

I AM A CANADIAN

By Duke Redbird

I'm a lobster fisherman in Newfoundland
I'm a clambake in P.E.I.
I'm a picnic, I'm a banquet
I'm mother's homemade pie
I'm a few drafts in a Legion hall in
Fredericton
I'm a kite-flyer in Moncton
I'm a nap on the porch after a hard day's
work is done
I'm a snowball fight in Truro, Nova Scotia
I'm small kids playing jacks and skipping
rope
I'm a mother who lost a son in the last Great
War
And I'm a bride with a brand new ring
And a chest of hope
I'm an Easterner
I'm a Westerner
I'm from the North
And I'm from the South
I've swam in two big oceans
And I've loved them both.
I'm a clown in Quebec during carnival
I'm a mass in the cathedral of St. Paul
I'm a hockey game in the forum
I'm Rocket Richard and Jean Beliveau
I'm a coach for little league Expos
I'm a babysitter for sleep defying rascals
I'm a canoe trip down the Ottawa
I'm a holiday on the Trent
I'm a mortgage, I'm a loan
I'm last week's unpaid rent
I'm Yorkville after dark
I'm a walk in the park
I'm a Winnipeg gold-eye
I'm a hand-made trout fly
I'm a wheat-field and a sunset
Under a prairie-sky
I'm Sir John A. MacDonald
I'm Alexander Graham Bell

I'm a pow-wow dancer
And I'm Louis Riel
I'm the Calgary Stampede
I'm a feathered Sarcee
I'm Edmonton at night
I'm a bar-room fight
I'm a rigger, I'm a cat
I'm a ten-gallon hat
And an unnamed mountain in the interior of
B.C.
I'm a maple tree and a totem pole
I'm sunshine showers
And fresh-cut flowers
I'm a ferry boat ride to the Island
I'm the Yukon
I'm the Northwest Territories
I'm the Arctic Ocean and the Beaufort Sea
I'm the Prairies, I'm the Great Lakes
I'm the Rockies, I'm the Laurentians
I am French
I am English
And I'm Métis
But more than this
Above all this
I am Canadian and proud to be free.



Poetry Assignment:

Read the poem by Duke Redbird. What places, people, and things in your own life does the poem remind you of? Does there seem to be any order in the way the poet lists the things that he is? What do you think the main idea of the poem is?

After thinking about these questions, respond to Duke Redbird with a poem of your own. Your poem will be titled:

I AM A LACOMBIAN

Your poem must be a minimum of 16 lines long (Duke Redbird's poem was 60 lines long). In your poem, describe to your reader what it means to be from Lacombe. Describe the people and places that are important in your life. Let's hear your Lacombe Pride!

You will be marked according to the following rubric:

Outcomes	1	2	3	4	5
Ideas - create oral, print and other media texts related to issues encountered in texts and in own life	- Poem is not based on the context and events of the students life	- Poem is somewhat based on the context and events of the students life	- Poem is based on the context and events of the students life	- Poem effectively summarizes the context and events of the student's life	- Poem effectively summarizes the context and events of the student's life in an interesting way
Word Choice - experiment with figurative language, voice, sentence patterns, camera angle and music to create an impression or mood	- Student has not correctly used a metaphor in their poem	- Student has attempted to use a metaphor in their poem but it fails to compare two dissimilar things	- Student has correctly used a metaphor in their poem to compare two dissimilar things	- Student has correctly used several metaphors in their poem to compare dissimilar things	- Student has correctly used several metaphors in their poem to compare two dissimilar things in a sophisticated manner
Organization - choose forms or genres of oral, print or other media texts for the particular affects they will have on audiences and purposes - organize ideas and information creatively, as well as logically, to develop a comparison or chronology, or to show a cause-effect relationship	- Student has not used a format similar to the example poem - Student does not use repetition effectively	- Student has followed the format of the example poem but poem lacks intended effect - Student uses some repetition effectively	- Student has used a format similar to the example poem - Student uses repetition effectively	- Student has used a format similar to the example poem, organizing information logically - Students uses repetition effectively throughout the poem	- Student has used a format similar to the example poem, organizing information chronologically - Students uses repetition effectively throughout the poem
Mechanics - use knowledge of spelling generalizations and how words are formed to spell technical terms and unfamiliar words in own writing - use verb tenses consistently throughout a piece of writing	- Many errors exist in student response which impede meaning	- Many errors exist in student response but do not severely impede meaning.	- Some errors exist in student response but do not impede meaning - Verb tenses are the same throughout the poem	- Few errors exist in student response but do not impede - Verb tenses are used properly throughout the poem	- Student response is error free - Student has used verb tenses to add meaning and chronology