

Resistance Poem #2

Due: Friday, by midnight via google docs (share with molly.vasich@mpls.k12.mn.us)

****Please type “Resistance Poem #2” in subject line.

You don’t have to use the writing prompt below for your poem, but you did need to use the rubric as your guide.

Writing Exercise:

Which form of protest is the most powerful? (sit in, walk out, rally, march, human barricade, riot)

For the type of protest you chose, write down 10 sounds that you might hear (using sound poetry or description).

First Line Prompt:

The sound of _____ wrapped around my ears_____

	A	B	C	D
Resistance/Clarity	The reader can identify clearly what is being resisted in the poem The reader can identify clearly why the speaker is drawn to resist The reader can clearly identify the setting/environment the poem is taking place The reader can identify who is resisting through the poet’s word choice, imagery, and voice.	The reader is fairly certain about what is being resisted. The reader can generally identify why the speaker is resisting. The reader is fairly certain about the setting/environment the poem is taking place. The reader can generally identify who is resisting.	The reader can assume what is being resisted in the poem but cannot arrive at a solid conclusion. The reader can guess why the speaker might be drawn to resist but due to lack of evidence/concrete language is capable. The reader can estimate what a location or setting of the poem might be but isn’t confident to speak to where the poem is taking place due to lack of evidence. The reader can assume who the subject or speaker of the poem might be but isn’t confident to speak to their exact identity due to lack of evidence	It is difficult for the reader to assume the subject/topic of resistance. The reader doesn’t know why speaker is resisting. The reader can’t establish a location or setting. It is unclear who the speaker and/or subject of the poem is.
Sound Poetry	The poet intentionally writes in a sound that is not human speech that is connected to the larger message of the poem and isn’t arbitrary.	The poet writes in a sound that is speaking to the larger message but could be more creative and intentional.	The poet write in sound however it isn’t quite speaking to the larger message of the poem and might seem more arbitrary than intentional.	The poet doesn’t write in a sound and/or the sound is arbitrary and doesn’t add to the poem’s larger message.

Asyndeton	The poet intentionally demonstrates examples where they choose to remove language in 3 or more lines that helped highlight the effect of those particular lines and their message/meaning.	The poet clearly removes language from lines but not all of their choices help highlight the effect of those particular lines and their message/meaning.	The poet utilizes asyndeton however the lines seem to become more confusing or muddy than powerful.	The poet doesn't seem to utilize asyndeton.
The Use Of A Dash	The poet implements the use of a dash 3 or more times within their material that highlights/boosts the conclusion of their lines.	The poet implements the use of the dash a few times but it doesn't consistently highlight/boost the conclusion of their lines.	The poet utilizes the dash however it doesn't really seem to highlight the sentence. The reader can't identify how the sentence would be different without the dash.	The poet doesn't utilize the dash and/or the dash doesn't highlight/boost any intentional message.