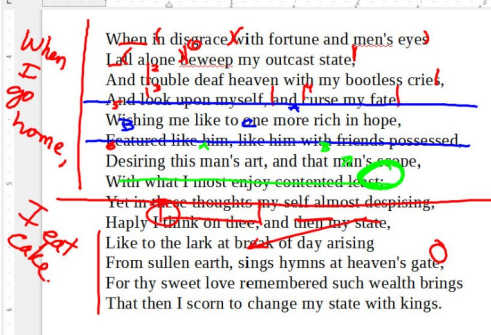


Introduction to Poetry

Essential Question (Objective of lesson)	Standards (Common Core standards addressed in the session)	Activating Strategy (Specific info about a graphic organizer, vocabulary intro, story, video clip, music etc. to be used)	Teaching Strategies (Specifically what and how content/skills will be taught)	Summarizer/Assessment (formal and/or informal; formative and/or summative)
1. How is poetry different from other forms of writing?	<p>RI-5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.</p> <p>RL-5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.</p> <p>RL-6.1 Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	Complete: "Poetry is...". Write at least five facts about poetry. Then complete "Poetry isn't..." and write five more things poetry <i>isn't</i> .	<ul style="list-style-type: none"> • Introduction to reading poetry: "Because You Asked the Difference" • Think pair share: The EQ • Go over the poem as a class with multiple readings <ul style="list-style-type: none"> ◦ Reading 1: Unknown words ◦ Reading 2: important words ◦ Reading 3: Pronouns ◦ Reading 4: Detailed syntactical analysis ◦ Reading 5: Go over title (think/share/pair) • Debriefing 	<ul style="list-style-type: none"> • Informal teacher observation • Student-marked text • Ticket out the door: <ul style="list-style-type: none"> ◦ 3 things you learned about understanding poetry ◦ 2 concern you still have ◦ 1 think you're excited about
2. How does poetry rely on the connotation of words? (2 days)	<p>RI-5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.</p> <p>RL-10.1 Use context clues to determine meanings of words and phrases.</p>	<p>What associations do you have with these words?</p> <ul style="list-style-type: none"> • cut • slash • big • stout 	<ul style="list-style-type: none"> • Connotation and denotation: <ul style="list-style-type: none"> ◦ Review from propaganda unit ◦ Altered PP presentation from portal • Poems: read and go over connotations of various words: "Those Winter Sundays" – altered word engagement • Sensory imagery: picturing the text 	<ul style="list-style-type: none"> • Informal teacher observation • Scaffolded connotation and denotation classwork
3. How do sound devices contribute to a poem's effectiveness? (2 days)	<p>RI-5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.</p> <p>RL-10.1 Use context clues to determine meanings of words and phrases.</p>	<p>What sound device is used here? "Peter Piper picked a peck of pickled peppers."</p>	<ul style="list-style-type: none"> • Alliteration and assonance <ul style="list-style-type: none"> ◦ "The Gift" (696) ◦ "Possum Crossing" (697) • Rhyme and slant rhyme: <ul style="list-style-type: none"> ◦ "My Papa's Waltz" ◦ "Do Not Go Gentle Into That Good Night" • Intro to rhythm: <ul style="list-style-type: none"> ◦ "in Just-" (632) ◦ "My Papa's Waltz" ◦ "Do Not Go Gentle Into That Good Night" 	<ul style="list-style-type: none"> • Informal teacher observation • Marked texts
4. How do I determine the tone of a poem? (3 days)	<p>RI-5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.</p> <p>RL-6.1 Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and</p>	<p>What are some words used to describe someone's tone of voice? Be ready to say, "I love eating pickles" in those particular tones of voice.</p>	<ul style="list-style-type: none"> • Tone words (handout) • Determining tone: Diction (Connotation) in comparison to subject matter • Poems <ul style="list-style-type: none"> ◦ "Do not Go Gentle" (As class) ◦ "My Papa's Waltz" ◦ "Forgetfulness" ◦ "When I Heard the Learned Astronomer" 	<ul style="list-style-type: none"> • Informal teacher observation • "Tone" graphic organizer

