Unit 5: Poetry

Content Area: **ELA**
Course(s): **Creative Writing 8**
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Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Creative Writing: Grade 8

Unit 5: Poetry

Belleville Board of Education

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Unit Overview

In Unit 5, students gain a better understanding of, and appreciation for, poetry by exploring many different themes, concepts, and ideas across a variety of poems. Students will recognize rhythm scheme and form as they read poetry and apply that knowledge as they create original works. Young poets will also analyze the emotion and message behind various poems. Students will choose a poem to memorize that poem for a presentation to the class. This may be done in pairs to help decrease anxiety levels. At the end of this unit, writers will have the opportunity to demonstrate their ability to create original works of poetry and present it to the class in one of a variety of presentation styles. A booklet of at least 5 poems including: a cover page; an About the Author page, a Table of Contents; the pages of poems with illustrations ; and a final reflection page about poetry will be polished and added to the portfolio.

Enduring Understanding

- Poetry is meant to be read out loud with emotion and the appropriate tone.
- There is a broad spectrum of poetry forms that have been used throughout the years
- Literary techniques are significant to expressing a subject meaningfully
- Active listeners discern the ideas of others to understand multiple perspectives and build knowledge

Essential Questions

- How does poetry differ from other forms of literature?
- What are poetic devices?
- What is structure?
- What are the essential elements of poetry?
- How does studying poetry enhance our ability to write poetry?

Exit Skills

- What are the skills that the students should have obtained by the end of this unit?
- How to interpret poems through a variety of ways.
- How to use choice of words in a poem that creates voice and tone
- To compose the sound of a poem (rhyme, rhythm, alliteration, repetition,assonance, parallelism, & onomatopoeia) that supports the subject and mood
- Create imagery and figures of speech that appeal to the reader's senses and experience
- To write structured poems
- To write free verse poems

New Jersey Student Learning Standards (NJSLS-S)

LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LA.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LA.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LA.RL.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LA.RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LA.W.8.3.A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

LA.W.8.3.B	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
LA.W.8.3.C	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
LA.W.8.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
LA.W.8.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.8.5	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.
LA.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LA.W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.8.1.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.
LA.SL.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
LA.SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Interdisciplinary Connections

LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

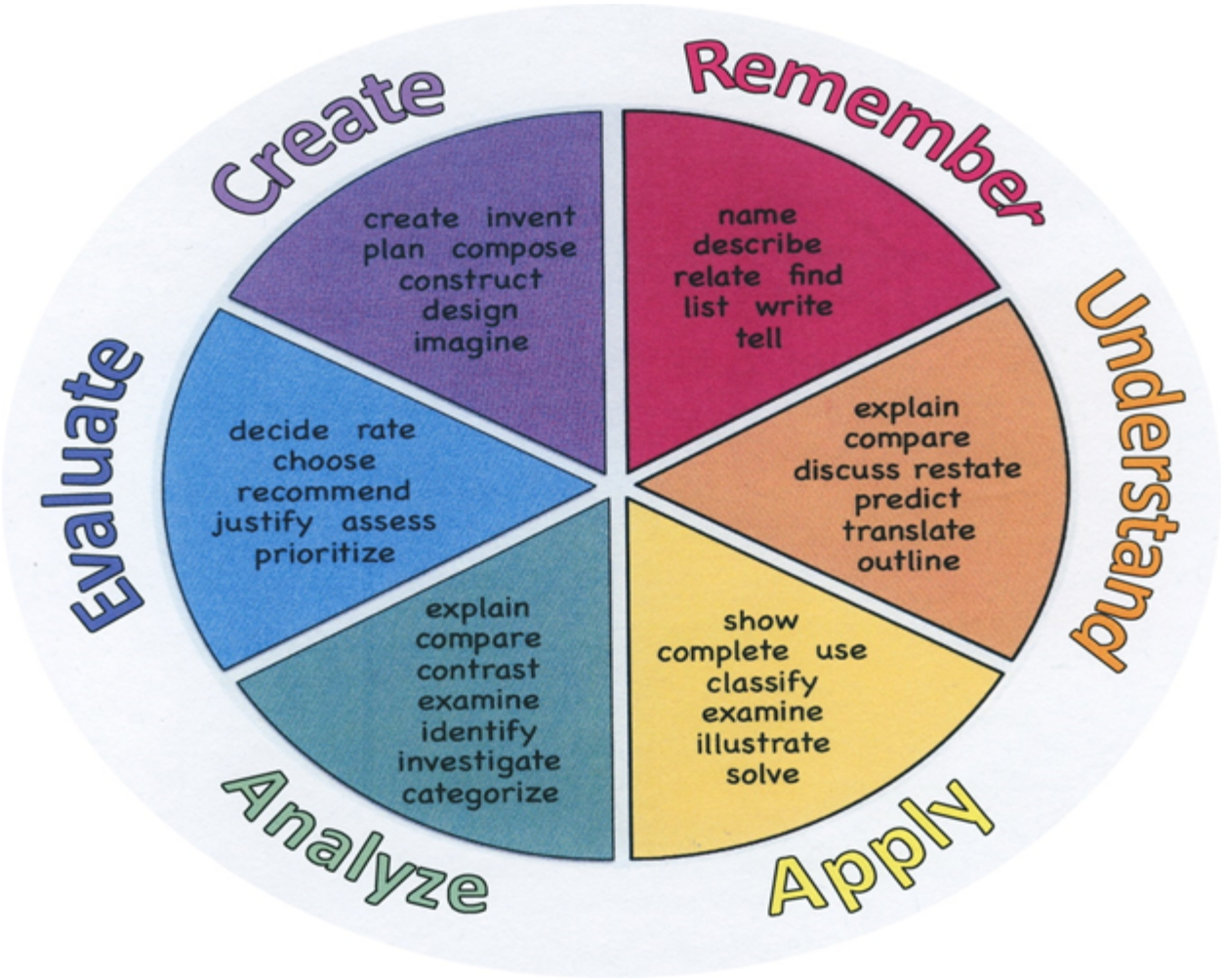
LA.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Learning Objectives

- Interpret a poem through a variety of ways
- Breakdown the rhyming scheme of a poem using a graphic organizer (see link in sample lesson section)
- Discuss and identify literary devices in poems
- Apply literary devices in original works of poetry
- Conduct an oral reading of original poetry; compare and contrast to a silent reading
- Study and imitate the form of one poet

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

Of the various forms of poetry, it is suggested that instructors include the following forms for students to study and write:

- Found Poem (Found poems take existing texts and refashion them, reorder them, and present them as poems. The literary equivalent of a collage, found
    - poetry is often made from newspaper articles, street signs, graffiti, speeches, letters, or even other poems.)
    - A sample poetry project for this unit is researching black out poetry via You Tube and other INTERNET sources. Allow students to pick a page from a school based textbook (preferably ELA but teacher should be open to alternate ideas) and create a black out poetry. Teacher will also have to photocopy the pages. Another idea is to copy several pages and allow students to pick one to showcase how one page can be turned into an array of different poems.

- Couplets
- Sonnet
- Free Verse
- Limerick
- Haiku
- Music Lyrics
- End of unit project - black out poetry. There are several examples of this on line if teacher needs assistance.

Assessment Evidence - Checking for Understanding (CFU)

By identifying the **Evidence of Student Learning with Checking for Understanding (CFU)** techniques used during the lesson and/or for Closure (Madeline Hunter), please list the variety of means used to access students' learning (e.g. quizzes, tests, academic prompts, observations, homework, journals).

