

Poetry 180

Unit 1: Reading a Poem

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
Early in the semester and reinforced throughout the course of study	The best poetry recitation involves reading affectionately (to reflect the emotion that is there) but not too affectedly (with artificial flourishes) and requires a foundational understanding of the poem.	What makes for a compelling poetry recitation? How can we read so as to honor the work?	The best recitation of a poem necessitates pre-reading and a basic understanding of the poem.	Read a poem at a steady pace so that rhythmical patterns are felt but not exaggerated. For example, observe the rhythmical unit of the line by including a slight pause at its end.	<i>Poetry 180: A Turning Back to Poetry</i> by Billy Collins Teacher Created Resources	line stanza rhythm end stopped lines caesura enjambment	CC. 1.3.9-10.K
	Understanding the wealth of meaning condensed into a poem is contingent on, first and foremost, understanding the meaning(s) of its words.	What vocabulary is difficult or less familiar? What definitions are necessary to understand the meaning of lines or sections of the poem?	A comprehensive reading involves defining unknown or multi-meaning words.	Define difficult vocabulary and multi-meaning words for denotations and connotations.	<i>Poetry 180: A Turning Back to Poetry</i> by Billy Collins Teacher Created Resources	denotation connotation	CC. 1.3.9-10. I CC. 1.3.9-10. J
	Paraphrasing a poem (in part or whole) demonstrates a fundamental understanding that will serve as a building block for more in depth analysis.	In simpler terms, what is the speaker saying throughout the poem?	A full paraphrase clearly contains all of the ideas in a poem.	Paraphrase a poem (in part or whole).	<i>Poetry 180: A Turning Back to Poetry</i> by Billy Collins Teacher Created Resources	paraphrase	CC. 1.3.9-10. K

Unit 2: Understanding a Poem

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
Daily (through annotation, brainstorming, journaling exercises, small group discussion, and whole group discussion)	The speaker of a poem may synthesize an experience, advance a point of view, or suggest insights about life or human nature.	What do we know about the speaker? What characteristics, beliefs, biases, and conflicting feelings can we infer?	The speaker of a poem expresses a distinct perspective that may or may not be shared by the poet.	Identify the speaker and infer indirect characterization	<i>Poetry 180: A Turning Back to Poetry</i> by Billy Collins Teacher Created Resources	speaker	CC. 1.3.9-10.D CC. 1.5.9-10.A
	Though the audience of a poem is not always defined, evidence of a chosen audience can shine light on deeper meaning.	Is there an identifiable audience? If so, what do we know about the audience?	The audience of a poem falls on a spectrum from vague/universal to named/specific.	Identify what we know about the audience of a poem and infer how a chosen audience shines line on a speaker's purpose.	<i>Poetry 180: A Turning Back to Poetry</i> by Billy Collins Teacher Created Resources	audience	CC. 1.5.9-10.A
	The setting of a poem can contribute to its mood and/or provide contextualization that helps to inform deeper meaning.	What is the setting in terms of time and place?	The setting of a poem falls on a spectrum from vague/timeless to named/clearly situated in time.	Describe the time and place of a poem and infer how a chosen setting contributes to the poem's meaning.	<i>Poetry 180: A Turning Back to Poetry</i> by Billy Collins Teacher Created Resources	setting	CC. 1.3.9-10.E 1.5.9-10.A
	An allusion can say so much with so little by compacting rich insights from history or previous works of literature.	What allusions are present? What is the function of each allusion?	Allusions are a means of reinforcing the ideas within a poem in a compact way.	After defining allusions, explain their meanings and how they contribute to the ideas within a poem. .	<i>Poetry 180: A Turning Back to Poetry</i> by Billy Collins Teacher Created Resources	allusion	CC. 1.3.9-10.H 1.5.9-10.A

