Poetry Unit Plan

Mr. Rath’s 9th grade language arts class

“Growing up: a look through your adult eyes”

A four-week unit

James Rath
Dr. Louann Reid
E463, Methods, Fall 2010
November 30, 2010
The poetry unit is planned as the fifth unit of eight total units in this ninth-grade unit plan. “Growing up: a look through your adult eyes” is the title of this unit that is the first unit of the spring semester starting in January. The last two units prior to this one in the preceding semester were: The novel unit titled “Growing up in a colorful world” with the authentic text of *To Kill a Mockingbird* and “Growing up in different ways,” the three-week unit on short stories.

The rest of the spring semester has three additional units. Unit six is “Dealing with peer pressure and different belief systems” and will cover grammar, sentence writing, and concentrated exercises for the state-mandated CSAPs. Unit seven addresses “Young and in love” with Shakespeare and the last unit is “Growing pains and societal tension” with science fiction selections. All of the units pull from different focuses and come together for an effective yearlong plan.

The ninth-grade classes at Fort Collins High School consist mostly of 14- and 15-year-old students. The interests and abilities of these students varies quite a bit, but most appear to be quite engaged with sports such as skiing, snowboarding and Lambkin and Bronco football. Even the girls seem to have a genuine interest in the football teams. Boys and girls alike promote their school spirit consistently through school apparel and chatter about the events.

The texts I am using include:

- “Ballad of Birmingham” by Dudley Randall
- “Cool neat snuggly stuff” by Jim Rath
- “Fifteen” by William Stafford
- “Fire and Ice” by Robert Frost
- “Fog” by Carl Sandburg
- “Harlem,” by Langston Hughes
- “Hope is the Thing with Feathers” by Emily Dickinson
- “Kyli” by Jim Rath
- “Laugh a little” by Jim Rath
- “Moto for a Dog House” by Arthur Guiterman
- “One Life” by Jim Rath
- “Shhh” by Jim Rath
- “The Chimney Sweeper” by William Blake
- “The Eagle” by Alfred, Lord Tennyson
- “The Rose that Grew from Concrete” by Tupac Shakur
- “Word is Dead” by Emily Dickinson
Understanding By Design
Unit Template
Understanding By Design Unit Template

<table>
<thead>
<tr>
<th>Title of Unit</th>
<th>Growing up: A look through adult eyes</th>
<th>Grade Level</th>
<th>9</th>
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</thead>
<tbody>
<tr>
<td>Curriculum Area</td>
<td>English language arts</td>
<td>Time Frame</td>
<td>4 weeks</td>
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<tr>
<td>Developed By</td>
<td>James Rath</td>
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Identify Desired Results (Stage 1)

### Content Standards

1. **Oral Expression and Listening.**
   1. Oral presentations require effective preparation strategies.
      a. Give formal and informal talks to various audiences for various purposes using appropriate level of formality and rhetorical devices
      b. Use verbal and nonverbal techniques to communicate information
      e. Use effective audience and oral delivery skills to persuade an audience

2. **Reading for All Purposes.**
   1. Increasingly complex literary elements in traditional and contemporary works of literature require scrutiny and comparison.
      c, d, e.
      a. Analyze character types, including dynamic/round character, static/flat character, stereotype, and caricature
      b. the relationships among elements of literature: characters, plot, setting, tone, point of view, and theme
      c. Identify the characteristics that distinguish literary forms and genres
      d. Examine the ways in which works of literature are related to the issues and themes of their historical periods
      e. Use literary terms to describe and analyze selections
   2. Increasingly complex informational texts require mature interpretation and study.
      a. Identify the intended effects of rhetorical strategies the author uses to influence readers' perspectives
      b. Evaluate clarity and accuracy of information through close text study and investigation via other sources
      c. Describe how the organizational structure and text features support the meaning and purpose of the text
      d. Use flexible reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts
      e. Critique author's choice of expository, narrative, persuasive, or descriptive modes to convey a message