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	<p>refined by specific details; provide an objective summary of the text.</p> <p>RL-9.1 Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.</p>		<ul style="list-style-type: none"> ○ “The Lanyard” 	
<p>5. What is a villanelle? (1 day)</p>	<p>RI-5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.</p> <p>RL-9.1 Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.</p> <p>RL-9.1 Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.</p>	<p>Review “Do Not Go Gentle.”</p>	<ul style="list-style-type: none"> • Discuss the notion of poetic forms: <ul style="list-style-type: none"> ○ limerick ○ haiku ○ villanelle ○ sestina ○ sonnet • Inductive reasoning engagement: three villanelles (“One Art”, “Do Not Go Gentle Into That Good Night”, and “The Waking”) 	<ul style="list-style-type: none"> • Informal teacher observation • Villanelle Road Map GO
<p>6. How do poets create a sense of rhythm with language? (2 days)</p>	<p>RI-5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.</p> <p>RL-9.1 Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.</p>	<p>What is the difference between these three lines?</p> <ul style="list-style-type: none"> • Can you see the light from here? • I walk among the trees at night • In the cool of the night • Down to the riverside 	<ul style="list-style-type: none"> • Read passage from <i>Fox in Socks</i>; have students clap along. • Introduction to the poetic foot <ul style="list-style-type: none"> ○ Stressed/unstressed symbols ○ Specific feet <ul style="list-style-type: none"> ▪ Trochee ▪ Iamb ▪ Anapest ▪ Dactyl ▪ Spondee • Sonnet 18 	<ul style="list-style-type: none"> • Informal teacher observation • Student-produced examples of meter
<p>7. How do I parse long Shakespearean sentences? (2 days)</p>	<p>RI-5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.</p> <p>RL-9.1 Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.</p>	<p>Break this sentence down into its constituents (parts).</p> <p>When I, feeling tired and spent from a day of working with fourteen-year-olds, go home with a heavy step, I sit and, finally able to relax, have a cup of coffee.</p>	<ul style="list-style-type: none"> • Review starter • Take the sentence “When I go home, I relax.” and add as many phrases as possible as a class, each student adding one element. • Go through Sonnet 29 as class, pointing out that we’re really just reverse-engineering what we just did 	<ul style="list-style-type: none"> • Informal teacher observation

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8. What is a sonnet? (3 days) Project Option 1	RI-5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations. RL-9.1 Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.	Review the rhyme scheme of “Sonnet XVIII” from homework earlier in the unit	<ul style="list-style-type: none"> • Debrief as class • Inductive reasoning engagement: What is a sonnet? Sonnets included <ul style="list-style-type: none"> ◦ Sonnets 18, 29 130 (Shakespeare) ◦ “Over By the Pacific” (Frost) ◦ “The Illiterate” (Meredith) • Begin unit project: the sonnet <ul style="list-style-type: none"> ◦ Class planning: first quatrain ◦ Pair work: second quatrain ◦ Individually: final quatrain and couplet 	<ul style="list-style-type: none"> • Student-produced sonnets
9. What is a sonnet? (4 days) Project Option 2	RI-5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations. RL-9.1 Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.	Review the rhyme scheme of “Sonnet XVIII” from homework earlier in the unit	<ul style="list-style-type: none"> • Inductive reasoning engagement: What is a sonnet? Sonnets included <ul style="list-style-type: none"> ◦ Sonnets 18, 29 130 (Shakespeare) ◦ “Over By the Pacific” (Frost) ◦ “The Illiterate” (Meredith) • Begin unit project: <ul style="list-style-type: none"> ◦ Each student put in group of three ◦ Each group given randomly chosen sonnet ◦ Each group member annotates one quatrain of sonnet ◦ Group as a whole produces poster with annotated sonnet indicating <ul style="list-style-type: none"> ▪ Problem/solution ▪ Student-created annotations. 	<ul style="list-style-type: none"> • Student-produced sonnets
10. What is narrative poetry? / What is a ballad? (Optional) (2 days)	RI-5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations. RL-9.1 Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.	Review notes from short story unit. With learning partner, discuss what “narrative” meant in that context and come up with a definition of what it might mean in the context of poetry.	<ul style="list-style-type: none"> • “Spanish Boots of Spanish Leather” inductive reasoning engagement • Elements of a ballad/narrative poetry • “Ballad of Birmingham” deductive reasoning engagement 	<ul style="list-style-type: none"> • Ballad GO • Informal teacher observation

