UNIT OF STUDY

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

Topic: Poetry   **Grade:** 10   **Designer:** J. Powers & M. Harness

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
(Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)

-compose a sonnet -literary analysis/explication of a poem -AP multiple choice questions -AP question #1	
Traditional Assessments: -quiz -test	Other Evidence of Learning: -open response

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