Songs are Poetry! Project

Songs are poetry put to music. Listen carefully to your favorite artists and choose a song that is a good poem. Remember that this is an English class, so you have to stick to songs that have clean, nonviolent, nonsexist language in them. The song should be school appropriate in both words and subject matter. You are going to “teach” the song to the class as an example of poetry.

**Step One** – Decide on the song and bring the lyrics for approval.

**Step Two** – Examine the lyrics of your approved song. Consider all we have discussed in class about poetic devices and how to analyze a poem to gain meaning from it. Use the attached handout to help you analyze your song.

**Step Three** – Use the information you discovered in Step Two to help you write an analysis of your song in PARAGRAPH FORM. As you write be sure to quote examples from the song to support your analysis. Be sure you answer all the questions from the Step Two Handout in your paper.

**Step Four** – For extra points, you may create a presentation. You need to make it creative, interesting, entertaining, and educational! In a PowerPoint presentation or some other visual aid of your choice, explain your analysis of the song, including all the information from the Step Two Handout. You will need to play your song as part of the presentation.
## Songs are Poetry! Rubric

**Student name:** ___________________________  **Grade** ______________

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<th></th>
<th><strong>4 – Excellent</strong></th>
<th><strong>3 – Satisfactory</strong></th>
<th><strong>2 – Fair</strong></th>
<th><strong>1 - Poor</strong></th>
<th><strong>Score</strong></th>
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<tr>
<td><strong>Poetic Devices (RL1)</strong></td>
<td>-Accurately identifies and explains all poetic devices found in the song (15-14 points)</td>
<td>-Accurately identifies and explains most poetic devices found in the song (13-10 points)</td>
<td>-Accurately identifies some poetic devices found in the song (9-5 points)</td>
<td>-Accurately identifies few poetic devices found in the song (4-1 points)</td>
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<td><strong>Analysis (RL1 &amp; RL2)</strong></td>
<td>-Creatively interprets the song’s theme and superbly analyzes the song’s meaning according to directions (15-14 points)</td>
<td>-Creatively interprets the song’s theme and superbly analyzes the song’s meaning according to directions (13-10 points)</td>
<td>-Creatively interprets the song’s theme and superbly analyzes the song’s meaning according to directions (9-5 points)</td>
<td>-Creatively interprets the song’s theme and superbly analyzes the song’s meaning according to directions (4-1 points)</td>
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<td><strong>Organization (W1 &amp; W2)</strong></td>
<td>-Maintains a clear, distinctive focus throughout entire writing -Successfully constructs strong, effective paragraphs (10-9 points)</td>
<td>-Maintains a clear, distinctive focus throughout most of writing -Constructs strong, effective paragraphs (8-6 points)</td>
<td>-Focus of writing is often unclear -Some paragraphs lack structure (5-3 points)</td>
<td>-Focus of writing is unclear -Most paragraphs lack structure (2-1 points)</td>
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<td><strong>Style (W1 &amp; W2)</strong></td>
<td>-Actively engages the audience -Extensively uses precise word choice, sensory details, &amp; active voice (5 points)</td>
<td>-Often engages the audience -Effectively uses precise word choice, sensory details, &amp; active voice (4 points)</td>
<td>-Occasionally engages the audience -Uses precise word choice, sensory details, &amp; active voice (3 points)</td>
<td>-Rarely engages the audience -Rarely uses precise word choice, sensory details, &amp; active voice (2-1 points)</td>
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<td><strong>Conventions (C1)</strong></td>
<td>-No errors in usage, spelling, capitalization, punctuation, or sentence formation (5 points)</td>
<td>-Few errors in usage, spelling, capitalization, punctuation, or sentence formation (4 points)</td>
<td>-Many errors in usage, spelling, capitalization, punctuation, and sentence formation (3 points)</td>
<td>-Numerous errors in usage, spelling, capitalization, punctuation, and sentence formation (2-1 points)</td>
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I. Paraphrasing
Paraphrase the stanzas (verses) and the chorus of your song.

II. Poetic Devices
List all the poetic devices found in your song. Look for simile, metaphor, personification, hyperbole, symbolism, alliteration, onomatopoeia, assonance, consonance, rhyme, imagery, and refrain. Write the line from the song and which poetic device it is. Your song should have at least five examples of poetic devices.
III. Speaker, Setting, and Tone
Who is the speaker? Are there shifts or changes in the speakers or their attitudes? If so, explain.

What is the setting? Consider time and place of the song. Are there shifts in the setting? If so, explain.

What is the tone of the song? Are there shifts in the tone? If so, explain.

IV. Theme
Explain the overall theme completely. How do the poetic devices help convey the theme? What other lines or phrases help convey the theme of the song? Explain how the title relates to the theme.