

The Peace of Wild Things Formative Assessment 7

Directions: You will choose a poem (s) to use as a mentor text. This means that you will study this particular poem, so that you might understand and then apply what you've learned to your own poem. Once you have chosen your mentor poem, ask yourself these questions:

Analyzing a Mentor Poem

1. What role does the **title** play in your understanding and appreciation of this poem? Why do you think the poet chose this title?
2. How does the poet **open** the poem? With showing? With telling? Why do you think the poet chose to open the poem this way?
3. What are the **strongest images** (examples of showing) in this poem? How do they work, collectively, throughout the poem?
4. What is the poet's **intended message** or meaning? How did you determine this? Did the poet tell you this outright? Did the poet use a series of images to lead you to this message? Or did the poet do both: open the poem with strong imagery and finally close the poem by directly stating the message?
5. What is the poem's **structure**? That is, are there individual stanzas (groups of lines) or just a single stanza? Why do you think the poet chose to structure the poem in this way?
6. How does the poet use **lines**? That is, how does this poet decide to end lines and begin new ones? Does this seem logical to you? Does this contribute to, or detract from, your ability to understand and enjoy this poem?

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1. Once you have considered these questions, think about how you can use this mentor poem and what you have learned about it to draft your own poem.
 - You might consider imitating the poet's title. For example, if the title names a place ("The River" or "Tides") or a particular experience ("Passing the Unworked Field" or "How I Go To The Woods"), you might title your poem with a place or experience.
 - You might consider imitating the poet's structure. For example, if the poet uses different stanzas like paragraphs, beginning a new stanza to indicate a change in time, place, or mood, then you might use a similar strategy. Or if a poet uses a single stanza giving readers to indicate a single-focused look into or at something, you might imitate this.
 - You might consider imitating a poet's use of imagery. For example, many poets open immediately with strong imagery, pulling their readers quickly into their poems. You might imitate this strategy. Poets often use imagery much like a kind of equation: one image plus another image plus another image, etc. ultimately equals (or leads up to) the poem's intended message. You might use this poetic strategy, one Robert Frost described as *beginning in delight* (imagery) and *ending in wisdom* (message).
 - You might consider how a poet chooses to break lines in this poem. For example, do lines break naturally in places where punctuation is generally used (commas and periods), or do lines break in unexpected places? You might pay particular attention to how lines are broken, following a similar strategy in your poem.
2. Next, look carefully at the scoring guide for this formative work, and then draft your own poem.
3. Be prepared to share your poem with others, so that you can use their feedback to help you revise your draft.