- Exit ticket example - List one thing you learned today and one thing you want the teacher to review tomorrow (formative assessment)
- KWL chart used for introduction to poetry unit (formative assessment)
- Edit and re-create an classic piece of poetry to include modern themes (summative assessment)
- Create an original poem (summative assessment)
- Find a selection from a favorite novel to create a black-out poem (alternative assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports

- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- *Student independent search and study
- Poetry Websites
- Personal novels
- Excerpts based on student choice
- Anthology
- Progress Books
- Teacher resources
- Scope
- SmartBoard
- Laptops

Ancillary Resources

- Scholastic Scope

- NEWSELA
- Common Lit
- Novels that are in district

Technology Infusion

A specific example of technology infusion would be using Google Classroom to write their rough draft for their black out poetry. If students are able to create their poem virtually, they can also create their final draft via Google Classroom as well.

Students can also be responsible for their own prompt. Another example occurs when students are researching various poems and black out poems via the Internet for inspiration.

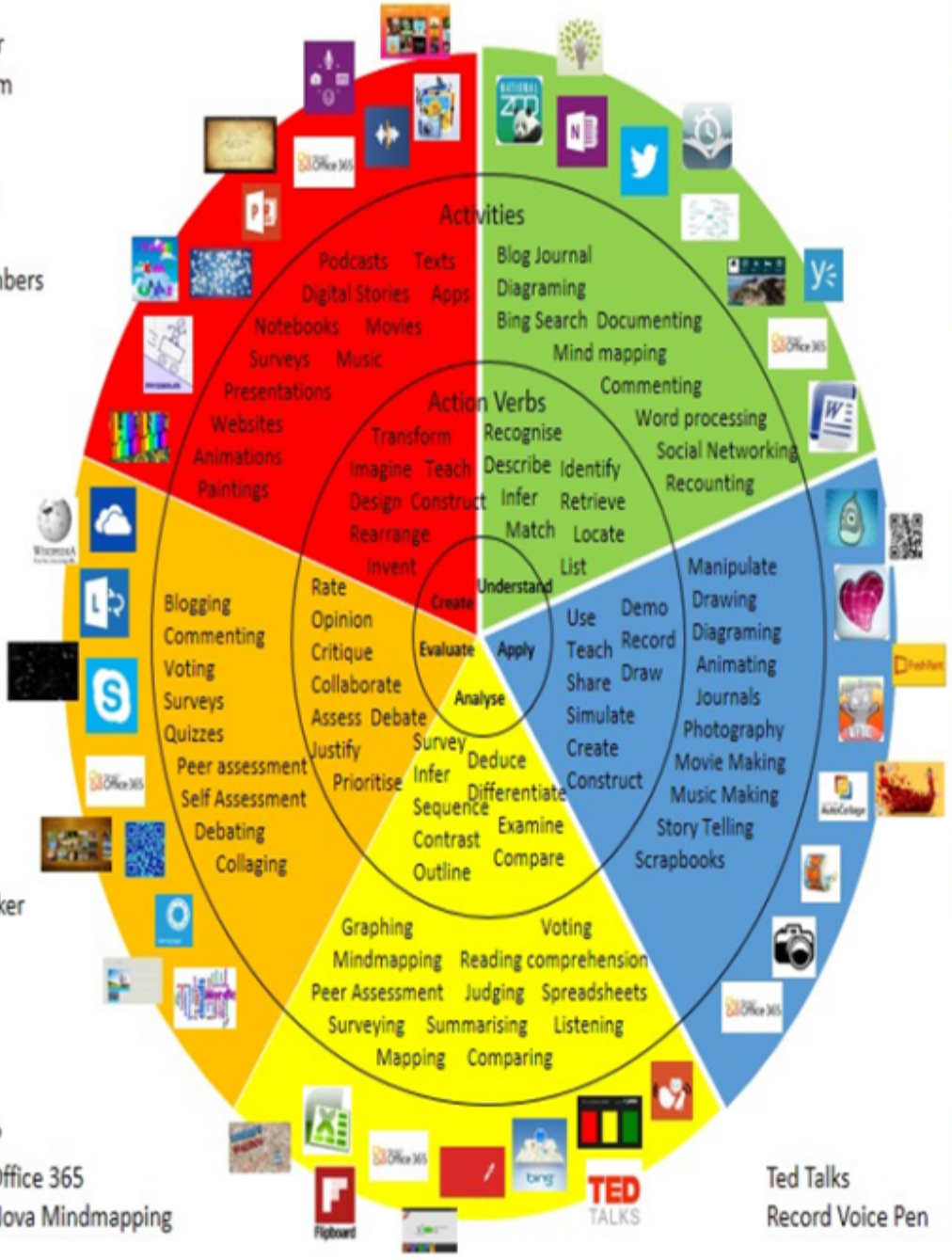
What technology can be used in this unit to enhance learning?

