

## Dixit: Poetry

As mentioned in class, poetry can be found in various places. Poetry can also exist in different forms. Although it may be cliche, beauty can be in the eye of the beholder, and any single object can contain some form of inspiration. For this assignment you will be playing a game of Dixit!

### Rules of the Game

- On your turn,
  - You choose a card from your hand and place it face down on the table and say a hint.
  - Other players will then choose a card from their own hand that corresponds to your hint. These cards are shuffled and placed face up on the table.
  - Players will then vote for what they think your card is. You will get a fixed amount of points as long as one person votes for your card unless everyone votes for it.
  - Players whose cards got votes will also receive points
  - Tabulate the points and it is the end of your turn and it is the next player's turn
- The player who reaches 30 points first wins the game.

### Your Task

- At the end of a game, explore the different emotions and connotations exhibited from each card. Explore the different ways the card made you think of things.
- Draw back 6 cards and choose 1 card that draws you in.
- Write a poem centered around the card of your choosing.

In your poem, you must:

- Use 5 literary devices - You will be required to **write out the poem by hand**.
- Have a distinct **tone** and **message**.
- Be at least 12 lines. You may choose the form or type of poem you create.

### Questions to Consider

- *How did the card inspire you?*
- *What are things that stand out from the image?*
- *What is the theme of your poem?*

## Check-Bric

<b>Knowledge &amp; Understanding</b>	
I have used 5 literary devices in my poem.	□□□□□
My poem adheres to the forms and types of poetry and I have written at least 12 lines.	□□□□□
<b>Application</b>	
I have effectively created 5 literary devices using the image from Dixit	□□□□□
I have established a distinct tone in my poem (2 points) and have articulated a message using my poem as a representation of my image (3 points).	□□□□□
<b>Communication</b>	
I have communicated a clear and articulate message in my poem.	□□□□□
I have used proper spelling, grammar, syntax, punctuation in my poem.	□□□□□
<b>Thinking &amp; Inquiry</b>	
I was prepared to present my poem to the class.	□□□□□
I have created a plan in order to translate my picture to a poem. I have submitted my image.	□□□□□
<b>Total</b>	<b>/55</b>

**Literary Device #1**

**Literary Device #2**

**Literary Device #3**

**Literary Device #4**

**Literary Device #5**

### **Teacher Considerations: Expectations**

#### **B. Practising Writing**

- 1. Exploring Ideas, Forms, and Styles: generate and experiment with ideas about writing content, forms, and styles;
  - 1.1 generate and explore ideas for potential writing projects independently through reflection, reading, listening, viewing, and research
  - 1.2 use text forms and stylistic elements in experimental ways to develop an effective personal writing style
- 2. Drafting and Revising: organize, draft, and revise their writing, employing forms and stylistic elements appropriate for their purpose and audience;
  - 2.1 select and organize ideas and information to draft texts appropriate for the purpose and audience
  - 2.2 use appropriate text forms and stylistic elements to communicate ideas and experiences effectively in their writing
  - 2.3 revise drafts by reviewing and refining content, form, and stylistic elements to produce clear, coherent, and effective written work
- 3. Editing, Proofreading, and Publishing: use editing, proofreading, and publishing skills and strategies to refine and polish their work;
  - 3.1 edit and proofread their written work, applying the conventions of spelling, usage, punctuation, and grammar appropriately and effectively
  - 3.2 produce polished written work, using a variety of effective presentation features appropriate for the purpose and intended audience
- 4. Collaborative Writing: collaborate in the writing process with peers by generating ideas, responding to peers' work, and assessing peers' work in a workshop setting.
  - 4.1 generate and explore ideas for potential writing projects collaboratively through brainstorming and other discussions with a partner or as a group in a workshop setting
  - 4.2 provide constructive feedback to peers on works in progress by working with a partner or as a group in a workshop setting
  - 4.3 assess peers' written drafts, working with a partner or as a group in a workshop setting, to aid peers in their revision process