Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Poetry

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Poetry Grade Level(s): 10-12	Unit Summary: This elective is open to 10-12th graders and is designed to immerse the students in various forms of poetry, to acquaint them with a multitude of poets, to enhance their writing skills, and to help them develop a personal poetic style. Students will not only write their own original poetry, but also present it orally and via technology. This course will inform students on how to critique poetry, to participate in poetry contests, to publish their work, and to recognize the connections between poetry and other artistic mediums. By the end of the course, students will have an appreciation for poetry and an understanding of how poetry is not only a reflection of ourselves, but also of art, music, current events and society.
Essential Question(s): 1. How can poetry be defined? 2. What are poetic devices? 3. What are poetic devices and how are they used to engage readers? 4. How is literature/art/music/ news/ connected to poetry? 5. How can poems written in different eras and genres be compared? 6. Who were some of the prominent figures in multiple poetry movements and how did they influence the process of writing poetry? 7. How does learning about ourselves/our past increase our poetic repetoire? 8. How can one utilize life experiences as a foundation for creative	**Enduring Understanding(s):** 1. Poetry is literary work in which special intensity is given to the expression of feelings and ideas by the use of distinctive style and rhythm 2. Poetic devices include, but are not limited to, several of the following techniques: simile, metaphor, hyperbole, imagery, alliteration, irony 3. Poetic devices create vivid metal pictures for the reader, which in turn, create a deeper understanding of and connection to the piece 4. Poetry can allude to, be reflections of, or interpretations for other forms of art 5. Poetry can contain common themes, patterns and devices across eras and literary movements 6. Many poets have left their literary mark on the face of poetry. William Shakespeare (iambic pentameter sonnets, e.e . cummings (grammatical style), Walt Whitman (praise of the common man), Emily Dickenson (vivid imagery), Allen Ginsberg (rebellious subject matter). Some poets even incited entire literary movements: Harlem Renaissance, Imagism, Beat, Cavelier. 7. Learning about our past and ourselves gives us source material and honesty of subject matter so that it may be better retold in poetic form 8. Life experiences provide a wealth of source material and can be isolated and transformed into various types of poetry

and expressive thinking?

9. How is poetry similar to/different from prose?

10. How does understanding a poet's life and historical context help us understand a poem?

11. How can we determine the theme or underlying meaning of a poem?

12. How do I develop a poetic style?

13. Why study poetry/ how is it relevant to our lives?

14. How is poetry a visual, artistic construction?

15. How can technology enhance/affect poetry?

16. How can I publish my poetry?

17. What is spoken word poetry?

18. Why is grammar not a "constant" in poetry? How and why do some poets ignore or modify conventional English rules for effect?

19. Why should music, dance and art be studied in conjunction with poetry?

20. Why are real life experiences (such as field trips) important while studying poetry?

21. How do I edit and/or critique poetry?

22. How can talking about poetry and/or reading it aloud help us comprehend it?

23. How can we use voice, body language, and visuals to interpret a poem orally for an audience?

9. Poetry and prose are both forms of writing that utilize various skills; prose has a more formal pattern while poetry can appear in various patterns

10. Poets naturally imply their lives in their poetry; a better understanding of their lives will result in a better understanding of their work

11. The theme of a poem can be determined through multiple readings, annotations, discussions, careful thought and reflections in order to discover a poet's message

12. Poetic style is achieved by writing and reading poetry routinely in order to establish a personal poetic voice

13. Understanding poetry will help us express ourselves and better understand the world in which we live

14. Poets use words to paint images that represent complex emotions that are often hard to quantify

15. The use of technology can give poets the ability to include visual and audio into their work.

16. Poets can publish their work in a variety of mediums: print, blogs, online collectives, self-published books

17. Spoken word poetry is poetry meant to be performed – the poet pays particular attention body language and tone as part of the message of the poem

18. As part of a poet's creative license, he or she can omit grammar rules for the sake of the rhythm and structure of the piece

