

CP English 9--The Poetry of Love and Fate

Content Area: **ELA**
Course(s):
Time Period: **Marking Period 3**
Length: **9 weeks**
Status: **Published**

Enduring Understandings

- - Poets make deliberate and thoughtful decisions about style, tone, rhythm, structure and word choice that can be interpreted in many ways
 - Poetry can take many forms, each designed to capture some powerful feeling, moment or idea in a way that prose or another genre of writing may not be able to.
 - The way a director chooses to stage/film a scene can completely alter the audience's understanding of a theme.
 - Certain themes are timeless -- a text written to appeal to an audience hundreds of years ago, can still be relevant today, though you have to step out of your comfort zone to get access to its magic.
 - Even if we know what happens in a text, our enjoyment of the text can come from a variety of other elements (e.g. the beauty of the language, coming to understand how the end comes to pass, the tension created when we know what is going to happen, but can do nothing to stop it).

Accel ONLY - Enduring Understandings

Essential Questions

- - How do poets express self, identity and other themes in their work?
 - Why do poets choose to write in poetry rather than prose? What makes a text poetic?
 - How can we express ourselves through poetry...do we dare?
 - Is there such a thing as love at first sight? What is the difference between true love and infatuation? Are either worth dying for?
 - Is there such a thing as destiny or do we control our fate? How do we make good decisions in the face of forces we have difficulty controlling?
 - How does unchecked prejudice and hatred proliferate? How can we step outside of long-

standing conflicts to come to a solution?

Accel ONLY - Essential Questions

Student Learning Objectives: Students will be able to . . .

Essential (All -- with varying degrees of teacher support/scaffolding)

1. Analyze and connect setting to theme and plot using specific textual evidence (RL.9-10.1,2,5)
2. Recognize importance of point of view (RL.9-10.6)
3. Read closely and respond to literature at grade level (RL.9-10.10)
4. Establish and maintain a formal, objective tone in writing (W.9-10.1.D)
5. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences ([W.9-10.5, 10](#)).
6. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task (W.9-10.1, 4).
7. Write narratives (in poetry, as a script/performance) to develop real or imagined experiences using effective techniques, well-chosen details and well-structured event sequences (W.9-10.3).

Expected (Most - approx. 80-90% depending on classroom)

1. Use technology and digital media, including the internet to produce, publish and update shared writing and presentation products (W.9-10.6, SL.9-10.6)
2. Initiate and participate effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners, building on each others' ideas and expressing own clearly and persuasively (SL.9-10.1,1a-d) -- come prepared, set rules for participation, propel conversations, respond thoughtfully to others.
3. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (SL.9-10.6)
4. Create an argument about theme, and structure the argument into a 5-paragraph essay with special focus on clear topic sentences that relate back to thesis directly, transitions (with teacher feedback via the outlining, drafting and conferencing process).
5. Demonstrate an understanding of the texts by choosing relevant quotations that reflect theme (W.9-10.2.B, W.9-10.9.A)

6. Embed quotations accurately using a variety of methods (he says/she says, smooth method, colon method)
7. Analyze various accounts of a subject told in different mediums (e.g. Luhrmann & Zeffirelli versions of Romeo and Juliet) determining which details are emphasized in each account. (RL. 9-10. 7).

Enrichment (Some) - approx. 10% depending on classroom

1. Watch full version of alternate films and to incorporate into essay
2. Read additional informational texts.

Students Will Know (Facts and Basic Concepts)

Key poetic and dramatic devices.

Basic film techniques, terminology, elements.

Influential poets/poetry of the 19th and 20th Century.

Background in Renaissance England (Shakespeare, who he was writing for, where theatres were located, how they were seen, etc.)

Common Core State Standards

LA.9-10.CCSS.ELA-Literacy.CCRA.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LA.9-10.CCSS.ELA-Literacy.CCRA.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LA.9-10.CCSS.ELA-Literacy.CCRA.RL.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LA.9-10.CCSS.ELA-Literacy.CCRA.RL.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LA.9-10.CCSS.ELA-Literacy.CCRA.RL.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the

LA.9-10.CCSS.ELA-Literacy.CCRA.RL.6	whole.
CCSS.ELA-Literacy.L.9-10.6	Assess how point of view or purpose shapes the content and style of a text.
CCSS.ELA-Literacy.W.9-10.1	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CCSS.ELA-Literacy.W.9-10.1.d	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.W.9-10.1.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.W.9-10.2.b	Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-Literacy.W.9-10.3	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA-Literacy.W.9-10.4	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCSS.ELA-Literacy.W.9-10.9.a	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.9-10.9.a	Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
CCSS.ELA-Literacy.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CCSS.ELA-Literacy.RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
CCSS.ELA-Literacy.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

21st Century Themes and Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to

	ensure the desired outcome.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Interdisciplinary Connections

