



iPoet from zero
to connected in no time flat.



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Grade 9-2, 9-6

March 6 - March 24, 2006

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Winston Churchill High School

Overview:

iPoet is a 3-week Language Arts unit where students will connect with poetry and express their inner poetic voice by finding, forging, reading and responding to poetry. This unit's emphasis is on the student's personal connection with poetry in a way that invokes writing. By noticing poetry in daily life and by studying the different forms of poetry, students will know themselves as iPoet's. The content for this unit will begin with finding, that is, discovering poetry in daily life from newspapers, song lyrics, and advertising. Students will forge their own poetry during the three weeks by reading exemplar poems and expressing their voice through different poetic forms like, limericks, sonnets, folk ballads, odes, haiku, and concrete poetry. Students will respond to poetry on their own terms and also analyze poetry to recognize its critical elements of form, purpose, voice, theme, and mood. Major projects for this unit include: iBook of self-made poems and responses to be evaluated as a portfolio; an oral reading or group enactment of a self-made poem. Literature involved in this unit will range from popular music lyrics of student choice to Romantic poetry like William Wordsworth's *Ode: Intimations of immortality*. The *Sightlines 9* textbook will be a source of poems for the class and many supplementary poems will be provided on handouts. The 6 Language Arts strands will be included by reading poetry, writing poems and responses, listening to oral readings and to each other's voice, speaking in oral readings and discussing poetry, viewing images and videos, and representing their voice in an image collage.

Rationale:

iPoet is a unit that will capture student's attention because they may think they got nothing when it comes to poetry, but while starting at zero, students will make connections to their own voice and the voice of others by seeing poetry in their lives. Students will look for, at, in poetry on their own terms. That is, students will be challenged to respond to poetry on a gut level and then learn to analyze the form and style elements of poetry, while at the same time writing their own. This unit connects with short stories, media literacy, and social studies in that poetry, like any text, connects with individuals in different ways and always has a story hidden beneath its surface. The poems used and created in this unit reveal and conceal inner stories. Poetry meets my specific objectives to get students connected to their poetic voice because as concise and precise messages, poems, like songs, speak to students on a gut level. The activities planned for this unit seek to open students up to greater awareness of themselves and their inner voice, as well as the voice of their peers and great writers. By finding poems, creating poems, and responding to poems students will come to know themselves better. *iPoet* is a unit linked to the Language Arts Program of Studies in that students learn to respect others and strengthen community, organize thoughts and ideas, evaluate self, respond to texts, understand form, elements and techniques, and create original texts.

Resources/Materials

Poetry from *Sightlines 9* text:

"The Toad " by Juan Jose Arreola, p. 63

"The Last Saskatchewan Pirate" by The Arrogant Worms, p. 28

"The Highway Man" by Alfrend Noyes, p. 184

"Pangaea" by Sally Ito, p. 158-159

Poetry from Mike Forbis' Grade 9 class files:

"Hand" by Morton Marcus

"Cooks Brooks" by Al Pitman

"The Average" by W.H. Auden

"Worms and Wind" by Carl Sandburg

"Fog" by Carl Sandburg

Selected Limericks

Poetry retrieved online:

"Do not Go Gentle into that Good Night" by Dylan Thomas

http://www.poetryconnection.net/poets/Dylan_Thomas/1103

"You fit into Me" by Margaret Atwood

http://www.poetryconnection.net/poets/Margaret_Atwood/6895

"To My Wife-With a Copy of My Poems" by Oscar Wilde

http://www.poetryconnection.net/poets/Oscar_Wilde/13656

"If You Forget Me" by Pablo Neruda

http://www.poetryconnection.net/poets/Pablo_Neruda/1845

"Sonnet 43: How Do I Love Thee? Let Me Count the Ways" by Elizabeth Barrett Browning