19. Like poetry, music, dance, and art are all creative outlets people use to express their emotions and/or understand the world in which they live

20. Real life experience helps to broaden the poet's understanding of their own craft as well as how others are developing theirs

21. Understanding the poet's message will help in objectively editing and critiquing a piece for clarity, rhythm, and word choice

22. Talking about poetry and reading it aloud will help listeners understand it because so much of the art form is centered on sound and rhythm that is often lost when reading silently

23. Voice and body language the mirrors the message of a poem can help the audience understand the poet's message

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Learning Target	Standards
1. The poetry student will be given a training ground which includes the skills necessary to read, annotate, evaluate and present poetry in an effective manner	RL.9-10.1-10.10
	RI.1
a. Utilize vocal expression, audibility, pacing, fluidity and inflection in speaking	RI.9-10.4
b. Practice body language, facial expressions and eye contact effectively while speaking	W.9-10.3a-e
c. Organize ideas concisely in verbal and written format	W.9-10.4-10.6
d. Participate in discussions and conferences as well as complete critiques, drafts and edits in the quest to improve writing skills via constructive feedback	W.9-10.8
e. Read, annotate and analyze poetry, articles, art, music for source material and discussion	W.9-10.9a
f. Identify and use new literary devices and vocabulary	W.9-10.10
g. Read, analyze, evaluate poetry citing themes, devices and language/structure patterns	SL.9-10.1
h. Write in Reader's/Writer's Notebooks for a variety of purposes	SL.9-10.1a-d
2. The poetry student will become acquainted with various forms of technology and media in order to become a discerning viewer and listener as well as to find source material, research, visuals and models for their writing	SL.9-10.2-10.6
	L.9-10.1
	L.9-10.1a-b
a. Gather research from varied and credible sources to create original work	
b. View film and video clips to critique and serve as models	L.9-10.3
c. Utilize technology to create visual accompaniments to poetry	
d. Engage in on-line discussions and critiques	L.9-10.3a, 10.4c
	L.9-10.6
	L.9-10.5, 10.5a, 10.5b

Inter-Disciplinary Connections:

Art- examine various forms of art via books, technology and field trips and deliver verbal critiques/responses
History & Science- participate in Socratic Seminars which focus on the "big" questions in history and science (i.e.How does history impact the arts? How does math and science influence more creative fields? Why do people experiencing hardships such as war feel the need to create? Etc.); conduct research for informational or historical topics related to the units we are studying

Media- read news articles, view Ted Talks, via its website, and current events, via *Youtube.com*, as both a source and conversation starter; use media as a springboard to impromptu poems
Film- critique spoken word poems for speech and body language; imitate speech and body language of poets
Music- pair appropriate music with poems that reflect a similar mood

Students will engage with the following text:

- *Poem Crazy* by Susan Wooldridge
- *Humans of New York* by Brandon Stanton
- *House on Mango Street* by Sandra Cisneros
- Shel Silverstein compilations
- Harris Burdick picture books
- Spoken Word Poetry (read while watching the performance on youtube.com; some may include the following)
    - "Beach Body" by David Fasanya and Gabriel Barralaga
    - "The Type" , "Brother" by Sarah Kay
    - "Troll" by Shane Koyczan
    - "What Kind of Asian are You" by Alex Dang
    - "Shrinking Woman" by Lily Myers
    - "Accents" by Denise Frohman
    - "Ten Responses to the Phrase Man Up" by Guante
    - "Others" by Pandora Scooter
    - "Jesus vs. Religion" by Jeffereson Bethke
    - "What I Make" by Taylor Mali
- Assorted poems by Walt Whitman, T.S. Eliot, e.e. cummings, William Blake, Jack Kerouac
- assorted anthologies and compilations: *Sailing Alone Around the Room*, Billy Collins, *The Collected Poems of Lucille Clifton*, Lucille Clifton, *Letters to Wendy's,* Joe Wenderoth
- high school/college literary magazines: Crash Test Magazine, Generations Lit Magazine, Cricket Magazine
- Poetry out Loud source book
- Usage of dictionary and thesaurus OR apps on phone
- Choice Independent Reading poetry collections

