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I Didn't Know that was Poetry [8th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: I Didn't Know *that* was Poetry

Grade Level: 8

Subject/Topic Area(s): English, poetry

Designed By: Kara Dougherty

Time Frame: 4 weeks

School District: North East Independent School District

School: Jackson Middle School

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Brief Summary of Unit (Including curricular context and unit goals):

   In this unit students will study poetry and its relationship to prose. Students will gain an appreciation of poetry as an art form because they will understand that poetry surrounds us in our everyday life. It is not an outdated form of communication, but, rather, a form of communication which is present everywhere in our lives such as in song, nursery rhymes, advertisements, and brand names. The students will explore different types of poems and the specific rules for each type.
   In exploring poetry, students will learn to extract meaning not just from the words of the poem but also through its use of poetic devices. An exploration of the most common poetic devices will provide students with a working vocabulary to better analyze both poetry and prose. The students will also learn the importance of the format of a poem. The white space, line length, shape, and absence of grammar can all impact the meaning of the poem for the individual reader.
   In the end, it is my hope that students will feel more comfortable reading poetry for pleasure because they are now familiar with the format and all those aspects of poetry that make it "too hard to read." In exploring the variety of poets, it is my hope that each student can find at least one whom he/she can identify with and understand.

Unit: I Didn't Know *that* was Poetry!
Grade: 8

Stage 1: Desired Results

Content Standards (TEKS)

8.3(B)   Analyze oral interpretations of literature for effects on the listener.
8.8(B)   Select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure.
8.9(B)   Draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies.
8.11(A)   Offer observations, make connections, react, speculate, interpret, and raise questions in response to texts.
8.12(B) Recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry
   (E) Understand literary forms by recognizing and distinguishing among such types of text as myths, fables, tall tales, limericks, plays, biographies, autobiographies, tragedy, and comedy.
8.14(C)   Articulate and discuss themes and connections that cross cultures.
8.19(B)   Respond in constructive ways to others' writings.

Understandings

Students will understand that…

- All writing is divided into one of two categories: poetry or prose. Poetry is writing that has a specific rhythm (metre) while prose does not follow a consistent rhythm or pattern.
- The six traits of writing (ideas and content, fluency, conventions, organization, voice, and word choice) and the writing process apply to all genres of writing.
- In some genres, the presentation of information does not impact the meaning of the content. However, in poetry every aspect – including line, white space, sound, and figurative language – is purposeful and relates to the overall meaning of the poem.
- There are specific forms of poetry and each has its own set of rules to follow.

Essential Questions

- **What is/isn't poetry?**
- **How is writing a poem similar/different to writing an essay?**
- **What does it mean – how can I figure out the meaning of a poem?**
- **What are the rules of poetry?**

Knowledge

Students will know:
- The definition of metre.
- Different forms of poetry and the specific characteristics of the types.
- That poets and prose writers follow the same steps to write their piece.
- That the six traits of writing are used to evaluate all types of writing.
- That poetry is a form of personal expression.

Skills

Students will be able to:
- Distinguish between poetry and prose.
- Use elements of figurative language to infer the meaning of a text.
- Identify the purpose of a text.
- Critique others' writings.
- Identify the meaning of a poem based on all the physical aspects of the written work.
- Identify examples of poetry in current culture

Stage 2: Assessment Evidence

Performance Task (Facets 2 & 3: Interpretation & Application):

Using the "My Favorite Place" essay, you will turn it into poetry! Make sure that you follow the correct process for writing including pre-writing and editing. After you have written your poem, check your writing for the six traits: ideas, sentence fluency, conventions (grammatical), organization, voice, and word choice. You may use any format of poetry that we have studied or free verse. Once you have finished, use a graphic organizer to compare and contrast between your two pieces of writing. What are the similarities/differences between the two? Which sounds better to you? Why?

Other evidence:

- Interactive Homework (Facets 3 & 4: Application & Perspective)
- The 6 Traits of Writing – in my own words (creation of a flier) (Facet 2: Interpretation)
- Quiz over poetry terms (Facet 1: Explanation)
- Poetry and Song: Student will select a song and label its poetic devices. What does the song mean/ what is its message? The lyrics will be presented in a creative manner to enhance the meaning of the song. (Facets 2 & 3: Interpretation & Application)
- Timed writing: the students will write an essay analyzing the meaning of Robert Frost's "Stopping by Woods on a Snowy Evening." What is the poem's meaning – literally and figuratively? What contributes to its meaning? (Facets 2 & 4: Interpretation & Perspective)
- Poetry Portfolio (samples from student) (Facets 3 & 6: Application & Self-Knowledge)

