



education

Department of  
Education  
FREE STATE PROVINCE

# Grade 7

## English HL and FAL

### Term 3 Project

# Poetry

#### Task 6:

Stage 1: Research (20 marks)

Stage 2: Writing (30 marks)

#### Task 7:

Stage 3: Oral Presentation (20 marks)

Name and Surname: \_\_\_\_\_

Grade 7 \_\_\_\_

## Task 6, Stage 1: Research

(to be handed in by the end of week 4)

Types of Poetry	
Narrative Poetry	<ul style="list-style-type: none"> <li>* Tells a story</li> <li>* Characters, setting, plot</li> <li>* Does not have to rhyme</li> </ul>
Lyrical Poetry	<ul style="list-style-type: none"> <li>* Expresses personal and emotional feeling</li> <li>* Has a musical rhythm</li> <li>* Helps the reader feel through senses</li> </ul>
Humorous Poetry	<ul style="list-style-type: none"> <li>* Witty or silly to make you laugh</li> <li>* Does not have to make sense</li> </ul>
Free Verse Poetry	<ul style="list-style-type: none"> <li>* Does not rhyme or have a rhythm</li> <li>* No rules!</li> </ul>

Elements of Poetry	
Repetition	The same words are repeated.
Rhyme	Words that sound almost alike.
Rhythm	A pattern of words or sounds.
Shape	Words are written in a shape.
Simile	Uses the words "as" or "like" to compare two things that are different. Example: "She is like a rose."
Metaphor	Compares two things that are not really alike. Example: "We hid under the curtain of night."
Idiom	An expression that doesn't really mean what it says. Example: "It's raining cats and dogs!"

<http://jennifersteachingtools.blogspot.com>

## FAT 6 Stage 1 (example):

Research (Objective: Learners do research on their project) 20 marks

A. Read through the information text, **Looking at poetry**, provided.

Now reread the text, researching the following questions. Write your answers down on the answer page provided.

1. When did people first start creating poetry?
2. What are some reasons why ancient people created poems? What are some reasons people today write poems?
3. Poetry is different from stories. What do we call 'paragraphs' and 'sentences' in poetry?
4. Why don't poets have to follow grammar rules?
5. Name three kinds of poetry and give 1 fact about each type.

B. Read the information on different types of poetry. Then read the poem on the next page and identify the type of poem that it is.

A **sonnet** is a poem of fourteen lines that can have any of a number of formal rhyme schemes. There are usually ten syllables per line.

**Free verse** is poetry that does not rhyme or have a regular meter. It relies on imagery, alliteration, etc. to convey meaning.

A **limerick** is a five-line poem with a specific rhyme and meter. The rhyme scheme is AABBA. The first, second and fifth lines must have seven to ten syllables while rhyming. The third and fourth lines should only have five to seven syllables and must also rhyme and have the same rhythm.

**Haiku** is a Japanese form of poetry usually reflecting on nature and feelings. There are three lines in a Haiku. The first has five syllables, the second seven syllables, and the third has five syllables.

In **Acrostic** poems, the first letters of each line are aligned vertically to form a word. In most cases the word spelled by the first letter is the subject of the poem.

A **Cinquain** has five lines. Line 1: Title (noun) – 1 word  
Line 2: Description – 2 words  
Line 3: Action – 3 words  
Line 4: Feeling (phrase) – 4 words  
Line 5: Title (synonym for title) – 1 word

Name \_\_\_\_\_

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**Stage 1 (Research)**

**20 Marks**

A.

**B. Identify the following types of poems.****1. Dog**

Dog  
Goofy, furry  
Barks, grins, licks  
Snuggle, romp, wet kisses  
Hound

**What kind of poem is this?**

---

**2. Rain**

Pitter, patter pit  
Pitter, patter, crash, flash, boom  
Rat-a-tat-tat-tat

**What kind of poem is this?**

---

**3. Spring**

Sunshine  
Playgrounds full of laughter  
Rain falls  
Imagination blooms  
New beginning  
Grass grows again

**What kind of poem is this?**

---

**4. What's for Dinner?**

There once was a girl from Peru  
Who wanted to cook up a stew  
She gave it a shot  
She filled up a pot  
But ended instead with fondue!

**What kind of poem is this?**

---

**5. At the Table**

I ate a bowl of Cheerios today  
With strawberries and blueberries on top  
It should have kept my huge hunger at bay  
Instead, I ate, and found I couldn't stop!

And so I had to fill the bowl again  
This time I sliced bananas for a treat  
My mother saw and asked me to explain  
I said I couldn't get enough to eat!

I started then to pour myself a third  
I contemplated raspberries this time  
But then my mother stopped me with a word  
My favorite kind of pie, she said "key lime"!

Next time I think that I'll be on alert  
I'll skip breakfast and go right for dessert!

**What kind of poem is this?**

---

**6. The Heron**

Grey, elongated, letter S  
Graceful in the sky  
Soaring low, eyes on the horizon.

