

Course Title – Poetry
Implement start year – 2017-2018
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Unit # 3, topic – Performing 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

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

NJSLSA L3. 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.

NJSLSA L5. Demonstrate understanding of word relationships and nuances in word meanings. NJSLSA L6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

Enduring Understandings:

Students will understand that . . .

EU 1

- Performing poetry (reading poems aloud) can help young writers embrace the power of their voice and words.
- Giving a voice to words on a page can bring a poem to life and allow us to further understand the human condition and ourselves

EU 2

- Various styles of poetry have different forms and conventions.
- Style is influenced by cultural, historical, and personal factors.

EU 3

- Poets use punctuation and stanza breaks to isolate/emphasize images and slow/speed up the reader's pace.
- Being cognizant of reading a poem with punctuation and stanza breaks allows the reader to connect to the poem on a deeper level.

EU 4

- Poets use figurative language and word choice to create emotion.
- Figurative language appeals to the imagination and can provide new ways of looking at the world.

Essential Questions:

EU 1

- How does reading one's own poems aloud empower the reader/poet and the listener?
- What can we learn about ourselves and our written voice through reading our poetry aloud to our peers?

EU 2

- How does an understanding of the different styles and their characteristics (forms, conventions, etc.) help a reader better perform the poet's piece?
- How does the selection of a particular style shape the poet's sound?
- Can a poem be read aloud in more than one way? How can the meaning of a poem be changed based upon different verbal readings of a poem?
- Is one form or style more powerful than another?

EU 3

- Is a poem a poem without punctuation or stanza breaks?
- How do punctuation and stanza breaks positively affect a poem and add to a poem's overall feeling?
- How does the use of punctuation and stanza breaks allow the reader to pause (both literally and figuratively) and make meaning of the poem?

EU 4

- How does word choice and figurative language simultaneously create emotion and affect meaning/theme/message?
- Is a poem a poem without figurative language? What constitutes "a poem"?

<p><i>EU 5</i></p> <ul style="list-style-type: none"> • Conventional performance methods may not always apply to reading poetry aloud. • Breaking boundaries and taking risks in writing and performance can lead to finding one's voice and place in the artistic world. 	<p><i>EU 5</i></p> <ul style="list-style-type: none"> • How do you “perform” a poem? Is there a “correct” way to read a poem aloud? • How do poets break boundaries of structure to open new ways of performing poetry? • How can embracing the art of writing and performing poetry open doors for students, not only as writers, but also as young adults in the real world?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • The importance of reading poetry aloud. • The difference between reading a poem on the page and reading a poem aloud. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • The importance of style/form and its influence on sound. • The contributing factors to a personal writing/performing style. • Style is influenced by cultural, historical, and personal factors. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • The effect of punctuation and stanza breaks in a poem. • Reading a poem with its dictated punctuation and stanza breaks can highlight important images and emotions in the work. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • The effect of figurative language in a poem. • How to employ various types of figurative language. • The effect of word choice in a poem. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Give voice to their own poems or favorite poems/songs throughout the marking period. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Define what “personal style” is/means. • List and recognize characteristics of their own writing/performing styles and how they build/shape those styles. • Reflect on how personal style can affect the reading of a poem. • Acknowledge and reflect on how a writer’s background (cultural, historical, personal factors) can influence style. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Demonstrate use of punctuation and stanza breaks. • Effectively read poems using the written punctuation and stanza breaks (i.e. reading a poem the way it is written on the page). <p><i>EU 4</i></p> <ul style="list-style-type: none"> • Manipulate word choice in original work to convey meaning/theme/message/etc.

<ul style="list-style-type: none"> • How to vocally express figurative language and emotions in a poem. <p><i>EU 5</i></p> <ul style="list-style-type: none"> • Poems are not always performed (read aloud) in the conventional manner. • Poems do not exist in a vacuum. The reader brings his/her own perspective to the reading of the piece. 	<ul style="list-style-type: none"> • Provide proper vocal inflection and emotion in the reading of poems. <p><i>EU 5</i></p> <ul style="list-style-type: none"> • Create and recite poems that stretch the boundaries of convention and challenge readers.
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Stage 2 – Assessment Evidence

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Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Student-developed work/poetry
- Performance/Recitation of poetry
- Self-assessment
- Self-reflection
- Writer's Workshop
- Peer edit/Peer review
- In-class discussion
- Quizzes/Tests

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.*

- Listening to poets/performers read poems aloud to understand inflection and portraying emotion in a reading **A, M**
- Student-developed poems **A, M, T**
- Daily journal writing (reflect on own work and others' work) **A, M**
- Daily writing prompts **A, M**
- Poetry Portfolio **M, T**
- Reading others' work out loud--weekly Poetry Readers' Cafe **M**
- Reading own work out loud--weekly Poetry Readers' Cafe **M, T**
- Interdisciplinary Approach--poetry and art classes collaborative effort on poem and companion art piece **M, T**
- Performance workshops **M, T**
- Watch videos of slam poetry (Taylor Mali, Saul Williams, Billy Collins TED Talk, etc.) **A, M**

