NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

Experiencing Poetry

June 2019

BOE Approved November 2019

New Milford Board of Education

David Lawson, Chairperson

Tammy McInerney, Vice Chairperson

Angela Chastain, Secretary

Eileen Monaghan, Assistant Secretary

Bill Dahl

Joseph Failla

Wendy Faulenbach

Brian McCauley

J.T. Schemm

Superintendent of Schools

Dr. Kerry Parker

Assistant Superintendent

Ms. Alisha DiCorpo

Author of Course Guide

Michelle Minto

BOE Approved November 2019

New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Experiencing Poetry CP

Grades 11-12

Experiencing Poetry is a semester course for students who may enjoy an immersive experience in poetry. The course explores modern and contemporary poets and their work through listening and close reading. Students will grapple with the various purposes of poetry and seek to define and shape the genre through engaging with a variety of forms, themes, and approaches to poetry. Students will read, watch, hear and analyze poetry. Students will also find their own voice and make their own contributions to the genre. Students will experiment with diverse forms and themes and write, perform and publish their original poetry. Students are expected to complete a final portfolio project that highlights their work. All senior and junior electives include the core text reading requirement and, in the fall semester, the personal narrative/college essay assignment. Students may also choose to participate in the summer reading activity for extra credit.

Pacing Guide

Unit #	Title	Weeks	Pages
1	Listening	4.5	7-15
2	Looking	4.5	16-22
3	Speaking	4.5	23-30
4	Making	4.5	31-38

ESTABLISHED GOALS	Transfer	
CCSS.ELA-LITERACY.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used	*Students will be able to independently use their learning to* - describe how poets draw from life experiences to communicate truths - explain how poetry both reflects and informs cultures and societies - construct a definition of contemporary poetry - develop a well-rounded, well-researched, balanced account of a poet's life - present their findings to, and respond to questions from, an informed audience	
CCSS.ELA-LITERACY.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. CCSS.ELA-LITERACY.RL.11-12.4 Determine the meaning of words and phrases as they are	Meaning	
	UNDERSTANDINGS *Students will understand that* - poetry reflects the history, society, values and moral codes of the time period in which it was written as well as the poet's life and aesthetics. - a poet's use of well-chosen words, formats, poetic techniques, imagery, sound devices, figurative language, voice, syntax, and register (elements of poetry) help the reader appreciate the emotions, tone and message of the work - poetry is lyrical and rhythmic - readers interpret the source text - definitions of poetry are as varied as definitions of music or food. - Poetry has various functions, forms,	ESSENTIAL QUESTIONS *Students will keep considering* - What is poetry? - Why do we write poetry? - How does poetry inform and reflect our experiences? - How do we "listen" to poetry? - How does a poet use different literary devices, diction, syntax, tone, form and style to create meaning in his work? - How does the recitation of poetry affect the poem and its message? - How does poetry differ from prose?

used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. CCSS.ELA-LITERACY.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CCSS.ELA-LITERACY.W.11-12.9 Draw evidence from literary or informational texts to support	purposes, and explores various aspects of the human condition in different ways.	- How do oral reading, interpretation, and expression improve or influence understanding and analysis of poetry?

Acquisition	
Students will know	*Students will be skilled at*
- figurative and connotative meanings of words - elements of poetry including language, point of view, imagery, sound, rhythm, form and structure - specific impact of word choices on meaning, tone, and beauty of a piece - multiple interpretations of a poem or a poet's body of work - a poet's experiences have a direct influence on his/her work - writing is a process involving planning, revising, editing, rewriting, or trying a new approach - research is used to answer a question (including a self-generated question) or solve a problem; - research requires narrowing or broadening the inquiry when appropriate and synthesizing multiple sources on the subject.	- evaluating a speaker's point-of-view - finding links among ideas, word choice, points of emphasis and tone used by a poet - determining the meaning (or levels of meaning) of words and phrases as they are used in the text - posing and responding to questions that probe reasoning - clarifying, verifying, or challenging ideas to promote divergent and creative perspectives - evaluating complex ideas, concepts and information clearly - effectively selecting, organizing, and analyzing content - drawing evidence from poems to support analysis and reflection - producing clear and coherent writing - planning, revising and editing writing - presenting information and responding to questions about it

analysis, reflection, and research.