Stage 3: Learning Activities

Day 1:
Introduction to poetry: today we will explore different forms of communication and how their presentations differ – even when presented on the same topic. (see lesson 1)
Day 2:
Introduction to poetry: I will use examples/non-examples to show students the difference between poetry and prose. Today we will define metre and rhythm. (see lesson 1)
Day 3:
Poetic Devices and Terminology: Today we will go over common poetic devices and the terminology used when discussing poetry. Students will listen to samples from Shel Silverstein and identify examples in his poems (as a hook).
Alliteration All Around (interactive homework) will be handed out. (see lesson 2)
Day 4:
Computer lab: the students will complete the "Poetry Scavenger Hunt" to practice becoming more familiar with poetry.
Day 5:
Computer lab: Students (in groups) will research the six traits of writing and create a handout defining the traits – and giving examples – in their own words. (see lesson 3)
Day 6:
Students will finish creating their flier – if necessary. The rest of the class period will be spent in direct instruction format on incorporating the six traits of writing into *all* writing.
Day 7:

How do I write a poem? Read "A Loaf of Poetry." Discuss the author's suggested steps for writing a poem. What do you think is the proper method to write a poem? As a class, we will determine the appropriate steps for writing poetry using the writing process. (see lesson 4) *Interactive homework due.*

Day 8:

Meaning comes from more than just the words on the page. This lesson will show the importance of format, white space, the absence of grammar, etc. on the meaning of a poem. I will use two of E.E. Cumming's poems to illustrate this ("old age sticks" and "who knows if the moon's"). Students will create their own format for "Fog" by Carl Sandburg.

Day 9:

Quiz over poetry terminology and poetic devices.

Students will work in a group to determine the meaning of song lyrics. Groups will organize their lyrics in a creative manner that reflects the meaning of the song (i.e. organize the lines of the song in some sort of pattern; make a picture using the lyrics, use color to enhance the tone of the lyrics, create a collage with the lyrics, etc.).

Day 10:

Students will continue to work on their projects and turn in at the end of the class period.

Day 11:

Narrative poetry: Read Robert Frost's "Stopping by Woods on a Snowy Evening." Discuss the literary devices that are used in the poem. What kind of poem is this? What story is he telling? What is the purpose of the poem? How do I figure out the meaning of it?" What different factors contribute to a poem's meaning? (see lesson 5)

Day 12:

Timed writing of analysis of "Stopping by Woods on a Snowy Evening." (see lesson 5)

Day 13:

Today, we will explore limericks; students will create one of their own for the poetry portfolio (see lesson 6).

Day 14:

We will explore different types of poetry such as haikus and diamante. We will look at the rules of each type and write poems to add into our poetry portfolio.

Day 15:

How do we use poetry today? We will explore the current use of poetry by investigating slam poetry. We will have student volunteers read one of their poems from the poetry portfolio.

Day 16:

In-class time to write Part 2 of performance assessment.

Day 17:

Buffer day

Day 18:

Part 2 of performance assessment due.

Buffer day

Day 19:

Buffer day

Day 20:

Buffer day

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Introduction to poetry lesson: Song vs. speech	Introduction to poetry lesson (cont.): Prose vs. poetry Discuss metre.	Poetic devices lesson. Hand out poetry packet. *Assign interactive homework.*	**Computer lab:** Poetry scavenger hunt: the elements of poetry; exploring poetry online.	**Computer lab:** Exploration of the 6 Traits of Writing online. Students will work in groups to create their own flier.
					How is writing a poem similar/different to writing an essay?
	What is/isn't poetry?				
Week 2	Direct instruction of the 6 traits of writing. Students will turn in their fliers describing the 6 traits in their own words.	The writing process. What is it? How do I write a poem? Read "A Loaf of Poetry."	What contributes to a poem's meaning? The importance of format in poetry. Exploring E.E. Cummings' poems and their meaning. "Fog" - Sandburg	Poetry and Song Day 1	Poetry and Song Day 2
	How is writing a poem similar/different to writing an essay?		**What does it mean – how can I figure out the meaning of the poem?**		
Week 3	Narrative Poetry: Robert Frost Day 1	Narrative Poetry: Robert Frost Day 2 (timed writing)	Limerick lesson: Students will add poems to their portfolio.	Haiku/diamante poems: Students will add poems to their portfolio.	Poetry Slam! If students do not have a "My Favorite Place" essay, they need to write it this weekend.
	What are the rules of poetry?				
Week 4	Part 2 of final assessment done in class.	*Buffer day*	*Buffer day* *Part 2 of final assessment due at beginning of class*	*Buffer day*	*Buffer day*

Unit: I Didn't Know *that* was Poetry!

Essential Question: What is/isn't poetry?

Lesson: Forms of communication/Rhythm and metre (Inductive)

Length of time: 2 days (45 minute classes)

TEKS: §110.24.8.b: 1A, 2A, 12A, 15F

Objectives: SWBAT:
- Determine the purpose of different forms of communication.
- Distinguish between appropriate uses for forms of communication.
- Distinguish between poetry and prose.
- Define metre and rhythm as concerned with poetry.

Materials:
- CD player
- "Graduation" by Vitamin C
- Graduation speech sample
- Graphic organizers for forms of communication
- Examples of prose and poetry for concept attainment
- Exit slip

Introduction: The students will listen to "Graduation" by Vitamin C. As they listen, students will begin their first warm up by recording their thoughts on the song. They need to answer the following questions as they listen:
- What is the message of this song?
- When would you listen to this?
- What would this form of communication be used for?