	Typically, shorter than prose but often more impactful, poetry concentrates its meaning in few words by making use of emotional connotations and multiple denotations.	<p>What connotations are present and how do they reflect tone and rays of meaning?</p> <p>What are some notable examples of multi-meaning words and how do different definitions contribute to alternative meanings?</p>	<p>Words can have multiple meanings, and context determines which are relevant.</p> <p>Every word has denotations and connotations; a poem's unique diction contributes to a complex tone and point of view.</p>	<p>Distinguish between denotation and connotation.</p> <p>Analyze how a word's connotation contributes to deeper meaning.</p> <p>Explain how multi-meaning words develop rays of meaning.</p>	<p><i>Poetry 180: A Turning Back to Poetry</i> by Billy Collins</p> <p>Teacher Created Resources</p>	denotation connotation multi-meaning words	CC. 1.3.9-10. F 1.5.9-10.A
	Though different poems may be written on similar subjects (life, death, nature, love, etc.), a speaker's unique tone reflects a distinct perspective on that subject.	<p>What are some notable examples of diction, and how does the diction contribute to the speaker's tone?</p> <p>How does the tone of a poem shift, and what does the shift contribute to a change in attitude or understanding?</p>	Diction develops tone which shapes perspective and reflects themes.	<p>Identify a poem's tone and tone shifts.</p> <p>Point out diction that most contributes to tone.</p> <p>Explain the significance of tone shifts.</p>	<p><i>Poetry 180: A Turning Back to Poetry</i> by Billy Collins</p> <p>Teacher Created Resources</p>	diction tone	CC. 1.3.9-10. F CC. 1.5.9-10.A
	Every poem has a purpose - to communicate an experience, advance a point of view, or to suggest insights about life and human nature. Theme "hunting" is less important than appreciating <i>how</i> the art advances meaning by	<p>What is the central purpose of the poem?</p> <p>What themes emerge throughout the poem?</p>	<p>A central purpose is the point of view or experience that the poem advances.</p> <p>A theme within a poem is a generalization about life or human nature.</p>	<p>State the central purpose of a poem and explain using specific and relevant textual evidence.</p> <p>Explain themes within a poem using specific and relevant textual evidence.</p>	<p><i>Poetry 180: A Turning Back to Poetry</i> by Billy Collins</p> <p>Teacher Created Resources</p>	central purpose themes	CC. 1.3.9-10. A CC. 1.3.9-10. B CC. 1.5.9-10. A

	providing new insights or refreshing old ones.		Both theme and purpose must be inferred and justifiable with textual evidence.				
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Unit 3: Identifying and Analyzing Poetic Devices

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
Daily (through annotation, brainstorming, journaling exercises, small group discussion, and whole group discussion)	A poem uses more sensuous language than prose, and the more specific an image the more vivid the experience or message.	What kinds of imagery are used? How does the imagery contribute to meaning?	Imagery has three purposes: to communicate experience, convey emotions, or suggest ideas	Identify and distinguish between types of imagery. Explain how imagery communicates experience, conveys emotions, or suggests ideas.	<i>Poetry 180: A Turning Back to Poetry</i> by Billy Collins Teacher Created Resources	Imagery: sight (visual) sound (auditory) taste (gustatory) touch (tactile) smell (olfactory) organic kinesthetic	CC. 1.3.9-10. B CC. 1.3.9-10. F CC. 1.5.9-10. A
	Figurative language helps poets to express a message more forcefully with fewer words by using comparisons while providing readers with imaginative pleasure.	What kinds of figurative language is used? How does the figurative language contribute to meaning?	Figurative language (in its many forms) uses comparisons to develop layers of meaning and emotional intensity.	Identify types of figurative language. Explain the nature of a figurative comparison and extend to how the comparison contributes to deeper meaning.	<i>Poetry 180: A Turning Back to Poetry</i> by Billy Collins Teacher Created Resources	Figurative language: metaphor simile hyperbole symbol metonymy	CC. 1.3.9-10. B CC. 1.3.9-10. F CC. 1.5.9-10. A
	Ironies in a poem develop tension through disparities in order to evoke such feelings as shock, humor, or sadness. Oftentimes the irony adds extra	What examples of paradox, overstatement, understatement, irony, or satire are present? What is	Irony always implies a discrepancy or incongruity and can evoke feelings while contributing to subtextual meaning.	Identify types of irony. Explain the function of the irony and extend to how the irony contributes to deeper meaning.	<i>Poetry 180: A Turning Back to Poetry</i> by Billy Collins Teacher Created Resources	paradox overstatement understatement verbal irony	CC. 1.3.9-10. B CC. 1.3.9-10. F CC. 1.5.9-10. A

