Poetry Unit: 3rd Quarter
7th Grade

STAGE 1: DESIRED RESULTS:

Big Question: What is the best way to communicate? and What makes a good poem great?

Enduring Understandings: Students will understand that...
- The words of poetry stir up feelings and ideas in the reader or listener.
- Literary devices are used to promote specific feelings and imagery in writing.
- An author’s mood can be identified through his/her word choice.
- Poetry can make a reader see a different perspective.

What is the vocabulary associated with this unit?

forms and structures of poetry:
- lyric
- concrete
- limerick
- haiku
- narrative
- ballad
- free verse
- refrain
- stanza
- couplet
- epic

figurative language: language which not meant to be taken literally, or as though it is realistic.
- metaphors
- similes
- personification
- symbol
- idioms
- hyperbole

sound devices: writing or speech that adds a musical quality
- alliteration
- repetition
- rhyme
- assonance
- consonance
- onomatopoeia
- meter

Other poetry terms:
- sensory language
- mood
- tone
- imagery

Knowledge: What will the students know when the poetry unit is completed?
1. What are the different forms of poetry?
2. How do poets share their thoughts and observations?
3. What does each of the literary and sound devices mean and how do they enhance the communication of the poet?
**STAGE 2: ASSESSMENT/EVIDENCE:**

**Summative Assessment: Unit 4 Review pg. 712-713**

Read the poem “I Wandered Lonely as a Cloud” and analyze it:

- Where is the simile
- What type of figurative language is used?
- What sound device is used?
- Which lines rhyme?
- Which line contains imagery?
- What is the main idea of the poem?

Write an expository essay explaining the meaning of the poem and how does the poet successfully use literary techniques and poetic devices to make it a great poem.

*Rubric for the expository essay is on the next page.*

also…

Write a 20 line poem with a sad mood. Use 2 different figurative language techniques, and the following sound techniques: alliteration, repetition, onomatopoeia, rhyme. This poem should be a work in progress. After the 2nd lesson, give students the final assessment point list. As they get ideas, they can add to their poem and revise it. After the unit is completed, give students time to conference with 2 peers and revise. Final draft should be typed.

*Rubric on the next page.*
STAGE 3: LEARNING ACTIVITIES:

Lesson 1: Hook:
A. What is poetry?
   1. Pair them in groups to brainstorm examples of things they consider to be poetic or to contain distinct poetic elements?
   Ask them if they like poetry and to justify their answer?

B. Songs as Poetry:
   Listen to The Beatles “Revolution”
   http://www.youtube.com/watch?v=y_3gHVRtX0U&feature=related
   This web site has the song lyrics on the screen while the music is playing.

C. Student Response:
   Did you like the song?
   How did it make them feel?
   Did it make them think about anything?

D. Have each group relate their findings to the class.

E. Conclusion:

Inform the class that the elements they have described are to be found in most poems.

Share Webster's definition of a poem:
   A composition in verse, esp. one characterized by a highly developed form and the use of heightened language and rhythm to express an imaginative interpretation of the subject.

Then ask the students whether, according to this definition, this song is a poem?
Lesson 2: Introduce Big Question: What is the best way to communicate? Unit 4
   click on Big Question

   1. Show Big Question video (55 sec.) turn and talk to partner: ways we communicate w/others
   2. vocab. central (skip)
   3. Introduction- read “What is the best way to communicate? It’s also on pg. 570-571

Pre-assess poetry knowledge: give students the ISAT practice poem “School Photographer”
   Have students read it and answer the questions. Turn in and correct- not for a grade.

Click on tab called Introduction
   1. Intro: read “What is poetry?” It’s also on pg. 572-573 in book
   2. Meet the author video (2 min. 41 sec)
   3. Journal: Explore prior knowledge: “Write everything you know about poetry and recall a favorite poem.”
   4. share
   5. Ask: How is a poet like a musician?
   6. Learning About Poetry: pg. 574-575 Read definitions and types of figurative language, sound devices and forms of poetry. complete cloze worksheet.
   7. Formative assessment: True or False? The best way to communicate depends on the message and the situation.

Homework: w/s 12: Learning about Poetry
Lesson 3: Read and Annalyze Pat Mora’s 3 Poems: Lyric poem, sensory language, stanza, personification, repetition

1. Read “Maestro” pg. 577 aloud. Stress that we read a poem 3X. Once to let it soak in, once to look for literary devices and sound devices, mood, tone etc. and a 3rd time to understand the meaning of the poem.

2. Follow teaching suggestions on the side

3. Read ‘The Dessert is My Mother” pg. 578 and in Spanish. Use of precise words, personification, repetition

4. Read “Bailando” After reading 3X, ask BQ: What is being communicated by the violinist, the desert, and the aunt and how?

   **answer:** Maestro communicates childhood memories through his music, desert communicates caring through gifts bestowed on the speaker, aunt communicates vitality and her love of life through her dancing.

   Formative assessment: 3-2-1. Write 3 things you learned today, 2 words to tell me what sensory language creates (vivid images), 1 thing you still have a question about.

   **Homework:** w/s 13: Model Selection Poetry/sound devices and answer questions 1-10 w/s 14-1
Lesson 4: Drawing Conclusions and Forms of Poetry

1. **warm up**: put selection test A (The Poetry of Pat Mora) on the overhead or lcd, students work in pairs to answer the questions.
2. Drawing conclusions: read pg. 583
3. Forms of poetry: read pg. 583
4. Do the Preteach on pg. 584 1-4 (on the side)
5. Click on the poems “THE RIDER, SEAL, HAIKU” click BEFORE YOU READ
6. click on BACKGROUND VIDEO.
7. Differentiate: Poetry 1 poems: more accessible (pg 585).
9. After reading, answer critical thinking questions, (pg. 590 and 596) and complete the literary analysis: forms of poetry chart (pg. 591 and 597)

8. **formative assessment**: Turn and talk: What is the definition of a concrete poem? Haiku? a lyric Poem?

