UNIT OF STUDY - 4

Title: Intro to Poetry	**Subject/Course**: English	**Length:** 1 week
Topic: Elements of Poetry and Analysis **Grade:** 11		**Designer:** Mari Robertson

UNIT GOALS AND EXPECTATIONS

IMPORTANT CONCEPTS:	ESSENTIAL QUESTIONS:
Poetry can be musical – lyrical. Poetry can tell a story. Poetry can be free verse. Knowing how to find and interpret meaning of poetry makes students better readers. Analyzing and using poetic conventions makes students better readers, speakers, and writers.	How does reading poetry relate to one's life? How does interpreting the meaning of poetry better one's reading skills? Why would anyone analyze poetry? For what purpose? And how does it benefit us as readers, speakers, and writers?
STUDENT LEARNING EXPECTATIONS: R.10.11.3 Read a variety of poetry, including free verse. R.10.11.4 Analyze an author's use of poetic conventions and structures including line, stanza, imagery, rhythm, rhyme, and sound devices. R.10.11.5 Analyze and compare characteristics of free verse. R.10.11.6 Analyze traditional and contemporary works of poets from many cultures. R.10.11.7 Analyze the author's possible use of persona. R.10.11.8 Analyze techniques poets use to evoke emotion in a reader.	R.10.11.9 Analyze word choice, tone, and voice. R.10.11.10 Paraphrase and interpret to find the meaning of selected poems, emphasizing the complete selection. W.5.11.6. Write poems using a range of poetic techniques. Students will be able to invent original metaphors by examining letters of the alphabet and use them to create original poetry. W.5.11.7 Write responses to literature that analyze the author's use of stylistic and literary devices. W.5.11.8 Write on demand to a specified prompt within a given time frame.
SPECIFIC DECLARATIVE KNOWLEDGE-What I know . Identify the elements of poetry. Define different types of poetry, including free verse. Define and identify poetic conventions. Understand how word choice, tone and voice impact meaning. Identify figures of speech used in poetry	SPECIFIC PROCEDURAL KNOWLEDGE-What I need to do Read a variety of poetry Analyze author's use of poetic conventions. Compare and contrast characteristics of poetry Find tone in poetry based on diction, imagery, details, language and syntax. Create poetry using unique similes and/or metaphors Create poetry using specific grammatical phrases

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

Written response comparing and contrasting two poems, original poetry.
Open Response papers; multiple choice questions;
Original poetry

Traditional Assessments:	Other Evidence of Learning:
Pre-test; Post-test	

ACTIVITIES AND LEARNING EXPERIENCES	Resources
- Students will take a pre-test over the elements of poetry and their ability to interpret poetry. - Teacher will present Intro to Poetry PowerPoint. - Students will write an analysis of the tone of Stephen Crane's "War Is Kind" using the DIDLS technique - Students will provide written paraphrase of three poems. - Students will read "If" and "What is Success" and answer multiple choice questions regarding their interpretation. - Students will provide a written response comparing and contrasting two poems. - Teacher will model pre-writing strategies for comparison and contrast. - Students will read "Autumn and the Sea" and "Goldenrod" and answer multiple choice questions regarding their interpretation. - Students will provide a written response comparing and contrasting the two poems. - Students will write original poetry using a model and pulling from a toolbox of grammatical phrases. - Teacher will model writing poetry using grammatical phrases.	PowerPoint presentation – Intro to Poetry – Dr. Charles Bane "War Is Kind" by Stephen Crane "If" by Rudyard Kipling "What Is Success?" by Ralph Waldo Emerson "Autumn and the Sea" by Javier Heraud "Goldenrod" by Mary Oliver *Laying the Foundation* Lesson – "Poetry of Phrases" EOC Released Items 2003, 2006
Career Connections	
Poet, Greeting Card Writer, Author of Children's Literature, Attorney, Pre-K Teacher.	