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| English 10 The Ballad Ms. Stiles |

Speaking and Listening Outcome 2.1 *– Students will participate in a range of speaking situations, demonstrating an understanding of the difference between formal and informal speech.*

Reading Outcome 5.1 *– Students will integrate chosen information in a way that effectively meets the requirements of a learning task.*

Writing Outcome 9.2 *– Students will select a range of appropriate strategies to engage the reader/viewer.*

Your ballad is due on:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

At this point, you have read, analyzed, and presented several ballads. Now, you will craft a ballad that features figurative meaning, consistent line lengths, and end rhymes. Demonstrate your understanding of the form by writing an original ballad in the same poetic form as a traditional ballad.

**Steps**

1. Choose a non-fiction article on an event that tells a story. It could be tragic, humorous, or celebratory. Often ballads deal with tragic situations and sudden disasters. Consider magazines (like tabloids or National Geographic), biographies, and unsolved mysteries.
2. Read the article and decide which details are essential to the story.
3. Return to class model text studies to inspire your writing moves.
4. Revise as you write to find the right words, images, and metaphors.
5. Read it aloud to assess for overall flow. Ballads are meant to be performed. Consider tapping to a beat while reading your poem aloud. It should “flow” like Gordon Lightfoot’s “The Wreck of the Edmund Fitzgerald.”
6. Rewrite the ballad and present the ballad in the form of a Broadside ballad (in other words, use a tightly condensed font with a simple narrative image. Type “broadside ballad” into google for examples. Attach our non-fiction article to the back of your ballad.

**Criteria for Success**

* Starts in media res (in the action, not setting)
* Tells an interesting story close to an action point, and ends with a resolution
* Consists of at least five stanzas with consistent end rhymes (for example, when you use ABCB, stay with this rhyme scheme for the rest of the poem)
* Consists of alternating long and short syllabic lines
* Uses dialogue to move the plot forward
* Tells the story quickly, moving scene by scene
* Features precisely chosen words
* Uses typical ballad tools, like repeated lines or phrases
* Tells the story using detached narration
* Comes to a close with some sort of summary stanza
* Contains a title and is presented as a broadside ballad **Total: /50**

