

Blackout/Found Poetry Project



Task:

For this project, you will create a 3-page (minimum) poetry booklet to demonstrate your knowledge of SDG 4 Quality Education and/or SDG 5 Gender Equality, and the themes explored in this unit. You will also write a one-page explanation about the theme and topic explored in your poetry booklet.

Directions:

- Choose an SDG and theme as your focus
 - Write a thematic statement that you will use to guide your poetry creation
- Create three blackout poems that develop that theme.
- You can choose to do one of the following, or another idea you have, but the poems need to have some unity:
 - Progression of ideas related to education or women's rights (in other words, the three pages are a continuation of the same poem/focus)
 - Three isolated poems/ideas that are connected by the theme (maybe from various sources)
 - Create an original story about the one of the issues we've explored
 - Other ideas?
- Be creative - incorporate images and visuals to also enhance your poetry and the theme.
- See more on [how to create and teach blackout poetry](#).
- Write a one-page explanation that addresses the following:
 - Thematic topic and statement - choose a thematic topic (family, love, jealousy, injustice, etc.) and then write a thematic statement for it. A thematic statement will state what you are trying to say about the thematic topic through your poetry.
 - Explain how your theme is represented throughout your poetry.
 - What are some key things you want your audience to understand about the meaning behind your poetry in relation to SDG 4 and SDG 5 and the texts we've studied?

Check out these links for sample blackout poetry:

- [Blackout Poetry](#)
- [More Samples](#) (Pinterest)
- [The History of Blackout Poetry](#)

Rubric

Rubric for Blackout Poetry

Standard	Distinguished (90-100)	Strong (80-89)	Proficient (70-79)	Developing (60-69)	Not Demonstrated (50-59)
<p>RL 9-10.2: Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.</p>	<p>The theme demonstrates a clear, insightful, and accurate understanding of the text.</p> <p>Thoroughly prioritizes the quality of evidence to select only the strongest and most sophisticated examples to support the theme.</p>	<p>The theme demonstrates a clear and accurate understanding of the text.</p> <p>Prioritizes the quality of evidence to select strong examples to support the theme.</p>	<p>The theme is somewhat clear and demonstrates an adequate understanding of the text.</p> <p>Selects adequate evidence as examples to support the theme.</p>	<p>The theme is minimally clear and demonstrates a weak understanding of the text.</p> <p>Selects insufficient or weak evidence to support the theme (there is better or more specific evidence available).</p>	<p>The theme is inappropriate and/or unclear and does not show an understanding of the text; or it is missing altogether.</p> <p>Selects inappropriate evidence to support the theme, or evidence is missing.</p>
<p>RL 9-10.4: Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning.</p>	<p>- Highly effective words/phrases chosen to convey an insightful figurative or connotative meaning; conveys complex meaning and subtle nuances of the language used in the poem</p>	<p>- Effective words/phrases chosen to convey a appropriate figurative or connotative meaning; conveys meaning and of the language used in the poem</p>	<p>- Acceptable words/phrases chosen to convey a figurative or connotative meaning; does not fully convey complex meaning of the language used in the poem</p>	<p>- Words/phrases to convey figurative or connotative meaning are not fully appropriate; does not fully convey complex meaning of the language used in the poem</p>	<p>- Words/phrases to convey figurative or connotative meaning are inappropriate; does not convey complex meaning of the language used in the poem or is missing altogether</p>

<p>Writing/Visual (RL.4, L.4)</p>	<p>Design is aesthetically eye-appealing and skillfully represents the poetry's theme and essence.</p> <p>Poetry uses precise words and phrases, telling details, and sensory words/phrases to convey a vivid picture of the experiences, events, setting, theme and/or characters.</p> <p>More than three highly effective poems created; skillfully and aesthetically assembled.</p>	<p>Design is eye-appealing and represents poetry's theme and essence.</p> <p>Poetry uses appropriate words and phrases, details, and sensory words/phrases to convey a picture of the experiences, events, setting, theme and/or characters.</p> <p>Three effective poems created; strong aesthetics and assembly.</p>	<p>Design is adequately eye-appealing and adequately represents poetry's theme and essence.</p> <p>Poetry uses acceptable words and phrases, details, and sensory words/phrases to somewhat convey a picture of the experiences, events, setting, theme and/or characters.</p> <p>Three adequate poems created; adequate design and assembly</p>	<p>Design is not fully eye-appealing and may or may not consistently represent poetry's theme and essence.</p> <p>Poetry uses minimal words and phrases, details, and sensory words/phrases to somewhat convey a picture of the experiences, events, setting, theme and/or characters.</p> <p>Three or less minimally created poems; minimal effect of design and assembly.</p>	<p>Design is not eye-appealing and does not consistently represent poetry's theme and essence.</p> <p>Poetry does not effectively use words and phrases, details, and sensory words/phrases to convey a picture of the experiences, events, setting, theme and/or characters.</p> <p>Does not meet minimum requirements for poems, design and assembly.</p>
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