# **Contemporary Poetry Assessment**

**Step One:** Complete the chart based on your selected text set (Artemis and Acteon or Helen of Troy).

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|  | **Original Text Title:.**  **"The Story of Artemis and Actaeon"** | **Poem #1 Title:**  **"Artemis of the Hunt"** | **Poem #2 Title:**  **"Artemis to Actaeon"** |
| **Summary**  *Write a 1-2 sentence summary of each text in your own words.* | **Actaeon who is a skilled hunter accidentally sees Artemis bathing, and is turned into a stag as punishment, who was tragically killed by his own dogs.** | **Artemis's hunt continues to captivate, hinting mysteriously at her lingering presence in moonlit nights and distant sounds of pursuit.** | **Artemis reflects on her role in Actaeon's fate, by framing his death as a moment of truth through the experience of inspiration.** |
| **Tone**  *Identify the tone of the text in 1-2 words.**Provide a line from the text that uses that tone.* | *Tone: Tragic*  *Evidence to support:* *"* *Thus, Actaeon, the hunter who unknowingly trespassed upon Artemis's sacred domain, met his tragic demise* | *Tone:* *loving*  *Evidence to support: "All can see, in the shining places,/Vestiges of her classic graces;"* | *Tone:* *Reflective*  *Evidence to support: "Because I love thee thou shalt die!"* |
| **Figurative Language or Sound Devices**  *Identify two figurative language or sound devices used. Provide the line from the text that uses them.* | **Metaphor**  **"Actaeon's fate served as a stark reminder of the consequences..."**  **Personification**  **"Surrounded by the very hounds he once commanded."** | *Figurative language or sound device:* *Imagery*  *Evidence to support:* *"See something flash in the light of the moon,"*  *Figurative language or sound device:* *Alliteration*  *Evidence to support:* *"fleet and stark,/Have beautifully embossed the dark.* | *Figurative language or sound device:* *Rhetorical Question*  *Evidence to support:* *"Mocked I thee not in every guise of life...?"*  *Figurative language or sound device:* *Metaphor*  *Evidence to support:* *"The myriad-tinted veil of sense."* |
| **Author's Purpose**  *Explain why the author wrote the text.* | **The authors purpose was to illustrate the consequences of offending powers and crossing boundaries.** | **The authors purpose was to capture and preserve the mystique and enduring power of myth.** | **The authors purpose was to explain the relation between mortality and immortality** |
| **Theme**  *Write one sentence that expresses the lesson the text is meant to teach.* | **Violating sacred boundaries leads to consequences.** | **Mythical legacies last through time and the shaping of the human imagination.** | **immortality is achieved through intense encounters with the divine.** |
| **Depth and Effect of Allusion**  *How does the allusion enhance the poem? How deeply does the poem use the allusion?* | **The allusion gives historical and moral significance.** | **The allusion gives the poem a deeper sense of mystical progression and timelessness.** | **The allusion to Actaeon's myth unveils the complicated emotional interaction between divine intention and human desire.** |

**Step Two:** Analyze and compare how two poetic interpretations engage with and reimagine the ideas, characters, or events present in a classical text. Consider the following points in your comparison: themes, tone, figurative language, author's purpose, and the depth/effect of the allusion in the poem. Write one paragraph that compares similarities between the texts and another paragraph that examines the differences. Use transitions between ideas, sentences, and paragraphs.

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| All three pieces engage with the classical myth of Artemis and Actaeon by highlighting the motifs of divine power, human boundaries, and tragic consequences. Each assumes a respectful or reflective tone, which shows respect and awe for the subject. Figurative language in the form of metaphor, imagery, and personification is generously applied across all literature to raise the emotional appeal and underline the divine and mortal conflicts of the original myth. The authors' purpose is clear: to consider the impact of mythological stories and their relevance to understanding human experiences of the divine. The degree of allusion in both poems heightens the reader’s awareness of Artemis’s complexity and the tragic beauty of Actaeon’s change.  In spite of these similarities, there are profound differences of interpretation. Whereas the original myth explicitly declares the moral lesson of human intrusion into the divine, Wilson's "Artemis of the Hunt" is more nostalgic and mystical in implying the spiritual presence of myth in nature. Wharton's "Artemis to Actaeon," on the other hand, explores psychological depth, by interoperating Actaeon's death as punishment but also as an abstract moment of truth and immortalization. In addition, Wilson's poem relies vivid imagery and sound devices to highlight the mystical and enduring presence of Artemis, whereas Wharton's poem utilizes the intricate metaphors and rhetorical strategies to look into thoughtful reflections on the intimate and transcendent relationship between humanity and the divine. The effect of allusion in Wharton's poem is thus a more intimate, introspective meditation on divine-human relations than the original myth's cautionary fable and Wilson's celebratory, mystical portrait. |

# **Contemporary Poetry Rubric**

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|  | **On Target** | **Almost There** | **Needs Improvement** |
| **Text Comparison Chart**  **(20 points)** | **20-16 points**   * The completed chart is comprehensive and demonstrates a deep understanding of the original text and the two poems inspired by it. Strong evidence is provided and elements of the texts are thoroughly explained. | **15-12 points**   * The completed chart is mostly comprehensive and shows a decent understanding of the original text and the two poems inspired by it. There is some supporting evidence and elements of the texts are adequately explained. | **11-0 points**   * The completed chart is incomplete, lacks clarity, or demonstrates a limited understanding of the original text and the two poems inspired by it. The chart lacks understanding and insight of the texts. |
| **Compare and Contrast Paragraphs**  **(40 points)** | **40-32 points**   * The student provides a comprehensive and insightful examination of the original text and its two poetic interpretations, highlighting similar and contrasting elements in themes, tone, figurative language, author's purpose, and the depth/effect of the allusion. The analysis is supported by specific and relevant textual evidence from both poems. Transitions are used effectively. | **31-24 points**   * The student presents an examination of the similarities and differences between the original text and its two poetic interpretations, identifying some contrasting elements in themes, tone, figurative language, author's purpose, and the depth/effect of the allusion. The analysis is supported by textual evidence from both poems, although there may be room for further development or depth. Some transitions may be used. | **23-0 points**   * The student's examination of the differences between the two poetic interpretations lacks clarity, depth, or accurate identification of contrasting elements in themes, tone, figurative language, author's purpose, or the depth/effect of the allusion. The analysis may lack supporting textual evidence or may not sufficiently connect to the prompt. Transitions are missing. |
| **Conventions**  **(5 points)** | **5-4 points**   * The script is written in complete sentences. * Standard grammar, punctuation, and sentence structure rules are followed with minimal errors. | **3 points**   * The script is mostly written in complete sentences. * Standard grammar, punctuation, and sentence structure rules are followed with some errors that do not impede readability. | **2-0 points**   * The script is not written in complete sentences. * Standard grammar, punctuation, and sentence structure rules are not followed, and this affects readability. |