

UNIT # 5 : [Poetry]	TIMEFRAME : 1 and a half weeks
BIG IDEA(S): Speaking: - Poetry readings: How can we choose poetry that expresses our emotions? How can we read poems to display the tone? - Jigsaw discussions - Reciting poetry Reading - Understanding poetry's meaning - Reading poetry with inflection - Understand rhyme schemes - Poems without rhyming Vocabulary/Grammar: - Learning words through roots. - Forming words with prefixes and suffixes. - Prepositional phrases. Pronouns as objects of prepositions, prepositional phrases as adjectives and adverbs, conjunctions, conjunctive adverbs - Poetry vocabulary – literary devices – metaphors, similes, onomatopoeia, etc. Writing - Students write their own poetry in different styles – odes, ballads, haiku, sonnets, prose - Comparing a poem to a work of art; are there similarities? Can we use both of these mediums to express ourselves?	ESSENTIAL QUESTIONS: - How can we tell that poetry is different than prose? - How do we define poetry? - How can we express our thoughts and feelings through poetry? - How are poetry and music related? - How does poetry express imagery and other kinds of figurative language? - How is “form” displayed in art, in particular poetry? - What are the distinguishing characteristics of various kinds of poetry, such as ballads, odes, lyric poetry, blank verse, haiku, and sonnets? - How can literary devices be defined, explained, and seen? - How do these literary devices help reveal the theme of the poem? - What is form and rhyme scheme and how can they be identified through poetry?
ENDURING UNDERSTANDINGS: - Students will understand that analyzing a poem in terms of its style, structure, diction, voice and tone will help them infer its meaning in order to prove their arguments. - Students will understand that by using sensory imagery their writing will create a visual picture in the reader's mind. - Students will understand that they can define and analyze poetry in order to understand the meaning behind words in literature and poetry. - Students will understand that they can describe and interpret similes and metaphors in order to transform and write their own extended metaphor poems. - Students will understand that they can distinguish and categorize musical poetry in order to note similarities in music and poetry and analyze music of their choosing. - Students will add to their writing portfolio by writing and revising their poems.	

- Students will learn different styles of reciting poems. - Students will learn how to collaborate on writing poems as a collective.	
READING	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: RL.9-10.10
- Read through various poems to discuss the literal meaning. - Paraphrase the poems to show critical reading. - Students choose their own poems to read through and analyze according to the “You are the Editor” project.	Tier 1 Resources/Materials: “Sonnet 73” by William Shakespeare “Sonnet 18” by William Shakespeare “Love Is” by Nikki Giovanni “Phantom Limbs” by Anne Michaels “I Wandered Lonely as a Cloud” by William Wordsworth “If” by Rudyard Kipling http://www.webexhibits.org/poetry/explore_classic_ode_examples.html http://www.dummies.com/how-to/content/writing-a-sonnet.html http://www.poemhunter.com/poem/hush-goes-the-crowd/ - Ballad poem example http://www.types-of-poetry.org.uk/05-ballad-poems.htm - Any other teacher chosen poetry on http://www.loc.gov/poetry/180/p180-list.html - Student chosen poetry\ - The Sonnet Man cd by Devon Glover - Dodge Poetry poems and exercises
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: RIT.9-10.8
- Draw inferences from poems to complete critical reading questions. - Read a critique of poetry and have a discussion about whether poetry can be defined. - Compare and contrast two poems in a 3 paragraph writing exercise. Answer the following questions (or similar ones): How are these poems alike? How are they different? What is the mood and theme of each poem? What is the rhyme scheme of each poem? How would you classify each poem? Why? - Make text to text, text to self analysis.	Tier 2 Resources/Materials: - Poetry critique – from Common Core standards “What is Poetry?” by T.S. Eliot (provided in poetry packet) “What is a Poet?” by ee cummings (provided in poetry packet) “Ode to my sockets” by Pablo Neruda
Tier 3 Activities/Strategies	Tier 3 CPIs:

(Synthesis/Evaluation)	• SL.9-10.6
• Discuss the similes and metaphors in poems and compare them to other similes and metaphors from literature. • Write their own similes and metaphors to show understanding of the poetic element. They must write at least 5 similes and 5 metaphors. • Teacher will model how to do a dramatic reading of a poem. • Complete a dramatic reading of a poem similar to Poe's "The Raven" (found online). Students must read according to mood, tone, and structure. • Analyze their favorite poems and songs to look for literary elements, theme, rhyming schemes.	Tier 3 Resources/Materials: • http://www.loc.gov/poetry/180/p180-howtoread.html • Listen to Billy Collins discuss how to read a poem (from the website listed above)
STUDENT WORK PRODUCTS/ ASSESSMENTS: • Comprehension questions for poems, dramatic reading (graded according to rubric), similes and metaphors activity, Compare and contrast writing activity	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: • Poems brought up on SMART board. • Online poetry readings
WRITING	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: • RIT.9-10.10
• Students will read and answer comprehension questions for poems given in the poetry packet. • Write one paragraph for each of the poems they chose for the "You are the Editor" project. Discuss why you like the author and answer specific questions according to the project guidelines.	Tier 1 Resources/Materials: • Poetry packet – found on server • "If" by Rudyard Kipling • Haiku poems – Found in poetry packet • "You are the Editor" project – Literacycookbook.com (Download Zone - >Analyzing Literature section)
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: • RIT.9-10.6 • L.9-10.2
• Complete journal writing in response to teacher-directed	Tier 2 Resources/Materials: • Journal prompts – suggestions found on server

