Unit 4: Poetry

Start day: 131

Meetings: 50 days

Skills and Concepts

Student objectives/skills:

- Identify and explain the elements of poetry
- Identify and explain the devices utilized in a poem
- Comprehend the meaning of a complex poem
- Explain how author's choices of devices and structure impact meaning
- Write and present a poetry explication
- Participate in informal and formal discussions to further comprehension

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Unit Summary

Students will read a variety of poems to explore how this genre is distinctly different than prose. Students will determine the meaning of words and phrases as they are utilized within poems. They will examine common poetic devices and author's choice of structure. Students will work at connecting the form with meaning in a poetry explication.

Essential Questions

How do you read poetry for meaning?

How do you effectively communicate through writing and speaking your understanding of poetry?

What are the unique elements of poetry?

Learning Progressions

		11th-12th Grade

Learning progressions:

8<u>th</u> Grade

- RL.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL.3 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- RL.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

9<u>th</u>-10<u>th</u> Grade

- RL. 9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL. 9-10.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL. 9-10.3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme
- RL. 9-10.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

- RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.2 - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.3 - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

- RL.6 - Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- RL.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- **INFORMATIONAL**
- RI.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.2 - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.3Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- WRITING
- W.2 - Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information

- RL. 9-10.6 - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- RL 9-10.10 - By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **INFORMATIONAL**
- RI. 9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI. 9-10.2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- <u>WRITING</u>

- RL.6 - Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- RL.10 - By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **INFORMATIONAL**
- RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.2 - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- WRITING

- clearly and accurately through the effective selection, organization, and analysis of content.
- W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SPEAKING LISTENING
- SL.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

- W. 9-10.2 - Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W. 9-10.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SPEAKING LISTENING
- SL. 9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL. 9-10. 4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

- W.2 - Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SPEAKING LISTENING
- SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Academic Vocabulary Tier II

Common vocabulary chosen from *The Odyssey*

Domain Specific Vocabulary

- The following terms will be new to the students: Archetype, Oral tradition
- The following terms will be developed by looking at more complex examples: Simile, Metaphor, alliteration, Figurative language, imagery, meter, rhyme, and others

Literary Texts

Literary – excerpt from *The Odyssey* – Homer, selected poems from *Prentice Hall Penguin Edition Grade 9*

Literary Non-fiction: *Poetics* – Aristotle, *The Power of Myth* – Joseph Campbell, "Crediting Poetry" by Seamus Heaney, "Ars Poetica" by Archibald Macleish

Film – *Apollo 13,* other adaptions of "Hero's Journey" concept

Art integration- use of artistic renderings of similar topics (example "Ode on a Grecian Urn" as compared to picture of Grecian Urn)

Informational Texts

Suggested Interims - Benchmarks

- Formative Assessments: exit passes, summaries, informal discussion, paraphrasing, written or oral feedback on outline of poetry explication, journals to reflect or write original poetry, self-assessment of poetry explication work

- Summative Assessments: Quizzes to assess comprehension of poems and understanding of poetic devices; outside reading work to independently analyze poetry, Discussion of poems utilizing assessed accountable talk; poetry explication essay; unit test

End of Unit Common Task

Poetry Explication – Thesis driven utilizing textual evidence assessed with common rubric

Unit Test – Multiple choice questions focusing on poetic devices and a short constructed on demand response

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Learning Plan Instructional Strategies

Reading – repetition, close reading, use of dictionaries, small/group jigsaw, chunk the text, summarize, graphic organizers, introduce and model academic vocabulary, group reading, listening, providing context, make connections, researching aspects of Greek Mythology

Writing – planning, outlining, thesis development, individual conferencing, drafting, editing, model papers and segments, writing workshop, journaling, opinion based short responses and quote/passage analysis, comparing a selection of poetry to piece of artwork or music

Speaking Listening- informal daily questioning, think-pair-share, Socratic Seminar, acting, poetry explication, presentations about poems

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Core Shifts to be Incorporated

1. reading for meaning, compare & contrast, inductive learning, circle of knowledge, write to learn, vocabulary's CODE.

Differentiation for Struggling Learners

1. selection of poems and epic that are appropriate, use of audio/video versions, visualizations of poetry (through original or established artwork), pairing/grouping strategies, jigsaw longer/complex poems

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Differentiation for ELLs

Differentiation for Extension

1. reading of the full text, comparing and integrating other Roman and Greek mythology, independent study of poetry, writing of poetry, author comparison/study

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Common Misconceptions

Students often believe that poetry must rhyme.

Students often believe that poetry is inaccessible and irrelevant to their own lives.

Students often believe that any personal interpretation is valid even without support

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Instructional Resources

1. *Technology Integration* – Google docs to edit and provide feedback on poetry explication, Prezi.com or ThingLink.com for construction of presentations, Pbs.org for poetry shorts, allowing students to create short films to show understanding of poetry, Screencastomatic.com or Jing.com to provide feedback on writing

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Suggested and Required Text