

Randolph County Schools Curriculum Map- English I

English I	Unit 4	Poetry	Timeline	7 days
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**Essential Questions
Compelling Questions- Inquiry Based**

- What are the various forms of poetry?
- What are form (ballad, free verse, haiku, lyric, sonnet, and narrative poem), rhyme scheme, and meter?
- What are poetic devices: alliteration, assonance, imagery, rhyme, and rhythm? Identify examples, and explain what effect is created by the author’s use of the various devices.
- What are the similarities and differences between poetry and prose?
- What is the impact of figurative language on a poem?
- How does diction impact tone and mood?
- How does the cultural and historical context impact tone?

**Understandings
Learning Targets and/or “I Can” Statements**

Aligned Standards

Learning Targets:

- I can identify various forms of poetry.
- I can define form, rhyme scheme, and meter.
- I can analyze the impact of various forms of figurative language.
- I can recognize and analyze the use of poetic devices.
- I can compare and contrast poetry and prose.

Standards:

RL 9-10.2
Determine a theme or central idea of a text and analyze in detail 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.

RL 9-10.4
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g. how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL 9-10.9
Analyze how an author draws on and transforms source material in a specific work (e.g. how Shakespeare treats a theme or topic from Ovid or the Bible or how a more modern author draws on a play by Shakespeare).

RL 9-10.10
By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W 9-10.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.

SL 9-10.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

L 9-10.1
Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

L 9-10.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 9-10.3
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.

L 9-10.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

L 9-10.6
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.

Learning Plan that includes . . .

Focus Topics/Factual Content/Lesson Activities/Artifacts

Illustrate a line of poetry
Graphic Organizers (figurative language, imagery, etc.)

Resources:

“Introduction to Poetry” by Billy Collins
Casey at Bat
The Highwayman by Lord Alfred Noyes

Research historical and cultural influences

Annotation

Create a collection of similarly themed poems

Compare and contrast the use of literary devices in two different poems

Class discussions

Write your own poetry using a specific form (free-verse, lyric, sonnet, haiku, narrative poem)

"The Road Not Taken" by Robert Frost

"Nothing Gold Can Stay" by Robert Frost

"Stopped in the Woods on a Snowy Evening" by Robert Frost

"He Would Never Use One Word Where None Would Do" by Phillip Levine

"The Second Coming" by William Butler Yeats

"Invictus" by William Ernst Henley

"Midterm Break" by Seamus Heaney

"My Papa's Waltz" by Theodore Roethke

Various works by Langston Hughes

Various works by Countee Cullen

Various works by Emily Dickinson

Various works by Maya Angelou

Various works by Robert Frost

Other Resources:

- [Poetry 180: Daily Poetry for Students](#)
- [Poets.org: Famous poetry from many different people](#)
- [The Poetry Foundation: Find Poems by Poet or by Category](#)