prompts. After reading about what poetry is, students will give their own opinions as to what poetry is and what it means to them through 2 paragraphs.	- Journals - Journal Rubric – found on Literacycookbook.com (Download Zone -> Journal Writing)
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: - RL.9-10.7 - L.9-10.2c - SL.9-10.4 - W.9-10.4
- Students will write one summary paragraph discussing a common theme in the entire student chosen poetry for the “You are the Editor” project. - Students will write a two page paper comparing an assigned art work to a poem that they have read in class and a poem of their own choosing. - Students will write their own extended metaphor poems with accompanying abstract illustrations.	Tier 3 Resources/Materials: http://www.victorianweb.org/authors/swinburne/hikim8.html “Extended Metaphor” examples (provided in poetry packet) “You are the Editor” project – Literacycookbook.com (Download Zone -> Analyzing Literature)
STUDENT WORK PRODUCTS/ ASSESSMENTS: Two page comparison paper (Basic directions: Choose a piece of art and a poem that have a similar THEME or MEANING. Discuss how they relate. Is the mood similar in each piece? Do they spark the same imagery? How do the authors choose to show the theme and mood? How does this artwork and poem speak to you?), Extended metaphor poem, journals (graded according to Journal Rubric on Literacycookbook.com)	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Website and artwork looked at online (http://www.victorianweb.org/authors/swinburne/hikim8.html)
VOCABULARY/GRAMMAR/SKILLS	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: L.9-10.4

- Define the poetry terms (listed in the poetry packet). - Create your own definitions and examples for the poetry terms.	Tier 1 Resources/Materials: Poetry packet terms
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: - L.9-10.4c Tier 2 Resources/Materials: - Metaphors and Similes handout (from poetry packet)
- Students will use handouts to track what types of similes and metaphors they can use in their writing and which ones will not work in their poetry. - Students will analyze given poems to determine which literary devices are used and explain why they are used. - Using two poems chosen by the teacher, find at least five different terms. Color code (For example – underline the metaphors in red; highlight repetition in yellow, etc.)	
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: - L.9-10.5 - L.9-10.5a Tier 3 Resources/Materials: - Provided poems (chosen by the teacher).
Students will analyze a poem for its use of literary devices and write a paragraph explaining why one or more is used and to what effect.	
STUDENT WORK PRODUCTS/ ASSESSMENTS: Color coded poems, paragraph discussing literary terms	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Students can use the internet to assist them in finding definitions and examples.
TEST PREP/ HSPA PREP	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: - L.9-10.4 Tier 1 Resources/Materials: <i>Vocabu-Lit</i> Grade 9 book <i>Vocabu-Lit</i> Grade 9 teacher's manual - Hypothesis sheet – on server - Dictionaries, Dictionary.com "Vocabulary: How I Teach It" on Literacycookbook.com
- Students will define new vocabulary words using context clues from the reading passage and write these definitions on the hypothesis sheet. - Students will look up the dictionary definitions of the words to see if they match their hypotheses.	
Tier 2 Activities/Strategies	Tier 2 CPIs:

(Application/Analysis)	• L.9-10.4a • L.9-10.4b
• Students will use their new vocabulary words in context and complete exercises using the words. • Students will create a sentence for each new vocabulary word. This can be done in a game form or independently.	Tier 2 Resources/Materials: • <i>Vocabu-Lit</i> Grade 9 book • <i>Vocabu-Lit</i> Grade 9 teacher's manual • "Vocabulary: How I Teach It" on Literacycookbook.com
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: • L.9-10.4d
• Students will have a vocabulary quiz every other Thursday for a new set of words.	Tier 3 Resources/Materials: • <i>Vocabu-Lit</i> Grade 9 book • <i>Vocabu-Lit</i> Grade 9 teacher's manual • Teacher-made quiz • "Vocabulary: How I Teach It" on Literacycookbook.com
STUDENT WORK PRODUCTS/ ASSESSMENTS: • Vocabulary quiz	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: • Readings based on passages from History, Science, and English
SPEAKING/ LISTENING/ VIEWING	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: • L.9-10.1 • RIT.9-10.10
• Oral discussion of teacher assigned poems. • Read through a chosen poem for a class poetry reading. • Listen to three songs chosen by the teacher to discuss literal meaning.	Tier 1 Resources/Materials: • Poems listed in "Reading" section • Student chosen poetry via the internet (school appropriate) – Suggested website: http://www.loc.gov/poetry/180/p180-list.html • 3 songs – for example, "I Want to Hold Your Hand" by the Beatles
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: • RIT.9-10.4 • SL.9-10.1d
• Note that the songs contain poetic elements and find these poetic elements. Write on the board. • Use the poetry critique to fuel a class discussion about thoughts and opinions. Do you agree with the critique? Have an informal debate. • Create a small group discussion using the Socratic Seminar method: Write down three	Tier 2 Resources/Materials: • Notebooks • Poetry Critique – • Student generated questions • Literacycookbook.com (Oral Fluency section - >Socratic Seminars for more information)

questions about an assigned poem. In small groups, discuss the questions. Students will take turns being the recorder to practice note taking skills.	
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: - RL.9-10.4 - L.9-10.1 - SL.9-10.1c
- Students will complete a two minute presentation on their poem/artwork critique. They must summarize their paper using only two note cards and speak following the public speaking rubric. They will answer questions such as “How did the artwork compare to the poem you chose? Why did you choose these two? Did you have a personal connection? ETC.” This will demonstrate their knowledge of the material and speaking skills. - Students will respond to the presentations through asking questions.	Tier 3 Resources/Materials: Student generated essays and notes.
STUDENT WORK PRODUCTS/ ASSESSMENTS: Presentation with directions above (graded according to general presentation rubric).	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Students may use poems or songs found online.
ADDITIONAL OVERALL NOTES (e.g., field trips, guest speakers):	