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. The origins of poetry in oral traditions will also receive special attention.

Additionally, students will have to demonstrate great 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 seventh grader.

Standards

CCSS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
CCSS.ELA-Literacy.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
CCSS.ELA-Literacy.RL.7.10	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.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.7.5	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, focusing on how well purpose and audience have been addressed.
CCSS.ELA-Literacy.W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CCSS.ELA-Literacy.W.7.10	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, purposes, and audiences.
CCSS.ELA-Literacy.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.7.1.a	Come to discussions prepared, having read or researched material under study; 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.7.1.b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CCSS.ELA-Literacy.SL.7.1.c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CCSS.ELA-Literacy.SL.7.1.d	Acknowledge new information expressed by others and, when warranted, modify their own views.
CCSS.ELA-Literacy.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CCSS.ELA-Literacy.SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
CCSS.ELA-Literacy.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCSS.ELA-Literacy.L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.L.7.5.a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
CCSS.ELA-Literacy.L.7.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
CCSS.ELA-Literacy.L.7.6	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 history of poetry stretches back to oral traditions and included a heavy musical component during ancient times; this has implications on our modern terminology for poetry.

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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.
- explain the influence of ancient oral traditions on the received canon of poetry and identify the musical influences on the poetry of antiquity and on poetry today.

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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

Working 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 our poetry unit. Compile a display or presentation defining each and including examples from the poetry read.

2. Choose three 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 should comment extensively on the form of the poem and its figurative devices. It should also provide an explanation of the poet and his or her

background as well. 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 their note-taking and preparation for the discussion.

Origins of Poetry Presentation
Formative: Oral Report

In pairs, students conduct research on a topic assigned by the teacher related to the poetry of antiquity. The resulting oral report will explain the enduring influence of ancient poetry on poetry today.

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

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- Objective Test
- Origins of Poetry Presentation
- Poetry Circles
- Poetry Portfolio
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- Summative: Student Portfolio
- Summative: Written Test
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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. The teacher will respond to students' questions and comments from Poetry Circle follow-up discussions and include additional instruction and enrichment as necessary.

The Origins of Poetry project requires research into literary and cultural history

Resources

Pearson Prentice Hall *Literature, Grade 7* 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