

# Unit 4: Poetry, Drama, and Literary Analysis (Weeks 27-36)

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **9 Weeks**  
Status: **Published**

## Unit 4: Poetry, Drama, and Literary Analysis

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As we get to the end of the year, it is a good idea for 9th graders to gain exposure and dive more deeply into the lesser taught genres of poetry and drama. At this point in the year they may have seen excerpts in classes or even on state tests, but there is a great deal to learn from diving deeply into these types of texts that can build both skill and stamina, as well as higher level thinking and analysis. Students will also apply their writing skills to literary analysis prompts, which will build off skills covered in argument and research writing in units 2 and 3.

## Essential Questions

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What are the essential elements and purposes of poetry and drama as genres?

How do authors use point of view, figurative language, literary devices, and structural choices to define and enhance their work?

What are the main elements of literary analysis writing?

## Pre-Assessments

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Students will work together in groups. Each group will be asked to decide if they believe Odysseus should be considered a hero. To do this, they will have to review their knowledge of the story and his actions in particular, then work together to develop an argumentative thesis, three reasons, and supporting evidence. This exercise will serve as practice before they are expected to go through this process on their own with their own research subject, and at the same time, it will allow teachers to decide how to proceed with instruction.

## Instructional Plan

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Novels:

Rebound by Kwame Alexander (can be considered a novel but is actually made of poems)

Plays:

Romeo and Juliet by William Shakespeare

The Piano Lesson by August Wilson

Poetry-

The Odyssey by Homer

Beowulf

Cool Salsa- collection of bilingual poems, various poets

“A dream deferred” -Langston Hughes (pairs well with the drama A Raisin in the Sun)

Consult CommonLit for various grade level poems and drama excerpts for classwork and assessment

## **Anticipation Guide**

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### **Student Learning Intentions or We are learning to ... (WALT)**

WALT every text has a central idea

### **Student Success Criteria ... “I can statements”**

I can summarize the central idea of a text

### **Instructional Strategies and Activities**

Activate Prior Knowledge

Direct Instruction

Mini Lessons

Front loading vocabulary

1:1 Writing conferences with teacher

1:1 Writing conferences with peer (guided)

Higher order thinking/questioning strategies

### **Formative Assessments**

Entry & Exit Slips

Quizlet

Creative Writing Prompts

Reading checks/quizzes

Student conferences/check ins

Class/group discussions

### **Instructional Materials and Resources**

Commonlit

Graphic Organizers

Guided Reading

### **Reflections and Suggested Modifications**

### **Freewriting/Response Notebooks**

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#### **Student Learning Intentions or We are learning to ... (WALT)**

WALT specific details that can develop a theme

#### **Student Success Criteria ... “I can statements”**

I can extract details from the text that relate to theme

### **Instructional Strategies and Activities**

Activate Prior Knowledge

Direct Instruction

Mini Lessons

Front loading vocabulary

1:1 Writing conferences with teacher

1:1 Writing conferences with peer (guided)

Higher order thinking/questioning strategies

## **Formative Assessments**

Entry & Exit Slips  
Quizlet

Creative Writing Prompts

Reading checks/quizzes  
Student conferences/check ins  
Class/group discussions

## **Instructional Materials and Resources**

Commonlit

Graphic Organizers

Guided Reading

## **Reflections and Suggested Modifications**

## **Table Discussion/Report Out**

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### **Student Learning Intentions or We are learning to ... (WALT)**

WALT character interactions can advance the plot and develop the theme

### **Student Success Criteria ... “I can statements”**

I can identify characters traits

I can track important moments in the plot

## **Instructional Strategies and Activities**

Report Out Activity

Direct Instruction

Mini Lessons

Front loading vocabulary

1:1 Writing conferences with teacher

1:1 Writing conferences with peer (guided)

Higher order thinking/questioning strategies

### **Formative Assessments**

Entry & Exit Slips  
Quizlet

Creative Writing Prompts

Reading checks/quizzes  
Student conferences/check ins  
Class/group discussions

### **Instructional Materials and Resources**

Commonlit

Graphic Organizers

Guided Reading

### **Reflections and Suggested Modifications**

## **Summary / Notetaking**

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### **Student Learning Intentions or We are learning to ... (WALT)**

WALT authors make specific choices when structuring and ordering a text, as well as manipulating time

