

# Poetry

Content Area: **ELA**  
Course(s): **Accelerated English 9**  
Time Period:  
Length: **2 Weeks**  
Status: **Published**

## Course Pacing Guide

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**Accelerated English 9 introduces students to a variety of literary genres but, more importantly, depicts the ways individuals struggle to fight injustices in society, which inspires us to do the same.**

Unit	MP	Weeks
Human Nature / Conformity / Non-conformity	1	2
Media Bias / Manipulation of Language / Non-fiction	1	4
Courage to Fight Injustice	1-2	5-6
The Epic Hero / Odyssey	2	4-5
Love, Fate, & Revenge	3	4-5
Loss of Innocence / Coming of Age / Challenges of Adolescence	3	6
Poetry	4	2
Short Stories	4	2
Navigating the Media Landscape	1-4	1-2
Identity / Questioning Faith	4	4-5

## Unit Overview

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Students will read, analyze, and appreciate a selection of poetry consisting of a variety of styles and cultures and covering a wide range of time.

Students will define poetry and many effective techniques used in composing poetry.

## Enduring Understandings

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- Students will be able to read poetry with the proper rhythm and tone.
- Students will analyze a poem assigned to them and clearly articulate their analysis to the class.
- Students will define a list of key poetic devices and identify and explain their use in poems they read independently.

## Essential Questions

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How does a poet create an emotional effect on the reader?

What poetic techniques are effective in emphasizing theme and creating an emotional response to the reader?

How is the experience of reading poetry different from that of reading work of any other genre.

## New Jersey Student Learning Standards (No CCS)

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LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LA.RL.9-10.10b	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

## Amistad Integration

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Research the life of Langston Hughes and recite and analyze his poetry.

Research the life of Maya Angelou and recite and analyze her poetry.

Research the life of Rita Dove and recite and analyze her poetry.

SJ.DI.9-12.7

I have the language and knowledge to accurately and respectfully describe how people (including myself) are both similar to and different from each other and others in their identity groups.

## **Holocaust/Genocide Education**

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Research the life of Martin Niemöller and recite and analyze his poetry.

SJ.DI.9-12.7

I have the language and knowledge to accurately and respectfully describe how people (including myself) are both similar to and different from each other and others in their identity groups.

SJ.DI.9-12.8

I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.

## **Interdisciplinary Connections**

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Students will research the poet and his or her life, including major social and political events and movements that occurred during his or her lifetime.

SOC.6.1.12.C.4.c

Explain why the Civil War was more costly to America than previous conflicts were.

SOC.6.1.12.D.2.d

Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.

SOC.6.1.12.CS6

The Emergence of Modern America: Progressive Reforms: Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. An expanding market for international trade promoted policies that resulted in America emerging as a world power.

## **Technology Standards**

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Use Chromebooks for research and to create a Google slide presentation.

Databases from the HMHS Library to conduct research.

TECH.8.1.12.A.3

Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

TECH.8.1.12.B.2

Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

TECH.8.1.12.D.CS3

Exhibit leadership for digital citizenship.

TECH.8.1.12.E.CS2

Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

## **21st Century Themes/Careers**

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None of the poems refers specifically to careers, but many refer to a sense of duty or responsibility to others.

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

## **Financial Literacy Integration**

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There are not many opportunities to discuss financial literacy in this unit. Some of the poems include the theme of living simply and indicate that there are things in life more important than money.

Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

## **Instructional Strategies & Learning Activities**

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Whole class introduction to poetry.

Class analysis and discussion of common poems.

Groups will select and read two poems by a poet assigned to them, analyze the works, and create a presentation where they teach the class about the poet and his or her poems.

## **Differentiated Instruction**

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- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- LMS use
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Grouping
- Rubrics
- Learning Menus
- Jigsaws
- Concept Attainment
- Flipped Classroom
- Mentoring
- Assessment Design & Backwards Planning

- Student Interest & Inventory Data

### **Formative Assessments**

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Discussion

Questions on common poems

Quiz on poetry terms

### **Summative Assessment**

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Poetry presentations

### **Benchmark Assessments**

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Poetry presentations

### **Alternate Assessments**

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Students may suggest a poet who is not on the list.

### **Resources & Technology**

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Chromebooks

HMHS Library Databases

Google Slides

## **BOE Approved Texts**

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No book needed for this unit. Most of the poems below are in the public domain.

"Stopping by Woods on a Snowy Evening" by Robert Frost

"Mending Wall" by Robert Frost

"Alone" by Maya Angelou

Sonnet 43 from *Sonnets of the Portugese* by Elizabeth Barrett Browning

"Digging" by Seamus Heaney

"Do Not Go Gentle into that Good Night" by Dylan Thomas

"I heard a Fly buzz--" by Emily Dickinson

"When I Heard the Learned Astronomer" by Walt Whitman

"I Hear America Singing" by Walt Whitman

"The Charge of the Light Brigade" by Alfred, Lord Tennyson

"Ode to a Grecian Urn" by John Keats

"Harlem" by Langston Hughes

"Theme for English B" by Langston Hughes

"First They Came..." by Martin Niemöller

"Golden Oldie" by Rita Dove

Other poems may be added to supplement or replace the poems above.

## **Closure**

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- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.

- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like \_\_\_\_\_ because \_\_\_\_\_."
- Presentations

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## ELL

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

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## Special Education

- Specify and list exactly what the student will need to learn to pass.
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Provide a computer for written work.
- 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.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Grade spelling separately from content.
- 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

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- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

## At Risk

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- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Follow a routine/schedule
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring



## **Gifted and Talented**

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- Offer the Most Difficult First
- Pretest for Volunteers
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Focus on effort and practice
- Encourage risk taking