3. **Writing and Composition.**
   1. Literary and narrative texts develop a controlling idea or theme with descriptive and expressive language.
      Write well-focused texts with an explicit or implicit theme and details that contribute to a definite point of view and tone
      a. Organize paragraphs or stanzas to present ideas clearly and purposefully for a specific audience
      b. Write literary and narrative texts using a range of poetic techniques, figurative language, and graphic elements to engage or entertain the intended audience
      c. Refine the expression of voice and tone in a text by selecting and using appropriate vocabulary,
sentence structure, and sentence organization

d. Review and revise ideas and development in substantive ways to improve the depth of ideas and vividness of supporting details
e. Explain strengths and weaknesses of own writing and the writing of others using criteria (e.g., checklists, scoring guides)

2. Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support.

a. Develop texts that define or classify a topic
b. Use appropriate rhetorical appeals and genre to engage and guide the intended audience
c. Arrange paragraphs into a logical progression
e. Revise ideas and structure to improve depth of information and logic of organization
f. Explain and imitate emotional, logical, and ethical appeals used by writers who are trying to persuade an audience

3. Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions

a. Use punctuation correctly (semi-colons with conjunctive adverbs to combine clauses; colons for emphasis and to introduce a list)
d. Use various reference tools to vary word choice and make sure words are spelled correctly

4. Research and Reasoning.

2. Effective problem-solving strategies require high-quality reasoning.

a. Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions and concepts inherent in thinking

<table>
<thead>
<tr>
<th>Understandings</th>
<th>Essential Questions</th>
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<tbody>
<tr>
<td><strong>Overarching Understanding</strong></td>
<td><strong>Overarching</strong></td>
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<tr>
<td>• Reflection on youth from an adult perspective provides insight into the changes one goes through in growing up.</td>
<td>How does culture affect the tone and meaning of poems?</td>
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<tr>
<td>• Maturity affects the way someone looks upon his/her own childhood experiences.</td>
<td>Why is there poetry in the first place?</td>
</tr>
<tr>
<td>• Internal changes are possible once inner- and outer-reflections reveal in-depth information.</td>
<td>What is the purpose of poetry?</td>
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<tr>
<th>Related Misconceptions</th>
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<tr>
<td>• Poetry is hard and boring.</td>
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<tr>
<td>• I don’t understand how to read it.</td>
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<tr>
<td>• It doesn’t make any sense.</td>
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<tr>
<td>• Poems don’t have anything to do with me and my world today.</td>
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### Knowledge
Students will know…

- the three-time reading rule for full understanding of a poem
- that a poem can be translated in different ways to evoke different understating.
- that a poem can evoke more (even different) meaning when presented orally
- poems take on different tone and voice depending on the era in which they were written
- that there are many different genres of poetry. Ex: sonnet, haiku, prose, etc.
- that culture affects a poem’s structure, tone, and meaning
- that poems may be found in many different forms or genres

### Skills
Students will be able to…

- write, revise, and then orally present poems using verbal and nonverbal techniques to communicate effectively with an appropriate level of formality and rhetorical devices.
- identify literary terms to describe, identify, analyze, and explain the various elements of literature.
- explain the various relationships among the different elements of the poetry
- generate and write poetry with well-focused and organized stanzas and present the ideas appropriately to the intended audience
- use a wide range of poetic techniques and figurative language
- present appropriate tone and voice using appropriate vocabulary, sentence structure, and idea development to improve the depth of ideas with supporting details
- explain strengths and weaknesses of their own writing and the writing of others using various critique forms and methods
- use appropriate appeals and genres to engage and guide intended audience
- explain and be able to replicate emotional, logical, and ethical appeals
- research and analyze the purpose, points of view, inferences and assumptions in the poetry they are reading and/or writing

### Assessment Evidence (Stage 2)

#### Performance Task Description

<table>
<thead>
<tr>
<th>Goal</th>
<th>Students will be able to write their own poems that reflect their childhood</th>
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<tbody>
<tr>
<td>Role</td>
<td>Creator/writer</td>
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<tr>
<td>Audience</td>
<td>Teacher and fellow classmates</td>
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<tr>
<td>Situation</td>
<td>Reading a variety of poets and trying out poetry as the authors.</td>
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<tr>
<td>Product/Performance</td>
<td>At least 28 lines of self-generated poetry. This can be two sonnets, several lines of free-verse, or multiple short poems. This will show that students understand the concepts of the poetic literature and the forms that follow.</td>
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#### Standards

1. **Oral Expression and Listening.**
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      a. Give formal and informal talks to various audiences for various purposes using appropriate level of formality and rhetorical devices
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   Write well-focused texts with an explicit or implicit theme and details that contribute to a definite point of view and tone
   a. Organize paragraphs or stanzas to present ideas clearly and purposefully for a specific audience
   b. Write literary and narrative texts using a range of poetic techniques, figurative language, and graphic elements to engage or entertain the intended audience
   c. Refine the expression of voice and tone in a text by selecting and using appropriate vocabulary, sentence structure, and sentence organization
   d. Review and revise ideas and development in substantive ways to improve the depth of ideas and vividness of supporting details
   e. Explain strengths and weaknesses of own writing and the writing of others using criteria (e.g., checklists, scoring guides)
2. Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support.
   a. Develop texts that define or classify a topic
   b. Use appropriate rhetorical appeals and genre to engage and guide
the intended audience
c. Arrange paragraphs into a logical progression
e. Revise ideas and structure to improve depth of information and logic of organization
f. Explain and imitate emotional, logical, and ethical appeals used by writers who are trying to persuade an audience
3. Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions
a. Use punctuation correctly (semi-colons with conjunctive adverbs to combine clauses; colons for emphasis and to introduce a list)
d. Use various reference tools to vary word choice and make sure words are spelled correctly

4. Research and Reasoning.
2. Effective problem-solving strategies require high-quality reasoning.
a. Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions and concepts inherent in thinking

Other Evidence
Quizzes for poetry terminology
Journal entries from daily writing prompts
Sharing of self-generated poems via oral recitation

Learning Plan (Stage 3)

<table>
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<tr>
<th>Where are your students headed? Where have they been? How will you make sure the students know where they are going?</th>
<th>The students have been through four other units at this point. They have looked at growing up in different ways: through ideology; by exploring family, ethical, and societal values; diversity; and different value systems. They will move past the poetry unit and look at peer pressure and belief systems; being young and in love, and the growing pains and societal pressures that form us then and now. I will make sure to guide the students through this journey through well-chosen and carefully selected pieces of literature that not only exhibit the aspects of the unit topics, but carry through to real life experiences and uses.</th>
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<tr>
<td>How will you <strong>hook</strong> students at the beginning of the unit?</td>
<td>To hook the students on the poetry unit, I will begin by reading a few of my own poems to show the class that their teacher can write poetry and I believe they, too, can write poetry. Further presentation would include some poetry written by students in their same age range. I can search the Internet for some examples. Better yet, I can refer to the school’s literary magazine (if one is available) and use some examples from students the class may actually know. All of the above will reinforce the idea that lots of people write poetry and</td>
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What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?

I will create events for the students to experience and explore the poetry unit. Dr. Sasha Steensenn will be a guest speaker to the classes and she will give them a firsthand experience on what it is like to be a poet. She can share her joys, frustrations, and overall experience on writing poems in today’s world. Through the course of the unit, I will introduce poems from various authors from different times in history to show the students that as much as many things change, many still stay the same. I will further their exploration with some of my own poems – an author they all know and hopefully have some respect for as well. I will provide worksheets, lists and texts that provide the students with the vocabulary, information and know-how to successfully complete this unit.

How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?

Constant review, questioning, and discussion will keep the students engaged and working on their reflections and thinking about the poems presented in class. We will practice the three-read rule on poems, each time followed by some sort of discussion with the entire class. The writer’s workshop before their final projects are turned in for assessment will help the students rethink and refine their work according to peer interactions and reactions.

How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?

This will occur by working out way through the reading of several styles and forms of poems by various authors. Each time we read a new poem and author, new ideas will be infiltrating the students’ heads and thoughts, thus forming new ideas and knowledge of poetry to them. As the class moves towards writing their own poetry in their journals as daily quickwrites and for their final projects, their skills and understanding of poetry will increase through the unit.

How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?

Tailoring the needs of all students in the class is always a challenge. However, in the poetry unit, I will be able to do that by guiding the students writing to different areas of poetry. The struggling student might best be suited for writing a series of haikus for his/her final project. A more advanced and adept student would be courageously challenged to write a sonnet or two, rather than a series of very short poems. All of the class can write the poems. The beauty of this unit is to let the students pick and choose the poetry genre that works best for them.

How will you organize and sequence the learning activities to optimize...
<table>
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<th>the engagement and achievement of ALL students?</th>
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<tr>
<td>From there, I will take them through the terminology of this genre of literature and move them through a series of poems and authors that are relevant to the topic of the unit. Organizing the unit with short poems, longer poems, song lyrics and a guest speaker will help the students move through the unit in a way they will be able to grasp and understand.</td>
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Unit Plan Rationale
&
Unit Calendar
Unit Plan Rationale

Poetry Unit: A look through grown-up eyes

The poetry unit is just one of the eight units that are planned for the 9th grade yearlong plan theme “coming of age.” Each of the units will build upon the next providing a well-rounded experience in the many aspects of growing up. The poetry unit will take a look at a literature form from the point-of-view of the student as the adult, not the adolescent. This statement leads us to the main concept of this unit: a look through grown-up eyes. All students can see, hear, feel, and sense the here and now of the literature they read. However, they need to be able to step outside that box and be accountable and capable of seeing it from a different side. By approaching this concept through poetry, the students have an opportunity to see a different genre of literature while exploring the different point-of-view this unit examines.

This class reviews and reads many genres of literature through the course of the year. They will read novels, short stories, essays, epic poems and stories, and do a variety of writing. The writing will include responses to the literature, answers to big questions, thematic statements and essay exercises leading to major essay works, and even an opportunity to create and write down some homemade poetry. The unit on poetry will engage the students to explore a genre of writing that many run away from because the mere thought of reading a poem frightens so many. However, once the student learns how to approach a poem in its entirety, then go back and take it one line, one stanza, one page at a time, he/she learns that poems carry a lot of meaning, imagery and produce a lot of critical thinking and thought-provoking ideas.

Justifying this poetry unit is simple. The class will reading and learning poems from several different eras of history beginning with the well-know classics from Shakespeare, Blake, Wordsworth, and Dickinson to the more contemporary poets like Hughes, Ginsberg, Giovanni, and Shakur. The class will even look at a more recent and more local poet when they read some of the poems by their own teacher, me. The class will gain insight to what the various poets are trying to tell the audience. All of the poets are/were adults, yet they sometimes wrote their poems as if they were narrated by an adolescent – or at least an adult looking back upon adolescence. In the case of my poems, I am looking at the growing up process of a daughter through a father’s eyes and the other one, the son’s growing up through the father’s eyes. Both provide a good basis for the unit objective of investigating “a look through grown-up eyes.”

This unit provides a reflective view for the students. While a majority of literature is written about times past, this poetry unit takes a different approach to childhood and adolescence by putting the reader – the student – in the future and reflecting back on these parts of growing up. By doing this, the students get a new perspective on this genre of literature and hopefully will be able to apply this type of reflective and critical eye to other forms of literature as well in their reading and writing.

Reading a poem is fine. Writing a poem is a bit more challenging. Being able to read that poem, extract the meaning that evokes emotion, and instill the sense of passion from the writer to the reader is what this unit is all about. It’s not just those silly love poems –or sonnets – that Shakespeare was fond of writing. It is the message from these poems about life. It is the life from different eyes, different skin, different color and different circumstances. These are the
elements of this poetry unit that I am trying to reach. The students know their own childhood from experience and they know their current adolescence from living it right now. What they can learn from the poems is how others have viewed those same time periods of life and then they can compare and contrast what they read and learn to what they already know, or at least think they know.