As a class, we will discuss our answers, focusing especially on the last 2 questions.

Presentation of new material: The rest of class discussion would focus on effective forms of communication; as a class, we will fill out the attached graphic organizer to list forms of communication and their uses. To add another form of communication to the list, I will read a sample graduation speech to the class. How does this speech compare to the song? How do they function differently? They are both used to get a message out to a wide number of people; how does the delivery change its effect?

Guided Practice: Now that students have become used to comparing and contrasting different forms of communication, the students will use these skills to compare prose with poetry. As a class, we will use concept attainment to do so. The teacher will provide example and non-examples of poetry. The students will then classify more examples into the appropriate categories, and name some of their own to add to the list. We will come up with the defining characteristics for both the examples and non-examples. Some of the remaining characteristics should end up as *rhythm* or a *pattern.* I will introduce them to the term *metre* (the rhythm of the poem). Poems have a distinct rhythm and prose does not.

Independent Practice: Students will be given an exit slip at the end of the second class period to test their knowledge of prose versus poetry.

Assessment: Students will be responsible for turning in the form comparing the different types of communication. Students will also turn in their exit slips.

Feedback: Any common misconceptions will be addressed at the end of class.

Name: _____Date:_____Per:____

Forms of Communication

What is it?	When do we use it?	Why do we use it?
Song	at parties, to listen to in the car, etc.	for entertainment, to make a statement, etc.

Graduation Speech sample:
Arlington High School
By Tiffany Putname and Eilidh Winter

Most of us can't wait for this exciting night to end, so we can go on with our lives as high school graduates. For some of us this future will be full of late night study sessions in college, 40-hour workweeks, or fighting for our country. Which ever path you have chosen, decisions and change are inevitable.

In your 12 years of education, you have had to make many decisions. Some of these choices have had little effect on our lives, but there have been a few that have been life altering enough to determine your future. We can use what we have learned from these experiences to influence a lifetime of choices. If you keep doing the same thing the same way, you will keep getting the same results. When making choices in the years to come keep this in mind. These choices could change your life.

Changes next year will come in the form of a new environment, lifestyle, or schedule. You can't hide from these changes; they will always come along with the decisions that you make. The happiest people don't fear change, they make the best of it. You should not only make the best of these changes, but also of your life. Whatever life brings you, always remember the future is what you make of it.

Good luck to our fellow classmates of 2001.

VITAMIN C LYRICS "Graduation (Friends Forever)"

And so we talked all night about the rest of our lives
Where we're gonna be when we turn 25
I keep thinking times will never change
Keep on thinking things will always be the same
But when we leave this year we won't be coming back
No more hanging out cause we're on a different track
And if you got something that you need to say
You better say it right now cause you don't have another day
Cause we're moving on and we can't slow down
These memories are playing like a film without sound
And I keep thinking of that night in June
I didn't know much of love
But it came too soon
And there was me and you
And then we got real blue
Stay at home talking on the telephone
We'd get so excited, we'd get so scared
Laughing at ourselves thinking life's not fair
And this is how it feels

[1] - As we go on
We remember
All the times we
Had together
And as our lives change
Come Whatever
We will still be
Friends Forever

So if we get the big jobs
And we make the big money
When we look back now
Will our jokes still be funny?
Will we still remember everything we learned in school?
Still be trying to break every single rule
Will little brainy Bobby be the stockbroker man?
Can Heather find a job that won't interfere with her tan?
I keep, I keep thinking that it's not goodbye
Keep on thinking it's a time to fly
And this is how it feels

[Repeat 1]

La, la, la, la:
Yeah, yeah, yeah
La, la, la, la:
We will still be friends forever

Will we think about tomorrow like we think about now?
Can we survive it out there?
Can we make it somehow?
I guess I thought that this would never end
And suddenly it's like we're women and men
Will the past be a shadow that will follow us 'round?
Will these memories fade when I leave this town
I keep, I keep thinking that it's not goodbye
Keep on thinking it's a time to fly

Examples	Non-Examples
Snow melts. Suddenly, the village is full of children.	The snow melted, and the children went outside.
A long, long time ago... I can still remember How that music used to make me smile. And I knew if I had my chance That I could make those people dance And, maybe, they'd be happy for awhile.	Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.
Humpty Dumpty sat on a wall. Humpty Dumpty had a great fall. All the king's horses and all the king's men Couldn't put Humpty together again!	It isn't long before they are all called up to the front of the room. There will be no sitting and observing in this class – participation is a requirement and it's the only way you're ever going to learn to cook.

Categorize these examples:
1. Old King Kole was a merry old soul,
   And a merry old soul was he.
   He called for his pipe, and he called for his bowl,
   And he called for his fiddler's three.
2. Lean on me, when you're not strong
   And I'll be your friend
   I'll help you carry on
3. Sally sold seashells on the seashore.

