

## UNIT OF STUDY

<b>Title:</b> Poetry Analysis (Pre-AP additions in bold)		<b>Subject/Course:</b> English	<b>Length:</b> 2.5 weeks
<b>Topic:</b> Intro to Analyzing Poetry		<b>Grade:</b> 9	<b>Designer:</b> Ellen Hope
UNIT GOALS AND EXPECTATIONS			
<b>IMPORTANT CONCEPTS/UNDERSTANDINGS:</b> Poetry is a type of rhythmic compressed language that uses figures of speech and imagery to appeal to the reader's emotions. Ballad is a song that tells a story. Imagery is writing that appeals to the senses.		<b>ESSENTIAL QUESTIONS:</b> What is poetry? What is a ballad? What is imagery? What is figurative language?	
<b>STUDENT LEARNING EXPECTATIONS:</b> W.7.9.9 Use figurative language effectively with emphasis on personification and simile R.9.9.14 Identify and categorize figures of speech and sound devices, including simile, metaphor, personification, hyperbole, oxymoron, and pun R.10.9.3 Read a variety of narrative poetry, including ballad and epic R.10.9.4 Define and identify poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and sound devices R.10.9.5 Identify the characteristics of narrative poetry		R.10.9.8 Identify techniques poets use to evoke emotion in a reader R.10.9.6 Read traditional and contemporary works of poets from many cultures R.10.9.7 Identify the concept of persona R.10.9.9 Explain how word choice in a poem creates tone and voice R.10.9.10 Paraphrase and interpret to find the meaning of selected poems, emphasizing the line W.5.9.6 Write poems using a range of poetic techniques, forms, and figurative language, emphasizing narrative poetry	
<b>SPECIFIC DECLARATIVE KNOWLEDGE – What I know</b> Identify and Define imagery, catalog poem, mood, style, haiku, ballad, figure of speech, metaphor, simile, personification, diction, connotation, denotation, rhyme, rhythm, free verse, alliteration, assonance, onomatopoeia, foot, iamb, trochee, anapest, dactyl, spondee, scanning, rhyme scheme		<b>SPECIFIC PROCEDURAL KNOWLEDGE – What I need to do</b> TP-CASTT Analysis Debate speaker persona Interpret author's mood and general tone of poetry Sketch image of poem being read aloud Paraphrase meaning Compare/contrast poetic conventions Compare/contrast tone and theme of poetry Question word choice of poet Form a template for haiku and catalog poem	
UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)			
Ballad Poem composition (catalog poem and haiku) Poetry test			
<b>Traditional Assessments:</b> Quiz over Poetry Elements TP-CASTT quiz		<b>Other Evidence of Learning:</b> TP-CASTT Analysis Imagery interpretation (A Blessing)	

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<ul style="list-style-type: none"> <li>Introduction of poetry elements TP-CASTT Analysis</li> </ul>	Elements of Literature,

<ul style="list-style-type: none"> <li>• Teacher will model TP-CASTT of poetry using Smart Board for students</li> <li>• -----Students will then assist the teacher in TP-CASTT Analysis of new poem on Smart Board</li> <li>• -----Students will then be able to use TP-CASTT analysis on their own</li> <li>• -----LSD 4-step of connotation, paraphrase, attitude, shifts, theme, imagery (revisit)</li> <li>• Read "A Blessing" by James Wright</li> <li>• -----students listen as teacher reads</li> <li>• -----students draw the scenery based on their listening (imagery)</li> <li>• Introduction of ballad</li> <li>• -----play "Devil Went Down to Georgia" (or other appropriate ballad)</li> <li>• -----have students scrutinize and list events of story</li> <li>• Students will then write their own ballad</li> <li>• -----prewriting will consist of listing events to incorporate</li> <li>• -----students must incorporate imagery and figurative language as well</li> <li>• <b>Students will evaluate meter of poetry</b></li> <li>• <b>Students will find rhyme scheme in poems to read</b></li> </ul>	<p><b>Third Course</b></p> <p><b>Hip-Hop Poetry and The Classics for the Classroom</b></p> <p><b>Daily Warm-ups: Poetry</b></p> <p><b>TP-CASTT Analysis</b></p> <p><b>"Lord Randall"</b></p> <p><b>"Battle of Birmingham"</b></p> <p><b>"Devil Went Down to Georgia"</b></p> <p><b>Various other poems</b></p> <p><b>10-Minute Poetry Activities</b></p>
<b>Career Connections</b>	
Poet, editor, cartoonist, caption writer, jingle writer	