### **Student Success Criteria ... “I can statements”**

I can summarize a complex text

### **Instructional Strategies and Activities**

Annotation

Direct Instruction

Mini Lessons

Front loading vocabulary

1:1 Writing conferences with teacher  
1:1 Writing conferences with peer (guided)  
Higher order thinking/questioning strategies

### **Formative Assessments**

Entry & Exit Slips  
Quizlet

Creative Writing Prompts

Reading checks/quizzes  
Student conferences/check ins  
Class/group discussions

### **Instructional Materials and Resources**

Commonlit

Graphic Organizers

Guided Reading

### **Reflections and Suggested Modifications**

### **Concept Mapping**

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**Student Learning Intentions or We are learning to ... (WALT)**

WALT those specific author choices create effects, such as mystery, tension, or surprise

**Student Success Criteria ... “I can statements”**

I can analyze the author's choices in a text

### **Instructional Strategies and Activities**

Graphic organizers/sketch notes/non linguistic representations

Direct Instruction

Mini Lessons

Front loading vocabulary

1:1 Writing conferences with teacher

1:1 Writing conferences with peer (guided)

Higher order thinking/questioning strategies

### **Formative Assessments**

Entry & Exit Slips

Quizlet

Creative Writing Prompts

Reading checks/quizzes

Student conferences/check ins

Class/group discussions

### **Instructional Materials and Resources**

Commonlit

Graphic Organizers

Guided Reading

### **Reflections and Suggested Modifications**

## **Poetry Writing Exercises**

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### **Student Learning Intentions or We are learning to ... (WALT)**

WALT use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters

### **Student Success Criteria ... “I can statements”**

I can understand the connotation of a specific word

I can use context clues to figure out the meaning of words

### **Instructional Strategies and Activities**

Graphic organizers/sketch notes/non linguistic representations

Direct Instruction

Mini Lessons

Front loading vocabulary

1:1 Writing conferences with teacher

1:1 Writing conferences with peer (guided)

Higher order thinking/questioning strategies

### **Formative Assessments**

Entry & Exit Slips

Quizlet

Creative Writing Prompts

Reading checks/quizzes

Student conferences/check ins

Class/group discussions

### **Instructional Materials and Resources**

Commonlit

Graphic Organizers

Guided Reading

### **Reflections and Suggested Modifications**

### **Poetry Reading Activities**

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#### **Student Learning Intentions or We are learning to ... (WALT)**

WALT use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters

#### **Student Success Criteria ... “I can statements”**

I can analyze figurative language in poetry

### **Instructional Strategies and Activities**

Graphic organizers/sketch notes/non linguistic representations

Direct Instruction

Mini Lessons

Front loading vocabulary

1:1 Writing conferences with teacher

1:1 Writing conferences with peer (guided)

Higher order thinking/questioning strategies

### **Formative Assessments**

Entry & Exit Slips

Quizlet

Creative Writing Prompts

Reading checks/quizzes

Student conferences/check ins

Class/group discussions

### **Instructional Materials and Resources**

Commonlit

Graphic Organizers

Guided Reading

### **Reflections and Suggested Modifications**

### **Modifications and/or Accommodations**

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**Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

## English Language Learners

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

## Special Education Students

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## Students with 504 Plans

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**Checking for Understanding:** It is important to constantly check for understanding, especially for

students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

## Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

## **New Jersey Student Learning Standards: Content Area**

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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.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.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.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.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.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.RL.CT.9–10.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

## **Integration of Career Readiness, Life Literacies and Key Skills**

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TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,
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	1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

## **Integration of Computer Science and Design Thinking**

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CS.9-12.8.1.12.AP.5	Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
CS.K-12.2.a	Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
CS.K-12.2.b	Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.
CS.K-12.2.c	Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.

## **Interdisciplinary Connections: NJSLS for ELA, Social Studies, Science and/or Math**

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SOC.K-12.1	Developing Questions and Planning Inquiry Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
SOC.6.2.12.HistoryUP.4.b	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

## **Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy**

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See Crosswalks

## **21st Century Life and Career**

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CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests,

	achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.2.12.B.CS2	The effects of technology on the environment.
TECH.8.2.12.B.CS3	The role of society in the development and use of technology.
TECH.8.2.12.B.CS4	The influence of technology on history.

## **SEL Competencies**

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SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds