

ENGLISH

B. Making Connections and Evaluations in Reading and Literature

C. Composing in a Variety of Modes

Project Code: E-b.0
E-c.0

FOUND POETRY

The student will demonstrate an understanding of theme in literature by examining poems, writing a “found” poem and writing an essay that analyzes the “found” poem.



PROJECT MONITOR GUIDE

Student Name

Sample Draft
2008



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The Project Monitor Guide provides specific directions and additional resource information about the project and is to be used to assist students while they work on Bridge Plan projects. The Project Monitor Guide has been designed to assist the staff member in the facilitation of a student's project.

The Project Monitor is an important part of the Bridge Plan for Academic Validation. The Project Monitor becomes the advisor for the project. In the case of a student with an IEP or ELL Plan, the Project Monitor must also make sure that all accommodations are met during the completion of the project.

The Project Monitor's role is to make sure the student understands the scope of the project, where and how to secure any necessary materials, and suggest possible resources. The Project Monitor will review a student's progress at the indicated Check Points in the Project Monitor Guide and may adjust the student's completion timeline as necessary. The Project Monitor can facilitate the student's work, advise the student *on content knowledge or where to secure content resources*, but must not complete any of the student's Academic Validation Project Package.

Once the student has completed all the project modules for the HSA content area, he/she will submit a single, completed project package to the Project Monitor, which should include the Bridge Plan Project Package Submission Form, to be reviewed by the Review Panel. The Project Monitor will then forward the Project Package to the school coordinator. At this point the Project Monitor's work is complete unless the student is working on projects in other HSA content areas.

Project Task

Research and define *theme*; locate poems with similar themes and write theme statements for each; create a "found" poem, write an essay that explains the "found" poem's theme; and compile a works-cited list.

Directions

1. Read the project steps for completion.
2. Review the project resource list; refer to the suggested books and websites when needed as you complete the project.
3. Review the scoring categories to determine how you will receive credit for your work. Discuss this information with your Project Monitor.
4. With your Project Monitor, determine a timeline for completing the project.
5. Follow the project steps to complete all of the assigned tasks. Use and complete (where assigned) all appropriate forms included with this project.
6. Submit the completed project for scoring by the due date.



Requirements:

When submitting your project, you must include:

1. Completed Form A
2. Five completed Form Es (1 Form E for each of the 5 poems)
3. Found Poem
4. First draft of literary essay marked with edits and revisions
5. Final draft of literary essay
6. Works cited page

If all points are earned on this project, the student will have met the requirements for two content expectation areas:

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Additional Resources

Form A: Research and Define Theme

Form B: Birdfoot's Grampa

Form C: Model of Topic and Theme Statement

Form D: General Theme Topics

Form E: Topic and Theme Statement (1 for each of the 5 poems)

Form F: Found Poetry Instructions

Form G: Literary Essay Instructions

Form H: Rubric for Literary Essay

Suggested Resources for Writing, Revision, Editing, and Documentation:

- English Anthologies
- Poetry Books
- *Write Source*
- *Writer's Inc*
- *Language Network*
- *Elements of Language*
- *Elements of Style*
- *Little, Brown Handbook*

Suggested Websites for Writing, Revision, Editing, and Documentation:

- <http://www.gmu.edu/departments/writingcenter/handouts.html>
- <http://www.dianahacker.com/resdoc/humanities.html>
- <http://owl.english.purdue.edu/owl/resource/557/01/>
- <http://www.liunet.edu/cwis/cwp/library/workshop/citmla.htm>



Suggested Websites for Poetry:

- <http://www.poetry.com/>
- <http://poetryfoundation.org/>
- <http://www.poets.org/>
- <http://www.poetry.org/links.htm>
- <http://www.loc.gov/poetry/180/>
- <http://www.poemhunter.com/>
- <http://famouspoetsandpoems.com/>



Project Steps

1. Use 5 different sources to research and define theme and then write a working definition of theme for this project. **(Form A)**
2. Carefully examine the poem “Birdfoot’s Grampa” **(Form B)** and the corresponding theme topic and statement **(Form C)** as an example of what will be required for the second part of this project.