http://www.poetryconnection.net/poets/Elizabeth_Barrett_Browning/5909

"I Wandered Lonely as a Cloud" by William Wordsworth

http://www.poetryconnection.net/poets/William_Wordsworth/7870

"The Fish" by Elizabeth Bishop

http://www.poetryconnection.net/poets/Elizabeth_Bishop/63

"One Art" by Elizabeth Bishop

http://www.poetryconnection.net/poets/Elizabeth_Bishop/57

"somewhere i have never travelled" by ee cummings

<http://www.poemhunter.com/p/m/poem.asp?poet=6588&poem=30501>

"Theme for English B" by Langston Hughes

<http://www.poemhunter.com/p/m/poem.asp?poet=6691&poem=32555>

"The Secret" by Denise Levertov

<http://www.poemhunter.com/p/m/poem.asp?poet=6681&poem=28723>

"When You are Old" by William Butler Yeats

<http://www.poemhunter.com/p/m/poem.asp?poet=3057&poem=14100>

Video:

Tupac: Resurrection

Objectives/Goals

Program of Studies

This poetry unit utilizes the 6 strands of English Language Arts. Students will listen, speak, read, write, view and represent to:

GLO 2 Comprehend and respond personally and critically to oral, print and other media texts

SLO 2.2 Respond to texts

2.3 Understand forms, elements and techniques

2.4 Create original text

GLO 4 Enhance the clarity and artistry of communication

SLO 4.1 Enhance and improve, revise and edit, expand knowledge of language.

GLO 5 Respect, support and collaborate with others

SLO 5.1 Respect others and strengthen community, celebrate accomplishments, use respectful language.

Intended learning outcomes:

Students will be able to:

- respect their own poetic voice by opening up and expressing their joys, hurts, and feelings in response to poems, and then take ownership of their expressions by writing their poems.
- listen and respect the voice of others during discussions and offer constructive criticism of peer products.
- find poetry in newspapers, song lyrics, and advertising and forge poetry out of these sources.
- know and explain the elements and devices of poetry in order to utilize them in their own construction and analysis of poems.
- collect, evaluate and edit their poems to create a polished portfolio that represents their voice and their learning.
- orate one of their poems, or work collectively to enact a poem.

Learning Activities and Instructional Strategies

Introductory:

iBook Cover Collage:

After discussing colors and their meanings, students will create a collage on their iBook's that visually represent themselves through colour and image. These iBook's will be used by students throughout the unit for their writing. Poetry, poetry responses, definitions of elements and devices in poetry, and a polished portfolio will be included in student's iBook.

Found Poetry:

As an introduction to finding poetry, students will read a Found poem entitled "Parents" by Julius Lester. The poem originates from a New York Times article (1976, Feb.7, p. 29) and comparing the two texts will show students how poetry is all around us, even in places we may think are simply boring or factual. Students will then search for a newspaper article which catches their poetic eye and write a poem from it.

Developmental/Ongoing:

Finding:

Poetry in Lyrics:

Students will listen to "Eleanor Rigby" by The Beatles and look for poetic features in the song. Student lists will likely include: two or more words repeat the same sound, beat or pulse, concrete objects or mind pictures represented, unexpected comparisons are made, some words seem to mean a lot, repetition of words or phrases. In small groups, students will listen to student-selected songs and examine the song lyrics, then as a large group will present their findings to the class.

Poetry in Advertising:

In small groups students will examine advertising to find vivid imagery and compressed, figurative language. Students will discuss what made the ad successful. Students will read two teacher selected poems and scrutinize the words or images for their effectiveness. Then, students will write a bumper sticker using concise, figurative language or imagery.

Poetry in Action: Enacting Poems

While reading Maya Angelou's "Harlem Hopscotch" have students pound out a beat or utter some street wise rapping sounds. Have other volunteers act out a game of hopscotch. The goal is to show students that most poems have a dramatic tension that students can enact. In groups, give students teacher-selected poems that they can enact or represent by creating a tableau. Present to the class.