	dimension to meaning by suggesting more than what is said.	the function of each?				situational irony dramatic irony satire	
	Poetry makes a greater use of repetition and musical language than prose in order to reinforce deeper meanings.	What examples of repetition and musical devices are present and what is the function of these techniques?	Repetition and the many types of musical devices reinforce meanings that are established by other poetic elements.	Explain ways in which emotions and ideas of the poem are reinforced and emphasized through repetition and musical devices.	<i>Poetry 180: A Turning Back to Poetry</i> by Billy Collins Teacher Created Resources	Musical devices: alliteration assonance euphony cacophony onomatopoeia internal rhyme end rhyme approximate rhyme exact rhyme	CC.1.3.9-10. B CC.1.3.9-10. F CC.1.5.9-10. A
	Patterns and structural elements of a poem appeal to the human desire for order while supporting meaning.	What characteristics of structure might support the poem's meaning?	The structure of a poem can be continuous (without breaks) or stanzaic. A poem's structure may or may not contain a rhyme scheme, refrain, or prevailing metrical foot.	Explain how the structure of a poem supports its meaning.	<i>Poetry 180: A Turning Back to Poetry</i> by Billy Collins Teacher Created Resources	rhyme scheme refrain meter continuous form stanzaic form meter fixed form	CC.1.3.9-10. E CC.1.5.9-10. A

Unit 4: Evaluating a Poem

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
Weekly:	One's appreciation of poetry includes judgement (of what is	How fully does the poem accomplish its purpose? How	Judgment of a poem's superior or inferior quality is	Evaluate the merits of a poem and rate it on a scale from	<i>Poetry 180: A Turning Back to</i>	poetic merit subjectivity superior	CC.1.4.9-10. S

Students will compile a chart that includes poems they judge to be of superior merit and a brief justification for each choice. Their evaluations will help to fuel daily discussions.	great, good, mediocre, and bad). Careful reading, analysis, and at least partial understanding should precede judgments about a poem.	important is its purpose? Did the poem make you feel something? Is the feeling congruous with the intended purpose? Do you find yourself wanting to return to the poem? Why?	subjective but may involve weighing how fully it accomplishes its central purpose and how important that purpose is to the student.	ineffectual/unaffected to excellent. Rank poems based on their relative merits and justify those rankings.	<i>Poetry</i> by Billy Collins Teacher Created Resources		
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Unit 5: Project Creation and Presentation

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
Weekly: Toward the end of each week, students will choose a poem we've studied to use as inspiration for a personal or partner project. A working list of possibilities will be provided by the teacher and added to by students.	Appreciation of and connection with an impactful work of literature doesn't end with analysis or evaluation but extends to original creation. Creative projects engage students in higher level thinking and encourage added investment in the learning process by empowering student voice and choice.	How can we honor, imitate, or challenge the emotions, experiences, or ideas of a poem? Which artistic medium best supports your purpose?	Original creations in response to poetry can include imitation, contextualization, application, appropriation, deconstruction, and subversion or challenge of ideas presented in the poem.	Create a project based on or inspired by a poem that we've studied. Possibilities: An original poem A short story A song A work of art A short film An interactive display	<i>Poetry 180: A Turning Back to Poetry</i> by Billy Collins Teacher Created Resources	N/A	CC.1.4.9-10. N CC.1.4.9-10. O CC.1.4.9-10. P CC.1.5.9-10 .F
Weekly: Students will have the opportunity to share their	Though art can provide an emotional release or intellectual challenge for the creator, its affecting	What is the best platform for sharing this particular project?	Sharing an original project involves careful consideration of	Present original projects in person or virtually.	<i>Poetry 180: A Turning Back to Poetry</i> by Billy Collins	N/A	CC.1.5.9-10. D CC.1.5.9-10. E

projects with their peers (in person or virtually)	power is exponential when shared.		platform and necessary context/ explanation.		Teacher Created Resources		
Unit 6: Final Portfolio Development							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
Final Week of the Semester: Students will compile a tangible or electronic portfolio of their favorite projects to be shared with their peers)	The development of a work portfolio allows students the opportunity to track progress and celebrate success.	Which of my projects are the strongest? How have I grown in my understanding of and appreciation for poetry?	A body of original work may require contextualization, explanation, and/or reflection in order to best communicate its meaning.	Compile a tangible or electronic portfolio of original projects with relevant contextualization, explanation, and reflections. Share portfolio with peers.	Google slides Google Drawing Google classroom	N/A	CC.1.4.9-10. U CC.1.5.9-10. F