

Name: _____ Class _____ Date _____

Prewriting Chart:
Historical Poem About Ancient Kuaua, the Evergreen Village

Important facts about Kuaua that I want to include

From what I have seen, I can imagine what happened here ... (add emotions, thoughts, dialogue, etc)

Images - what would I see, hear, smell, taste, touch if I were there in 1540?

Ideas about poetic devices I might use - alliteration, rhyme, vivid imagery, etc

Lines that I might repeat throughout my poem

Possible creative titles for my poem

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Rubric for Historical Poem - Ancient Kuaua, the Evergreen Village

Elements	4	3	2	1
Organization of Poem	<i>The poet has created a poem which allows the reader to see the ancient village clearly through use of effective narrative, dialogue, chronological order, or other techniques.</i>	<i>The poet allows the reader to visualize and think about the topic clearly. There is adequate use of narrative, dialogue, chronological order, and other technique.</i>	<i>The poet includes little use of chronological order or effective dialogue or narrative. The reader is able to envision what the poet is thinking, seeing and feeling, but language is not always clear.</i>	<i>The poem includes no use – or consistently confusing or inappropriate use – of chronological order, narrative elements, and dialogue. The poem does not allow the reader to envision the ancient pueblo.</i>
Elements of Poetry	<i>The poet uses figurative language and sensory details to create vivid images that add to the meaning of the poem. There are devices such as alliteration, rhyme, repetition, assonance, metaphor or simile used well, and word choice is excellent.</i>	<i>The poet uses figurative language and sensory details which contribute to and add meaning to the poem. Poetic devices such as alliteration, rhyme, repetition, assonance, metaphor or simile are used, and word choice is good.</i>	<i>The poet does not use sensory detail or figurative language adequately and they may be inappropriate to the subject. Devices such as alliteration, rhyme, repetition, assonance, metaphor or simile used rarely, and word choice is vague and imprecise.</i>	<i>The poet does not use sensory details or figurative language, and poetic devices are not present. Words may be misused to create unclear meaning.</i>
Presentation	<i>Pride in work is obvious in this piece. The poet has done an awesome job in editing his or her mechanics, grammar, and spelling. The poem is typed and printed nicely or copied beautifully in ink. There is a color illustration.</i>	<i>This poem demonstrates that the poet had pride in his or her work. The poet has included some errors in mechanics, grammar or spelling. The poem is typed and printed, or copied nicely in ink. There is an illustration.</i>	<i>There are enough errors in this poem that there is some difficulty in understanding the meaning clearly. Errors are present in spelling, mechanics, or grammar. The poem may not be typed or copied in ink neatly. There may not be an illustration.</i>	<i>The poem is very difficult to understand because of errors in mechanics, grammar, or spelling. The piece may not have been recopied as a final draft. There is no illustration present.</i>
Total Points				

Poet's Reflection Corner:

In your poem, what was your strongest line? Why?

What do you think a reader will remember about your poem?

What is one thing that you would still like to work on or change? Why?