Culminating: Individual Oral Recitation or Group Enactment of a Poem

At the end of week 1, students will be asked to recite a poem they've written or one that they enjoy. The classroom will be set like a coffee bar stage with soft lighting and an artsy feel. Students will perform on stage and the audience can snap their fingers in applause. Students are given the option to work in groups of 3 or 4 to do a poem enactment.

Reading: At the start of week 2 of this unit students will read poetry for appreciation, and for analysis. Using teacher-selected poems that illustrate 2 or 3 poetic elements and devices each class, students will read to recognize: imagery, similes, metaphors, personification, epithet, hyperbole, litotes, oxymoron, metonymy, pun, rhythm, rhyme scheme, euphony, cacophony, onomatopoeia, alliteration and allegory. To apply their knowledge, students will be challenged to use these poetic elements and devices in their own poetry forging.

Culminating: Students will write a quiz on Poetic Elements and Devices

Responding: Students will respond to poetry in their own way by expressing their thoughts and emotions in writing and speaking. Since poetry speaks to each person in different ways, students will be asked to focus on how poems affect them and why it affects them. Analyzing the poems for form and structure will be the focus later in week 3 after students have had time to think and reflect on emotive responses to poetry. Students will be encouraged to participate in discussion, and to think reflectively by writing responses to poems read in class. Participation through thoughtful reflection and discussion is an important part of the grade for this unit.

Culminating: Poetry Response Log - Students will be given 5 poems in which they read and absorb during week two of the unit. Students then select one poem in which to write a well-written paragraph in response and then find 3 other poems by the same author and write 3 sentence responses to those poems. The student writes a biographical paragraph about the author.

Forging:

During week 2 and 3 of this unit, students will write the following template and free form poems: mood, concrete, "going inside", "used to/but now", impromptu, limericks, sonnet, haiku, ode. Each poetic form will be revealed together with examples from other writers. Students will learn by example and then branch out to established their own voice in their writing. Establishing a safe and positive classroom environment based on care and respect will be essential in order to ask students to share their work with the class.

Culminating: Students will develop an iBook portfolio in which they conference with other students and cull their work in order to choose five poems for editing and polishing. For each poem, students will write a rationale for why they included the poem in their iBook portfolio and what they learned through the exercise. All submissions will be included in their iBook's which will be assessed by the teacher.

Final Culmination: At the close of week 3, student writing will focus on their voice as they respond to visual or audio clips through free verse writing. Free verse poetry will be written to capture who they are and where they've arrived. At the end of the week, Students will view a rapper/poet movie on the life of Tupac, illustrating how life is poetry and how our words connect to the stories of others around us.

iPoet:

