Self Portrait Poem

Symbolism is the use of symbols to signify ideas and qualities by giving them symbolic meanings that are different from their literal sense. You will be creating a self-portrait poem to explore your own personal identity or simply the concept of identity in general. You will also be expected to incorporating **similes** and **metaphors** in your poem.

Step 1: Create a list of twenty “I am” statements. (i.e. I am a student. I am a football player.) This could be something in addition to your poem prep task.

Step 2: Next to each statement, draw a symbol that represents or symbolizes what you listed. (i.e. a book to symbolize you are a student, a football to show you are a football player, etc.) This will help with the creation process.

Step 3: Select ten of the symbols or ideas to use in self-portrait poem. You could potentially use 1 symbol per stanza (each stanza could explore a part of “identity”).

Step 4: Be creative when writing your poem. Use your symbols of identity to inspire you and incorporate them into your use of poetic devices (Similes/ Metaphors).

Criteria:

* Incorporate the use of similes and metaphors
* Have a minimum of 5 stanzas
* Be reflective of identity
* Have fun, be creative and enjoy the writing process

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|  | Level 5 – Advanced | Level 4 – Thorough | Level 3 Acceptable | Level 2 – Partial | Level 1 – Minimal |
| Profile | The writer demonstrates an extensive understanding of the task, its purpose and intended audience and exhibits significant control of the codes and conventions of the song. | The writer demonstrates a solid understanding of the task, its purpose and intended audience and exhibits strong control of the codes and conventions of the song. | The writer demonstrates an adequate understanding of the task, its purpose and intended audience and exhibits satisfactory control of the codes and conventions of the song. | The writer demonstrates a limited understanding of the task, its purpose and intended audience and exhibits a tenuous control of the codes and conventions of the song. | The writer demonstrates an inadequate understanding of the task, its purpose and intended audience and exhibits little or no control of the codes and conventions of the song. |
| Organization and Composition | The writer produces a perceptive song that is highly engaging and flows smoothly; the writing has insightful content with critical examination of themes, events, actions, people and/or aspects of life. | The writer produces a song that is focused and well-structured; the writing has clear content with well-developed ideas about events, actions, people and/or experiences. | The writer produces a song that is suitable but formulaic; the writing has some relevant and/or general ideas about events, actions, people and/or experiences. | The writer retells events and/or restates ideas with little context to orient the listener; the content is vague and unfocused. | The writer produces an incomplete song with few or no ideas about the topic. |
| Purpose, Voice & Audience | The writer’s voice is compelling; discerning views and interpretations contribute to a memorable song; the purpose and audience are skillfully addressed; the song sustains the listener’s interest throughout. | The writer’s voice is convincing; distinctive views and interpretations support the development of a credible song; the purpose and audience are clearly addressed; the song engages the listener’s interest. | The writer’s voice is identifiable; acceptable views and interpretations support the development of the song; the purpose and audience are evident; the song holds the listener’s interest inconsistently. | The writer’s voice is uncertain; the purpose and audience are suggested; the task is partially addressed; the song holds the listener’s attention sporadically. | The writer’s voice is indistinct or vague; the purpose, audience and task are not addressed; the needs of the listener are not addressed. |
| Codes & Conventions | The writer critically selects elements/devices to craft an authentic and credible song that sustains the listener’s interest; the writer uses the techniques and devices of the song in a deliberate and sophisticated manner to enhance the song. | The writer thoughtfully uses elements to structure the song that engages the listener; the writer uses the techniques and devices of the song in a thorough manner to develop the writing. | The writer’s use of elements to present a song that interests the listener is evident but rudimentary; the writer uses the techniques and devices of the song inconsistently. | The writer demonstrates ineffective control of the codes and conventions of the song; the writer inserts undeveloped and/or ineffective techniques or devices. | The writer demonstrates little or no awareness of the codes and conventions of the song. |
| SCORE | 5+ 5 5- | 4+ 4 4- | 3+ 3 3- | 2+ 2 | 1 |
| 100% 95% 90% | 85% 80% 75% | 70% 65% 60% | 55% 50% | 35% |