CHECK POINT **Date** _____ **Student/Monitor Initials** _____/_____

3. Choose a theme topic from the supplied list **(Form D)** and locate 5 poems from at least 3 different sources that relate to the chosen topic.
4. Using the theme statement **(Form C)** for “Birdfoot’s Grampa” as a model, complete **Form E** five times by writing a theme statement for each of your 5 poems.

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5. Read the explanation of a “found” poem **(Form F)**, and compose a “found” poem using at least two lines from each of your 5 self-selected poems. (This poem must explore a theme similar to that of your 5 chosen poems.)

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6. Write/type a first draft of a literary essay with an appropriate organizational structure that explains the theme expressed in your “found” poem. **(Form G)**

CHECK POINT **Date** _____ **Student/Monitor Initials** _____/_____

7. Revise and edit first draft. (Refer to rubric on Form H.)
8. Type a final draft of the literary essay.

CHECK POINT **Date** _____ **Student/Monitor Initials** _____/_____

9. Create a works cited page referencing all sources used for this project.

** Check Points do not indicate approval of student work.*



Form B: Birdfoot's Grampa

The old man
 must have stopped our car
 two dozen times to climb out
 and gather into his hands
 the small toads blinded 5
 by our lights and leaping,
 live drops of rain.



The rain was falling,
 a mist about his white hair
 and I kept saying 10
 you can't save them all,
 accept it, get back in
 we've got places to go.

But, leathery hands full
 of wet brown life, 15
 knee deep in the summer
 roadside grass,
 he just smiled and said
they have places to go to
too. 20

Joseph Bruchac

Form C: Model Topic and Theme Statement

Title: "Birdfoot's Grampa"

Author: Joseph Bruchac

Source: Entering Onandaga by Joseph Bruchac

A general idea that is closely related to a theme of "Birdfoot's Grampa"

"The precious nature of life"

A theme statement for "Birdfoot's Grampa" (a theme statement should be a complete sentence)

"Humans should have respect for the importance and significance of all living things."

Form D: General Theme Topics

Choose from these theme topics for the basis of your project.

1. The importance of family relationships.
2. The wisdom of old age.
3. The transition from youth to adulthood.
4. The conflict between teens and adults.
5. The challenge of following personal dreams.
6. The difficulty in learning to get along with others.
7. The desire to fit in with the crowd.
8. The loss of something/someone important.
9. The connection between change and growing up.
10. The difficulty in adapting to a new way of life.
11. The simple pleasure of nature.
12. The lessons learned from the past.
13. The human need for tolerance.



Form E: Topic and Theme Statement *(make 5 copies)*

Directions: For each poem supply the information below and attach a copy of the poem

Title: _____

Author: _____

Source: _____

A general idea that is closely related to a theme of _____

A theme statement for _____

(a theme statement should be a complete sentence)



Form F: Found Poetry

Found poems take existing texts and refashion them, reorder them, and present them as new poems. A pure found poem consists exclusively of outside texts: the words of the poem remain as they were found. Decisions of form, such as where to break a line, are left to the poet.

Students will compose found poems from the lines of the poems they have chosen for the project. They carefully choose words, phrases and lines from each poem and then arrange and format the excerpts to compose their own poems with a theme that they will explain in a literary essay.

Found Poem Instructions:

1. Carefully re-read the poems you have chosen. Highlight or underline details and phrases that you find particularly powerful, moving, or interesting from each one of the poems. Pay particular attention to examples that reflect the theme that is common to all of the poems.
2. On a separate sheet of paper, type or write down the phrases that you underlined, keeping the words in the same order that you found them in the poems. Double space between lines so that they are easy to work with. Feel free to add other lines from the poems that you notice as you go through the poems again. Be sure you have included at least one line from each poem.
3. Look back over your list and take out everything that is dull, unnecessary, or that just doesn't seem right for your poem.
4. As you look over the shortened list, think about the tone that the details and diction convey. The words and phrases should generate the theme of your poem.
5. Make any minor changes necessary to create your poem. You can change punctuation and make small changes to the words to make them fit together (i.e. verb tense, possessives, plurals, and capitalizations).
6. Arrange the lines in the order that develops your theme. Arrange the words so that they create an interesting rhythm. You can space words out so that they are all alone or run together. You can also put key words on lines by themselves. Pay attention to line breaks, layout, and other elements that will emphasize important words or significant ideas in the poem.



