

# 01\_ Unraveling the language of Poetry

Content Area: **ELA**  
Course(s):  
Time Period: **Full Year**  
Length: **3 Weeks (15 Days)**  
Status: **Published**

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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**Essential Question:** What techniques and elements of language do poets use to convey their ideas and emotions in their works of poetry?

**Students will understand the following:**

- How poets use figurative language, such as similes, metaphors, and personification to create vivid imagery and convey deeper meaning in their poems.
- The importance of poetic devices, such as rhyme, rhythm, and repetition in enhancing the impact of the poetry,
- How poets use various forms, and structures such as sonnets, haikus, and free verse to shape their poems and convey different messages.
- The role of tone and mood in poetry, and how poets use specific words and phrases to evoke specific emotions and atmosphere.
- The concept of symbolism in poetry recognizes how poets use objects, actions, or ideas to represent deeper meanings or themes.
- The power of word choice and diction in poetry, explores how specific words and their connotations can change a reader's interpretation and emotional response.
- The importance of interpretation and analysis in poetry, learning how to analyze themes, messages, and literary devices utilized by poets to deepen personal appreciation and understanding of poetry.

## **General Overview, Course Description or Course Philosophy**

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Students will embark on a journey to explore the artistry and beauty of poetry. Aligned with the New Jersey Student Language standards for English Language Arts, this unit aims to deepen students' understanding and appreciation of poetry as a form of literary expression. Through close reading and analysis of various poems, students will delve into the techniques and elements of language employed by poets to convey their ideas and emotions. They will explore figurative language, poetic devices, and the use of form and structure to shape meaning. Students will also examine the role of tone, mood, symbolism, and word choice in evoking specific emotions and creating imagery. Through reading, writing, and discussion, students will develop critical thinking skills, enhance their interpretation abilities, and refine their own poetic voices.

## **CONTENT AREA STANDARDS**

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RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.

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.

B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

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.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

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| LA.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. |
| LA.RL.7.5               | Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.   |
| LA.RL.7.7               | Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).                                       |
| LA.W.7.3.D              | Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  |
| LA.W.7.4                | 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.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.  |
| MU.K-12.1.3C.12nov.Cn10 | Synthesizing and relating knowledge and personal experiences to create products.  |
| MU.K-12.1.3C.12nov.Cn11 | Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.   |
| LA.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.  |
| LA.SL.7.1.D             | Acknowledge new information expressed by others and, when warranted, modify their own views.  |
| LA.SL.7.2               | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.  |
| LA.L.7.1                | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| LA.L.7.1.B              | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.   |
| LA.L.7.2                | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| LA.L.7.2.A              | Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).  |

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| LA.L.7.2.B | Spell correctly.   |
| LA.L.7.4.A | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  |
| LA.L.7.4.C | Consult 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 or its part of speech.    |
| LA.L.7.4.D | 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).  |
| LA.L.7.5   | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  |
| LA.L.7.5.A | Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.   |
| LA.L.7.5.B | Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.   |
| LA.L.7.5.C | Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).  |
| LA.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. |

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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| TECH.K-12.P.3 | Consider the environmental, social and economic impacts of decisions.                      |
| TECH.K-12.P.4 | Demonstrate creativity and innovation.   |
| TECH.K-12.P.8 | Use technology to enhance productivity increase collaboration and communicate effectively. |

## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

### **Declarative Knowledge**

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Students will understand that:

- Poets use figurative language to convey deeper meaning in their poems.
- The significance of poetic devices, and the impact they have on poetry.
- The different forms and structures of poetry, and how they convey different messages.
- The significance of tone and mood and how they contribute to the emotions readers feel, and the atmosphere that is created.
- The concept of symbolism.
- The power of word choice, and how it impacts a reader's interpretation, and emotional response to a poem.

## **Procedural Knowledge**

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Students will be able to:

- Analyze and identify various figurative language techniques in poems, such as similes, metaphors, and personification, to understand how they contribute to the overall meaning and imagery of the poem.
- Recognize and analyze the impact of poetic devices, including, rhyme, and repetition, on the tone, mood, and overall effect of a poem.
- Compare and contrast different forms and structures of poetry, such as sonnets, haikus, and free verse, to understand how they shape meaning and convey messages.
- Analyze and interpret the tone and mood of a poem by closely analyzing word choice, imagery, and other elements.
- Identify and analyze symbolism.
- Evaluate the impact of word choice by looking at how words or phrases contribute to the overall meaning, and emotional response of a poem.
- Engage in close reading.
- Participate in discussions and collaborative activities to share interpretations and perspectives.
- Construct written responses that analyze and interpret poems, providing evidence and examples to support personal claims.
- Create original poems that demonstrate the application of various poetic techniques.
- Reflect on personal connections to poems.
- Explore diverse poets and their words from different time periods, broadening exposure to various styles and perspectives.
- Showcase acquired knowledge and understanding of poetry through various outlets.

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

## **Alternate Assessments**

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- Teacher/Student Conferences
- Oral Presentations
- Multimedia Presentations
- Portfolio Assessments

## **Summative Assessments**

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Constructed reading responses, poetry creation project, poetry reflection.

## **Formative Assessments**

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Close reading, shared reading, independent reading, discussions, reflection writing, exit tickets, and quizzes.

## **Benchmark Assessments**

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- iXL
- Edulastic

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Resources utilized but not limited to:

### **Poems: -Core Texts**

"Dear Basketball" by Kobe Bryant

"And Still, I Rise" by Maya Angelou

"Mother to Son" by Langston Hughes

"The Road Not Taken" by Robert Frost

"Casey at the Bat" by Ernest Lawrence

"Introduction to Poetry" by Billy Collins

"How to Eat a Poem" by Eve Merriam

[IXL](#)

[Commonlit](#)

## **INTERDISCIPLINARY CONNECTIONS**

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### Visual and Performing Arts:

- Students will explore the relationship between music and poetry, identifying elements of rhythm, mood, and emotion in both art forms.

### Technology/Multimedia

- Audio/visual media analysis
- Google
- Media Literacy
- Educational tech applications

### Social Studies

- Ethics
- Philosophy
- Autobiographical studies

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.