

Unit 10: Sound and Meter in Poetry

Content Area: **Language Arts**
Course(s): **English 2CP**
Time Period: **Semester 1 & 2**
Length: **2 weeks**
Status: **Published**

Standards

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| ELA.L | Language |
| ELA.L.SS.9–10.1 | Demonstrate command of the system and structure of the English language when writing or speaking. |
| ELA.L.SS.9–10.1.A | Use parallel structure. |
| ELA.L.SS.9–10.1.B | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| ELA.L.SS.9–10.1.C | Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. |
| ELA.L.SS.9–10.1.D | Use a colon to introduce a list or quotation. |
| ELA.L.SS.9–10.1.E | Recognize spelling conventions. |
| ELA.L.KL.9–10.2 | Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. |
| ELA.L.KL.9–10.2.A | 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. |
| ELA.L.KL.9–10.2.B | Vary word choice and sentence structure to demonstrate an understanding of the influence of language. |
| ELA.L.KL.9–10.2.C | Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| ELA.L.VL.9–10.3 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies. |
| ELA.L.VL.9–10.3.B | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). |
| ELA.L.VL.9–10.3.C | Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| ELA.L.VL.9–10.3.D | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. |
| ELA.L.VL.9–10.3.E | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| ELA.L.VI.9–10.4 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. |
| ELA.L.VI.9–10.4.A | Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. |
| ELA.L.VI.9–10.4.B | Analyze nuances in the meaning of words with similar denotations. |

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| ELA.L.VI.9–10.4.C | 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; how the language of a court opinion differs from that of a newspaper). |
| ELA.R | Reading |
| ELA.RL.CR.9–10.1 | Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain. |
| ELA.RL.CI.9–10.2 | Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text. |
| ELA.RL.IT.9–10.3 | Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme. |
| ELA.RL.TS.9–10.4 | Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise). |
| ELA.RL.PP.9–10.5 | Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view. |
| ELA.RL.MF.9–10.6 | Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively). |
| ELA.SL | Speaking and Listening |
| ELA.SL.PE.9–10.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. |
| ELA.SL.PE.9–10.1.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. |
| ELA.SL.PE.9–10.1.B | Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed. |
| ELA.SL.PE.9–10.1.C | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| ELA.SL.PE.9–10.1.D | Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented. |

Enduring Understandings

Students will understand how sound manipulates meaning in poetry.

Students will understand how poetic forms, meter, and rhyme suit occasions and ideas.

Students will understand complex ideas expressed through complex structure and language.

The value, variety, and complexity of creating poetry will become apparent in their reading, analysis, and creation of poems.

Essential Questions

How do poets manipulate sound to influence meaning?

How do parts of a poem (sound and structure) relate to each other and convey meaning as a whole?

How do we draw tenable inferences from ambiguous language and imagery?

Knowledge and Skills

Students will be able to identify sound devices in poetry, including alliteration, assonance, consonance, and sibilance.

Students will be able to identify meter in poetry (beyond iambic) including trochaic and spondaic.

Students will be able to identify end and internal rhyme in poetry.

Transfer Goals

Students will be able to identify and elucidate how poetic techniques augment and enhance the intention of the poet.

Students will understand how poetic language and structure informs their own written and verbal expression.

Students will develop confidence and skill in their reading of complex texts in poetry and beyond.

Additional Resources

“Birches” -Robert Frost

“I Wandered Lonely as a Cloud” -William Wordsworth

"Still I Rise" -Maya Angelou

“Annabel Lee” -Edgar Allen Poe

“After Apple Picking” -Robert Frost

“anyone lived in a pretty how town” -e.e. cummings

“Lines [...] Tintern Abbey” - Wordsworth

“A Poet’s Heart” -Ko Un

Assessment

https://docs.google.com/document/d/1_w12qVbVV7OTThe9VW43HSpZm3Czh9kegRwYqjMm7fQ/edit?usp=sharing

Modifications

<https://docs.google.com/document/d/17jJtNi1cFhRgM3667P67m3pGkj1sD-XarWejIWAANIg/edit?usp=sharing>