**Compare and Contrast Poetry With the Library of Congress**

**Authentic Assessment**

**Objectives:**

* Students will be able to analyze poetry using various perspectives.
* Students will be able to compare and contrast different types of poetry.

**Standards:**

* CCSS.ELA-LITERACY.RL.11-12.2

* [CCSS.ELA-LITERACY.RL.11-12.4](http://www.corestandards.org/ELA-Literacy/RL/11-12/4/)

* [CCSS.ELA-LITERACY.RL.11-12.7](http://www.corestandards.org/ELA-Literacy/RL/11-12/7/)

**Directions:**

1. Choose one of the US Poet Laureate projects on the Library of Congress website (<http://www.loc.gov/poetry/laureate-projects.html>). Research the poet’s work, including their style and voice.
2. Then, using primary sources from the Library of Congress, compare and contrast that poet’s work with a poet of a different time period (<http://www.loc.gov/search/?in=&q=poetry+american&new=true>). Do you see any patterns? Any strong differences in style? How do the poets’ themes alter their work? You will use [www.easel.ly](http://www.easel.ly) to create a visual (such as a Venn diagram) of this comparison; you may use a pre-made template or create your own.
3. You must have at least five similarities and five differences total; however, you may always have more! These do NOT need to be in complete sentences as long as I understand what you are trying to convey.
4. Write a short response about your findings. This must include: which poet laureate you chose and why, which poet you are comparing him/her to and why, an elaboration on one similarity and one difference that was most fascinating to you. Be sure to use textual evidence for your comparisons and contrasts. These DO need to be in complete sentences and should be two to three paragraphs.
5. Once you have finished your visual and your short response, save them (the former as a .jpg and the latter as a Word document) and email them to me.

**Rubric**

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| **Compare and Contrast Poetry With the Library of Congress** |
|  | **Poor****1 pt.** | **Acceptable****3 pts.** | **Excellent****5 pts.** |
| **Content** | At least one of the five comparisons and contrasts are included in the assignment and include work from a poet laureate and one poet from a different time period. Primary sources are not used.  | At least three of the five comparisons and contrasts are included in the assignment and include work from a poet laureate and one poet from a different time period. Primary sources are used but are not effective.  | All five comparisons and contrasts are included in the assignment and include work from a poet laureate and one poet from a different time period. Primary sources are used effectively.  |
| **Visual** | The visual is neither clear nor focused. The comparisons and contrasts are convoluted.  | The visual is somewhat clear and focused. The comparisons and contrasts are a little blurred together or confusing.  | The visual is clear and focused. The comparisons and contrasts make sense.  |
| **Response** | There is one paragraph or less, not written in complete sentences, discussing the comparisons and contrasts in the visual. Thoughts are not clear, concise, or expressive of understanding of the activity. Primary sources are not used.  | There is at least one paragraph, written in complete sentences, discussing the comparisons and contrasts in the visual. Thoughts are mostly clear, concise, and express some understanding of the activity. Primary sources are used.  | There are at least two paragraphs, written in complete sentences, discussing the comparisons and contrasts in the visual. Thoughts are clear, concise, and express understanding of the activity. Primary sources are used effectively. |
| **Creativity** | Neither the visual nor the response is creative and appealing; primary sources are not used in an innovative way.  | Both the visual and the response are creative and appealing; primary sources are not used in an innovative way.  | Both the visual and the response are creative and appealing; primary sources are used in an innovative way.  |

**Total Points Possible: 20**

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