**Now, can you think of any more examples or non-examples?

Name: _____ Date: _____ Per: _____

Exit Slip

1. What is the difference between prose and poetry?

2. List 3 examples of prose:

3. List 3 examples of poetry:

Unit: I Didn't Know *that* was Poetry!

Essential Question: What is/isn't poetry?

Lesson: Poetic Devices & Terminology (Deductive/ CL in Independent Practice)

Length of time: 1 day (45 minutes)

TEKS: §110.24.8.b: 12B, 12J, 12K

Objectives: SWBAT
- Identify examples of poetic devices.
- Define different poetic devices and terminology.

Materials:
- Poetry packet
- Overhead projector
- Warm up papers
- By Shel Silverstein

Introduction: Students will analyze a small piece of writing as a warm up; they will name as many poetic devices as they can find. We will discuss the answers as a class.

Presentation of New Material: As a class, we will fill out the definitions of the list of poetic devices and terminology (see poetry packet). We will identify any missing poetic devices from the passage that we used as a warm up. I will read some of Shel Silverstein's poems so that students can practice identifying poetic devices at work.

Guided Practice: Students will fill in the examples section on their interactive homework. We will share our answers as a class so that everyone has a chance to get an example listed on their interactive homework.

Independent Practice: We will use numbered heads in order to review the terms that we have used throughout the class period. The students are not allowed to use notes or any help from their packet. They will confer their answers as a group, and the number that I call will respond.

Assessment: The students will have a quiz over poetry terms and devices during the unit. They will also need to identify examples of poetic devices in the poems that we read throughout the unit. The students will turn the interactive homework in.

Feedback: During the next class period, I will clear up any common misunderstandings as seen through the answers in the numbered heads activity.

Overhead Passage (lesson 2)

A pesky mosquito buzzed[1] around my head as I planted pretty petunias[2] next to my house. The sun played peek-a-boo[3] in the clouds. I dug the holes as fast as a small puppy.[4] I looked at that work of mine, hoping that I was in time.[5] I avoided the rain!

---

[1] Onomatopoeia
[2] Alliteration
[3] Personification
[4] Simile
[5] Rhyme

Poetry Packet

Name: _____

Poetic Devices and Terminology:

1. stanza:

2. line:

3. metre:

4. rhythm

5. rhyme:

6. alliteration:

7. simile:

8. metaphor:

9. personification:

10.   onomatopoeia

11.   hyperbole

12.   repetition

13.   synecdoche

14.   symbol

15.   contrast

16.   paradox

What is the poetry portfolio?

The poetry portfolio is your chance to collect poems that you write throughout the unit. You will be required to write the following types of poems:

* Limerick   * Haiku

* Diamante   * Blank verse

Also, you must include a self-assessment answering the following question: How well do you understand poetry now? Explain.

**Any additional poems you wish to include may be done for extra credit; please come see me if you need any ideas!

"Stopping by Woods on a Snowy Evening"

By Robert Frost

Whose woods these are I think I know.

His house is in the village though;

He will not see me stopping here

To watch his woods fill up with snow.

My little horse must think it queer

To stop without a farmhouse near

Between the woods and frozen lake

The darkest evening of the year.

He gives his harness bells a shake

To ask if there is some mistake.
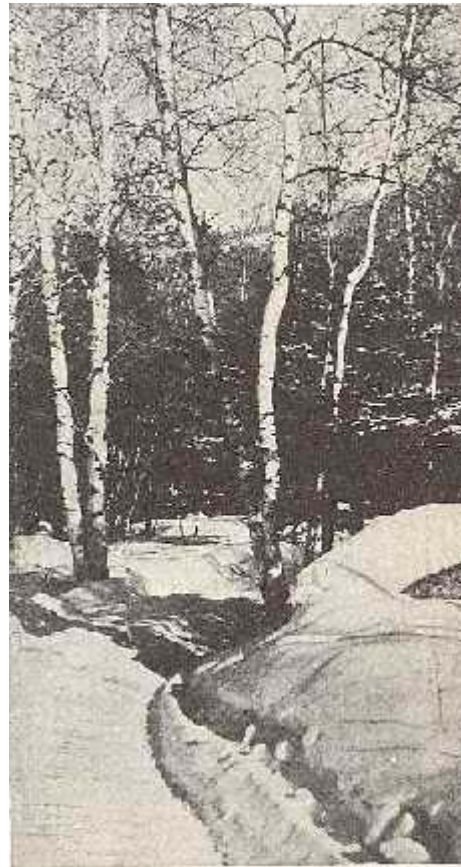
The only other sound's the sweep

Of easy wind and downy flake.

The woods are lovely, dark and deep.

But I have promises to keep,

And miles to go before I sleep,

And miles to go before I sleep.

"Fog"

By Carl Sandburg

The fog comes
on little cat feet.

It sits looking
over harbor and city
on silent haunches
and then moves

Directions: We have been studying the form of poetry and how that affects a poem's meaning. Copy "Fog" into the space below – arrange it however you feel expresses the meaning of the poem best. You may use colors or pictures to illustrate the poem.

Poetry Slam

- **What is poetry slam?**

Simply put, poetry slam is the competitive art of performance poetry. It puts a dual emphasis on writing and performance, encouraging poets to focus on what they're saying and how they're saying it.

- **What is a poetry slam?**

A poetry slam is a competitive event in which poets perform their work and are judged by members of the audience. Typically, the host or another organizer selects the judges, who are instructed to give numerical scores (on a zero to 10 or one to 10 scale) based on the poets' content and performance.

- **What are the rules?**

Though rules vary from slam to slam, the basic rules are:

- Each poem must be of the poet's own construction;
- Each poet gets three minutes (plus a ten-second grace period) to read one poem, if the poet goes over, points will be deducted from the total score;
- The poet may not use props, costumes, or musical instruments.

- **Are the rules the same from slam to slam?**

The key rule in slam is that judges are selected from the audience, and those scores are used to determine who advances.

- **Who organizes slams?**

Slams are typically organized by poets interested in cultivating poetry in their communities. The vast majority work on a volunteer basis.

- **What kind of poetry is read at slams?**

Depends on the venue, depends on the poets, depends on the slam. One of the best things about poetry slam is the range of poets it attracts. You'll find a diverse range of work within slam, including heartfelt love poetry, searing social commentary, uproarious comic routines, and bittersweet personal confessional pieces. Poets are free to do work in any style on any subject.

- **How did poetry slam start?**

In 1984, construction worker and poet Marc Smith started a poetry reading at a Chicago jazz club looking for a way to breathe life into the open mike format. The series, and its emphasis on performance, laid the groundwork for the brand of poetry that would eventually be exhibited in slam.

Information from www.poetryslam.com

Name:_____ Per:_____ Date Due:_____

Alliteration All Around!
(and other poetic devices in my home)

Objective: To identify examples of poetic devices such as alliteration, similes, and personification.

Materials: Pen and paper, household items

Glossary of Poetic Devices

Poetic Device	Definition	Example
Alliteration	The repetition of consonant sounds	
Hyperbole	Exaggeration for dramatic effect	
Metaphor	A comparison without using "like" or "as"	
Onomatopoeia	Using words that imitate sounds	
Personification	Assigning human behaviors/qualities to things/animals that are not human.	
Rhyme	Repetition of the same sound	
Simile	A comparison using "like" or "as"	

Procedure:

Step 1: Who is your family partner (name/relation)? _____
_____

Step 2: Share with your family partner your examples of different poetic devices. Once you are both familiar with the terms, it's time to explore your home for examples of these devices in action.

    Places to look to find examples:

- Labels of food items and cleaning products.
- Magazines
- Advertisements on TV
- Book titles
- Clothing items

Step 3: With your family partner, write your examples in the following spaces and identify which poetic device each one is an example of.

Name of Poetic Device	Example

Step 4: Answer the following questions with your family partner:
  1. What do you think the effect of poetic devices is? _____
_____
_____
_____
  2. Why do advertisers choose to use them for everyday items? _____
_____
_____
_____
_____

Dear Family Partner,
Please give me your reactions to your student's work on this activity. Please check under YES or NO for each statement.
YES NO
___ ___ 1. My student understood the homework and was able to discuss it.
___ ___ 2. My student and I enjoyed the activity.
___ ___ 3. This assignment helped me know what my student is learning in English.

Other comments: _____
_____
_____
_____
_____
Family partner's signature: _____

Name: _____ Date: _____Per: _____

Poetry Scavenger Hunt

Directions: You will be embarking on a scavenger hunt across the Internet! Go to the website typed in **bold** for each clue, and answer the questions that follow.

Clue 1: **http://www.edhelper.com/ReadingComprehension_27_77.html**

♣ This website mentions 2 types of rhyme. Name and define each one.

♣ Rhythm is a _____; in poetry, rhythm is referred to as _____.

Clue 2: **http://poetryfoundation.org/archive/audio.html**

♣ First, read the text of the poem. What do you think is the mood of the poem?

♣ Now, listen to the reading of "The Pedestrian." How does having a voice attached to the poem change its meaning?

Clue 3: **http://teenink.com/Past/2006/March/19957.html**

♣ Read the poem "First Set of Power Wheels" by Lauren L.
♣ There is a poetic device within the first five lines of the poem, name the device that is used and write the example below.

♣ What do you think about when you think about power wheels?

Clue 4: **http://www.readwritethink.org/materials/diamante/**

♣ What is the definition of a diamante poem?

♣ Copy your own diamante poem into the space below.

Clue 5: Go to **www.shelsilverstein.com.**

♣ Click on high bandwidth. Click on "Let's Have some Fun!" Go into "Practice being a poet." Now, go ahead and create your own poem using the prompt and word bank on the screen. Copy your finished poem into the space below.

Unit: I Didn't Know *that* was Poetry!

Essential Question: How is writing a poem similar/different to writing an essay?

Lesson: The Six Traits of Writing – In Depth (Cooperative Learning)

Length of time: 2 days (45 minute class)

TEKS: §110.24.8.b: 15E, 15H, 18A, 18 B, 18F, 24A

Objectives: SWBAT:
 ▪ List the six traits of writing
 ▪ Explain the six traits of writing in their own words

Materials:
 ▪ Computer lab
 ▪ Handout

Introduction: The students will be assigned a number (1-6). I will explain that each number is identified with one of the six traits of writing which will be listed on the board. The six traits of writing are: ideas and content, sentence fluency, conventions, organization, voice, and word choice.

Presentation of New Material: All students should be familiar with the terms but may not understand exactly what they mean or what examples are. I will use a Jigsaw so that each student will have in-depth information on each of the six traits. Each student in a group of six will be responsible for researching their specific trait. For example, student number 1 will be responsible for reporting on "ideas and content;" student number 2 will be responsible for reporting on "sentence fluency," etc. Students will use the following website to help them find information (they can also explore on their own):
 ▪ http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html

After researching, students will gather in their groups to share/discuss their information.

Guided Practice: The groups of students will create their own handout (or visual). The handout must state each phase, define the phases in their own words, and list examples.

Independent Practice: Students will use the six traits of writing in their own writing throughout the year.

Assessment: Students are continually assessed on using the six traits of writing throughout the school year. Later in this unit, they will be writing an essay in which all six traits of writing are clearly present.

Feedback: Their handouts will be discussed in class the following day. Any common misconceptions will be discussed.

Unit: I Didn't Know *that* was Poetry!

Essential Question: How is writing a poem similar/different to writing an essay?

Lesson: How do I write a poem? (Deductive)

Length of time: 1 day (45 minute classes)

TEKS:§110.24.8.b: 8C, 9B, 9F, 10G

Objectives: SWBAT:
- List the steps necessary to write a poem.
- Understand the use of extended metaphor in poetry.

Materials:
- Literature book – "A Loaf of Poetry" by Naoshi Koriyama
- Warm up papers
- Overhead projector

Introduction: As a warm up, the students will answer the following question: Do you like to write poetry? Why or why not? We will share some of our answers as a class.

Presentation of New Material: Now we'll be looking at one poet's ideas for how to write poetry. As a class, we will read "A Loaf of Poetry." As we read, students will write down (in order) the steps the poet says need to be taken in order to write poetry (on their warm up sheets). After finishing, we will list all the steps on the overhead.

Guided Practice: We know that she doesn't *literally* mean that you knead the words in order to make poetry. The poet is clearly comparing making bread to writing a poem. What is this called? Okay, now that we understand that it's a metaphor (comparison without using like or as), what do the different steps that the artist talks about, compare to? This should lead us to the writing process (pre-writing, writing, revising, editing, and publishing). We will have a class discussion on this comparison.

Independent Practice: As homework, the students will complete a worksheet. They will need to write out the steps to writing in their own words. What does each stage mean/do?

Assessment: Students will be asked to list the steps to writing – and need to recall for a quiz and also to compare with the steps necessary for writing prose. Metaphors will be revisited in other evaluations of poetry.

Feedback: The worksheet will be graded and any common misconceptions will be addressed in the following class period.

THE WRITING PROCESS

STEPS: DEFINITION:

PRE-WRITING

DRAFTING

REVISING

EDITING

PUBLISHING

Name: _____ Per: _____ Date: _____

Poetry & Song Project

<u>Due Date:</u> _____

<u>Directions;</u> Recently, we have been talking about all the factors that contribute to the meaning of a poem: the words, format, white space, absence of grammar, etc. Using your knowledge of these items, you will analyze the meaning of a song.

In pairs (or alone), you will select song lyrics from the provided list. Your job will be to do the following:

1. Label the refrain and verse numbers.
2. Annotate the song lyrics by labeling all poetic devices and the rhyme scheme if it is present.
3. Define the mood/tone of the song.
4. Express the meaning of the poem in a creative manner. You MUST display the title of the song, the artist, and a portion of the lyrics.

<u>Ideas for creative expression:</u>
- A collage of pictures/words
- A drawing or sketch
- An essay analyzing the meaning of the poem
- Lyrics re-written in a different format/color/style
- Do you have an idea? Check with me first!

Poetry and Song Rubric

	1	2	3	4
Annotation of the song lyrics	The student did not annotate the song lyrics or label the verses/refrain.	The student annotated the song but failed to label a lot of poetic devices. The verses and refrain are labeled.	The student annotated the song and labeled some of the poetic devices. The verses and refrain are labeled.	The student annotated the song and labeled close to every poetic device. The verses and refrain are labeled.
Mood/Tone	The student did not address the mood/tone of the song.	The student labeled the mood/tone of the song but did not explain his/her reasoning.	The student labeled the mood/tone of the song and explained his/her reasoning briefly.	The student labeled the mood/tone of the song and explained his/her reasoning in great detail.
Creative Expression	The student did not attempt the creative expression portion of the project or failed to make it.	The student made a creative expression of the lyrics but it did not reflect the meaning of the lyrics.	The student made a creative expression of the lyrics which reflected the song's meaning minimally.	The student made a creative expression of the lyrics which clearly reflected the song's meaning.
Organization	The project is messy and unorganized	The project is adequately organized but does not look like a "final draft."	The project is organized and in good condition.	The project is exceptionally neat and extremely well-organized.

