Sun-Oka Regional Park – Writing and Reflection Field Trip

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Job # 1 – Another way to make your writing more descriptive and interesting is to include meaningful poetic devices. This is how we will practice writing poetic devices…

1. Wait in line for a beverage of your choice.
2. Spend some time slowly sipping and enjoying the beverage. Explore the beverage with all your senses.
3. Work alone OR with people to come up with some statements about your drink that fit these poetic devices.

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| **Poetic Device** | **Definition & example** | **Your example** |
| Metaphor | D: A direct comparison of two or more things - saying \_\_\_ IS \_\_\_!  *Cream soda is a hyperactive three-year-old springing with vitality from present to present under the tree on Christmas morning.* |  |
| Simile | D: An interesting comparison of two or more things using the words “like” or “as”  *The cream soda bubbles rose and sunk on the top of the beverage like lava bubbling in an active volcano.* |  |
| Personification | D: Using human-like qualities to describe something that is not human.  *The carbonation screamed with glee in my mouth as I took a sip.* |  |
| Hyperbole | D: An extreme exaggeration that adds drama.  *As I sipped, a million stinging bubbles stabbed my eyes and nose, and it seems I will never recover.* |  |
| Alliteration | D: The repetition of similar sounds that creates a nice rhythm.  *Smells of sickly sweet and syrupy flavour spring smoothly from the cup.* |  |
| Onomatopoeia | D: These words sound just like the way you pronounce them *(fizz, bang, crash)*  *Pop! Pop! Pop! The bubbles burst in quick succession.* |  |

Job # 2 – **“Where I’m From”** poem – On this page you see two poems with the same title. The original “Where I’m From” poem was written by George Ella Lyon. Over time, many people have used Lyon’s simple structure to express their own unique experiences and ideas about where they come from. For example, Danika Smith is a young Indigenous Canadian writer whose “Where I’m From” poem won first prize in a 2019 writing contest called ‘Indigenous Arts and Stories’.

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| Where I’m From  By George Ella Lyon | Where I’m From  By Danika Smith |
| I am from clothespins,  from Clorox and carbon-tetrachloride.  I am from the dirt under the back porch.  (Black, glistening  it tasted like beets.)  I am from the forsythia bush,  the Dutch elm  whose long gone limbs I remember  as if they were my own.  I am from fudge and eyeglasses,  from Imogene and Alafair.  I'm from the know-it-alls  and the pass-it-ons,  from perk up and pipe down.  I'm from He restoreth my soul  with cottonball lamb  and ten verses I can say myself.  I'm from Artemus and Billie's Branch,  fried corn and strong coffee.  From the finger my grandfather lost  to the auger  the eye my father shut to keep his sight.  Under my bed was a dress box  spilling old pictures.  a sift of lost faces  to drift beneath my dreams.  I am from those moments --  snapped before I budded --  leaf-fall from the family tree. | I am from the pounding on the deer skin,  from sounds of clinks of small paddles.  I am from the smell of cedar wood burning  (orange bits in the air, too hot to the touch,  yellow and brown on the ground.)  I am from the vague grey fog in the air, with  tears coming slowly down my cheeks.  The cold air embracing me with open arms,  the cries of men and women loud enough for me to hear across the room.  I am from the splashes against the water to move  us forward.  The beat of Nuts'a' and Yuse'lu as I  hear a loud and clear "Thuy'Thut" from  our skipper.  I'm from the darkness as my canoe family and I are pushing  ourselves as we move forward in our canoe.  From my grandmother talking loud for us to  watch the person in front of us to be more in sync as we paddle.  I'm from jumping off the canoe into the nice  cold water as my first time being  with that canoe family and to cool off.  I am from dancing in a regalia with other girls,  singing our hearts out  from using small paddles to make Cheetahs  drumming sound louder.    I am from those moments-  where I hear people laughing as we  have a seaweed fight before we  got to We Wai Kai to We Wai Kum. |

**Job # 2 continued** - You'll create a piece of writing that represents specific moments in your life that contribute to who you are today. Imagine being able to express where you are from without simply saying the name of a city, province or country. This poem is about YOU!

Your assignment: Write a “Where I’m From” poem about yourself.

* Minimum 3 stanzas (groups of lines)
* Make it engaging with descriptive language and powerful words.
* Make it personal and meaningful to you.
* Use the template on the next page to help you get started.

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| Things to think about | Your ideas so far |
| Use the following categories to list specific details related to you. The key is making this as specific and personal as possible. Use nicknames or words that only you or your family use. Don't worry about readers not knowing what you're talking about.  a) Parent's names and significant relatives  b) Special foods or meals  c) Family specific games or activities  d) Nostalgic songs  e) Stories, novels or poetry that you'll never forget  f) Phrases that were repeated often  g) The best things that you were told  h) The worst things that you have been told  i) Ordinary household items  j) Family traditions  k) Family traits  l) Family tendencies  m) Religious symbols or experiences  n) Specific story(ies) about a specific family member that influenced you  o) Accidents or traumatic experiences  p) Losses  q) Joys  r) Location of memories, pictures, or mementos.  s) Memories that you have from school, sports teams, extracurricular activities.  t) Inside jokes with friends and family. |  |

HOW DO I KNOW WHEN TO START A NEW LINE, INSTEAD OF JUST MAKING ONE LONG ONE? – The lines breaks in a poem determine how fast the poem is read. Start a new line every time you want your reader to pause, think about what they just read, and then move on. This template is a starting place. Your poem might use some of these lines more than once, or you might want to switch up the order of some of these starting statements. Experiment with some short sounding lines and some longer ones. Get creative! It’s all about you 😊

**How to turn your ideas into the poem**. - We will brainstorm and write first drafts on paper, and then type!

Begin with: I am from \_\_\_. *(Fill in with one of the items you listed while prewriting.)*

Continue on the next line with: From\_\_\_ and \_\_\_\_. *(Fill in each blank with items from your list.)*

Continue with: I am from \_\_\_\_ and \_\_\_\_\_\_. *(Fill in the blanks as you did before.)*

I am from\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

From\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I am from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I am from\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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I am from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I am from\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

From\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I am from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**“Where I’m From” Poem – Marking Rubric – Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Criterion B: Organizing & Criterion C: Producing Text**

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| **Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | The student:  **Biii**. makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.  **Cii.** makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience, | **Biii**. The poem has not been formatted with separate lines and stanzas, so it doesn’t read like a poem.  **Cii.** The poem is lacking some descriptive language, and many of the words could be made more powerful. |
| 3-4 | The student:  Biii. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention.  Cii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience, | **Biii.** The poem has at least three stanzas, but some of the lines might have been more impactful if they were separated to add emphasis.  **Cii.** The poem would be strengthened by adding more descriptive language and strong words. |
| 5-6 | The student:  Biii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.  Cii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience, | **Biii.** The poem is formatted into a series of at least 3 stanzas, with a mix of some short and long lines in each one. This variety of line length creates a nice rhythm and adds emphasis to certain ideas.  **Cii.** The poem is written using descriptive language and strong words. This helps the audience connect! |
| 7-8 | The student:  Biii. makes excellent use of referencing and formatting tools to create an effective presentation style.  Cii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience, | **Biii.** The poem includes more than the required 3 stanzas. The lines and stanzas are intentionally formatted to add emphasis and nice rhythm to the writing.  **Cii**. The poem develops great imagery with good descriptive language and strong vocabulary. |