**Subject area/course**: English/Language Arts

**Grade level/band**: 9–10

**Task source**: Summit Public Schools

**Poetry Comparison Essay**

**STUDENT INSTRUCTIONS**

1. **Task context**:

“War! What is it good for? Absolutely nothing!” Except, of course, writing meaningful and moving poetry!

You have probably read poems about many different topics in your life. Poets write about the feeling of falling in love for the first time or the beauty of seeing a sunset. They might also write about the death of a loved one or living through a major historical event. Poets have often written about war, based on either their own personal experience or more abstract reflection.

1. **Final product**:

In this task, you will explore the ways that poets use language to express ideas. You will begin studying and mastering the Power Focus Areas, which will focus on poetic devices and vocabulary. You will learn how to read and annotate a poem to understand its message and the way that the poet is conveying that message. After practicing poetry analysis on a variety of poems with your teacher and peers, you will explore several poems that describe the experiences and effects of war. For the final essay, you get to choose two poems that are interesting, engaging, and provocative. Then you will compare and contrast the poets’ messages about war and the way that they express these messages.

This project will sharpen your analysis skills, ultimately making you more comfortable and familiar with poetry! Through your thoughtful analysis, you will (hopefully) develop an appreciation for the particular beauty of poetry. You will continue to strengthen your writing skills by focusing on thesis writing, organization, and effective use of evidence. You may even be inspired to write your own poetry about a current conflict in the world!

**Additional Information**

1. **Knowledge and skills you will need to demonstrate on this task:**
* Poets use language purposefully for specific effects. Poets use language to express ideas about personal and universal experiences. Different people can have vastly different perceptions of shared experiences.
1. **Materials needed:**
* Item A. Poems List
* Item B. Why You Should Read Poetry
* Item C. Introduction to Poetry
* Item D. How to Identify Tone
* Item E. TPS-FASTT Annotation Strategy Cards
* Item F. Poem Analysis Paragraph Assignment Sheet
* Item G. Poetry Socratic Prep
* Item H. Socratic Seminar Peer Observation
* Item I. Poetry Exploration Graphic Organizer
* Item J. Venn Diagram for Poetry Comparison
* Item K. Outline Template
* Item L. Peer Feedback Form
1. **Time requirements:**

This task will take approximately 3 weeks to complete. Your teacher will provide you with details regarding deadlines and due dates.

1. **Scoring:**

Your work will be scored using the Summit Public Schools Poetry Comparison Essay Rubric. You should make sure you are familiar with the language that describes the expectations for proficient performance.