Unit: I Didn't Know *that* was Poetry!

Essential Question: What are the rules of poetry?

Lesson: Narrative Poetry (Deductive)

Length of time: 2 days (45 minute class)

TEKS: §110.24.8.b: 10A, 10C, 10H, 11C, 15H

Objectives: SWBAT:
- Define narrative poetry.
- Explain the meaning of a poem after reading it.
- Assess a poem's success at telling a story.

Materials:
- "Stopping by Woods on a Snowy Evening" by Robert Frost (copies)
- CD of "Stopping by Woods on a Snowy Evening"
- CD player
- Warm up papers

Introduction: Students will answer the following question as a warm up: Have you ever seen snow in person? If yes, describe. If not, what do you think it would look like. Students will share their answers with the class. What do we associate snow with?

Presentation of New Materials: Today, we will be reading Robert Frost's "Stopping by Woods on a Snowy Evening." As a class, we will hypothesize about where this poem takes place and what it could be about. I will explain to the students that narratives are not only found in prose but in poetry, too. Narrative poetry is a poem that tells a story. That is the only rule for this type of poetry. The verse is open, and it doesn't necessarily need to rhyme.

Guided Practice: As a class, we will listen to "Stopping by Woods on a Snowy Evening" by Robert Frost. After listening, we will discuss the meaning of the poem. What story does it tell? What literally happens in the poem? What is your interpretation of the events? What poetic devices do you see at play in this poem? The students will use the print out of the poem to write their answers on.

Independent Practice: The students will write an essay on "Stopping by Woods on a Snowy Evening" by Robert Frost. They will have their own copies which they can annotate and write on as they please. After annotating, the students will write an essay analyzing both the meaning and structure of the poem. The assignment sheet and the rubric are attached.

Assessment: The students will write an essay in which they explain the meaning of Frost's poem. In their essay, they must explain the literal meaning of the poem, their interpretation of the poem, and tell whether or not they think Frost was successful in telling the story.

Feedback: The students will receive their graded papers within 2-3 days of turning it in. Any common misconceptions will be addressed. Students that have done exceptionally well can read their examples out loud to the class.

Name: _____ Date: _____ Per: _____

"Stopping By Woods on a Snowy Evening" Essay:
Narrative poetry

Prompt: Narrative poetry is a poem that tells a story. After reading Robert Frost's "Stopping by Woods on a Snowy Evening" (an example of narrative poetry), you will write an essay explaining the meaning of the poem – both literally and figuratively.

Turn in your annotated copy of "Stopping by Woods on a Snowy Evening" with your essay

Format for your essay:

¶ 1: Introduction
- o Title of poem being analyzed and its author
- o Type of poetry and its function

¶ 2: Body
- o Literal meaning of the poem
- o Explain the actions or events that occur in the poem
- o Support with textual evidence
- o Commentary (your thoughts)

¶ 3: Body (continued)
- o Figurative meaning of the poem
- o What do you think the message of the poem is?
- o Support your answer with textual evidence (at least 2 examples)
- o Name the poetic devices that are used to make the reader aware of the poem's message.
- o Commentary (your thoughts)

¶ 4: Conclusion
- o Brief summary of the events of the poem
- o Commentary (your thoughts)
- o How could you connect this to your life?

Proofread for grammar and spelling errors.

"Stopping by Woods on a Snowy Evening" Essay Rubric

	1	2	3	4
Ideas/Content	There are very little ideas included. Textual evidence and commentary are not present in the essay.	Ideas are included; however, there is less than the required amount of textual evidence. The commentary is minimal.	Ideas are developed. The essay has the correct amount of textual evidence and commentary.	Ideas are well-developed and described. The essay uses textual evidence and commentary frequently.
Sentence Fluency	The essay does not flow; it is written in short, choppy sentences.	The essay uses a variety of sentences, but mostly uses short sentences to express the ideas.	The essay uses a variety of sentence structures. Sometimes, it is necessary to re-read sentences.	The essay uses a variety of sentence structures and flows; the reader doesn't need to stop to re-read a sentence.
Organization	The paper does not follow the format or is written in one long paragraph.	The paper follows the format partially.	The paper follows the format, but the paragraphs are disjointed from one another.	The paper follows the correct format and flows nicely throughout.
Conventions	The paper has so many grammar and spelling errors that it is difficult to read.	The paper contains many errors in grammar and spelling but can still be read easily.	The paper contains some grammar and spelling errors.	The paper contains few grammar or spelling errors.
Voice	The essay does not have a voice at all; it is boring.	The essay has some voice but it is inappropriate for the context (i.e. conversational).	The essay has a voice that is appropriate for the writer's purpose.	The essay has a strong voice that is obvious to the reader.
Word Choice	There is little variety in word choice.	There is a variety in word choice, however, few words are "strong."	The student uses some strong words but repeats them often.	There is a consistent variety of strong words throughout the essay.

