# Poetry

Content Area: **English Language Arts**
Course(s): **English Language Arts, Generic District Course**
Time Period: **Generic Time Period**
Length: **Weeks**
Status: **Published**

## Unit Overview

Students will read and discuss two poems each day, analyzing literary devices at work, synthesizing ideas from topics covered, and evaluating the artistic value of the poems.

Prominent poets and noteworthy poems and passages receive particular emphasis. Such material will cover a variety or eras and include poets of diverse backgrounds, illustrating not only the traditional canon, but that canon's recent evolution toward a more inclusive spectrum of work.

Students will be required to demonstrate depth of analysis and critical evaluation of a poem's artistic merit. Students may not necessarily agree in their assessments; however, spoken and written commentary must have substance beyond what one would expect of work from a typical sixth grader.

## Standards

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| CCSS.ELA-Literacy.RL.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| CCSS.ELA-Literacy.RL.6.2 | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| CCSS.ELA-Literacy.RL.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
| CCSS.ELA-Literacy.RL.6.5 | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. |
| CCSS.ELA-Literacy.RL.6.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| CCSS.ELA-Literacy.W.6.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| CCSS.ELA-Literacy.W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| CCSS.ELA-Literacy.W.6.6 | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| CCSS.ELA-Literacy.W.6.10 | 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 discipline-specific tasks, |

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| | purposes, and audiences. |
| CCSS.ELA-Literacy.SL.6.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| CCSS.ELA-Literacy.SL.6.1.a | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| CCSS.ELA-Literacy.SL.6.1.b | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| CCSS.ELA-Literacy.SL.6.1.c | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| CCSS.ELA-Literacy.SL.6.1.d | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| CCSS.ELA-Literacy.SL.6.4 | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| CCSS.ELA-Literacy.SL.6.5 | Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. |
| CCSS.ELA-Literacy.SL.6.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| CCSS.ELA-Literacy.L.6.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| CCSS.ELA-Literacy.L.6.5.a | Interpret figures of speech (e.g., personification) in context. |
| CCSS.ELA-Literacy.L.6.5.c | Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). |
| CCSS.ELA-Literacy.L.6.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## Essential Questions

What constitutes poetry?

How do poetic devices add to the artistry of poetry?

How to both concept and form contribute to a poem's meaning and effect?

How should one go about finding meaning in poetry?

## Application of Knowledge and Skills...

## Students will know that...

Students will know that:

- poetry is a unique form of literature with distinguishing characteristics (form, rhyme, meter, rhythm, content).
- a range of factors contribute to a poem's artistic merit through reading and modeling of student/classic poet examples.
- poetry varies in form from the largely unstructured (free verse) to the rigidly structured (sonnet, villanelle).
- poetry contains a range of literary tropes.
- literary tropes contribute to the meaning and effect of a poem.
- the traditional canon of poetry has evolved to include writers of diverse backgrounds and points of view.


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## Students will be skilled at...

Students will be able to:

- investigate and explain the meaning they find in poetry that they read through whole class/group questions and modeling poem's characteristics.
- evaluate a poem's artistic qualities and explain their assessment.
- identify poetic forms and formal features (line, stanza, free verse, blank verse, villanelle, sonnet, etc.)
- identify literary tropes in the poetry they read.
- explain how literary tropes contribute to the meaning and effect of a poem by presenting their poems to the class.
- employ literary tropes in the composition of original poetry.
- recognize significant quotes from poetry they have read and identify the titles from which the lines come and the poets who composed the poems.
- comment substantively on the varying backgrounds of poets, on the poets' perspectives, and the cultural significance of particular works of poetry.


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## Assessments

Objective Test
Summative: Written Test

Students recall factual information on quotes, poems, terms and forms.

Investigation of Poetic Forms, Tropes, and Terms
Formative: Other written assessments

In groups of four, students investigate specific forms, tropes (devices), and terms. Findings are placed on the board, and all students record findings into their own notes.

Poetry Portfolio
Summative: Student Portfolio

Students write original poems and submit as a portfolio at the end of the unit.

Poetry Project
Summative: Personal Project

Students may choose one of the following:

1. Choose ten forms, tropes, or terms relating to the poetry unit. Compile a display or presentation defining each and include examples from the poetry we have read.

2. Choose three of your own original poems, and construct a display or presentation illustrating at least five forms, tropes, or terms related to the poetry unit.

3. Write an essay summarizing and analyzing a poem. The essay will comment extensively on the form of the poem and its figurative devices. It must also provide an explanation of the poet and his or her background. All outside information must be attributed to sources.

Poetry Circles
Formative: Other oral assessments

Similar to Literature Circles, the Poetry Circle discussions allow students to discuss poetry in small groups. They share questions and comments, and they engage in analysis of form, figures of speech, and various levels of meaning.

The teacher assesses students based on their participation and contribution to discussions as well as on their note-taking and preparation for the discussion.

Poet Profile
Formative: Oral Report

In pairs, students select a poet, research his/her background, make connections between that background and the poetry he/she has composed, and comment on the poet's artistic contribution to the genre.

Students will make visual presentations to the class, and the students listening will assess and comment.

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- 2. Choose three of your own original poems, and construct a display or presentation illustrating at least five forms, tropes, or terms related to the poetry unit.
- 3. Write an essay summarizing and analyzing a poem. The essay will comment extensively on the form of the poem and its figurative devices. It must also provide an explanation of the poet and his or her background. All outside information must be attributed to sources.
- Formative: Oral Report
- Formative: Other oral assessments
- Formative: Other written assessments
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- Investigation of Poetic Forms, Tropes, and Terms
- Objective Test
- Poet Profile
- Poetry Circles
- Poetry Portfolio
- Poetry Project
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- Students may choose one of the following:
- Students recall factual information on quotes, poems, terms and forms.
- Students will make visual presentations to the class, and the students listening will assess and comment.
- Students write original poems and submit as a portfolio at the end of the unit.

- Summative: Personal Project
- Summative: Student Portfolio
- Summative: Written Test
- The teacher assesses students based on their participation and contribution to discussions as well as on their note-taking and preparation for the discussion.

## Activities

- Discussion of essential questions
- Read and analyze models of each form and genre of poem: narrative, lyrical, free verse, blank verse, ballad, common meter, villanelle, sonnet, etc.
- Identification of figurative language, key phrases, and formal identifiers in poems
- Poetry Circles (variation on Literature Circles)
- Poetry Workshop (collaborative composition) and creation of poetry portfolios containing original works

## Activities to Differentiate Instruction

- Teacher-constructed notes and graphic organizers
- Modified test
- Modified portfolio rubric
- Diversified expectations for each type of poem written
- Leveled poems and exercises
- Poetry Circle collaborative discussions
- Poetry Workshop collaborative writing sessions

## Integrated/Cross-Disciplinary Instruction

Poetry content covers a wide range of topics, and discussion will include commentary and questions across the curriculum. Teacher will respond to students' questions and comments from Poetry Circle follow-up discussions and include additional instruction and enrichment as necessary.

The Poet Profile project requires research into literary and cultural history as well as the economic and technological implications of the poet's background.

## Resources

Pearson Prentice Hall *Literature, Grade 6* anthology

Supplemental poetry packets as deemed necessary by teacher

Leveled Selection Tests

Reader's Notebook: Adapted Version

*Hear It!* Audio CD

Leveled Vocabulary Warm Ups

Leveled Selection Support

Leveled Skills Development

Teacher-constructed notes

*The Writer's Almanac*, online at writersalmanac.publicradio.org--online access to Garrison Keillor's daily five-minute broadcast

- www.Poetry.org
- www.pearsonsuccess.net