

Task Title: Write a Poem

# OALCF Cover Sheet – Practitioner Copy

**Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date Started: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Goal Path:** | Employment | Apprenticeship |
| Secondary School | Post Secondary | Independence |

**Successful Completion:**  Yes No

**Task Description:** The learner will write a poem to express themself.

**Main Competency/Task Group/Level Indicator:**

* Communicate Ideas and Information/Express oneself creatively/B4

**Materials Required:**

* Pen/pencil and paper and/or digital device

# Learner Information

People of all ages and from all cultures write poems for a variety of reasons. Writing a poem is a unique way to express your observations, ideas, or feelings about the world around you. Students are often asked to write poems to practise their writing. There are many styles of poetry, but in all styles the writer uses descriptive words to paint a picture of an observation, idea, or feeling for the reader. Poems often have a rhyming or rhythmic structure. They are typically shorter than stories or essays.

Read the four Sample Poems.

**Sample Poems**

***Sample Poem 1***

(Untitled)

Snow-covered pine trees

line the frozen pathway home,

but we turn away.

The world is a lake of ice,

and we have one warm hand each.

***Sample Poem 2***

(Untitled)

Water

Restless, rugged

Flowing, crashing, smashing

Creator of valleys and crests

Power

***Sample Poem 3***

Bears

Bears are

creatures that

slash their

mighty claws

to fish for

their prey

In the winter

they lie

like a rock

and wait

for the

dawn of spring

***Sample Poem 4***

Skunk

See me

White and black,

If I spray you don't come back.

I am coming through.

Move away or I might just spray you.

I am shy as you can see.

So go away and let me be.

Please leave! I told you to

Ssssssssssspray

I sprayed you.

# Work Sheet

**Think of an observation, idea, or feeling you would like to put into descriptive words or use an idea from the following list:**

|  |  |
| --- | --- |
| * Love | * Winter |
| * Spring | * Summer |
| * Autumn | * Rain |
| * Wind | * Mountains |
| * Rivers | * Lakes |
| * Marriage | * Money |
| * Education | * Health |

**Task 1: Create a poem to express your observations or feelings. You can use any style of poetry you prefer.**

Answer:

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# Answers

Answers will vary.

As with any creative work, marking a poem can present challenges. The instructor may wish to develop their own rubric to share with the learner, outlining the basic requirements for the poem such as suggested topics, number of lines or stanzas, and features expected (e.g. specific structures such as open or haiku, or the use of literary devices). Check-mark rubrics can be particularly effective for creative work.

Expressing oneself creatively produces vulnerability. In order for learners to feel comfortable with writing poetry in the classroom, a climate of trust and confidentiality must be established between instructor and learner. Sensitive or controversial topics must be handled with care. The instructor may wish to institute a consistent marking period for creative work, allowing for a day or two to consider the work before making any comment. The instructor’s considered written or oral response (feedback) to creative work is often more important to the learner than the mark or grade. Feedback should be designed not only to assess the work but to encourage the creative spirit.

# Performance Descriptors

| Levels | Performance Descriptors | Needs Work | Completes task with support from practitioner | Completes task independently |
| --- | --- | --- | --- | --- |
| B4 | Express oneself creatively through poetry |  |  |  |

This task: Was successfully completed Needs to be tried again

Learner Comments:

Instructor (print): Learner (print):

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