Grade 9 English Poetry Unit

Monday	Tuesday	Wednesday	Thursday	Friday
<p>6</p> <p>Poetry Introduction <u>Finding Poetry in Newspapers:</u> <i>"Parents"</i> and <i>"Coed Kills herself to Spare Dog Doomed by Father"</i> write: Found poem</p>	<p>7</p> <p><u>Visual Representation:</u> Self in color and image <i>iBook</i> collages</p>	<p>8</p> <p><u>Finding Poetry in Lyrics:</u> Student response to <i>"Eleanor Rigby"</i> and small group response to student selected lyrics.</p>	<p>9</p> <p><u>Finding Poetry in Advertising:</u> Successful ads, successful poems? write: Bumper Stickers</p>	<p>10</p> <p><u>Sharing Poetry:</u> Reading student choice poems in class. Open Stage <u>Enactment:</u> in small groups students will enact a poem. <u>DUE:</u> Oral Recitation</p>
<p>13</p> <p><u>Devices:</u> senses + imagery. <u>Poems:</u> <i>"The Fish"</i>, <i>"Fog"</i>, <i>"If You Forget Me"</i> <u>Writing:</u> concrete and mood poems</p>	<p>14</p> <p><u>Devices:</u> metaphors, similes, personification <u>Poems:</u> <i>"I Wandered Lonely as a Cloud"</i>, <i>"The Toad"</i>, <i>"Hand"</i>. <u>Writing:</u> going inside, used to/but now poems</p>	<p>15</p> <p><u>Devices:</u> hyperbole, litotes, oxymoron. <u>Poems:</u> <i>"The Last Saskatchewan Pirate"</i>, <i>"Cooks Brook"</i>, <i>"To my Wife-With A Copy of My Poems"</i>, <i>"One Art"</i> <u>Writing:</u> limericks</p>	<p>16</p> <p><u>Devices:</u> rhythm, rhyme scheme. <u>Poems:</u> <i>"The Highway Man"</i>, <i>"The Average"</i> <u>Writing:</u> sonnet</p>	<p>17</p> <p><u>Devices:</u> euphony, cacophony. <u>Poems:</u> <i>"Pangaea"</i> <u>Writing:</u> haiku <u>DUE:</u> Poetry Response Log</p>
<p>20</p> <p><u>Devices:</u> onomatopoeia alliteration. <u>Poems:</u> <i>"The Highway Man"</i>, <i>"Ode: Imitations of Immortality"</i> <u>Writing:</u> ode</p>	<p>21</p> <p><u>Devices:</u> allegory <u>Poems:</u> "Worms and the Wind" <u>Analyzing Poetry:</u> <i>"Do not Go Gentle into that Good Night"</i>. Peer analysis of poetry</p>	<p>22</p> <p>Poetic Devices Quiz <i>iBook</i> Portfolio: peer conference and cull, edit and polish.</p>	<p>23</p> <p><u>Writing:</u> iVoice free verse poetry. Response to visual and audio clips <u>View:</u> <i>Tupac: Resurrection</i></p>	<p>24</p> <p><u>View:</u> <i>Tupac Resurrection</i> discuss poetry as life Unit closure <u>DUE:</u> iBook Portfolio</p>

Unit Assessment Plan

iPoet:

Grade 9 English Poetry Unit

March 6-March 24

Winston Churchill High School

Content	Evidence of Learning		
	Predominant Taxonomic Level		
	Cognitive Domain		Affective Domain
	Knowledge/ Compre. (Breadth)	Application, Analysis, Synthesis, Evaluation (Depth)	Responding, Valuing (Depth)
<i>Predominant Content</i>	<i>Quiz 15 %</i>	<i>Performance Tasks: Poetry Writing Portfolio, 35%; Poetry Response Log, 20%; Poetry Recitation, 10 %</i>	<i>Performance Task: Thoughtful Participation, 20%</i>
Reciting Poetry		Individual Poetry Recitation or Group Enactment Poetry Recitation	
Responding to Poetry Biographical Knowledge of a Poet		Poetry Response Log	
Poetic Elements/Devices	Quiz		
Writing Poetry		Poetry Writing Portfolio	
Expressing Personal Voice Commitment to Writing and Responding to Poetry			Thoughtful Participation
SUBTOTALS= 100%	15%	65%	20%

Poetry Recitation Evaluation Sheet

Name of Performer: _____

Poem: _____

Ratings

1: Poor 2: Below Average 3: Average 4: Very Good 5: Excellent

	poor	>	average	>	excellent
Volume	1	2	3	4	5
Speed	1	2	3	4	5
Voice Inflection	1	2	3	4	5
Posture and Presence	1	2	3	4	5
Evidence of Understanding	1	2	3	4	5
Pronunciation	1	2	3	4	5
Eye Contact	1	2	3	4	5
Accuracy	1	2	3	4	5

Final Score: _____

Adapted from: NATIONAL POETRY RECITATION CONTEST PROGRAM GUIDE

<http://www.poetryfoundation.org/downloads/NPRC.pdf>

iBook Poetry Portfolio



Needs some work to meet the standard	Almost meets the standard	Good, meets the standard	Excellent, goes beyond the standard
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The iBook collage portrays self through color and image.
Communication

1	2	3	4
---	---	---	---

There are 5 polished poems in the portfolio.
Application

1	2	3	4
---	---	---	---

Each poem comes with a 4-6 sentence rationale describing why you chose the poems and what you learned through the making of the poem.
Thinking/Inquiry

1	2	3	4
---	---	---	---

The poems show evidence of improvement (editing, rewriting) from the original forms
Communication

1	2	3	4
---	---	---	---

Language in the poems appeals to the senses (of sight, sound, taste, or touch)
Communication

1	2	3	4
---	---	---	---

Poetic devices are often used correctly throughout the portfolio (metaphor, alliteration onomatopoeia, rhyme scheme, hyperbole, etc.)
Knowledge

1	2	3	4
---	---	---	---

There are few flaws in spelling or grammar throughout the portfolio
Application

1	2	3	4
---	---	---	---

Comments:

Total Score: $\frac{\quad}{28} = \quad \%$

RUBRIC: POETRY RESPONSE LOG

ASSESSMENT OUTCOMES	Strong (4 marks)	Capable (3 marks)	Basic/Emerging (2 marks)	Weak/Incomplete (1-0 marks)
PERSONAL CONNECTION TO THE POEM	Writing shows impressive insight into how the poem affected self and provoked emotions and actions.	Writing shows close connection to the poem and reveals some emotions it evoked.	Writing shows limited insight into how they connected to the poem and does not mention personal emotions or actions.	Writing is disconnected with the poem and shows little or no self-reflection, emotion, or desired action.
CLOSE READING OF THE POEM	Insightful and carefully considered recognition of author's idea(s); support from the text is precise and thoughtfully selected; a perceptive response.	Expression of thoughtful understanding about author's ideas; support is relevant and purposeful; a competent response.	Clear evidence that the text has been read; ideas expressed are appropriate to the text; support is straightforward though general; a satisfactory response.	Ideas are confused, underdeveloped and/or may lack relevance; support is vague and/or repetitive. (<i>see teacher</i>)
BIOGRAPHY OF POET	Provides a concise picture of poet's upbringing, experiences and influences. Connects context to poetry. 10-12 complete sentences.	Biographical information is informative and shows some connection to poetry. 7-9 complete sentences.	Provides some details about the poet's life but fails to connect the poet's context to poetry. 5-6 complete sentence.	Biographical information is irrelevant to understanding the poet and the poet's work. 3-4 complete sentences.
ISSUES ARISING OUT OF READING <i>CONNECTING AND THINKING BEYOND THE POEM</i>	Develops comments and/or questions that demonstrate insight and move toward greater understanding of human life; a carefully considered connection to the text.	Thought-provoking comments and/or questions are posed about significant issues arising from the text; interpretations are sensible.	Comments are made or questions are raised about issues arising from or meaningfully related to the text.	Comments or questions if posed do not meaningfully connect with the experience of the text. (<i>see teacher</i>)

Total Score: _____ = _____ %
16

THOUGHTFUL PARTICIPATION ASSESSMENT

Name: _____ Date: _____

5 4 3 2 1
 Outstanding Good Competent Limited Needs further work

Self-assessment

Teacher Assessment

Student Participation shows...

5 4 3 2 1	Deep reading and analysis of poetry	5 4 3 2 1
5 4 3 2 1	Expresses personal connection to poetry in written and spoken response	5 4 3 2 1
5 4 3 2 1	Offers positive comments and constructive criticism to peers	5 4 3 2 1
5 4 3 2 1	creative expression in written poetry	5 4 3 2 1
5 4 3 2 1	respects the voice of others	5 4 3 2 1
5 4 3 2 1	takes a risk and shares ideas and personal writing with the class	5 4 3 2 1

Comments: _____

Final mark: self: $\frac{\quad}{30} \times 0.4$ + teacher: $\frac{\quad}{30} \times 0.6 =$ %

Adapted from: Senior High School English Language Arts Guide to Implementation
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iPoet:

Grade 9 English Poetry Unit

Name: _____

Date: _____

POETIC ELEMENTS/ DEVICES QUIZ

You have **30 minutes** to write this quiz. You can see how much each question is worth by reading the Section Instructions. The test is worth 20 marks in total.