Examples of 3 forms on the next page. Put up on LCM
Hold up a concrete poem, have students write the form on the white board and hold it up.
Read and show a haiku, have students write the form on the white board and hold it up.
Do the same with a lyric poem by Langston Hughes.

**Homework**: Write a lyric, concrete or haiku. fill in chart first (w/s 51) to get you started.
Lesson 5: Drawing Conclusions and figurative Language

Daily warm up: look at the 3 poems you read yesterday. Pick one and write a better title for it. Get with someone else who read the same 3 poems. Exchange titles and explain your new title.

1. Grade questions from each group (pg. 590) and (pg. 596)


3. Whole class: open pearsonsuccessnet.com, click on poems “Life” Loo-Wit” and “The Courage That My Mother Had,” click on the before you read – get connected video. (It’s the same video for both set of poems)

4. Journal: Why would someone write a poem about a historical figure?


7. Bring class together for discussion of BQ: see next page

8. formative assessment: dry erase boards: give students examples of figurative language and they write down which figurative language it is an example of, see next page

Homework or group work tomorrow: “Life…” group: W/S 67 and 68 and “Mother…” group: W/S 85 and 86. Directions are the same for both groups. If assigned as homework, students can work in pairs in the “Mother…” group to compare answers, while teacher works with “Life” group to go over the correct answers.

Page: 665 (read example of rhythm, rhyme and meter and show how each metrical foot is set off by slashes. Read the “Think Aloud: Model the Skill” on the side of the page.

Whole class: pg. 668-672 “Annabel Lee” by Edgar Allan Poe, “Martin Luther King” by Raymond Patterson, “I’m Nobody” by Emily Dickinson

1. open pearsonsuccessnet and click on Annabel Lee / Martin Luther King / I’m Nobody. Next, click on before you read and get connected video (54 sec.)

2. Click on While you read. The lesson is about rhythm and rhyme. Play all 3 poems (3 times each) for the students to “hear” the rhythm and rhyme.

3. After listening to “Annabel Lee” ask: What is this poem about? What is the mood of this poem? In the first 2 lines, which syllables are stressed? How would you paraphrase the bracketed lines?

4. After listening to “MLK,” ask: The Connecting to the big question questions on the side of pg. 670

5. After listening to “I’m Nobody,” ask students to look at the last stanza and identify the comparison being made.

6. Complete critical thinking questions on pg. 672 with a partner.
Formative Assessment: worksheet 172
Lesson 7: Mood and Sound devices: onomatopoeia, alliteration, assonance, and repetition. (This lesson uses just two poems and you’re teaching them to the whole class. You are demonstrating how sound devices are used to help communicate the mood of the poem)

1. Read the definition of a sound device and the definitions of onomatopoeia, alliteration, repetition on pg. 647. Review definitions of assonance and consonance from their definition sheet.
2. Look at the examples on the sound device chart on pg. 647.
3. Important: SAY: “To help interpret sound devices, read the poem aloud and try to hear the sounds the poet created. Then ask yourself, What do these sounds make me think of? Also try to figure out how the sounds support the poet’s ideas.”
4. Open pearsonsuccessnet.com and click on the set of poems that start with “Sarah Cynthia…” Click on Before Reading and Background knowledge. After looking at the pictures, decide what the mood is of the different pictures.
5. Now read “Sarah Cynthia Sylvia Stout…” on pg. 650 and “Weather” on pg. 654.
6. Find examples of onomatopoeia, alliteration, assonance and consonance, repetition in each of the poems.
7. Ask class to write the answer to this question: Why do you think these poets used musical sound devices to express their ideas? Answer: To communicate the mostly light-hearted mood of their poems. Students may also point out that the music of poetry helps readers see connections and contrasts between poet’s ideas, and so helps convey meaning.
8. Formative assessment: Put words on the board that are examples from all 4 categories. Call 2 students up at a time, call out a sound device. The first student to swat the correct words, win. OR – use the smart board to put the categories up and have students slide the words under the correct heading.

Or if you don’t have a lot of time Use the following exit slip:

1. Which of the following lines contains the best example of alliteration? Assonance?
   Consonance?
   A. Down he dove into the dreary dismal dungeon.
   B. He went in the tent and met a friend.
   C. A blue moon loomed in a darker blue sky.
Lesson 8: Connotation and Denotation

Pearson book pg. 708-709

Whole class

1. Read the top of the chart. Have students write the definitions on their poetry term sheet.
2. Good way to remember the difference: Denotation starts with a D and so does Dictionary Definition.
3. Look at chart and examples. Do 1-6 A on the white boards.
4. Practice: Use a thesaurus to look up italicized words in part B. Rewrite sentences with words that have the same denotation but a greater degree of connotation.
5. Formative assessment: worksheet 224-225. and if you didn’t give the connotation and denotation vocabulary practice worksheet 49 & 50- give it now

Before completing the final assessment, review how to analyze a poem. Give students the poem “On Turning Ten”
Ask them to read it 3 times and to find any sound devices, figurative language, and what the main idea of the poem is. Discuss findings in small groups. Come back together for whole class discussion.