Course Title – Creative Writing

Implement start year – 2017-2018

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Unit # 2, topic – Poetry

Transfer Goal –
Students will be able to independently use their learning to find their own unique poetic voice/style and make meaning of the world around them as poets/artists.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(http://www.nj.gov/education/cccs/2009/final.htm)
Common Core Curriculum Standards for Math and English
(http://www.corestandards.org/)
RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.
RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and
connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with
multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the

21st Century Themes
(www.21stcenturyskills.org)

_x__ Global Awareness
___Financial, Economic, Business and
   Entrepreneurial Literacy
_x_Civic Literacy
___Health Literacy
___Environmental Literacy

21st Century Skills

Learning and Innovation Skills:
_x__Creativity and Innovation
_x__Critical Thinking and Problem Solving
_x__Communication and Collaboration

Information, Media and Technology Skills:
_x_Information Literacy
_x__Media Literacy
_x__ICT (Information, Communications and

choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)	Technology) Literacy *Life and Career Skills:* _x__ Flexibility and Adaptability _x__ Initiative and Self-Direction _x__ Social and Cross-Cultural Skills _x__ Productivity and Accountability _x__ Leadership and Responsibility
Enduring Understandings: *Students will understand that . . .* *EU 1* - various styles of poetry have different forms and conventions. *EU 2* - poets use figurative language and word choice to create meaning/theme/message. *EU 3* - young writers need to view works through a creative and constructive lens in an effort to build meaning and shape their artistic voice as a poet. *EU 4* - conventional reading methods may not always apply to reading poetry and risks in reading and writing poetry can lead to deeper insights.	**Essential Questions:** *EU 1* - How does an understanding of the different styles and their characteristics (forms, conventions, etc.) help the reader better comprehend the meaning of work? *EU 2* - How does word choice and figurative language simultaneously create emotion while affecting meaning/theme/message? - Is a poem a poem without figurative language? What constitutes "a poem"? *EU 3* - How does reading poetry beyond a simple analysis (or breaking down of meaning) shape a poet's voice, style, and writing? What can we learn about ourselves through reading/writing poetry? *EU 4* - How do you read a poem? Is there a "correct" way to read a poem? - How do poets break boundaries of structure to open new ways of viewing/reading/writing poetry?

Knowledge: *Students will know . . .* *EU 1* • the various styles/forms of poetry. • how to identify characteristics of each form. *EU 2* • the effect of figurative language in a poem. • how to identify various types of figurative language. • the effect of word choice in a poem. *EU 3* • how to interpret a poem beyond "what it means." • how to "talk" about and critique poetry. *EU 4* • poems are not always read in the conventional manner (left to right, top to bottom).	**Skills:** *Students will be able to . . .* *EU 1* • the various styles/forms of poetry. • how to identify characteristics of each form. *EU 2* • the effect of figurative language in a poem. • how to identify various types of figurative language. • the effect of word choice in a poem. *EU 3* • how to interpret a poem beyond "what it means." • how to "talk" about and critique poetry. *EU 4* • poems are not always read in the conventional manner (left to right, top to bottom).

Stage 2 – Assessment Evidence
Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.* • Quizzes/Tests • In-class discussions • Journals/Reflections • Student-developed work/poetry • Workshopping • Self-evaluation

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Poem and poet presentations - students research and talk about poet's background and influences as well as verbal poem explication (highlighting figurative language, style, form, word choice, etc.) **A, M**
- Painting a Poem - student write a poem inspired by a work of art **A, M, T**
- Poetry Word Splash **A, M**
- Imitating forms and structures of poetry - **A, M,T**
- Define and show examples of poetic writing technique (terms, characteristics of form, style, etc.) **A**
- Read, compare and discuss a wide range of poems, analyzing tones and themes (both in whole-class and small-group settings). **A, M**
- Finding Great Poetry- students find at least 5 poems that spoke to them to share with the class **M**
- Creating Poems from images - students write imagist poem **A, T**
- Poetry collection - students read various poems and select and copy poems into folder. They can then write reflection piece on favorite (5) poems. **A, M**
- Poem Reconstruction- students will reconstruct a poem (pre-cut by teacher) line by line to reflect the original poet's style based on background knowledge of poet/poet's style, form, etc. **M, T**
- Music of the line - student rearrange line breaks **M, T**
- Retitling Poems exercise **T**
- Memorize and Deliver a poem **A, M,T**
- Produce a rap highlighting assonance and alliteration **A, M, T**
- Attend a poetry festival **M, T**