Learning Activities

Texts + Possible Learning Activities

1. Text: Poetry Packet (3 weeks) -- including “Stopping by the Woods on a Snowy Evening,” “The Road Not Taken,” Shakespearean sonnets -- Students will prepare a read poetry and prepare a Poetry Portfolio (see ideas for entries below)

- Snowball thoughts about poetry -- write honest thoughts/feelings about poetry and crumple it up on a piece of paper and throw them around the room until teacher says stop. pick one up and share them aloud.
- Review of poetic devices and terms (game, or think aloud with Billy Collin’s “Workshop” or “Introduction to Poetry”) <https://thejoyofteachingblog.wordpress.com/diy-3/annotating-text/>
- Give students a packet of classic and modern poems (ideally a range of poems, including poems that the teacher is passionate about, along with poems that speak to some of the key themes in R & J). Here is a sample [Freshman Poetry Anthology](#) packet (this pairs with the Poetry Portfolio assignment below).
 - (Other poems to consider: “To His Coy Mistress,” “I Do Not Love You Except Because I Love You” Pablo Neruda, “Fruit Cocktail in Light Syrup” Amy Gerstler [poem about food of youth/generation -- what it says about a culture], “Like Him” Aaron Smith, “Deer Hit” Jon Loomis,) Poems for Teens: <http://www.poets.org/poetsorg/anthology/poems-teens>) or [this packet](#) that has been used in the past
- Have students create a [Poetry Portfolio](#) in response to the poems in the packet (click on the link to see examples of what students could do with the poems).

2. Text: Romeo and Juliet (play and Luhrmann & Zeffirelli films, perhaps also a scene from West Side Story? Gnomeo and Juliet -- as homework to prepare for modern adaptation) -- 5 weeks

- Introduction to Shakespearean Language/Drama -- tone activity (write a simple phrase on the board and have students generate a list of words describing tone; give each student or a pair of students a tone word on a slip of paper; they act out the phrase in that tone and students name the tone); [throwing lines](#) activity with prologue (note sonnet features, spoiler alert: why would Shakespeare give away the ending?)
- Define true love -- what it is and what it is not (in pairs) -- share out in chart, then evaluate (anyone disagree with any of the “love is/is not?”? Keep chart up on wall throughout unit - Is R + J a love story? + have students come up with an argument about the relationship between fate and personal

responsibility -- could do a silent debate?

- Read aloud of key scenes (answer questions about plot, setting, tone, characterization, theme, etc. -- questions may be answered for hw)
- Watch scenes from Luhrmann film (consider having student watch a scene they know without sound/then watch again while faced away from the screen: what do they notice about staging, costume, lighting, movement, setting, casting, facial expression/tone, volume, pace of speech, sound effects, music) -- can compare two versions of the same scene
- At the end of the play (after the essay), students will choose a scene and rewrite it/adapt it/modernize it for a major grade
- Midpoint -- introduce essay topics; give students time to make argument notes in pairs at the end of each important scene (consider incorporating the Frontline documentary, Romeo and Juliet in Sarajevo at some point -- as a homework? or in class? real-world connection, incorporate into essay)
- Explore other Informational Texts: e.g. [Talking to Your Parents-or Other Adults](#)”, TeensHealth, Reviewed by Neil Izenberg, MD, 8-06; Media Special Report -- [“The Teen Brain”](#) PBS Online News Hour, 10-04; [“Inside the Teenage Brain”](#) PBS Frontline [could use in MP2 instead re: Catcher/HOMS]
- Outline and draft and revise essay (with teacher conferencing as needed); begin working on performance assessment; while students work, teachers can alternate on supervision/grading of essays
- FISHBOWL/ DEBATE with students in outer circle posting questions and comments into a Today's Meet (re: Were Romeo and Juliet truly in love?/Is Romeo and Juliet truly a love story? or to what degree could Romeo and Juliet have controlled their fate?)

Ideas for Differentiation/Accommodations & Modifications:

- Scaffolding essay writing - modified outlines as needed for students, structured timelines for editing, revision; Building appropriate thesis statements and topic sentences; Reduction of writing tasks by 25% to 30% as needed per IEP; Word banks as needed per IEP for tests/quizzes; R + J selections (not entire text); Scene summaries (scene graphic organizers) - stronger students can build their own, can be scaffolded for needier students; Character chart; Give limited list of scenes for End of Unit activity; Glossary of poetic devices seen in poetry unit and R + J with examples

Accel ONLY - Learning Activities

Pacing Guide

Poetry

3 weeks (can include group study of poems, research into author biographies, student poetry portfolio and poetry salon)

Romeo and Juliet

6 weeks (whole play read/perform + film analysis)

Summative Asesement

MAJOR ASSESSMENTS

1. Poetry Portfolio
2. Scene review & performance (live or video)
3. Persuasive Essay/Speech/Deposition: Is Romeo and Juliet a love story? Why or why not? OR Who or what is most to blame for the tragedy of Romeo and Juliet?