Unit 3: The Power of Poetry
7th Grade Language Arts
19 Class Meetings

Created July 2020

Essential Questions
● How does poetry contribute to our understanding of self, others, and the world?   ● How does poetry spark emotion?

Enduring Understandings with Unit Goals
EU 1: Poetry delves into universal experiences, emotions, and attributes of the human condition in a symbolic and literal way.   • Research and present background information of a poet to make connections between their life and their work.   **EU 2:** Poets communicate through specific word choices and poetic devices to create meaning and convey messages.   • Identify how word choices and poetic devices are used within a poem.   • Analyze how specific devices contribute to a poem's message.

Standards

Common Core State Standards:

- **RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- **RL.7.5** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
- **W.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **W.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.7.6** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- **W7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **SL.7.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **SL.7.2** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- **SL.7.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

- **SL.7.5** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- **L.7.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- **L.7.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- **L.7.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.7.4** I can determine or clarify the meaning of unknown and multiple meaning words using many strategies.
- **L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.
Competency 2: Speak to diverse audiences in an accountable manner.
Competency 3: Develop the behaviors needed to interact and contribute with others on a team.
Competency 4: Analyze and solve problems independently and collaboratively.
Competency 5: Be responsible, creative, and empathetic members of the community.

Unit Content Overview

- **Various Poets**
- **Key Terms:** alliteration, assonance, connotation, consonance, denotation, diction, figurative language, free verse, imagery, lyric poetry, rhyme, rhyme scheme, sonnet, simile, metaphor, hyperbole, onomatopoeia, personification, stanza, verse
- **Vocabulary:** wrath, rouge, knaves, sinew, amethyst, brazen, wretched, tempest, seraphs, coveted, kinsmen, sepulcher, trill, diverged, trodden, rage, exalting
- **Grammar:** Nouns (common, proper, concrete, abstract, collective, and count) Verbs (action, linking, predicate, direct and indirect objects)

Interdisciplinary Connection:
- Social Studies
- Dance
- Art

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Daily Learning Objectives with *Do Now Activities*

Students will be able to…
- Analyze poets' lives to develop and construct a presentation to teach each other about the poet.
  - Which poem/poet do you predict will win the poetry bracket challenge?
- Distinguish and demonstrate in a written piece, between poetry and prose.
  - How is poetry different from other literature?
- Evaluate the structure of a poem and analyze how it adds to the meaning of a poem.
  - How does a poem's structure contribute to its meaning?
- Examine and defend the rhyme scheme of a poem.
  - How does the rhyme scheme of "To a Child Dancing in the Wind" differ from "A Dream"
- Contrast and evaluate the mood and tone of a poem.
  - What words did the author use to convey a solemn feeling?
- Present background data and critique the impact a poet's life experiences has on his or her poetry.
  - What impact did the poet's life experiences have on his or her writing?
- Choose and interpret figurative language within a poem. ****
  - How does figurative language enhance your understanding of the poem?
- Analyze poetry using close reading strategies to gain a deeper understanding of the meaning of the poem.
  - How do multiple readings and marking text help you to have a deeper understanding of poetry?
- Assess the function and effect sound devices have on a reader. **
  - Does the way a poem sounds add to or detract from your enjoyment of the poem? Explain.
- Rate different types of poems using an elimination bracket .
  - What qualities did this poem have that made you want to vote for it to move on?
- Analyze and examine themes of poems.
  - What is the message the poet is trying to get across?
- Write a reflective response about the impact of a poem.
  - Explain the impact this poem had on you.
- Apply, create and construct all strategies to comprehend, interpret, evaluate and appreciate poems. ***
  - Why did you choose this poem for your one-pager project?

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Instructional Strategies/Differentiated Instruction
● Whole group instruction ● Small group instruction ● Guided notes ● Modeling ● Student-led instruction ● Anchor charts ● Think-Pair-Share ● Journaling ● Graphic Organizer ● Accountable Talk ● Homework ● Word walls with visuals ● Audiobooks

Assessments
FORMATIVE ASSESSMENTS: ● Journal responses ● Exit slips ● Accountable Talk Discussions ● Do Now ● Poetry analysis and reflections ● Grammar practice ● Graphic organizers ● Homework ● Performance Task- Poetry One Pager Project   o Future Rubric Assessment in 2021-2022 **SUMMATIVE ASSESSMENTS:** ● Poet Research Presentation ● Poetry test ● Poetry one pager project ● Nouns and verbs test

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Unit Task
Unit Task Name: Poetry One-Pager Project **Description:** Each student will choose one of the poems studied to create a Poetry One-pager Project. Students will creatively showcase using a collage style demonstration and present their chosen poem while analyzing the imagery, symbols, quotes, theme, and poetic devices used. (EU1 and EU2) **Evaluation**: Summative Assessment and Future Rubric in 2021-2022 school year

Unit Resources
● "Sick" Shel Silverstein ● "A Poison Tree" William Blake ● "Oranges" Gary Soto ● "If" Rudyard Kipling ● "The Road Not Taken" Robert Frost ● "Do Not Go Gentle Into That Good Night" Dylan Thomas ● "O Captain! My Captain!" Walt Whitman ● "Abandoned Farmhouse" Ted Kooser ● "Mother to Son" Langston Hughes ● "The New Colossus" Emma Lazarus ● "Annabel Lee" Edgar Allan Poe ● "Caged Bird" Maya Angelou ● "We Real Cool" Gwendolyn Brooks ● "Fog" Carl Sandburg ● "Sonnet 18" William Shakespeare ● "A Day" Emily Dickinson ● Internet Databases ● Worksheets ● Laptops ● SBAC Prep Online