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Code	Evaluative Criteria	Assessment Evidence
		PERFORMANCE TASK(S): *Students will show that they really understand evidence of…*
A	Students bring notes from their research	Goal/challenge- Take on the persona of a modern/contemporary poet of your choice and attend a world poetry conference aimed at defining contemporary poetry.
M	Students record ideas and take notes during the conference	Role for student: A famous poet of your choice
T, M, A	Students listen for viewpoints	Audience for student work: Other poets in attendance at the conference
T, M, A	Students ask questions	
T	Students answer questions accurately and thoroughly demonstrating understanding of the poet's life and attitudes toward poetry's role in society	Situation - Students are attendees at a World Poetry Conference. They, along with some of the world's most famous poets, have been invited to the conference in order to define "contemporary poetry." During the performance task, students will be participating in respectful listening and discussion in order to define poetry and its role(s) in the modern world.
M	Students attempt to dress like their poet/ choose clothing styles from the correct time-period	Products and performances generated by student: Students will choose a poet to represent at the conference. They will research the work and life of the poet. At the conference, they will dress up to look like the poet, recite one of the poet's poems from memory, and make a case for a definition of poetry based on what their poet believed. During the conference, students must contribute to the discussion, listen attentively, and ask/respond to questions.
T, M, A	Students demonstrate respect and decorum	
T	Students craft an original and multi-faceted definition of contemporary poetry including its possible role(s) in society today and in the future.	Standards/criteria for judging success: Students show preparation, listen, speak and accurately represent their chosen poet, ask questions, and respond respectfully demonstrating depth of thought, expectations/norms

BOE Approved November 2019

		OTHER EVIDENCE: brainstorming research notes poem annotations collaborative projects close reading of various mentor texts slideshow presentations participation in small-group and whole-group discussions completion of in-class writing assignments and activities daily journaling in writer's notebook participation in all aspects of the writing process, with a focus on the writer's workshop production of polished writing

Code	Pre-Assessment
M	Students respond in their notebooks, and in a class discussion, to the essential question- "Why do we write poetry?" Teacher encourages students to list examples of the poetry they have heard, read, written, or loved. Teacher introduces the notion that poetry is like music or food. There are lots of different types of poetry, and types of poets, and types of poems. Poets write poems that explore emotions, thoughts, moments, experiences both physical and metaphysical. The way we define and create and discuss poetry is always evolving. In this unit, students will listen to classical and contemporary poets with the goal of defining poetry in their own terms. Finally, teacher introduces essential questions and discuss culminating performance task and learning objectives

Code	Summary of Key Learning Events and Instruction	Progress Monitoring
M	Teacher activates prior knowledge by asking students to define poetry. What do we already know about poetry?	Students work in pairs to craft a definition of poetry, and share with the class
M, A	Teacher uses responses from students and own knowledge to construct a working definition of poetry. Teacher reviews elements of poetry including: Words/language, figurative language, imagery, point of view/speaker, sound, rhythm and meter, form, etc.	Class discussion/notes
M, A	Teacher reminds students that poetry does not only constitute words on a page; poetry is spoken and heard. Teacher introduces *Poetry Speaks* and a "poem a day" activity to begin each class in this unit. *Poetry Speaks* is an audio collection of short biographies about seminal poets followed by clips of the poets reciting their work. The teacher may select a poem or poet from *Poetry Speaks* and provide students with a purposeful writing prompt to respond to. Prompts may include: ● How does the sound of the poet differ from the way you read it? ● How does hearing the poem change or influence its meaning? ● Why does the speaker choose to recite the poem this	Students begin each class in this unit by reading a poem selected by the teacher. They write their initial responses in a reader/writer's notebook. Next, students listen to the same poem recited by the poet and respond to a prompt from the teacher in their notebooks.

	way? ● How would your recitation of this poem be different? ● A question that deals with the particular teaching point for the day or an element of poetry that the teacher deems necessary for clarification/practice ● Write a poem in a similar style (rhythm, rhyme scheme, topic, form, structure, etc.).	
A	Teacher reviews figurative language by drawing distinctions between what is said literally and what is meant figuratively in a text. Teacher uses a model text filled with exaggerated figurative language to show that the writer does not intend the literal meaning of the words he uses. Teacher models different interpretations of the literal words by exploring the different connotations those words have, or by examining their context in the poem.	Students each choose a poem from Meyer's anthology and annotate searching for figurative language. Next, students create a three column chart; in the first column, they will write the figurative language they found, in the second column, the literal meaning of the words (denotation), and in the final column, what they think the poet meant figuratively by using those words. Students present their findings in pairs.
A	Teacher writes a poem in front of the class and purposely uses vague or unclear language. Teacher tells students what the intended meaning of the poem is, and asks students to make suggestions for improving the poem with more specific language. Teacher swaps out various words and emphasizes how each word swap impacts the meaning, tone, or beauty of the poem.	Students work in pairs to rewrite a famous poem in order to change its meaning or tone, focussing on choosing specific words to do so. Students share their new poem with the class, and discuss how/why they used different words to change the meaning of the poem.
T, M, A	Teacher introduces GRASPS (choose a poet to represent at a world conference of poets, research the work and life of the poet, dress up to look like the poet, recite one of the poet's poems from memory, and make a case for a definition of poetry based on what their poet believed.) and asks students to choose a few poets they might be interested in becoming.	Students have time to explore poets in classroom anthologies, Poetry Speaks, and online (poets.org, poetryfoundation.org, etc.). Students make a short list of poets they are interested in.
T, M, A	Teacher selects a poet to be at the conference. Teacher models expectations for GRASP by researching a poet of their choice, and taking notes about the poet's life and the time	Students choose a poet and begin learning about that poet's life. Students record notes and sources in a google doc.

