

4 -- Women's Poetry

Content Area: **ELA**
Course(s): **Women's Literature**
Time Period: **Marking Period 2**
Length: **4-5 weeks**
Status: **Published**

Course Pacing Guide

Unit	MP/Trimester	Weeks
Introduction to Literary Theory	1	4-5 weeks
Gender, Power, and Social Norms	1	5-6 weeks
Choice Book Unit 1	1 into 2	2 weeks
Women's Poetry	2	4-5 weeks
Choice Book Unit 2	2	2 weeks

Unit Overview

In American literature, poetry has perhaps been the genre in which women have contributed most prolifically, and from the most diverse range of perspectives. Using multiple women's poetry anthologies, students will read widely in this genre, seek connections (and differences) among the poems, and conduct independent research and analysis on authors of their choosing. Teacher-selected poems will aim to give students exposure to a wide variety of styles, perspectives, themes, and beliefs. Student-selected poems and research will hone in on topics and styles of particular interest to them individually. A final poetry analysis paper will incorporate skills related to research, persuasive writing, and literary theory/analysis through a chosen critical lens.

Enduring Understandings

- poetic styles, genres, and conventions have changed substantially over the years, particularly since the early decades of the 20th century
- reading poetry (as opposed to prose) requires particular language, skills, patience, and time
- women's contributions to poetry have been diverse and ground-breaking
- culture & identity play a role in the production and reception of poetry
- women poets have tested and expanded the idea of a literary cannon

Essential Questions

- How can one read poetry skillfully and effectively?
- How have women viewed their roles, opportunities, and agency over the centuries?
- How might time, geography, race, class, and other factors influence poets and poetry?

- How can authors use structure & style (not just simple word choice) to convey meaning?
- How have generations of poets build on (or rejected) works from the past?
- Do poets have social responsibilities and social influence? Or, is art “above” and separate from day to day matters?

New Jersey Student Learning Standards (No CCS)

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.10	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.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.11-12.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.

LA.L.11-12.6	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.
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Amistad Integration

- Teacher chosen poems by black authors (Gwendolyn Brooks, Lucille Clifton, Claudia Rankine) analyze power dynamics (including racial power dynamics) to help students determine how those power dynamics influence history & literature
- Unit text requires that students consider human nature and behavior, prejudice/discrimination, and moral responsibilities in acting in a complex & diverse society
- Student-chosen poems for final project (anthology & essay) may focus around a relevant theme or author of their choice
- Students may apply critical race theory principles in their analysis essay

Holocaust/Genocide Education

- Teacher chosen poems (Emily Dickinson, Elizabeth Bishop) analyze power dynamics (including religious power dynamics) to help students determine how those power dynamics influence history & literature
- Unit text requires that students consider human nature and behavior, prejudice/discrimination, and moral responsibilities in acting in a complex & diverse society
- Student-chosen poems for final project (anthology & essay) may focus around a relevant theme or author of their choice

Interdisciplinary Connections

SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
SOC.6.3.12.CS1	Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
SOC.6.3.12.CS2	Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
SOC.6.3.12.CS4	Critically analyze information, make ethical judgments, and responsibly address

	controversial issues.
SOC.6.3.12.CS5	Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.
VPA.1.2.12.A.CS1	Cultural and historical events impact art-making as well as how audiences respond to works of art.
VPA.1.2.12.A.CS2	Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.

Technology Standards

TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.

21st Century Themes/Careers

CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.

Financial Literacy Integration

PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.F.1	Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.

Instructional Strategies & Learning Activities

- reading/analysis of teacher-chosen poems, using a variety of methods & short activities
- school librarian mini-presentation on poetry texts available in our library
- students read poetry of their choice independently and widely to select poems for a personal anthology (centered around a theme of their choice) that they will share with classmates
- presentation by school librarian on resources for finding/selecting literary criticism in library databases
- individual student self-assessment & goal setting for writing skills needed in essay
- writing skill station work offered to students based on their self-assessments
- essay research, outlining, drafting, and editing (thesis driven literary analysis)

Differentiated Instruction

- Students must complete the same major assessment (thesis-driven literary analysis essay), but can choose:
 - which poets to read and write about
 - what theme(s) their poems will center upon
 - what critical lens(es) to adopt in their analysis
 - which writing skills they will focus on, and which skill stations they will attend during class to do so

Formative Assessments

- daily discussion & classroom activities
- mid-unit writing assignment (mini-literary analysis, focusing on same skills as final essay)
- student self-assessment of writing skills
- student work at writing skill stations

Summative Assessment

- final essay: thesis-driven literary analysis of chosen poems

Benchmark Assessments

- final essay: thesis-driven literary analysis of chosen poems

Alternate Assessments

All students complete a final paper that must demonstrate strong writing skills & poetic analysis, but choose individual content & individual areas of focus and growth to focus on (see "Differentiated Instruction" above)

Resources & Technology

- teacher-chosen poems & author biographies
- teacher-recommended poems/poets in Google Docs
- Google Doc of student recommended poems
- school library: poetry room and poetry criticism in databases
- teacher-created documents used at writing skill stations (also available on Canvas)

BOE Approved Texts

- *No More Masks* (ed. Florence Howe)
- *Women Poets from Antiquity to Now* (ed. Alike Barnstone & Willis Barnstone)

Closure

- Gallery Walks
- Exit tickets
- Sticky note check-ins
- Question brainstorming

ELL

- Alternate texts
- Shortened written responses
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.

- Keep the classroom quiet during intense learning times.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Give directions in small steps and in as few words as possible.
- Have student repeat the directions for a task.
- Go over directions orally.
- Extended time for assessments
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- behavior management support
- adjusted class schedules or grading
- pre-approved nurse's office visits and accompaniment to visits

At Risk

Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Work-in-progress check
- Pace long-term projects
- Cue/model expected behavior
- Use de-escalating strategies

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Encourage risk taking