Humanities  
Locational Poetry  
Final Project

**Objective:** To write poems about “Neck Point” and “Colliery Dam”.

**Acceptable Poetic Forms:**
- Haiku (Syllables 5-7-5)
- Limerick (5 lines – AABBA)
- Petrarchan (14 lines – ABBAABBA + CDDCEE or CDECDE)
- Sonnet (14 lines – ABAB CDCD EFEF GG)
- Ballad
- Acrostic
- Free Verse
- Slam (Grade 9’s only)
- 4 Stanza poems (with at least one rhyming scheme per stanza)
- Other *(Upon Teacher Approval)*

**Assignment:** To go with our field trip to “Neck Point” and “Colliery Dam”, you are to write 5 poems (each) that talk about each location.

**Instructions:**
- Take pictures of the areas being visited.
  - Take notes about your thoughts of the photos you are taking.
- Complete the senses sheet for each location.
- Have a picture that goes with each poem.
  - They have to pair up with your poem.
- Make sure they are presentable and appropriate.
- After completion of the poems, you will have to print them and submit them in a booklet format.
- A self-reflection of the whole process and the project.
  - ***This is mandatory.***

**Requirements:** (You must:)
- Have at least 5 poems for Each location.
- You may only use one form per location.
- Have photos to go along with each poem.
- Completing the senses sheet
  - Your project will not be graded without it.
- A self-reflection of the process and final project.
## Assignment Rubric:

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<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Developing</th>
<th>Applying</th>
<th>Extending</th>
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<tbody>
<tr>
<td><strong>Ideas</strong></td>
<td>Minimal involvement of senses, imagination, or emotion. Lacks a clear theme or mood</td>
<td>Acceptable involvement of senses, imagination, or emotion. Lacks a clear theme or mood. Some inconsistencies remain.</td>
<td>Great involvement of senses, imagination, or emotion. Lacks a clear theme or mood. Little to no inconsistencies remain.</td>
<td>Clear involvement of senses, imagination, or emotion. Shows a clear theme or mood.</td>
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<td><strong>Creativity</strong></td>
<td>Shows little to no creative ideas and illustrations.</td>
<td>Shows some creative ideas and illustrations. Takes no chances/risks to evoke feelings and emotions.</td>
<td>Shows many creative ideas and illustrations. Takes some chances/risks to evoke feelings and emotions.</td>
<td>Shows many complete creative ideas and illustrations. Takes many chances/risks to evoke feelings and emotions.</td>
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<tr>
<td><strong>Techniques/Styles</strong></td>
<td>Little to no evidence of understanding of the assignment. Proper styles or techniques lacking or missing.</td>
<td>Some poems are written correctly, with understanding of the instructions. Proper styles and techniques used, but inconsistent.</td>
<td>Most poems are written correctly, with understanding of the instructions. Proper styles and techniques used.</td>
<td>All poems are written correctly, with understanding of the instructions. Clear and proper styles and techniques used.</td>
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<td>(Assignment instructions)</td>
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<td><strong>Conventions</strong></td>
<td>Little to no evidence in grammar, capitalization, punctuations, and spelling.</td>
<td>Evidence of limited grammar, capitalization, punctuations, and spelling.</td>
<td>Adequate evidence of grammar, capitalization, punctuations, and spelling.</td>
<td>Clear and strong evidence of grammar, capitalization, punctuations, and spelling.</td>
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