- Microsoft word
- Google docs
- edmodo
- blogs
- discussion boards
- powerpoint
- ted talks
- podcasts
- prezi
- New York Times often run writing contests for teens
- Smithsonian Tween Tribune

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	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.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.8.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

TECH.8.2.8.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.

21st Century Skills/Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Please remember: Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Please identify the ones that will be employed in this unit.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions - Another example is posting the assignment, directions broken down and steps for how to complete the assignment on Google Classroom
- Use manipulates - An example is using an array of poems throughout this unit especially with an emphasis on the black out poem
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multi-sensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text - A specific example would allowing students to peer-edit a classmates's writing product (whether that be one or multiple paragraphs) monitoring various aspects of the writing process
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers

- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

A specific example would be having student working with an assigned partner in order to define key words as they are used in the narrative examples used to help identify imagery and other aspects of the writing process.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding

- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

The writing process is used heavily within this course. Students that are struggling should be checked for understanding about what areas of the process they are struggling with using sample poems, providing students with a page for black out poem instead of having students pick their own, BME outlines, graphic organizers and assessing their prior skills.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers

- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

The writing process is used heavily within this course. Students that are struggling should be checked for understanding about what areas of the process they are struggling with using sample poems, providing students with a page for black out poem instead of having students pick their own, BME outlines, graphic organizers and assessing their prior skills.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

A sample lesson for T&G students is allowing them to pick their own page/tect for their black out poem instead of it being teacher directed. Additionally, T&G students can assist a struggling peer with finding

material for their black out poems.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Poetry

NJSLS: See attached

Statement of Objective: SWBAT discuss and defend the notion of progress and the author's attitude towards it; SWDAT write an exploratory paragraph about personal objects to be later crafted into poem

Anticipatory Set/Do Now:

- Using T-chart, make two lists. On one side, list objects that you have discarded, but wish you hadn't. On the other side, list objects you still own, but should have discarded.

Learning Activity:

- Share lists with small group. Read aloud, Junkyards. Ask students to determine the theme of the poem, and explain what the author's attitiude is. Use lines form the poem to support responses.

Junkyards



by Julian Lee Rayford

You take any junkyard
and you will see it filled with
symbols of progress
remarkable things discarded

What civilization when ahead on
all its onward-impelling implements
are given over to the junkyards
to rust

The supreme implement, the wheel
is conspicuous in the junkyards

The axles and the levers
the cogs and the flywheels
all the parts of dynamos
all the parts of motors
fall the parts of rusting.

Themes, Issues, Concepts:

- What is "progress"?
- recycling
- life cycles
- archeology of junk

Literary Terms

- structure
- lament

Write about the following

Try writing about something you have either kept that you should have discarded or something you discarded you wish you had kept? Describe the object. What was you attachment to it? How did you finally come to make your decision about it?

Adapted from: "Junkyards - Middle School Poetry Unit." *Junkyards - Middle School Poetry Unit*. N.p., n.d. Web. 08 Aug. 2016

Student Assessment/CFU's:

Quickwrite

Top ten list

think, write, pair, share

Materials:

poem

notebooks

21st Century Themes and Skills:

Creativity and Inonovation

Communication and collaboration

Differentiation/Modifications:

Model close reading

Model structure and clarify unfamiliar syntax explicitly

Portray structure, relationships, and associations through concepts webs

Integration of Technology:

Smartboard

laptops