	period/society in which the poet lived.	
M, A	Teacher uses one of the poet's poems and models how to closely read and annotate the poem. Teacher thinks aloud and points out connections between the writer's life and the writer.	Students choose a poem by their chosen poet and annotate looking for connections to what they have learned about the poet's life.
A	Teacher reminds students that research is often used to answer a question by synthesizing multiple sources on the subject. Teacher models research by consulting credible sources in order to answer the questions: how did my poet's life influence his writing? and how would my poet define poetry? Teacher models note-taking and source evaluating.	Students consult credible online and print sources in order to answer the questions: how did my poet's life influence his or her writing? and how would my poet define poetry? Students continue to record notes and sources in a google doc.
A	*Teacher reviews reserach skills by implementing mini lessons about research depending on the needs of the students. They might focus on: - evaluating sources - primary vs secondary sources - note-taking - plagiarism, etc.	Activities teacher deems appropriate.
M, A	Teacher chooses a poem written by their chosen poet to memorize. Teacher introduces memorization tips, reviews lessons from Poetry Speaks activities, and highlights recitation tips from the poets students have been listening to throughout the unit (pace, volume, meter, etc.)	Students choose a poem to recite for their GRASP. For homework, students practice their poem and write a short response about the recitation choices they are making and why.
T	Teacher confers with students as they prepare for their GRASP.	Students submit their notes, practice reciting their poetry in small groups, and craft a definition of poetry in order to perform the GRASP.

Recommended Resources:

Texts:
Poetry: An Introduction, Meyer, Michael
Poetry 180, Collins, Billy
Poetry Speaks, Paschen and Mosby
Don't Read Poetry, Stephanie Burt
Perrine's Sound and Sense: An Introduction to Poetry, Arp and Johnson
Sleeping on the Wing: An Anthology of Modern Poetry with Essays on Reading and Writing, Koch and Farrell
Six American Poets: An Anthology, Conarroe
The Teachers and Writers Handbook of Poetic Forms, Padgett

Online Resources:
Poetry Foundation
Poets.org
Poetry Out Loud
Poets and Writers

*indicates core text

UbD Template 2.0

UNIT II: Looking

ESTABLISHED GOALS	Transfer
CCSS.ELA-LITERACY.RL.11-12.9	*Students will be able to independently use their learning to…*

<table>
<tr><td>Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</td><td>
- describe various critical approaches to poetry
- apply multiple critical approaches to one poem
- compare and critique the merits of each critical approach
- synthesize their own interpretation of a poem with others
</td></tr>
</table>

	Meaning

CCSS.ELA-LITERACY.RL.11-12.1	UNDERSTANDINGS *Students will understand that…*	ESSENTIAL QUESTIONS *Students will keep considering:*
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure	- the reader of poetry can bring his/her own experiences and perspectives to the interpretation of poetry, thereby creating varying interpretations of any given work. - literary criticism aims to define beauty and quality, and to create standards by which to critique poetry and literature - there are many lenses of literary criticism through which poetry can be analyzed and critiqued	- How does one's own experience affect how one interprets the meaning of a poem? - What is beauty? - What makes a poem good? - Can there be more than one interpretation of a given work? - How do literary devices and poetic techniques help the reader visualize text and enhance our appreciation of the work? - How can an effective writer prove his/her personal interpretations of a given poem using analytical techniques and textual evidence?