Form F: Found Poetry

7. When you are close to an edited version, if you absolutely need to, you may add up to two words of your own.
8. Re-read your edited draft one more time and rearrange the lines where needed. Make any deletions or minor changes. While revising, keep in mind that an exemplary “found” poem should:
 - Use words and phrases from each of the five self-selected poems
 - Incorporate vivid words and evocative language
 - Demonstrate careful attention to audience’s understanding and interest
 - Use a logical and effective organizational strategy
 - Focus on a specific, well-developed theme
 - Include an appropriate title that enhances the meaning of the poem
9. Assign a meaningful title to your poem.

Instructions adapted from “Found and Headline Poems” from Getting the Knack: 20 Poetry Writing Exercises by Stephen Dunning and William Stafford



Form G: Literary Essay

Write a response that explains the theme of your “found” poem. Include a theme statement and details and examples from the poem to support your explanation.

Before you begin your essay, review the expectations on Form H.

Plan your response in the space below. Your final essay should be typed using 12 point Times New Roman. Show all revisions and edits to the first draft of your essay.



Form H: Rubric for Literary Essay based on a “Found” Poem

The response is an effective and well-developed essay that fulfills the writing purpose.

- Demonstrates an understanding of the complexities of the poem
- Develops ideas using relevant and complete support and elaboration
- Uses an effective organizational structure that enhances the essay
- Uses precise word choice and effective language
- Demonstrates careful attention to audience’s understanding and interest
- Has no errors in usage or conventions that interfere with meaning

The response is a complete essay that fulfills the writing purpose.

- Demonstrates more than a literal understanding of the complexities of the poem
- Develops ideas using adequate support and elaboration
- Uses an organizational structure that supports the writing purpose
- Uses clear and consistent word choice
- Demonstrates an awareness of audience’s understanding and interest
- Has few, if any, errors in usage and conventions that interfere with meaning

The response is an essay that addresses the writing purpose.

- Demonstrates a partial or superficial understanding of the poem
- Has incomplete or unclear support and elaboration
- Attempts to use an organizational structure
- Demonstrates minimal awareness of audience’s understanding and interest
- May have errors in usage and conventions that interfere with meaning

The response is an incomplete or oversimplified essay that attempts to address the writing purpose.

- Demonstrates minimal understanding of the poem
- Has minimal or no support or elaboration
- May attempt an organizational structure
- Demonstrates little or no awareness of audience
- May have errors in usage and conventions that interfere with meaning

The response provides minimal evidence the writer has seen the assignment and has attempted to respond to it.

- Shows no evidence that meaning was derived from the poem
- Lacks support and elaboration
- May indicate a misreading of the poem and/or the prompt
- Uses no organizational structure, or may be too brief to reveal any structure
- Awareness of audience is not apparent
- Has errors in usage and conventions that interfere with meaning

The response is completely irrelevant or incorrect.



Project Scoring Criteria

Overview

In order to satisfactorily complete this project, the student must:

- Complete Form A and 5 copies of Form E
- Write a found poem
- Compose a first draft of a literary essay
- Revise and edit the first draft
- Type a final draft of the essay
- Create a works cited page

If all points are earned on this project, the student will have met the requirements for two content expectation areas:

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COMPLETED FORM	COMPONENT	DETAILS	PERCENTAGE OF TOTAL PROJECT VALUE
A	Theme Research and Definition of Theme	Use 5 sources	6%
E (5 copies)	Poems and Theme Statements	Write 5 theme statements	21%
	Found Poem	Refer to Form F	33%
	Literary Essay	Refer to Form G and Rubric on Form H	33%
	Works Cited	5 sources for theme definition, 3 poetry sources	7%



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