**What kind of poem is this?**

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### FAT 6 Stage 2 (example)

### Writing (Learners engage in the write-up of their project and a creative response)30 marks

- 1 Learners must now turn their research into a **report. (10 marks)**
- 2 The report must contain the following process steps:
  - Planning
  - Drafting
  - Revising
  - Editing
  - Proofreading
  - Presenting
- 3 Learners must write a **creative response** and write their own **poem. (20 marks)**
- 4 They must choose one of the poetic forms and adhere to the stipulations for that form. (Example: free verse or sonnet)
- 5 Learners should follow the same process when writing their poems.
  - Planning
  - Drafting
  - Revising
  - Editing
  - Proofreading
  - Presenting

<b>FAT 6 Stage 2 Report Rubric (example)</b>			
10 marks			
<b>CONTENT</b>	<b>1</b>	<b>2</b>	<b>3</b>
	The learner's report has not introduced or explained the project. The report does not discuss the information. There is no conclusion. The report is off the topic or confusing.	The learner's report has/or has attempted an introduction explaining what the research is about, the methodology used. There is some relevant information with insights and reasons for these judgements given. The report has/ or has attempted a conclusion.	The learner's report is interesting and well-written. The report has an introduction explaining what the project is about, the project's instructions and the methodology used. There is comprehensive information with evaluations and reasons to explain these judgements. There is a conclusion to the report.
<b>STRUCTURE</b>	<b>1</b>	<b>2</b>	<b>3</b>
	There is no title. The report has not used paragraphs. There is no logical structure.	The learner has attempted to give a title. The report is written using paragraphs which have/ attempt to have a logical flow.	The report has an appropriate title. The learner has used well-structured paragraphs to write about the literary genre.
<b>PLANNING</b>	<b>0</b>	<b>1</b>	<b>2</b>
	The learner does not make a plan OR the learner's plan is irrelevant.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.
<b>EDITING / LSC</b>	<b>0</b>	<b>1</b>	<b>2</b>
	The report is not written in the correct style, using formal or factual language. The report is not in the present tense. The learner does not edit the work. Or, the learner attempts to edit the work, but there are many errors remaining.	The report has attempted to use formal and factual language. The report is mostly written in the present tense. The learner has attempted to edit their work to correct grammar, spelling and punctuation, but there are still errors.	The report is written using formal and factual language. The report is written in the present tense. The learner successfully edits their own work to correct grammar, spelling and punctuation.








## FAT 6 Stage 2 Poem Rubric (example)

20 marks

CONTENT and CREATIVITY	1-3	4-6	7-8
	Handling of topic weak. Shows no creativity	Handling of topic shows some creativity and originality, but an average response	Handling of topic shows creativity and originality
STRUCTURE and FEATURES	1-2	3-4	5-6
	Little or no understanding of the structure and language features required.	The poem has attempted to adhere to the requirements of the genre, the structure and language requirements, but some errors.	The poem follows the structures and requirements of the chosen form. Used the format to excellent effect.
PLANNING	1	2	3
	The learner does not make a plan OR the learner 's plan is irrelevant.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.
EDITING / LSC	1	2	3
	The learner does not edit the work. Or, the learner attempts to edit the work, but there are many errors remaining making it challenging to understand the poem.	The learner has attempted to edit their work, but there are some aspects that need more editing.	The learner successfully edits their own work to produce an impressive creative response.



### **FAT 7 Stage 3 (example)**

#### **Oral Presentation (Learners do the oral presentation of their project) 20 marks**

**1 Prepare an oral presentation based on the research you did on poetry.**

**2 Your oral should:**

- Use appropriate structure: introduction, body and conclusion
- Present central idea and supporting details
- Show evidence of research/ investigation
- Use appropriate body language and presentation skills, e.g. makes eye contact, volume

**3 A suggested structure for your Oral Presentation is as follows:**

- a Introduction: Introduce the genre that you researched, and share your first response to the genre, i.e.: When you first heard that you were going to do a project on poetry, what did you think / feel about this?
- b Body – part one: Share the main findings of your research
- c Body – part two: Read your own poem
- d Conclusion: Share the evaluation you made about poetry, as well as your evaluation of this experience, i.e.: completing a creative writing project

**4 As part of the oral part of the project, you should also:**

- Participate in discussions
- Give constructive feedback
- Maintain a discussion
- Show sensitivity to the rights and feelings of others

Listen to individual learners present their research reports and poems over Terms 3 and 4.

<b>FAT 7 Stage 3 Rubric (example)</b>					
20 marks					
<b>CONTENT and STRUCTURE</b>	<b>1-3</b>	<b>4-6</b>	<b>7-9</b>	<b>10-12</b>	<b>13-15</b>
	The learner has not researched the literary genre. The oral is confusing and unstructured. The learner cannot answer questions.	The learner does not have a good understanding of the literary genre. There is no real structure to the oral. The learner struggles to respond to the questions.	The learner has read about and understood the literary genre. There is an attempt at a logical structuring of the oral. The learner can respond to some of the questions.	The learner shows good research ability and understands the literary genre. The oral has an introduction and a body and an ending. There is good understanding of the topic and s/he responds well to questions posed.	The learner has researched well and shows a very good understanding of the literary genre. The oral is well-structured: introduction, supporting evidence and an evaluative conclusion. The learner shows excellent comprehension of the topic and can answer questions and participate in a discussion.
<b>FLUENCY and EXPRESSION</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	The learner struggles to do the oral. Body language and presentation skills are very weak. There is no expression, and the pace is too slow and faltering. No connection with audience.	Learner tries but presents hesitatingly, without fluency or meaningful expression. S/he needs assistance. Weak connection with audience.	Learner reads fairly fluently with some expression that shows comprehension of the topic. S/he needs some prompting. Some connection with audience.	Learner presents mostly fluently with confidence and expression that shows understanding. Projects voice and enunciates well. Connects with audience.	Learner is well-prepared and presents the oral fluently with good expression, at a flowing, confident pace. Good voice projection. Words clearly enunciated. Connects well with audience.