**Poetry**

**I. Desired Results**

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| **Established Goals:**   * Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. * Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. * Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. * Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. * Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). | | |
| **Understanding:**  *Students will understand that…*   * Poetry and music communicate and pass down the human experience and our culture. * Poetry can be relevant to their lives. * Poetry does not have to be hard or boring * They can read poems on their own with some understanding of both form and meaning. | **Essential Questions:**   * Why do we teach poetry in school? * Why is poetry meaningful? * What can you learn about yourself by reading and studying poetry? |
| Students will know….   * Poetry Explication * Literary Terms: figurative language, metaphor, simile, personification, alliteration, assonance, consonance, rhyme, end rhyme, internal rhyme, symbol, meter, ballad, lyric, carpe diem, stanza, couplet, enjambment, hyperbole, onomatopoeia, free verse * How to read and write a poem with confidence   Students will be able to…   * How to approach and read a poem with deeper understanding * Write poetry without fear | |

**II. Assessment Evidence**

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| **Performance Tasks:**   * Poem Explication * Persuasive Essay * Found Poem * iMovie * Poetry Portfolio (chapbook) | **Other Evidence:**  Students will reflect on their work by completing a reflecting on what they know and how they feel about poetry at the beginning and again at the end of the unit. They will also complete a self-assessment at the end of the unit of their completed projects. |

**III. Learning Plan**

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| **Learning Activities:**   1. **Dead Poet’s Society**   I will use the film DPS to introduce poetry to the students. As we watch the film we will read poems used in the film:  \*Lord Byron- She Walks in Beauty  \*Robert Herrick- To the Virgins, Make Much of Time  \*Robert Frost- The Road Not Taken  \*Walt Whitman- O Captain My Captain, O Me! O Life! Song of Myself XVI  \*William Shakespeare- Sonnet XVIII  We will discuss the poems on their own as well as discuss how the poems are used the in film and relate to the events and themes in the film. Students will be exposed to standard, “canon” poetry in a more high-interest way as students usually love and respond to DPS.  *Assessment*: Students will write a short essay of about two pages on one of the following topics:   1. Argue whether or not Mr. Keating ought to be held responsible for Neil’s death using evidence/support from the poems used in the film. 2. Define “carpe diem” using evidence from the poems used in the film and discuss how “carpe diem” applies to the life of one of the characters in the film. 3. **Found Poem**   Students will choose a theme or idea to write a poem about using “found” text, words, phrases, and lines from any textual source that was not originally intended to be poetry: children’s stories, advertisements, magazine articles, junk mail, billboards, graffiti, etc. Students who have not written poetry before and those who feel like they cannot write creatively find the found poem assignment a no-risk way of exploring creative writing and poetic devices without fear not being “good” at writing poetry.  *Assessment:* Students will create a found poem of at least 20 lines that contain a laundry list of poetic devices. Students will also present their poems in a visually interesting way, either on a website or poster. Students will submit the text/image of their finished poems to http://www.foundpoetry.org.   1. **Poetry Workshop**   We will read and discuss several accessible, modern poems that highlight specific topics, forms, and poetic devices. After reading each poem, students will complete their own poems that mimic those highlighted elements. Some topics include: object poem, relationship poem, voice poem, place poem, etc. Some poetic devices highlighted include: figurative language, alliteration, assonance, consonance, rhyme, end rhyme, internal rhyme, symbol, meter, enjambment, hyperbole, and onomatopoeia. After writing each poem, we will have small group or class writing workshop in which we read and critique student writing.  *Assessment:*  Students will create a chapbook of their poetry after revising the poems read in workshop. They will design covers that will visually represent their poetry. Alternatively, they could create a website for their class or my 9th grade students in which they publish each student’s best revised poem with a picture to visually represent it.   1. **iMovie**   Students will receive a packet of LOTS of poems. They will not be required to read or discuss all of these poems; rather, they will browse the poems to select one poem to study. Once they have selected a poem that speaks to them, they will study that poem, explicate that poem, and create an iMovie about that poem. The iMovie will be a visual explication, focusing on the sound devices and figurative language or be a visual representation of what happens in the poem. In other words, they will act out the poem. Students will submit their finished videos to the Favorite Poem Project.  *Assessment:* Poem iMovie and 1-page poem explication.   1. **The Lyric**   I am also very interested in adapting the following poetry webquest: <http://questgarden.com/88/42/2/091015013438/>  I don’t know if I would have enough time to do it in addition to the other projects. It would be right up my alley as a song writer, and I have a ton of community resources that I could draw on as I taught the unit. So, to do or not to do? To add or to replace another project with this one? |
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