Unit: I Didn't Know *that* was Poetry!

Essential Question: What are the rules of poetry?

Lesson: Limericks (Deductive)

Length of time: 1 day (45 minute classes)

TEKS: §110.24.8.b: 8B, 8C, 12E, 15D, 12F

Objectives: SWBAT:
▪ Define a limerick
▪ List the characteristics of a limerick.
▪ Write a limerick.

Materials:
▪ Limerick overhead (see attached)
▪ Overhead projector

Introduction: A copy of two different limericks will be on the overhead. We will read them as a class. What kind of attitude do these poems have? Students will answer this as their warm up question.

Presentation of New Material: Explain that the poems they have just seen are limericks. A limerick is a five-line poem written with one couplet and one triplet. They are meant to be funny. In other words, the rhyme pattern is AABBA. Syllables matter in this type of poetry! We will clap out the beat of the poem so that the students can hear what the beats are. The rhythm is 3 beats, 3beats, 2 beats, 2 beats, and 3 beats.

Guided Practice: On the overhead, I will write the diagram for a limerick, and the students should write it down in their poetry portfolio.

Line 1	**A**	**(3 beats)**
Line 2	**A**	**(3 beats)**
Line 3	**B**	**(2 beats)**
Line 4	**B**	**(2 beats)**
Line 5	**A**	**(3 beats)**

As a class, we will explore some more examples of limericks. Explain the history associated with Edward Lear, and that the limerick's first line reads in the following way:
There was _____ of _____
Who _____
As a class, we will write one or two together by first brainstorming who we want to write about and then what will happen in the poem. (http://www.poetry-online.org/limericks.htm)

Independent Practice: The students will work with one other person to write a limerick and illustrate it in some way. The limerick must follow the rules for writing a limerick. It will be

recorded in each person's poetry portfolio. The poems will be peer reviewed on the following day.

Assessment: Students will do a peer review of one another's limericks and share with the class if the student wants to. The students will be assessed by their peers based on their usage of the correct characteristics of the limerick and its tone/creativity. The definition of tone will be quizzed on after going over the different types of poems.

Feedback: Any misunderstanding about the proper rhythm will be reviewed as a class.

There was an Old Man with a beard,
Who said, 'It is just as I feared!
Two Owls and a Hen,
Four Larks and a Wren,
Have all built their nests in my beard!'

There was an old man from Peru,
who dreamed he was eating his shoe.
He awoke in the night
with a terrible fright,
and found out that it was quite true.

There was _____ from _____ (A)
Who _____ (A)
_____ (B)
_____ (B)
_____ (A)

Name: _____ Per: _____ Date: _____

Performance Assessment

You already have a complete paper on "My Favorite Place." Now, you're going to turn that into poetry! Remember to brainstorm ways to represent your ideas in a poetical form. You may use any of the formats that we have studied in class:

- Limerick
- Free verse
- Haiku
- Cinquain
- Sonnet

Incorporate devices commonly used in poetry into your own poem.

After writing your rough draft, edit to check for the following:

_____ My ideas are clear to the reader.

_____ When I read my writing out loud, it is clear and easy to understand.

_____ The ideas proceed in a logical, clear manner.

_____ My paper has a distinct voice; I can hear "me" in my writing.

_____ I use a variety of words in my writing.

_____ My poem is free of grammar and spelling errors.

Once you have finished your poem, use a graphic organizer to compare/contrast your prose (essay) with your poem. At then end, write 3-4 sentences explaining which sounds better to you – prose or poetry – and why.

Possible ways to organize compare/contrast:

- Venn diagram
- Compare/contrast matrix
- T-chart

Performance Assessment Rubric

	1	2	3	4
Poetry Sample	My poem lacks a central idea. It is explained in little or no detail. The ideas are not organized, and the errors in grammar are distracting to the reader.	My poem has ideas that are stated but not explained. The poem does not flow well and has many errors in grammar and spelling. I did not use any steps to write it.	My ideas are organized and expressed in the poem. I used some of the steps to write it. I use minimal details in my essay. My poem contains some errors.	I clearly express my ideas in the poem. I used the appropriate steps to write. I use details to explain my ideas; the reader can hear my voice in the poem. It has little or no errors.
Compare/ Contrast	Little or no comparing/contrasting of ideas is present.	Samples are minimally (not in depth) compared/ contrasted on a graphic organizer	Writing samples are compared/contrasted using specific on a graphic organizer.	The graphic organizer compares/ contrasts the two samples using specific examples and uses correct vocabulary in determining the differences.
Final Reflection	The explanation is less than 2 sentences. It either does not state an opinion or simply answers in a simplistic one-two word response.	The explanation is 2-3 sentences long and states the author's opinion. The student does not explain his/her answer.	The explanation is 3-4 sentences long and states the author's opinion. The student explains which choice is better and supports his/her answer with one reason.	The explanation is at least 4 sentences long and has good insights. The answer clearly explains which choice is better and is supported with proof and specifics.