



Unit Planner: Poetry unit

English 5

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High School > 2018-2019 > Grade 11 > English Language Arts > English 5 (C) > Week 1

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Poetry unit

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- [Unit Planner](#)
- [Lesson Planner](#)

Big Ideas / Enduring Understandings

Can one's inner being/soul be successfully expressed in words?

How do we use figurative language to help us evoke emotional understanding of ideas?

Essential Questions

How is poetry different from essays?

Does poetry accomplish the same goals as expository writing?

How does the structure of a poem inform meaning?

Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 11-12

Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
1. 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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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- 3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

Speaking & Listening

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

Handouts/ Readings

Skills / Strategies

Students will be able to:

<p>Poetry from the following Authors:</p> <ol style="list-style-type: none"> 1) Anton Fisher 2) Nikki Giovanni 3) Shakespeare Sonnets 4) William Butler Yeats, “Brown Penny” 5) Paul Laurence Dunbar “ sympathy” 6) Edward Spencer, Sonnet 75 7) Various poetry <p>Reading Quizzes SAT Vocabulary Worksheets and Tests (4)</p>	<p>Create poetry that express a specific theme Identify subject and theme in poetry read and heard Analyze/critique poetry Identify a controlling Idea in poetry read Create a controlling idea in poetry written</p>
<p>Key Terms / Vocabulary</p> <p>Controlling Idea Sonnet Structure Figurative language metaphor simile hyperbole personification symbolism allusion imagery alliteration assonance onomatopoeia Theme Subject Matter Analytical Sentences Critique</p>	
<p>Learning Plan & Activities</p> <p><i>Please include Theatre Modalities when appropriate</i></p> <ol style="list-style-type: none"> 1) Create poetry with specific subject matter and themes 2) Controlling Idea Poetry Assignment (Creative Writing Assignment) – Students will write two poems with the same controlling idea and explain how using evidence. (or chose among similar assignment) 3) Poetry Critique (Analytical Writing assignment) 	<p>Assessments</p> <p>Depth of Knowledge (DOK) Levels</p>
<p>Resources</p>	

