# UNIT OF STUDY

**Title:** “Do Not Go Gentle Into That Good Night”  
**Subject/Course:** Pre-AP English  
**Length:** 4 weeks

<table>
<thead>
<tr>
<th>Topic</th>
<th>Grade</th>
<th>Designer</th>
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<tbody>
<tr>
<td>Poetry</td>
<td>10</td>
<td>J. Powers &amp; M. Harness</td>
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## UNIT GOALS AND EXPECTATIONS

### IMPORTANT CONCEPTS/UNDERSTANDINGS:
- There is more than one kind of poetry.
- Not all poetry rhymes.
- Culture and gender often determine form and subject in poetry.
- Poets control language purposefully and carefully.

### ESSENTIAL QUESTIONS:
- What is poetry?
- What is lyric poetry, and how is it different from narrative poetry?
- What are poetic conventions, and how are they used?
- What are the differences between traditional and contemporary poems?
- What is persona, and why would an author use it?
- What are some techniques poets use to evoke emotion?
- How do I interpret a poem?

### STUDENT LEARNING EXPECTATIONS:

- **R.10.10.3** Read a variety of lyric poetry, including odes and sonnets
- **R.10.10.4** Recognize and discuss an author's use of poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and sound devices
- **R.10.10.5** Identify the characteristics of lyric poetry
- **R.10.10.6** Compare and contrast traditional and contemporary works of poets from many cultures
- **R.10.10.7** Examine the author’s possible use of persona
- **R.10.10.8** Compare and contrast techniques poets use to evoke emotion in a reader
- **R.10.10.9** Identify examples of words that contribute to tone and voice
- **R.10.10.10** Paraphrase and interpret to find the meaning of selected poems, emphasizing the stanza

### W.5.10.6 Write poems using a range of poetic techniques, forms and figurative language, emphasizing lyric poetry

### W.5.10.7 Write responses to literature that:
- articulate the significant ideas of literary works
- support important ideas and viewpoints with evidence from the text
- demonstrate awareness of the author's use of stylistic and literary devices
- recognize conflicts (character dilemmas) as revealed by characters' motivations and behaviors

### SPECIFIC DECLARATIVE KNOWLEDGE – What I know
- Understand the difference between lyric and narrative poetry.
- Understand poetic conventions
- Compare and contrast poems across times and cultures
- Examine persona
- Identify tone and voice
diction
- Understand paraphrase

### SPECIFIC PROCEDURAL KNOWLEDGE – What I will do
- Explicate a poem, combining all of the declarative knowledge, using the AP TP-CASTT method.
- Compare and contrast two poems from different times and cultures

## UNIT ASSESSMENTS

**Traditional Assessments:**
- quiz
- test

**Other Evidence of Learning:**
- open response
**ACTIVITIES AND LEARNING EXPERIENCES**

<table>
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<tr>
<th>Activities</th>
<th>Resources</th>
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<tr>
<td>There will be bellringers almost daily to access prior knowledge.</td>
<td><strong>The Poetry Home Repair Manual</strong> by Ted Kooser</td>
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<td>There will be a great variety of poems we analyze and explicate, including poems by Mary</td>
<td>AP Notebook</td>
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<td>Oliver, Shakespeare, John Keats, John Donne’s Holy Sonnets, Elizabeth Barrett Browning’s</td>
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<td><em>Sonnets of the Portuguese</em>, Petrarchan sonnets, and Maya Angelou – possibly “Ozymandias,”</td>
<td><strong>Reader’s Handbook</strong></td>
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<td>“Ode to the West Wind,” “Sonnet 73”</td>
<td><strong>Writers Inc.</strong></td>
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<tr>
<td>Examine the form and structure of a poem (rhyme scheme and meter) and analyze how the form</td>
<td>Writing lab</td>
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<tr>
<td>and structure help determine meaning.</td>
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<tr>
<td>Examine the poetic conventions of a poem to analyze how they affect meaning in a poem.</td>
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<tr>
<td>Analyze how persona in a poem affects meaning in a poem.</td>
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<tr>
<td>Analyze how tone and voice affect meaning in a poem.</td>
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<td>Analyze the elements of lyric poetry.</td>
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<td>Analyze the elements of narrative poetry and determine how they are different from those of</td>
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<td>lyric poetry.</td>
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<td>Compare and contrast two poems from different times and cultures to see how those differences affect form, conventions, and meaning.</td>
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<td>Open Response to “Shall I Compare Thee to a Summer’s Day?”</td>
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<td>Teacher will model a TP-CASTT explication of a poem. Then students will explicate a poem</td>
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<td>in essay format.</td>
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**Career Connections**

Poet, literary analyst