Section I. True/False: Answer the following questions by circling:

T if the statement is **TRUE** or

F if the statement is **FALSE** (1 mark each: Total 3 marks).

1. T F A simile is a comparison between two unlike things using “like” or “as”.
2. T F Rhyme scheme is designated with letters that illustrate a pattern of rhyming end words in a line of poetry.
3. T F An epithet is using words that have dual meanings, often one literal and the other figurative.

Section II. Multiple Choice: Respond to the following questions by **circling the letter** of the word that best answers and completes the statement (1 mark each: Total 3 marks).

4. The pattern of accented and unaccented syllables in a line or passage of poetry is called
 - A rhythm.
 - B assonance.
 - C consonance.
 - D rhyme scheme.
5. An Oxymoron, or mini-paradox, is made by using words that are _____, but which make ironic sense.
 - A rhyming
 - B rhythmic
 - C contradictory
 - D complementary

6. Giving human qualities to inanimate objects or abstract ideas is called

- A hyperbole.
- B metaphor.
- C onomatopoeia.
- D personification.

Section III. Short Answer: (Total 10 marks)

Part A: Answer the following question using complete sentences (2 marks).

1. Define allegory and state how Carl Sandburg's *Worms and the Wind* is allegorical.

Part B: Write one line of poetry for each device to illustrate the poetic device
(2 marks each: Total 8 marks).

8. metaphor: _____

9. onomatopoeia: _____

10. hyperbole: _____

11. alliteration: _____

Section IV. Matching: Answer the following questions by writing the letter of the poetic example in the blank beside the matching poetic device (1 mark each: Total 4 marks).

<u>Device:</u>	<u>Example:</u>
12. ____ litotes	A More beautiful and soft than any moth With blurring furred antennae feeling its huge path...
13. ____ metonymy	B (referring to a beautiful sports car) "Not too shabby!"
14. ____ cacophony	C It's quick soft silver bell beating, beating And down the dark one ruby flare
15. ____ euphony	D He threw the <i>pigskin</i> forty yards.

FINISHED?

Please flip the test over on your desk and read your library book until given further instruction.

Total Score: $\frac{\quad}{20} = \quad \%$

Extension Enrichment/Special Considerations

This unit will allow 2 bonus marks for any student who memorizes and recites an extra poem in front of the class. These bonus marks will increase the grade for an assignment of their choice.

As the unit proceeds, watch for students who respond well to poetry and ask them to choose some poems for the next days activities. Giving students ownership of the poetry studied in class will give them more motivation to respond positively to poetry.

Given the large class size of 36 grade 9 Honors students, it is difficult for all students to respond to a poem and discuss their findings in class. Therefore, Think-Pair-Share would be an effective strategy to use in class so students can respond, listen, and speak about poems without using excessive amounts of class time. Also, the small group setting will allow students who are less likely to speak out in class to share their voice with others.

Connections to Other Areas of Curriculum and/or Other Language Units

iPoet is a poetry unit that connects with Social Studies because students find poetry in newspapers, advertising and music. Students will also write short biographies looking into the history and social context of a poet. The poet, one who lives a reflective and responsive life and analyzes the world to capture it in concise and image forming words, is a art form vastly important in reflecting society and in changing society. Perhaps, *iPoet* is a unit that would be complemented by a social look at artists and their place in society.

This Poetry unit can segue nicely into an introduction to drama, since students will be familiar with some of the elements and devices in poetry that are also utilized in dramatic scripts. Writing personal and emotional responses to poetry will be an advantageous skill for students studying drama because it will help students develop emotional responses to plays. In this unit, writing poetry using imagery and the five senses to reveal emotion will also help students write dramatic scripts where dialogue and actions reveal the emotions and intentions of the characters. Students who have already gained confidence in public speaking by doing an oral poetry reading will be well prepared for a drama unit where they may have to perform a monologue.