Students will write:

- Journal responses (quotes from novels, lines of poetry, music, notable figures, etc.)
- Reader's/Writer's Notebook entries (free-writes, art/music responses, drafts, peer and self-edits, drawings and diagrams, brainstorming, poetry, pre-planning, definitions and terminology, quotes and research, etc.)
- Critiques (peers' poetry, own speeches, Youtube clips, film, music, art, etc.)

- **Peer and Self-Edit forms (a checklist type form)**
- **Original poetry**
- **Explications**

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

<u>How</u> will students uncover content and build skills.

Whole Class Instruction:

<u>Socratic Seminar:</u>

- **"Song of Myself" by Walt Whitman with a focus on poets that use subtle sound and rhythm and break grammar conventions; get students to question their definition of poetry**
- **"Hollow Men" and/or "Rhapsody on a Windy Night" T.S. Elliot with a focus on a poet's use of fresh imagery; get students to break away from cliché comparisons**
- **"To His Coy Mistress" by Andrew Marvel with a focus on the meaning of Carpe Diem and is it a viable life motto or excuse for recklessness. Also relate this mentality to contemporary society. Students will write their own Carpe Diem poem**
- **"The First Time" (SONG) by Roberta Flack, "I Crave Your Mouth" (POEM) by Pablo Neruda, and "The Kiss" (ART) by Gustav Klimt with the focus on which art form portrays love most accurately and what are the different types of love. Students will then bring the feeling of love to life through their chosen art form**

<u>Mini- lessons</u>

- **Mimicking structure: Showing students that poetry allows them endless creative options when it comes to structure; students mimic the countdown structure; mentor texts to use: Michael Lee, "Pass It On" , Rudy Francisco, "Scars/The The New Boyfriend",Guante, "Reach".**
- **Using figurative language to explain complicated emotions: Showing students that poetry is often metaphorical and not literal through the use of mentor text: Usman Hameedi - "Poem Postmarked for the Middle East"**
- **Purposeful visual structure and/or precision of language: mentor text of "Red Wheelbarrow" by William Carlos Williams to illustrate how the appearance of a poem lends to its meaning and impact**
- **Syntax: mentor text of "i carry your heart" by e.e. cummings to illustrate how word order affects a piece**
- **Parallel Structure: mentor text of "Where Have You Gone" by Mari Evans to show how keeping certain words/phrases in the same tense/ending creates rhythm, continuity and style**

<u>Other</u>

- **Critiquing and analyzing film/art/music/contemporary culture within the realms of poetry**
- **Presentation of final poems**
- **Creation of visual aids that reflect the message of a poem**
- **Completing a mental map for a longer poem**
- **Viewing of Slam Poetry via Youtube**

Small Group Instruction:
- **Defining and identify terminology within a text**
- **Annotating and discussing poems**
- **Practicing oral delivery of poetry among small peer-circles**
- **Editing and revising poems**
- **"Big Paper Carousel" (large post-its around the room with various topics on each; students travel in small groups to each paper and write thoughts on it while discussing previous group's writing)**

Individual Instruction:
- **SSR**
- **Teacher-Student Conferences**

Films used:
Any/all of the following films/parts of films can be used for verbal critiques, examples of elements of poetry, writing inspiration or Socratic Seminar topics
Dead Poet's Society
Poetry Lounge
Louder Than a Bomb

Field Trips:
New life experiences provide students with primary source material and enable them to see first-hand how poetry in present in contemporary society and daily life. Any/all of the following field trip may be explored
- **Walnut Street**
- **All Fired Up**
- **Philadelphia Art Museum**
- **Philadelphia Orchestra**
- **Grounds for Sculpture**
- **school grounds/ green house tour**

PART IV: EVIDENCE OF LEARNING
IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.