BOE Approved November 2019

	Acquisition	
and meaning as well as its aesthetic impact.. CCSS.ELA-LITERACY.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant CCSS.ELA-LITERACY.L.11-12.5.A Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. CCSS.ELA-LITERACY.L.11-12.5.B Analyze nuances in the meaning of words with similar denotations. CCSS.ELA-LITERACY.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. CCSS.ELA-LITERACY.W.11-12.7	*Students will know…* - literary criticism is an evolving field of study in which critics frequently respond to each other's theories and build on each other's work - literary criticism including: reader-response, formalism/new criticism, biographical, historical/new historical, psychoanalytic/psychological, Archetypal, sociological, gender studies, etc. - the structure of a poem can contribute to its overall meaning - grasping a point of view in a poem requires distinguishing what is said from what is meant. - writing is a process of planning, revising, editing, rewriting, or trying a new approach - writing focuses on addressing what is most significant for a specific purpose and audience - writing is clear, coherent, well-developed, and organized - the internet is a powerful tool for communicating.	*Students will be skilled at…* - citing strong and thorough textual evidence to support analysis of what a poem says explicitly as well as inferences drawn from the poem - determining where a poem leaves matters uncertain - analyzing how a poet's choices contribute to a poem's meaning and aesthetic impact - grasping various points-of-view - analyzing multiple interpretations of a poem - evaluating how different sources interpret the same poem - conducting short research projects to answer a question - synthesizing multiple sources on a subject - -collaborating with peers to build meaning or lead to new understandings - writing routinely for a range of purposes and audiences

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		

Code	Evaluative Criteria	Assessment Evidence
	Further information:	PERFORMANCE TASK(S): *Students will show that they really understand evidence of…*
A	Lesson is 15- 20 minutes long and meets the requirements outlined in the rubric	Goal/challenge- Teach This Poem Role for student- Poetry teacher Audience for student work- The rest of the students in the class
T, M	Student demonstrates thorough understanding of the chosen poem by using evidence from the poem to support their interpretations	Situation- Students have been asked to prepare a lesson for the Academy of American Poet's "Teach This Poem" series. Students have also been invited to teach this lesson to their 11th/12th grade poetry class.
T, M, A	Student applies three different critical lenses to the poem, and the interpretations differ	Products and performances generated by student- Students will choose a published poem (can be from any time period, including current music/rap) on which they want to become an expert.
T, M, A	Student can articulate the difference between the three interpretations presented	Students will use at least three different critical approaches to analyze the poem of their choice. Students will prepare a 15-20 minute lesson plan designed to teach this poem and these
A	Student incorporates a visual aid and engages the audience	interpretations to the class. Students should also solicit reactions from other students in the class to the poem.
A	Student speaks clearly and loudly	Standards/criteria for judging success- Lesson must contain a warm-up which provides context for the poem, time for silent,
T, M, A	Student solicits questions from the audience and can answer them with confidence	independent reading of the poem, two oral readings of the poem, and some activity for the class to engage with. Lesson requirements can be found here (teacher may adjust as necessary). Students may publish lesson plans online.

		OTHER EVIDENCE:
		Students will show they have achieved Stage 1 goals by… brainstorming research notes poem annotations collaborative projects close reading of various mentor texts slideshow presentations participation in small-group and whole-group discussions completion of in-class writing assignments and activities daily journaling in writer's notebook participation in all aspects of the writing process, with a focus on the writer's workshop production of polished writing

Code		
M	*Pre-Assessment* Students will respond in their notebooks, and in a class discussion, to the essential question: "How do you define 'beauty'"? Encourage students to share their ideas and to provide concrete examples to support their thinking. Be prepared to explore different interpretations of beauty and encourage students to expand their thinking. Finally, introduce essential questions and discuss culminating performance task and learning objectives.	
M, A	Summary of Key Learning Events and Instruction Teacher continues use of the "poem a day" activity to engage and activate learning as needed. Teacher can continue to use selections from *Poetry Speaks,* selections from poetry anthologies in the classroom, or may choose poems or songs online as student interest necessitates. Teacher can use poems that exemplify a particular skill or teaching point for the day.	Progress Monitoring Students continue to engage in active analysis of poetry and record their thoughts in their writer's notebook.

M, A	Teacher uses an exemplar text to show that readers bring their own experiences and ideas to a text, thereby creating various interpretations of a given piece. Teacher reads Robert Frost's "Nothing Gold Can Stay" (or something similar) to the class and asks students to write down what the poem is about. Student responses should vary. Some will interpret it literally, others will interpret it figuratively. [Here are various interpretations of this one poem.](#)	Students record their ideas/take notes
A	Teacher introduces students to the evolving field of literary criticism which aims to define beauty and create standards of quality in evaluating poems. Critics respond to each other's theories and build on each other's work.	Students respond to the following question either in small groups, a whole-class discussion, or in writing: How do you know if a poem is good?
A	Teacher introduces [types of literary criticism](#) including: reader-response, formalism/new criticism, biographical, historical/new historical, psychoanalytic/psychological, Archetypal, sociological, gender studies, etc.	Students get into small groups. Each group chooses a type or school of criticism to research. Groups create a google slideshow showing examples of how that type of critism is applied to poems and present their findings to the class.
T, M, A	Teacher introduces students to GRASP (choose a published poem -can be from any time period, including current music/rap- on which they want to become an expert. Use at least three different critical approaches to analyze the poem, and prepare a 15-20 minute lesson plan designed to teach this poem and these interpretations to the class).	Students choose a poem and three literary lenses they are interested in.
A	Teacher selects an exemplar poem to model that the structure of a poem can contribute to its overall meaning. Teacher shows students ["Thing Language"](#) by Jack Spicer (or something similar) and evaluates how the line breaks change the meaning of the overall poem. Gertrude Stein's ["How She Bowed to her Brother"](#) is great too.	Students analyze their chosen poem looking for how the structure might contribute to its meaning. They write a response in their notebooks.
A	Teacher selects an exemplar poem to model that grasping the point of view in a poem requires distinguishing what is said from what is meant. ["Thing Language"](#) and ["How She Bowed to her Brother"](#) are also appropriate here, especially the	Students identify the point of view in their poem. They also identify any differences they find in what is said vs. what is meant. They write a response in their notebooks.

M, A	closing lines. Teacher chooses two different critical approaches. Teacher models analyzing a poem of their choice through each of these critical approaches. Teacher emphasizes differences in interpretations.	Students begin working on their GRASP.
T, M, A	Teacher confers with students as they work toward completing the GRASP.	Students deliver their lessons to the class.

Recommended Resources:

Texts:
Poetry: An Introduction, Meyer, Michael
Poetry 180, Collins, Billy
Poetry Speaks, Paschen and Mosby
Don't Read Poetry, Stephanie Burt
Perrine's Sound and Sense: An Introduction to Poetry, Arp and Johnson
Sleeping on the Wing: An Anthology of Modern Poetry with Essays on Reading and Writing, Koch and Farrell
Six American Poets: An Anthology, Conarroe
The Teachers and Writers Handbook of Poetic Forms, Padgett

Online Resources:
Poetry Foundation
Poets.org
Poetry Out Loud
Poets and Writers

*indicates core text

ESTABLISHED GOALS	*Transfer*	
CCSS.ELA-LITERACY.W.11-12.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Students will be able to independently use their learning to… - identify contemporary issues about which they feel passionately - use the power of language to challenge the status quo - use elements of poetry to compose an original poem - perform an original poem before a live audience	
	Meaning	
CCSS.ELA-LITERACY.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. CCSS.ELA-LITERACY.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. CCSS.ELA-LITERACY.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to	UNDERSTANDINGS *Students will understand that…* - poetic style changes and evolves throughout the centuries - modern poetry is influenced by literary movements of the past - poetry mirrors the human experience - literary themes relate to personal experiences, and humankind's universal experience - poetry gives voice to underrepresented peoples - you no longer have to be an academic to be a poet - cultural differences, identity and pride are reflected in poetry - modern poetry reflects 21st century concerns - oral reading, interpretation, and expression improve understanding of	ESSENTIAL QUESTIONS *Students will keep considering:* - How do literary themes, though they vary across cultures, relate to one's personal experience as well as humankind's universal experience? - How does poetry give voice to underrepresented people in their quest for identity? - How are cultural differences, identity, and pride reflected in poetry? - How do modern poets make poetry new? - How does modern poetry reflect 21st century concerns? - How do oral reading, interpretation, and expression improve understanding and analysis of poetry? - How does live performance of a poem impact the meaning of the poem?

comprehend more fully when reading or listening. CCSS.ELA-LITERACY.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CCSS.ELA-LITERACY.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) CCSS.ELA-LITERACY.W.11-12.5	poetry - performers make decisions which directly impact the meaning of a poem	
	Acquisition	
	Students will know… - figurative language and nuances in word meanings - methods for independently gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression - language functions in different contexts to make effective choices for meaning and style - a speaker uses reasoning, evidence, rhetoric, word choice, points of emphasis, and tone when delivering a message - poetry can give you a voice - performing poetry gives the words a new layer of meaning - writing is a process of planning, revising, editing, rewriting, or trying a new approach - writing focuses on addressing what is most significant for a specific purpose and audience - writing is clear, coherent, well-developed, and organized - the internet is a powerful tool for communicating.	*Students will be skilled at…* - evaluating a speaker's point of view, reasoning, and use of evidence and rhetoric - assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used by a poet - drawing connections between poems and their own (and others') cultures and times - recognizing the influence of the reader's own experience in determining the meaning of a poem - adapting speech to a variety of contexts and tasks - applying knowledge of language to make effective choices for meaning or style when reading or performing poetry - using precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences - demonstrating command of the conventions of standard English grammar and usage when writing or speaking - producing clear and coherent writing - developing and strengthening writing as needed - using technology to publish writing

BOE Approved November 2019

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.) CCSS.ELA-LITERACY.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.		

Code	Evaluative Criteria	Assessment Evidence
A	Poem uses more than five (5) examples of figurative language and/or poetic devices in their poem. Elements are used effectively to add meaning to the poem	PERFORMANCE TASK(S): GRASPS Goal/challenge: Write and perform an original poem for a live audience Role for student: Poet/performer Audience for student work: students in the class, or audience at a poetry slam
M	The poem is original, unique, and creative. Presents a fresh twist on the theme.	
A	The poem is appropriate for and connects well with the audience	Situation: Students will compete in a poetry slam. The mission of Poetry Slam, Inc. (PSi) is to promote the creation and performance of poetry that engages communities and provides a platform for voices to be heard beyond social, cultural, political, and economic barriers. Their vision is a world where all persons have the ability to express themselves creatively through poetry using the power of voice.
T, M	The poem contains honest, passionate, personal content. The poem is an extension of the poet's individual identity, truth, and beliefs.	
T, A	Performance volume is loud enough to be heard and varied very effectively to enhance delivery and add interest and emphasis	Products and performances generated by student: Students will write an original poem using the elements of poetry they have learned about so far to communicate their perspective on a 21st century issue. Students will perform the poem, adding another level of meaning to the poem.
T, M, A	Performance pace matches the content and theme very well. Voice and enunciation add nuances to create an intended tone and message.	Standards/criteria for judging success: Poetry Slam Rubric 1 or Poetry Slam Rubric 2, or similar.
A	Facial expressions, gestures, eye contact, and stage movement are used in a poised and confident manner.	
A	Speaker consistently uses several different tones and uses inflection to make the reading interesting and exciting.	

T, M, A	poem is memorized	
		OTHER EVIDENCE: *Students will show they have achieved Stage 1 goals by…* brainstorming research notes poem annotations collaborative projects close reading of various mentor texts slideshow presentations participation in small-group and whole-group discussions completion of in-class writing assignments and activities daily journaling in writer's notebook practice at home and in class of performances participation in all aspects of the writing process, with a focus on the writer's workshop production of polished writing

Code	Pre-Assessment	
M	Students respond in their notebooks, and in a class discussion, to the essential question- "How do modern poets make poetry new?" Teacher introduces essential questions and discuss culminating performance task and learning objectives	
	Summary of Key Learning Events and Instruction	Progress Monitoring
M, A	Teacher continues "poem a day" activity. Teacher should focus on finding 21st century poetry or music to share with students.	Students continue to engage in active analysis of poetry and record their thoughts in their writer's notebook.
A	Teacher introduces students to *Slam poetry* and *Poetry Out Loud* by showing several examples of live poetry performances (see recommended resources). Teacher notices the various poetic forms and devices used in each example. Teacher asks students what they noticed. Noticings may include: - figurative language - nuances in word meanings - using one word to mean many things at once - word choice, points of emphasis, tone - physical, vocal, facial etc. choices made in performance	Student record notes in their notebooks/discussion
M, A	Teacher demonstrates that performing poetry gives the words a new layer of meaning by giving a printed poem to students, analyzing it together as a class, and then showing students the performance of the same poem. Teacher asks students	Students choose a slam poem to analyze. They discuss in a written response how watching the performance differs from reading the poem.

A	how the performance changed or enhanced the meaning of the poem.

Teacher chooses a slam poem (like Marshall Davis Jones's "Touchscreen") that conveys a powerful idea or emotion to emphasize the poetry can give you a voice. | Students identify the theme of the poem (the powerful idea conveyed) and explain why poetry can be such a useful vehicle for ideas and emotions. |
M	Teacher reminds students that poets are influenced by the society in which they live. Teacher asks students to consider the world as it currently is. What issue or idea is most important to you today? What do you want to tell the world about it?	Students brainstorm and list different ideas or issues about which they feel passionately.
T, M, A	Teacher introduces GRASP (write an original poem using the elements of poetry they have learned about so far to communicate their perspective on a 21st century issue. Perform the poem, adding another level of meaning to the poem) and explains expectations.	Students begin drafting poems in a writing workshop environment and practice slamming them in small groups in order to prepare for the performance.
T	Teacher provides rubric for performance and confers with students as needed while they prepare.	Students use rubric and confer as needed to prepare their original poem and performance.
	Recommended Resources:

Texts:
*Poetry: An Introduction, Meyer, Michael
Poetry 180, Collins, Billy
*Poetry Speaks, Paschen and Mosby
Don't Read Poetry, Stephanie Burt
Perrine's Sound and Sense: An Introduction to Poetry, Arp and Johnson
Sleeping on the Wing: An Anthology of Modern Poetry with Essays on Reading and Writing, Koch and Farrell
Six American Poets: An Anthology, Conarroe
The Teachers and Writers Handbook of Poetic Forms, Padgett

Online Resources: | |

| | Poetry Foundation
Poets.org
Poetry Out Loud
Poets and Writers
"Touchscreen" by Marshall Davis Jones
"Letter to your flag", Youth Speaks
"Self-inquiry before the job interview" performed by Patrick Monaghan
"If I should Have a Daughter" by Sarah Kay
"Smile" by Rhiannon McGavin
Poetry Slam Inc
40 Slam Poems for the Classroom |
|---|---|

ESTABLISHED GOALS	*Transfer*	
	Students will be able to independently use their learning to…	
CCSS.ELA-LITERACY.W.11-12.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	- write a book of original poetry which conveys their unique perspective - organize their own selections to develop a theme or build meaning - make intentional writing decisions to create a desired impact - market themselves as poets and promote their work - publish their poetry online	
	Meaning	
CCSS.ELA-LITERACY.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.11-12.1.A Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. CCSS.ELA-LITERACY.L.11-12.1.B Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as	UNDERSTANDINGS *Students will understand that…* - "poem" comes from the ancient Greek verb that means "to make" - poets are shaped by their experiences, the content they consume, and the world in which they live - current events and trends affect the development of poetry - poetry contributes to social change - the internet is a powerful tool for poets to share their writing - poets have various outlets for publishing in the 21st century - we continue to define and shape poetry	ESSENTIAL QUESTIONS *Students will keep considering:* - How does a poet find his own voice? - How do current events/trends affect poetry's development? - How does poetry contribute to social change? - What does the current publishing market look like for poets? - How do poets publish and share their work today? - How will we define poetry in the future?

needed.	**Acquisition**	
	Students will know…	*Students will be skilled at…*
CCSS.ELA-LITERACY.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. CCSS.ELA-LITERACY.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CCSS.ELA-LITERACY.L.11-12.5.A Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. CCSS.ELA-LITERACY.L.11-12.5.B Analyze nuances in the meaning of words with similar denotations. CCSS.ELA-LITERACY.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading,	- precise words and phrases, telling details, and sensory language convey vivid pictures of experiences - usage is a matter of convention, can change over time, and is sometimes contested - language functions in different contexts to make effective choices for meaning or style - figurative language, word relationships, and nuances in word meanings. - writing is a process of planning, revising, editing, rewriting, or trying a new approach - thoughtful organization can lead to deeper understanding for the reader - writing is clear, coherent, well-developed, and organized - the internet is a powerful tool for communicating.	- demonstrating command of the conventions of standard English grammar and usage when writing or speaking - resolving issues of complex or contested usage by consulting references or making a supported argument - interpreting figures of speech in context and analyzing their role in the text - analyzing nuances in the meaning of words with similar denotations - using academic and domain-specific words and phrases at the college and career-ready level - applying knowledge of language to make effective choices for meaning or style when writing poetry - using precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences - demonstrating command of the conventions of standard English grammar and usage when writing or speaking - producing clear and coherent writing - developing and strengthening writing as needed - using technology to publish writing

writing, speaking, and listening at the college and career readiness level		

Code	Evaluative Criteria	Assessment Evidence
	Further information:	PERFORMANCE TASK(S):
A	Students produce at least 10 poems	G: Students will create a chapbook of poetry to distribute to poets, writers and publishers at the New York City Poetry Festival.
T	Students use deliberate word choice, syntax and style to compose poems	R: You are attending the New York City Poetry Festival, where over 14,000 literary minds come together to celebrate poetry and the craft of writing
M, A	Student's work shows evidence of student's understanding of nuances in word meaning	A: Poets, publishers, literary agents and the attendees of the festival
M	Students use figurative language effectively	
M, A	Students attempt various forms and styles, and incorporate various learned elements of poetry	S: You will be attending a prestigious poetry festival in New York City. Here, you will have access to over 14,000 participants and you want them to see your work! This is your chance to distribute your writing and publicize yourself as a writer. Create a chapbook of at least 10 poems to distribute at the festival which show excellent use of craft and style.
A	Students draft, confer, and revise writing throughout the process.	
M, A	Students share their writing with their peers.	P: A chapbook of at least 10 poems
T, A	Students offer and receive respectful writing feedback.	S: Teacher rubric
A	Students demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing.	(An added option for this task is to actually submit the chapbook of poetry to "real" publishers.)
T	Students produce a final, polished piece ready for distribution to professional writers	

