



## *Intercultural Literature*

Valverde

### **2020-2021 First Semester Final/Poetry Project**

“Poetry is when an emotion has found its thought and the thought has found words.”

*Robert Frost*

“If my poetry aims to achieve anything, it's to deliver people from the limited ways in which they see and feel.”

*Jim Morrison*

“Poetry is a deal of joy and pain and wonder, with a dash of the dictionary.”

*Kahlil Gibran*

”A poet's autobiography is his poetry. Anything else is just a footnote.”

*Yevgeny Yevtushenko*

“I grew up in this town, my poetry was born between the hill and the river, it took its voice from the rain, and like the timber, it steeped itself in the forests.”

*Pablo Neruda*

“Poetry is when your soul sings.”

*CRV*



**Purpose:** To examine critical concepts approached in Intercultural Literature 12 throughout the first semester—including ideas and terminologies within discussions of race, ethnicity, education, privilege, articles, texts, and film—in order to interpret Interculturalism and its domains through the creative medium of poetry.

**Directions:** After identifying an area of concern, interest, or irritation in the domain of Interculturalism or Multicultural Studies, *choose a form of poetry* and a *topic of interest* with which to engage that interest. For example, if ‘power’ is of particular interest to you, you would identify how we have addressed power this year, add to this your own resources and interests insofar as power is concerned, and construct your poem from this vantage poem.

**Presentation Part I:** The poem **MUST BE AT LEAST ONE MINUTE** long when read aloud. You can ‘background’ your poem with the music of your own choice, but this music should not have lyrics. There should be no other words coming from anywhere but you! You can speak, rap, sing, or speak/dance, or jump/sing your poem if you need! This is a tremendous opportunity where all students can engage at the level of critical thinking, physicality, musicality, and vocality.

**Presentation Part II:** Each student must create an illustration or auxiliary artistic reference item (sculpture, exhibit, original photograph, craft, etc.) or other form of conceptual art which is connected to the piece. You are the poet/artist. Maybe your art will be created first and the poem comes after? Or the other way around? It’s up to you. It does not need to be drawn by you or painted. It is fine to create a cut-out collage concept of images from the net, magazines, photos that you take, etc. The quality of the piece, in terms of its construction, aesthetic value, and beauty is of paramount importance. I don’t suggest glue-sticking a number of things on construction paper the night before. I can tell. The class can, too.

**Requirements:** Paste your poem to the CANVAS Semester 1 Final under “Quizzes” AND post a photograph of your art piece/illustration in the Padlet:  
<https://padlet.com/carlosvalverde/m68226r2n12vlqs3>

**Student question:** What do you mean by all of this?

Pick an area of intercultural literature, a concept, or a critical issue, (i.e. race, power, gender, immigration, literature as culture, etc.), and/or an aspect of your cultural identity, awareness, etc. and creatively write about it using poetry, while also rendering a visual companion art piece.

**Student Question:** How much is this worth? When is it due?  
The poem is 50 pts and the art piece is 25 pts (75 points). Due on the day of your final.

**Student Question: How do I start?**

Identify your favorite area of interculturalism and reflect. Having trouble? Review your journals for ideas. Once you have established the ‘essence’—pain of being different, challenge of being the Other or “Othered”, joy in interculturalism, etc.—then move into your writing. You must decide what form (rhyming, non-rhyming, etc.) that you wish to take.

I am not going to provide you with overwhelming samples and forms of poetry that will restrict you. You are well familiar with traditional forms of poetry. My suggestion is to embrace an open, free form/free verse approach. This assignment is not designed to see if you have mastered poetic writing. It is designed to encourage your critical thinking to manifest in different forms such as poetry.

Remember, from your years of English 9-11, poetry depends on devices to convey its meaning. It is essential you make use of them! Your poem should demonstrate some of the devices listed below:

alliteration  
allusion  
analogy  
assonance  
blank verse  
connotation  
couplets  
denotation  
diction  
imagery  
poem  
metaphor  
tone

meter  
narrative  
onomatopoeia  
personification  
poetic license  
repetition  
rhyme scheme  
rhythm  
free verse  
simile  
stanza  
symbol

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**Grading is based on:**

Quality of Poem and Requirements  
Quality of Visual Accompaniment  
Quality of Presentation/Read Through  
Quality of Fielding Questions from Class

“Work hard and have a wonderful time with this open project! Go online and start reading some poetry by young adults! You will be amazed ...”  
—Dr. V

Recommended Sites:

<https://www.youtube.com/watch?v=f5CLnmN2QcQ>

<http://www.youtube.com/watch?v=nrI-MP0JG2I&list=TLDMzKTJutLRTZ1zXYJI8XKFMdRswdM87u>

<http://www.youtube.com/watch?v=OEISfsocCJw>

<https://www.youtube.com/watch?v=lJBo9jdUJiY>