Performance Task: *Oral History/Poetry and Story Telling*

Poetry was and still is a form of storytelling that has been around for many centuries. Stories were easier to tell when remembered as a poem. Your mission is to create a poem that describes your life on the Great Plains during the Buffalo Wars. You may **choose to write as a Native who is telling the poem to his/her tribe; OR you may choose to write as a settler, hunter, or buffalo soldier**. Using all the information you have collected throughout this unit**, create a poem of at least 100 words** that uses **at least 5 facts** from the buffalo wars to help your listener or reader truly understand your response to “whose buffalo?” and maybe even **persuade your reader or listener to agree with you—poetry can be very powerful.**

The rubric below provides a blueprint for evaluation.

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|  | Exceeding  10/10 points | Meeting  7/10 points | Developing  5/10 points | Beginning  0-2/10 points | POINTS |
| Length and Grammar | Poem is near flawless with less than three grammatical errors and meets the required 100 words. | Poem has no more than three grammatical errors and meets the required 100 words. | Poem has minor grammatical errors but was completed with at least 100 words. | Poem was attempted and/or is difficult to understand. |  |
| Creativity & Effort | Reader or listener can visualize the poem in their head as if they were actually present during the Buffalo Wars and/or 5+ details or facts were used in the poem. | Reader or listener can almost picture the poem in their head and/or less than 5 details or facts were used in the poem. | Reader or listener can follow the story and/or less than 3 details or facts were used in the poem. | Reader or listener is lost in the story. No facts or details used in the poem. |  |
| Use of Facts and Details | Unit vocabulary is used in the poem to help the reader or listener better imagine the story and/or student demonstrates near mastery understanding of the assignment and/or the student exhibits near mastery of the Buffalo Wars through clearly evident effort, thought processes, and creative critical thinking. Student has a clear argument based on their thesis. | Unit vocabulary is used in the poem but does not always relate to the story being told and/or student demonstrates significant understanding of the assignment. Student has an argument based on their thesis but it is not fully developed in the poem. | Unit vocabulary is used vaguely in the poem and/or student demonstrates minor understanding of the assignment. Student made an attempt to create an argument. | Poem vocabulary is basic and little effort was shown in creating the poem and/or student did not understand assignment. Student made little to no attempt at making an argument. |  |
|  |  |  |  |  | Total:  \_\_\_\_\_\_ |