		OTHER EVIDENCE: *Students will show they have achieved Stage 1 goals by…* Brainstorming Flash drafts Collaborative projects Close reading of various mentor texts Slideshow presentations Participation in small-group and whole-group discussions Completion of in-class writing assignments and activities Daily journaling in writer's notebook Participation in all aspects of the writing process, with a focus on the writer's workshop Production of polished writing

Code	Pre-Assessment
M	Ask students to brainstorm a list of careers which involve writing. Compile that list in a google doc that is shared with the entire class. This will be added to throughout the unit. Introduce the essential questions of the unit, and share with students the product goal.

	Summary of Key Learning Events and Instruction	Progress Monitoring
M	Teacher reminds students that poets are not a thing of the past. Poets are writing and performing right now.	Students get into pairs and perform an internet search for places poetry is published today. Students respond to the following (or similar) questions: What does the current publishing market look like for poets? How do poets publish and share their work today? Students present their findings to the class.
A	Teacher introduces students to online and print collections of current poetry that they may not have found in their searching.	Students choose four publishing outlets (whether online or in print) and research submission guidelines, pay rates, etc. for each publisher.
A, M	Teacher reviews submission guidelines for poetry from some larger literary magazines like The Sun and makes note that publishers are often looking for strong writing and a strong point-of-view or voice.	Students think about their own point-of-view. Students respond in their notebooks: what do I want to tell our world? What is my message? What do I care about?
T, M, A	Teacher introduces GRASP (create a chapbook of at least 10 poems to distribute at a poetry festival which show excellent use of craft and style). Poems should vary in style, form, and subject. Chapbooks should reflect your unique perspective and voice.	Students begin to brainstorm for their chapbook by listing ideas, issues, feelings they might want to explore.
A	Teacher reminds students that precise words and phrases, telling details, and sensory language, convey vivid pictures of experiences. Teacher either models how to do this, or uses a	Students compose a poem focussing on conveying vivid pictures of an experience.

	mentor text.	
A	Teacher asks students to recall the different kinds of poetry they have read throughout the semester and that matters of convention can change over time and are sometimes contested. Teacher can discuss Gertrude Stein and her use of punctuation as a model or any other poet who played this role as a game-changer.	Students work in small groups to list poets who are known for changing the paradigm of poetry. Which poets really challenged the status quo or the traditionally accepted forms of poetry and how did they do it?
		Students play with words and attempt to write a poem that defies any form or definition of poetry they have seen before.
A	Teacher reminds students that language functions in different contexts to make effective choices for meaning and style. Poets often play with the nuanced meanings of words or choose words which create multiple possible interpretations. Teacher uses a poem to model this idea.	Students attempt to write a poem whose meaning can be interpreted several ways due to the deliberate word choice.
A	Teacher reviews ways poets use figurative language to make connections in their readers minds. Teacher selects a metaphor poem and discusses how the metaphor in the poem makes something vague more clear.	Students write an extended metaphor poem.
A, M	Teacher continues to provide examples of contemporary poetry through the poem a day activity and regular conferring as students work toward completing the GRASP.	Students compose another 6 poems for their GRASP.
T, M, A	Teacher reviews ways poets organize their work to build meaning for readers. Teacher uses examples of published poetry books to show students that poets consider not only their poems individually, but also how to arrange them (order them) to create meaning or tell a story.	Students purposefully arrange their work to either build meaning, create a theme, or tell a story. Students write a rationale for their arrangement.

	Recommended Resources: Texts: *Poetry: An Introduction*, Meyer, Michael *Poetry 180*, Collins, Billy *Poetry Speaks,* Paschen and Mosby *Don't Read Poetry*, Stephanie Burt *Perrine's Sound and Sense: An Introduction to Poetry,* Arp and Johnson *Sleeping on the Wing: An Anthology of Modern Poetry with Essays on Reading and Writing*, Koch and Farrell *Six American Poets: An Anthology*, Conarroe *The Teachers and Writers Handbook of Poetic Forms*, Padgett Online Resources: Poetry Foundation Poets.org Poetry Out Loud Poets and Writers Theprose.com The Sun *indicates core text	