

Name: _____

Date: _____

Period: _____

First Semester Poetry Project

Directions: Select a song to analyze with the analysis pyramid. You will then create a poster to illustrate your analysis. See process below for the step by step directions

Song Guidelines: The song must be in English. **The song cannot have any bad language, and the content must be appropriate.** Rule of Thumb: If you have to ask me if the song is okay, the answer is probably no. =)

Name of Song: _____ **Artist:** _____

Planning

First, Paraphrase your song, **then** use either the **Analysis Sheet** to draft your analysis. Access the Analysis Sheet in Google Docs to type up the final draft of your analysis. Mark-up your lyrics to reflect the Poetic Elements you discuss in your analysis and color code your analysis sheet to match up with the colors you used to mark the lyrics.

Final Poster – may be completed with Google Slide, Google Draw, or with Pictochart.

Your final poster will consist of four parts – **the annotated song’s lyrics, your paraphrase, your completed Analysis Sheet** and a **picture of the artist and/or album**. Please use our classroom examples and the evaluation rubric on the back to guide your efforts. Have some fun with this one.

- Step #1**
Paraphrase your Lyrics on a separate sheet of paper.
- Step #2**
Identify the Poetic Devices working in the lyrics (Figurative Language and Sound Devices)
- Step 3**
Draft your Analysis Tie everything to Author’s Purpose.
- Step 4**
Mark Up your poem to reflect the elements that you discuss in your Analysis.

Title "Time" by Pink Floyd

Words and Phrases
The author uses words and phrases like *dull day, waste the hours, waiting for someone or something, time to kill today, to create negative image of the wasted time of a directionless youth. Towards the end of the poem phrases like *shorter of breath and one day closer to death, and hanging on in quiet desperation* create the sense of desperation, growth that occurs at the end of a less than satisfying life. A life that never took advantage of the time that it had from the beginning.*

Tone or Language
The tone of this poem begins with *boredom*, and then shifts to *desperation*. I know this because the author sees time as being something that we don't appreciate when we are young because we have so much of it and something that we desperately cling to as we age because we reach the realization that we have time running out. The author points out that when you are young, "time is long and there is time to kill." But, when we get older, "Every year is getting shorter never seem to find the time."

Craft Elements
The author uses the sound devices and a central metaphor to emphasize the negative message of the poem. In the beginning of the poem the use of alliteration and assonance emphasizes the idea of wasted time and opportunity. The central metaphor of the "race" emphasizes that life has passed on by before we even know it had begun, and the imagery at the end emphasizes the impending approach of death and the desperation of hanging on to that little time we "just" left.

Structure
The poem is organized in four stanzas, 3-4 line stanzas and a final 5 line stanza. The beginning of the poem reflects youth's perception of time, then shifts to the adult perspective of time? The shift occurs between the second and third line of the second stanza. This is a sudden transition from youth to adult hood and it is caught many of us unprepared. We go from having "time to kill" to waking up one day to "find ten years have got behind" us. We realize that we missed the start of the race because no one told us when to actually start it. We end with regret that we didn't accomplish more with our lives.

Themes
The message of this song is a warning to the youth of the world to value the time and energy that you have when you are young, to find purpose and passion in your life when you have the energy and the time make your dreams come true. If you wait for someone else to tell you or show you that you should do with your life, you may find that too late. The possible end and growth is told if you value the time you have in your youth, you may spend the rest of your life trying to catch up with those who have found their purpose when they were young.

The Poetry Project

- Step 5**
Create a clean copy of your paraphrase and your analysis
- Step 6**
Get visuals of band and Album cover and build your poster.

Name: _____ Date: _____ Period: _____
 Name of Song: _____ by _____ Points Earned _____

Poetry Analysis Project Rubric

	Excellent – 11-15 points	Average – 6-10 points	Poor – 1-5 points
<p style="text-align: center;"><u>Paraphrase</u></p> <p>Take the poem line by line and put it in your own words.</p>	Thoroughly paraphrases each line and shows a complete understanding of the poem.	Paraphrases most of the poem, but there are gaps in understanding.	Merely summarizes briefly; doesn't show understanding of the poem.
<p style="text-align: center;"><u>Words and Phrases</u></p> <p>What words and phrases play an important role in communicating the Author's message?</p>	Thoroughly identifies and explains the author's specific use of language and how it contributes to the author's purpose.	Identifies and explains the author's specific use of language.	Identifies the author's specific use of language, but may not explain its contribution to the poem.
<p style="text-align: center;"><u>Tone or Language</u></p> <p>What is the feeling, POV or attitude communicated in the poem? What language is used to create this feeling?</p>	Explains the subject of the poem and the speaker's point of view or attitude towards the subject, using evidence from the poem.	Explains the subject and the speaker's point of view or attitude/tone of the poem without providing any evidence from the poem.	Merely lists the speaker's point of view, or attitude/tone, but does not identify the subject or provide any evidence justifying the answer.
<p style="text-align: center;"><u>Craft Elements</u></p> <p>What craft elements (figurative language and sound devices) play a role in the author's purpose?</p>	Examines the use of at least two craft elements and explains their contribution to the author's purpose.	Identifies the use of at one or two craft elements but may not explain their contribution to the author's purpose.	Identifies the use of a single poetic device, but may not tie its use to the author's purpose or may not give a specific example.
<p style="text-align: center;"><u>Structure</u></p> <p>What structural elements (stanzas, rhyme scheme, punctuation, shift) play a role in the organization of ideas presented in the poem?</p>	Examines the use of at least two structural elements and explains their connection to the author's purpose.	Identifies at least one structural element and attempts to explain its contribution to the author's purpose.	Identifies at least one structural element, but fails to attempt to connect its use to the author's purpose.
<p style="text-align: center;"><u>Theme</u></p> <p>What is the message about life that the poet is trying to convey through this poem?</p>	Provides a thorough, insightful, explanation about the message of the poem. Theme is stated in complete sentences.	Provides a thematic statement that exhibits a general understanding of the poem's overall message.	Misunderstands the poem's message; theme is not stated in a complete sentence.
<p style="text-align: center;"><u>Appearance</u></p> <p>How does the appearance of the project reflect the quality of the content and the effort to effectively present it?</p>	Project presents a visibly neat and organized version of the following: a picture of the artist, a neatly completed paraphrase and analysis, and an effectively annotated copy of the song's lyrics. Project clearly includes the song's title. Nothing is written in pencil. Handwriting is neat.	Project includes most of following: a picture of the artist, a paraphrase and analysis, and an annotated copy of the song's lyrics. Project clearly includes the song's title. Content may be sloppily written and/or written in pencil	Project may be missing one of the significant elements and appears to have been constructed in a rush or without adequate attention to neatness and organization.

Teacher Comments:
