UNIT AIM: How do we make greater connections to the emotional intent of poetry by increasing our understanding of the tools of literature that shape the poets meaning and our analysis skills?

Essential Questions:

Writing: What are the best devices to use to achieve my purpose for writing? (What's the best way to say it?)

Reading: What is meaning and who decides?
How does understanding of figurative language, rhyme, structure, and poetic devices help readers to connect to the emotional intent (author's purpose & message) of poetry?

We are entering our second to last unit, POETRY! You will be exploring a wide range of poetry by many different poets across time. You are being asked to expand your understanding of the poet's intent. Equally important- you will analyze many forms of poetry. The first section of each day will be devoted to exploring figurative language, rhyme, structure, and poetic devices found in Poetry. Below is a list that outlines the order in which the tools of literature will be studied. **Each of you will present one short 5 minute presentation that breaks down the meaning of that given topic. You will model how that tool of literature is used in at least one poem.** You must choose a section below. Each person will have to give their own presentation! You may not pick a topic selected by another student. For this unit you have four additional tasks (See Tasks Below), all to be completed by May 31st, so we urge you to not procrastinate and to select an earlier date to present.

DATE	Day in Unit	Topic (You can find your information from the internet or check out an Elements of Literature or Grammar book)	Presenter (where there is a slash it means there will be multiple presenters teaching different topics)
May 2	Day 1	**Found poem / Line breaks**	Mr. Watson / Ms. Wasserman
May 3	Day 2	**Literal - Author's meaning vs. Reader's meaning**	Jenny
May 4	Day 3	**Comparisons- Simile / Metaphor**	Jesus /
May 5	Day 4	**Repetition / Concrete (lists, shapes, white space)**	/
May 6	Day 5	**Patterns – synonyms / cinquains / refrains**	Jenny /
May 9	Day 6	**Word choice**	Jefferson
May 12	Day 7	**Time and Imagery**	Elzabeth
May 13	Day 8	**Couplets / Rhyme scheme**	Nassir / estahany
May 16	Day 9	**Poets' voice (feelings, memories, visual images, wonderings)**	anthony / George
May 17	Day 10	**Structural – (emulations)** ✓	✓
May 18	Day 11	**Personification**	Arnold
May 19	Day 12	**Sounds: Onomatopoeia / Alliteration/ Assonance**	/ / Kathyliz
May 20	Day 13	**Symbolic VS Literal**	
May 23	Day 14	**Modern Conversation: Proverbs, Cliché, Maxims, Epitaphs**	✓
May 24	Day 15	Empathy	calvin (Jenny
May 25	Day 16	**Rhetorical questions**	Kimy /
May 26	Day 17	**Music as poetry / Poetry in Music**	Carlos Jeffery
May 27	Day 18	**Places in Time and the personality of the Author**	
May 31	Day 19	**Poetry Celebration Day!**	EVERYONE!!!

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We will further explore poetry during the second period of class 3 days a week. One of these periods will be devoted to reading a Literature Poetry Book and another will be left open to continue writing your own poems or reading random collections of poems. The last second period activity each week is a Poetry Slam that will occur each Friday. **Each Friday all students will select one poem to share.** This poem does not have to be memorized. The poem can be one you are working on in class, wrote previously, or a poem written by someone else that you have discovered and cherish. On Tuesday, second period, we will work on Portfolio and on Thursday, second period, we will work on your Social Studies exit project.

TASKS (These will be graded):

- Underscoring the importance the spoken word in poetry, **you will memorize and present a favorite poem.** This can be done at any time of the month at the very beginning or end of the class. You only need to recite the poem (**minimum of 10 lines**) and explain why this is your favorite. You must include a copy of the poem in your portfolio with a brief explanation (Paragraph) of why it is your favorite.

- Also, as in your earlier "My Name" emulation project, you will choose a poem to carefully **emulate and then analyze the poetic tools used.** You must include the original poem and your explanation must be a typed One and a half page report.

- Finally, your work will include a **poetry portfolio that contains at least 8 of your favorite poems you analyzed, 4 of your own original poems with each one representing a distinct style.** You should bind all your work for the unit in some fashion. (You can finally use your binder in the room!) The beginning of the binder should have all your poetry notes defining all the tools of literature you studied in the unit. Next you will include your notes for your **5-minute mini-lesson you presented to your class.** Your minimum of 8 analyzed poems and 4 original poems will follow your mini-lesson. Then you will add a copy of your memorized poem and brief explanation. Your new **Emulation piece and report** will be the last item required in your portfolio. You may add your "My Name" piece; however, it does not count as your Emulation piece. We urge you to decorate your portfolio and type all poems! This will be a poetry anthology you will want to keep!

- **You will present your poetry portfolio on Tues. May 31st, our Poetry Celebration Day.**

The following will comprise your marking period grade:

Independent Reading Entries, responses to poetry, and responses to plays = 10%
In your Writing Notebook include seed ideas and drafts for your original poems = 10%
Previous Book Project = 5%
Literary Luminary Paper = 5%
Mini-lesson = 5%
Memorized poem = 5%
Slam poetry reading (4x) = 4%
Poetry Portfolio = 20%   *June*
Final Drama unit project = 10%
English Portfolio = 26%

+

_____ 100%

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Those of you who have not paid proper attention to the elements needed for you English Portfolio, after school sessions will begin Next week!

In the Poet's Shoes

Poetry Presentation Rubric

Teacher name: _Ms. Wasserman_

Student name: _Jenny Tejeda_

CATEGORY	4	3	2	1
Posture and eye contact	Stands up straight, looks relaxed and confident; establishes eye contact with the audience during the presentation	Stands up straight and establishes eye contact with the audience during the presentation	Sometimes stands up straight and establishes eye contact with the audience during the presentation	Slouches and/or does not look at the audience during the presentation
Preparedness	Completely prepared and has obviously rehearsed	Seems somewhat prepared, but may have needed a couple more rehearsals	Seems somewhat prepared, but it is clear that rehearsal was lacking	Does not seem at all prepared for presentation
Pitch	Pitch was used often to convey emotions appropriately	Pitch was used often, but the emotion it conveyed did not always fit the content	Pitch was rarely used OR the emotion it conveyed often did not fit the content	Pitch was not used to convey emotion
Pauses	Pauses were effectively used two or more times to improve meaning and/or dramatic impact	Pauses were effectively used once to improve meaning and/or dramatic impact	Pauses were intentionally used, but were not effective in improving meaning and/or dramatic impact	Pauses were not intentionally used
Speaks clearly	Speaks clearly and distinctly all (95%-100%) of the time, and does not	Speaks clearly and distinctly all (95%-100%) of the time, but mispronounces	Speaks clearly and distinctly most (85%-94%) of the time, but mispronounces	Often mumbles or cannot be understood OR mispronounces more than one

	mispronounce any of the words	no more than one word	no more than one word	word.
Volume	Volume is loud enough to be heard by all audience members during the entire presentation	Volume is loud enough to be heard by all audience members at least 90% of the time	Volume is loud enough to be heard by all audience members at least 80% of the time	Volume is often too soft to be heard by all audience members
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked	Very little use of facial expressions or body language; does not generate much interest in topic
Listens to other presentations	Listens intently; does not make distracting noises or movements	Listens intently, but makes one distracting noise or movement	Sometimes does not appear to be listening, but is not distracting	Sometimes does not appear to be listening, and makes distracting noises or movements

Date Created: 2002-12-02