping in mind that you are not only recreating your experience, but also conveying your reaction to it.
Lesson Plan: The English Romantic Period
William Wordsworth’s “Daffodils”

Goals:

Curriculum Frameworks General Standard – Reading and Literature- Students will identify, and apply knowledge of themes, structure and elements of poetry from this period and provide elements from selected texts to demonstrate their understanding.
Learning Standards: 9.7 – Relate a literary work the seminal ideas of its time.
14.6 – Analyze and evaluate the appropriateness of diction and imagery.

Curriculum Frameworks General Standard – Composition- Students will write with a clear focus, coherent organization and sufficient detail.
Learning Standards: 19.29 – Write poems using a range of forms and techniques

Grade Level: 11th and 12th Grade Literature. This is an advanced class of 18 students with some emphasis on composition.

Context: We began this unit with a history of English Romanticism, identifying significant historical and social precipitators of the movement. With each significant characteristic of Romantic poetry, we selected a poet and a corresponding work to effectively illustrate the concept.

For example, William Blake’s “The Lamb,” from “Songs of Innocence” was studied to illustrate the Romantics’ emphasis on the innocence of childhood. Coleridge’s “Kubla Khan” was chosen to illustrate the movement’s appreciation of and emphasis on dreams and imagination, and the theme of melancholy is studied in John Keats “Ode on a Grecian Urn.”

After each poet and his work were discussed, students were asked to write in their journals about their own experiences with each characteristic of the Romantic movement i.e. innocence of the child, appreciation for nature, melancholy, etc.

William Wordsworth, often considered to be the founder of the English Romantic poetry movement is the first poet to be explored in our unit on English Romanticism. We will be studying Wordsworth’s “Daffodils” and his use of simile and personification.

The unit will culminate with a comprehensive test on the materials and students will create their own modern day Romantic poem compiled from their journal entries.
**Instructional Objectives**

1. Students will identify the major themes and historical origin of Romantic poetry. Prevalent characteristics include the innocence of the child, melancholy, appreciation of nature, interest in the common man, and a renewed interest in religion.

2. Students will analyze figurative language of Romantic poetry, including simile, metaphor and personification. They will also recognize the presence of poetic sound devices such as alliteration, assonance and rhyme. Students will have a working knowledge of the forms Romantic poetry can take, including lyrics, odes and sonnets.

3. Students will use examples of Romantic poetry from selected texts and will demonstrate their understanding of the genre through formative and summative assessments.

4. Students will build relationships with Romantic poetry by keeping a journal in which they will compile their thoughts after each poet is discussed. They will, in turn, discuss their reflections with their peers.

**Materials**

Text, print of Ansel Adams’ “The Aspens,” Ipod with speaker dock, and a recording of The Beatles’ “Mother Nature’s Son.”

**Assessment**

Oral questions, answers to homework assignment, quality of in-class contributions, journal entries, and writing skills.


*Coleridge: Kubla Khan or A Vision in a Dream*, Schroeder, Matthias, [www.englishromantics.com](http://www.englishromantics.com).

Rock and Roll Hall of Fame and Museum: Teacher Programs, [www.rockhall.com](http://www.rockhall.com).

[www.questia.com](http://www.questia.com)

[www.schoollink.com](http://www.schoollink.com)
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<tbody>
<tr>
<td>0-10 minutes</td>
<td>Reflect on Ansel Adams’ photograph “Aspens” while listening to “Mother Nature’s Son,” by The Beatles. Instruct students to meditate on nature and its influence in their lives and to begin to write their reflections in their journals. (Question #10)</td>
<td>Plays music and observes students.</td>
<td>Meditation and reflection. Free-writing in journals. “Pair shares”</td>
</tr>
<tr>
<td>15-30 minutes</td>
<td>Four (4) volunteers will each read a stanza of the poem. Students are encouraged to identify lines of interest. (Questions #2 and #3)</td>
<td>Facilitating, encouraging feeling when reading the poem.</td>
<td>Those not reading will be following in the text and making notes.</td>
</tr>
<tr>
<td>30-40 minutes</td>
<td>Identify natural images and examples within the text that makes this a poem of the period. i.e., language, alliteration, assonance, repetition, personification, “spots of time”, etc. (Questions #4 and #5)</td>
<td>Asking questions, leading discussion.</td>
<td>Answering, discussing.</td>
</tr>
<tr>
<td>40-50 minutes</td>
<td>Summarize, questions, homework. (Questions #6, #7, #8, and #9)</td>
<td>Answering questions, assigning homework.</td>
<td>Asking questions to clarify assignment, note-taking.</td>
</tr>
</tbody>
</table>
Questions for Daffodils Lesson

1. Which characteristic or theme of Romantic poetry are we focusing on today?

2. Point out two examples of internal rhyme and personification within the poem.

3. How does Wordsworth’s use of simile in the poem make his work more vivid and interesting to the reader? Cite your examples.

