**Literary Criticism - Poem Deconstruction**

You will choose one poem from the selection below OR choose another poem from the romanticism era, but approved by me

* **William Blake** - "The Marriage of Heaven and Hell," "The Chimney Sweeper," and "The Clod and the Pebble" are his more popular selections.
* **William Wordsworth** - "I Wandered Lonely as a Cloud," "Tintern Abbey," "Ode to Duty," "We are Seven," "She Dwelt among the Untrodden Ways," and "The World is too much with us" are but a few of hundreds of poems by Wordsworth.
* **Samuel Taylor Coleridge** - Coleridge was fascinated with the supernatural as evidenced by his classic, one good selection is "Rime of the Ancient Mariner."
* **John Keats** - The most popular Romantic poet wrote "Ode on a Grecian Urn," "La Belle Dame sans Merci," "Ode to a Nightingale," "Ode on Melancholy," and much more.
* **Percy Bysshe Shelley** - "Mutability" and "Ode to the West Wind" are his more famous poems. "Ozymondias"
* **Lord Byron** - "Prometheus," and "The Destruction of Sennacherib" are a couple of his better short works. His long poems "Child Harolde's Pilgrimage" and "Don Juan" are considered his masterpieces.
* **Edgar Allen Poe** or **Pushkin** are also acceptable, but must be pre-approved

Main Task

1. You will create a 3-4 page deconstruction abstract on the poem using the format taught in class (this should include a separate works cited page)
2. This will include everything from specific vocabulary, mood, tone, poetic devices, TPCAST and the overall contextual meaning of the text by doing research into the author and poem
3. Finally, you will identify and discuss the “signs” of the poem (signifier / signified) and the dichotomies that exist in the work in relation to ulterior sources
4. Cross-Analyze the text with either Derrida (bipolar opposite), Saussure (signifier, signified and sign), Milton, Dante, Greek Mythologies, Biblical Allusions or other relevant referen

**Rubric**

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| **Categories** | **Level 1  (50-59%)** | **Level 2 (60-69%)** | **Level 3 (70-79%)** | **Level 4 (80-100%)** |
| **Knowledge/ Understanding**  Understanding of information, ideas, concepts, or themes | - Demonstrates limited understanding of information, ideas, concepts, or themes of poem | - Demonstrates some understanding of information, ideas, concepts, or themes of poem | - Demonstrates considerable understanding of information, ideas, concepts, or themes of poem | - Demonstrates thorough and insightful understanding of information, ideas, concepts, or themes of poem |
| **Thinking/Inquiry**  Critical and creative thinking skills (e.g., reflecting, analyzing, hypothesizing) | - Uses critical and creative thinking skills with limited effectiveness  - Few connections to Derrida or Saussure is made | - Uses critical and creative thinking skills with some effectiveness  - References Derrida or Saussure well | - Uses critical and creative thinking skills with considerable effectiveness  - Uses Derrida or Saussure in quotes | - Uses critical and creative thinking skills with a high degree of effectiveness  - Uses Derrida and Saussure |
| **Communication**  Communication of information and ideas | - Communicates information and ideas with limited clarity  - Over 15 spelling or grammar errors  - Project was not presented well as there was a lack of cohesion | - Communicates information and ideas with some clarity  Over 10 spelling or grammar errors  - Project presentation could be improved as it lacked coherence | - Communicates information and ideas with considerable clarity  - Few errors  Project is presented in a professional and clear manner | - Communicates information and ideas with a high degree of clarity, and with formal confidence  - Project is presented in a professional and clear manner |
| **Application**  Application of key concepts, reading strategies, proper MLA format and writing mechanics | - Uses these concepts, skills, and strategies with limited competence  - Applies some parts of TPCAST to the poem and is able to describe mythological or Biblical allusions | - Uses these concepts, skills, and strategies with some competence  - Applies most parts of TPCAST to the poem and is able to describe mythological or Biblical allusions | - Uses these concepts, skills, and strategies with considerable competence  - Applies TPCAST to the poem and is able to illustrate mythological or Biblical allusions | - Uses these concepts, skills, and strategies with a high degree of competence  - Perfectly applies TPCAST to the poem and is able to explain mythological or Biblical allusions |

Teacher Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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