Formative Assessments:

Quizzes
- can be given on announced or unannounced basis
- topics can include terminology relating to specific types of poetry/ movements, assigned poems to read/annotate, and/or the material contained within others' poems in order to measure listening
- editing and/or critique forms can be considered quiz grades as well

Tests
- Collections of original poetry, poetry readings, Socratic Seminars, critiques or spoken word performance

Homework
- completing the preparation sheets prior to performing spoken word poems
- collecting research material students might need to complete a poem (a news story or background on an artist to inspire an original poem)
- Posting poetry to a class blog, Edmodo or teenink.com
- Writing drafts or completing edits

Class discussion
- Socratic Seminars
- Poetry Critiques
- Lit. Circles
- Current events and controversial issues(electronic sources can include MSN, NY Times, Issues and Controversies)
- Youtube, film, video clips, music, art, etc. to generate topics

Individual conferences
- held prior to or post final poem (oral or written)

Accommodations/Modifications:

Adherence to 504 plans and IEP's

Summative Assessments:

Benchmarks & final assessments   - there are no traditional benchmarks for this course

Accommodations/Modifications:

Adherence to 504 plans and IEP's

Performance Assessments:

***any/all of these may be accompanied by various forms of visual aids; some of these can be done in pairs or groups; any/all of these may be delivered in the auditorium if time/space permits

1. **Picture Worth a 1000 Words**- students choose a picture from a magazine and base 3 different forms of poetry on it
2. **Contemporary Art & Poetry**- students research, write and present about a contemporary artist and compose an original poem based on the art
3. **All the World's a Stage**- students deliver a poetry reading on auditorium stage
4. **Music=Poetry**- students dissect a song for literary devices, then "steal a line" from the song to incorporate into an original poem
5. **A to Z**- students chose subject matter and create an acrostic using the entire alphabet; lines must be run-on and not one-worded
6. **Green House**- students spend time observing in green house/outside and then compose oringal haiku
7. **Poetry by Numbers**- students compile a portfolio of original poems that follow patterns (haiku- 3 lines, quatrain- 4 lines, cinquain- 5 lines, sonnet- 14 lines, etc)
8. **Imitation**- students imitate the style and structure of an existing poem
9. **Abstract Nouns**- students chose an abstract noun to write a poem about; poem must create the feeling of that word without using that word
10. **Cinepoem**- students use a chosen form of technology to create a visual poem
11. **Paint Swatch**- students to receive a paint swatch and must not only incorporate the name of the color of the swatch into the poem, but also must bring that color to life using imagery
12. **Snowball Fight**- class divides into 2 sides; 1st side writes 1st line then crumples paper and throws it to 2nd side; 2nd side picks up a "snowball" and writes 2nd line and so on up to desired line limit; each poem reflects multiple authors
13. **"Memorization"**- speech in which students memorize and deliver a passage from a movie, play, book or poem
14. **"Slam Poem"**- students write and deliver and original poem in spoken word style
15. **Create an Edmodo account** to post speeches, thoughts, ideas, pictures, etc and engage in teacher/student conferences, critiques and discussions on-line

16. **Black out poetry: students select a page out of a book and black out words to create poem with the left over words**
17. **Modernize the sonnet: after viewing a number of sonnets from various literary movements, students work to modernize the genre in terms of style and subject matter**
18. **Problems in America Poems: Students decide what they believe to be America's greatest problem. They research it and use it as the subject matter to an original poem**
19. **"O Captain" Poem: Students write a tribute poem in the style of Walt Whitman's "O Captain, My Captain"**
20. **What is True Presentation: students research a number of literary movements and poems to decide which one best understands human truths; students present their findings to the class**
21. **Ekphrastic Poem; students select a piece of art and use it to inspire an original poem**

Accommodations/Modifications:

Adherence to 504 plans and IEP's