4. What was the speaker’s mood before he saw the daffodils?

5. “Daffodils” is divided into four short stanzas. Choose one and briefly discuss how your knowledge of the Romantic era is supported by the characteristics of the poem? Provide at least three examples to support your claim.

6. Choose another poem from the unit and compare and contrast it to “Daffodils.” Include in your analysis the poets’ point of view, their use of language and imagery.

7. Use similes to describe at least ten things in your house or apartment.

8. Without consulting the actual text, draw as many images from the poem as you can remember. Prepare to share your recollections in groups at your next class.

9. In your journals, choose one of the items you had identified from your surroundings and expand upon it. Use rich detail, keeping in mind that you should be using as many examples of figurative language as you possibly can.

10. Think about what influence, if any, that nature has in your life. What are you willing to do to protect it? Does nature illicit any emotion for you?
English Romanticism Unit Quiz  
Fourth Period  
Ms. Bujnowski

Name____________________________________Date________________

1. **Match the verse to the poet:** (2 points each)
   
   _____ “What wealth the show to me had brought”       a. John Keats
   _____ “We are called by His name”                   b. William Wordsworth
   _____ “Beauty is truth, truth beauty,”               c. Samuel Taylor Coleridge
   _____ “Thou wert as a lone star whose light did shine” d. William Blake
   _____ “And sank in tumult to a lifeless ocean”       e. Percy Bysshe Shelley
   f. George Gordon, Lord Byron
   g. Robert Burns

2. **Fill in the blanks.**

2. ________________ is a figure of speech in which inanimate objects are endowed with human qualities.

3. A poetic or literary effect achieved by using several words that begin with the same or similar consonants is called ________________.

4. A word or phrase that normally designates one thing is used to designate another is called ________________.

5. ________________ is the repetition of identical or similar vowel sounds.

6. A lyric poem, usually of a meditative nature, with an elevated style and a formal stanza structure is called ________________.

7. **True or False:** (2 points)
   
   _____ In “Ode on a Grecian Urn” Keats contrasts the permanence of art with the changeability of human life.
8. **True or False**: (2 points)

______William Blake’s “The Lamb” is part of a collection entitled “Ode: Intimations on Immortality.”

9. “Ode on a Grecian Urn” is based on all of the following paradoxes *except*: (5 points)
   a. the discrepancy between frozen images and dynamic life
   b. the human and changeable versus the immortal and permanent
   c. participation versus observation
   d. the individual genius/rebel versus society’s conventions
   e. life versus art

10. Romanticism originated in late 18\textsuperscript{th} century Europe as a revolt to the social and political norms of: (5 points)
   a. the Enlightenment
   b. the Neo-Classic age
   c. the Renaissance
   d. the Paleolithic age
   e. the Baroque period
Wordsworth-for-a-Day

Assignment Sheet

We’ve come to the point in our unit where you get to use your knowledge of the English Romantics to create a piece of your own poetry!

Background: The purpose of this assignment is to allow you to demonstrate your ability to write a contemporarily themed Romantic style poem based on your knowledge of the characteristics of Romantic poetry that you learned in this unit.

Your poem should draw on your various journal entries and contain elements of style and figurative language, such as metaphor, simile and personification as well as assonance and alliteration when or where appropriate. You should also employ some of the major themes characteristic of the Romantic genre. These may include, but are not limited to, melancholy, emphasis on the imagination and innocence of the child.

After your poem is complete, you will read it in front of your classmates!

You will be evaluated on the following criteria...Consult the attached scoring rubrics.

Poetry Writing:

1. Your ability to focus on an idea, feeling or experience and your use of specific, concrete images and themes characteristic of the Romantic genre. Your work may include figurative language and poetic sound devices.

2. Your poem displays effective organization. It follows a logical progression and has a beginning, a middle and an end.

3. You write in an authentic voice and actively engage your reader. Your work displays confidence and enthusiasm.

4. The mechanics of your writing, including spelling, grammar, punctuation, and capitalization, are sound.
Poetry Speaking and Performance:

1. You utilize highly expressive vocal intonation to reinforce change in mood, voice, setting, and characterization.

2. Your posture is straight and you maintain eye contact with your audience.

3. The volume of your voice is loud enough to be heard by all audience members and you speak clearly and distinctly at all times.

Good Luck!
## Scoring Instruments

### Poetry Writing Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td><em>Ideas and content</em></td>
<td>Exceptional focus on an idea, feeling or experience.</td>
<td>Good focus on an idea, feeling or experience.</td>
<td>Acceptable focus on an idea, feeling or experience.</td>
<td>Inadequate focus on an idea, feeling or experience.</td>
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<td></td>
<td>Romantic genre. May include figurative language and poetic</td>
<td>Includes some examples of figurative language and poetic sound</td>
<td>Includes some examples of figurative language and poetic sound</td>
<td>Includes no examples of figurative language or poetic sound</td>
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<td></td>
<td>sound devices.</td>
<td>devices.</td>
<td>devices.</td>
<td>devices.</td>
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<td><em>Organization</em></td>
<td>Uses an exceptionally effective organizational strategy. The</td>
<td>Uses an effective organizational strategy. The work contains</td>
<td>Uses an adequate organizational strategy. The work contains</td>
<td>Uses an inadequate organizational strategy. The work contains</td>
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<td>work contains logical progression… it has a beginning, a middle</td>
<td>logical progression.</td>
<td>logical progression.</td>
<td>no logical progression.</td>
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<td>and an end.</td>
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<td><em>Voice</em></td>
<td>Uses an exceptional and unique writing style. Actively engages</td>
<td>Uses a good writing style. Engages the reader. Writes with a</td>
<td>Uses an adequate writing style. Somewhat engages the reader.</td>
<td>Uses an inadequate writing style. Does not make the reader feel</td>
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<td></td>
<td>the reader. Writes with exceptional confidence and enthusiasm.</td>
<td>standard amount of with confidence and enthusiasm.</td>
<td>the reader. Writes with a standard amount of with confidence and</td>
<td>a part of the text. Writes with minimal confidence and enthusiasm.</td>
</tr>
<tr>
<td><em>Mechanics</em></td>
<td>Your poem contains no errors.</td>
<td>Your poem contains only a minimal amount of errors.</td>
<td>Your poem contains several errors.</td>
<td>Your poem contains numerous errors.</td>
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<tr>
<td>Grammar</td>
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<td>Spelling</td>
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<td>Punctuation</td>
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<td>Capitalization</td>
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Writing Sub-Total: _______

16
# Poetry Speaking and Performance Rubric

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<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td><strong>Vocal intonation and expression.</strong></td>
<td>Highly effective and expressive intonation used to reinforce change in mood, voice, setting, and/or characterization.</td>
<td>Effective and expressive intonation used to reinforce change in mood, voice, setting, and/or characterization.</td>
<td>Moderately effective and expressive intonation used to reinforce change in mood, voice, setting, and/or characterization.</td>
<td>Not effective; more practice with intonation is strongly recommended.</td>
</tr>
<tr>
<td><em>Uses an effective and expressive intonation to reinforce change in mood, voice, setting, or characterization.</em></td>
<td>Stands up straight, looks relaxed and confident. Establishes eye contact with the audience.</td>
<td>Stands up straight and establishes some eye contact with the audience during the presentation.</td>
<td>Sometimes stands up straight and establishes some eye contact with the audience during the presentation.</td>
<td>Slouches and/or makes no eye contact with the audience during the presentation.</td>
</tr>
<tr>
<td><strong>Posture and Eye Contact</strong></td>
<td>Volume is loud enough to be heard by all audience members throughout the presentation. You speak clearly and distinctly at all times.</td>
<td>Volume is loud enough to be heard by most of the audience members. You speak clearly and distinctly most of the time.</td>
<td>Volume is loud enough to be heard by some of the audience members. You speak clearly and distinctly some of the time.</td>
<td>Volume often too soft to be heard by all audience members. You do not speak clearly and distinctly.</td>
</tr>
<tr>
<td><em>Stands up straight, establishes eye contact with audience.</em></td>
<td><strong>Speaking and Performance Sub-Total:</strong></td>
<td>12</td>
<td></td>
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</tbody>
</table>

| Assignment Total: | 28 |
Sources:

www.readwritethink.com
www.ubishops.ca