

## A SIMPLE ORIGINAL POEM

### Performance Standard 28D.F

Write a five-line “diamond poem” in the target language accordingly:

- *Knowledge*: Know the vocabulary and language structures for writing a five-line diamond poem.
- *Comprehension*: Respond with understanding and facility.
- *Communication*: Use the appropriate strategies to create and present a poem.

### Procedures

1. *In order to use the target language to present information, concepts and ideas for a variety of purposes to different audiences (28D)*, students should experience sufficient learning opportunities to develop the following:
  - Create a short, simple original story or poem based upon a model (e.g., fable, fairy tale, haiku, graphic poem, anagram).
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Explain how diamond poems are created in the target language using this formula:
  - Line 1 – a noun (and definite article, if the language requires it);
  - Line 2 – three adjectives which describe the noun in line 1;
  - Line 3 – three present participle forms of verbs which refer to the noun in line 1;
  - Line 4 – a short sentence about the noun in line 1; and
  - Line 5 – one or two words (any appropriate part of speech) which summarize(s) the thoughts expressed in the poem about the topic or add(s) an additional idea to the thoughts expressed in lines 2 –4, or provide(s) an unexpected “twist” (maybe something ironic) to end the poem.
4. (Optional) Have each student present his/her poem to the class. Poems may be illustrated.
5. Evaluate each student’s performance using the Foreign Language Rubric as follows and add each student’s scores to determine the performance level:
  - *Knowledge*: Vocabulary and language structures for the poem were complete, correct, and appropriate.
  - *Comprehension*: Execution and presentation of the poem showed understanding and facility.
  - *Communication*: Presentation strategies were complete, appropriate and correct.

### Examples of Student Work follow

### Time Requirements

- One class period

### Resources

- Textbooks and dictionaries as references for vocabulary to use in their poems.
- Models of diamond poems may be provided on the board, on an overhead transparency, or on handouts to the students
- Foreign Language Rubric

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Le Faucon  
noble, adroit, fort  
volant, planant, cerclant  
Le faucon vole vers le ciel nuageux  
un oiseau de proie

"Exceeds"

Stylo  
Métalique, Brillant, Pointu  
Ecrivain, Poignardant, Créant  
Le messager de messages  
Pointe-bille

28D-FE