**Outcome-** CC B10.1 Compose and create a range of visual, multimedia, oral, and written texts to explore: • identity (e.g., Diversity of Being); CC B10.4 Create a variety of written informational (biographical profile) and literary (short script) texts.

**Introduction to Poetry**

**Part 1- Interview with a Poet-formative**

With a partner, you must select two poets from the same genre below. Consider that each of you will be researching one of the two selected.

**Romantic Poets**

William Blake Anna Laetitia Barbauld

 William Wordsworth Charlotte Turner Smith

 Samuel Taylor Coleridge Mary Robinson

 George Gordon (Lord Byron) Percy Bysshe Shelley

 Joanna Baillie John Keats

**Sonneteers**

 William Shakespeare Francesco Petrarca

 John Milton Elizabeth Barrett Browning

 Sir Philip Sidney Samuel Daniel

 Edna St. Vincent Millay Archibald Lampman

 Robert Frost E. E. Cummings

**Pastoral Poets**

Virgil Christopher Marlowe

 Alexander Pope Edmund Spencer

 Ambrose Philips Robert Burns

Your job, now, is to research your poet and once you know them well, write an interview script with your partner. **In character**, you will interview one another. You must record the answers you receive in the format of a script so you end up with a transcript of your interview. You must answer the following questions as best as you can:

* When and where were they born?
* What is worth noting about their upbringing?
* How were they educated?
* When did they begin writing poetry?
* How did they become famous for their work?
* What was the purpose of their poetry? What did they believe?
* What poems are they most famous for?
* What are 5 other interesting facts about their lives?
* How, when, and where did they die?

**Interview Transcript Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| **Communication** | **Conventions** | The final draft has many grammar, capitalization, spelling, and punctuation errors. | There more than a few grammar, capitalization, spelling, or punctuation errors in the final draft. | There are few grammar, capitalization, spelling, or punctuation errors in the final draft. | There are no grammar, capitalization, spelling, or punctuation errors in the final draft.  |
| **Clarity** | Ideas and seem to be randomly arranged. | The interview transcript is a little hard to follow. The transitions are sometimes not clear. | The transcript is pretty well organized. One idea may seem out of place. Clear transitions are used. | The transcript is very well organized. One idea follows another in a logical sequence with clear transitions. |
| **Thinking/****Inquiry** | **Creativity** | There is little evidence of creativity in the transcript.  | The transcript contains a few creative details and/or descriptions. | The transcript contains creative details and/or descriptions that contribute to the reader's enjoyment | The transcript contains many creative details and/or descriptions that contribute to the reader's enjoyment. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| **Part 2-Biographical Profile**Next, you will use the information you gained during the interview to write a biographical profile on the poet you interviewed. This means you **will not** be writing about the poet you initially researched. Essentially a biographical profile is Wikipedia style write up on the poet. Consider how you can group the information you learned during your interview into an encyclopedia write-up.  |
| **CATEGORY** | **4****Exceeds Standards** | **3****Meets Standards** | **2****Below Standards** | **1****Well Below Standards** |
| Ideas & Content | •Writer knows topic really well • Early Life, Significant Events, Contributions, Character Traits, Introduction & Conclusion all included. •Many interesting details | • Early Life, Significant Events, Contributions, Character Traits, Introduction & Conclusion all included. •Writer knows the topic. •Most details are relevant & are interesting | •Early Life, Significant Events, Contributions, Character Traits, Introduction & Conclusion are either incomplete or insufficient •Writer doesn’t know enough about the topic •Needs more details | •Early Life, Significant Events, Contributions, Character Traits, Introduction & Conclusion are incomplete or unacceptable •Writer doesn't know topic •Details lacking •Ideas missing or don't make sense |
| **Organization** | •Carefully organized with varied transitions •Lead grabs reader's attention •Conclusion works well •Details & paragraphs are in right order | •Has some transitions •Most parts of paper fit together. •Most details & paragraphs are in right order | •Few transitions used •Too many details are out of order | •Paragraphs and/or transitions missing •Too many details are out of order |
| **Voice** | •Writer's personality comes through in a creative way •Writer's voice is lively & confident | • Most of the time the writer's voice & personality show up in the writing. | •Sometimes the writer's voice comes through •Writing does not draw the reader in | •Writing is flat •Writer's voice does not come through at all |
| **Word Choice** | •Has a variety of strong words •Words create vivid pictures in reader's mind | •Writing has some strong words •Some words create pictures in the reader's mind | •Too many dull, ordinary words•Some words just don't fit | •Words don't show the writer's meaning •Reader is confused by the writer's choice of words |
| **Sentence Fluency** | •Has creative sentences of different kinds & lengths •Sentences flow, making the writing enjoyable to read | •Sentences are different lengths •Sentences have varied beginnings •Sentences fit together well | •Sentences are too short or too long •Same beginnings used over and over •Reader is confused & has to re-read for meaning | •Not enough complete sentences •Writing does not make sense |
| **Conventions** | •Has NO errors in capitalization, punctuation, spelling & grammar •Writing is easy to read | •Has FEW 2-4 errors in capitalization, punctuation, spelling & grammar •Sounds correct when read aloud | •Too many errors 5-9 in capitalization, punctuation, spelling & grammar make the writing difficult to read•Editing needed | •10 + errors. Capitalization, punctuation, spelling & grammar mistakes make the writing impossible to read & understanding. •Major editing needed |