There are several reasons for using this wide variety of poetry in this class. The Langston Hughes poems focus on social issues from the 1920s. Tupac Shakur poems hit hard on the ideas of racial injustice and intolerance in today’s world. Both poets’ poems talk about similar ideas, just different times and cultures. A comparison of the two poets opens minds of the students to see how things have changed over the last 70 years and how some things have not. What once was a current social problem in Hughes’ day is a current social issue in Shakur’s day. My poems reflect on innocent times with children and the growing pains they experienced through adolescence. All of these elements of literature study aid in the deeper understanding of seeing life through the eyes of grown-ups. Being able to see life through the eyes of a grown-up will enable the students to step outside their current adolescent role and view the world around them with a new sense of perspective and mind-set. Once they can master this idea of different views, they will be better able to read and understand poetry and other literature with a more objective and analytical view. This new-found skill will overflow into their everyday experiences as well, thus enriching their lives.

All of the poems can help students get a grasp of distant, national, and local cultures as well as the significance of the other cultures being discussed and read. It is not only the study of poems as a poetic slice of literature; it is the study of people, their culture, and their lives. Poetry gives students the opportunity to research these topics and experience the works in short bursts rather than lengthy pieces of works such as the classic novels.

The poems selected for this unit are pretty safe to be using in the classroom setting. There are no overt sexual overtones in any of them. If, for some reason, a student finds a way to insinuate a sexual reference, I will deal with those comments as they occur. I will explain to that student – and the whole class if necessary – how comments like that have a time and place and this classroom is not that place or time. If done correctly, this should stifle any outbursts, chuckles, and further comments.

The poems being used are from a wide variety of poets. They are male and female, young and old, African-American and white and brown, some are religious and others are not. This collection of poets is as diverse as the population of the classroom. As the students see, live, and breathe diversity, so will our lessons and the literature that goes with it to satisfy the gnawing desire to learn and gain as much knowledge possible.

<table>
<thead>
<tr>
<th>9th Grade Poetry Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 1</th>
<th>What is poetry?</th>
<th>“Found” poems</th>
<th>“Found” poems</th>
<th>No class on odd block day</th>
<th>Introduce poetic terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Poetic terms</td>
<td>Quiz and Songs as poems</td>
<td>Reading strategies for poems</td>
<td>No class on odd block day</td>
<td>Poetry through time and Formula Poems</td>
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<tr>
<td>Week 3</td>
<td>Formula poems and three new forms</td>
<td>Historical poem</td>
<td>Guest speaker: Dr. Sasha Steensen</td>
<td>No class on odd block day</td>
<td>Prep for poetry unit final project</td>
</tr>
<tr>
<td>Week 4</td>
<td>“I am” poems</td>
<td>Computer lab</td>
<td>Writing workshop and computer lab</td>
<td>No class on odd block day</td>
<td>Author’s corner in small groups</td>
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Unit Lesson Plan

Week 1
Goal:
Introduce the students to the poetry unit with an engaging activity that demonstrates poetry writing that they can do. Pre-assess student’s abilities and attitudes towards poetry.

Objectives:
Students will help write their feelings/emotions to the word “poetry” then discuss the different ideas are reactions. Read a few short poems and solicit from the students their reactions. Begin discussion on what the poems mean.

Standards:
Reading for All Purposes 1.a-e, 2.a-e
Writing and Composition 1.b, c, d, 2.c-f, 3.a-c
Research and Reasoning 1.a-c, 2.a

Materials:
English notebooks, pen, paper
Elements of Literature textbook
Observations about Poetry handout

Procedures for the 50-minute class:
1. Quickwrite: writing prompt is the word “poetry.” Explain to students to write down anything that comes to mind in reaction to this word. Display prompt ideas for those students who are stuck: What is poetry? What do you think of when you hear the word poetry? Do you like poetry? Why or why not? Any favorite poems? Any favorite poets? Have you written any poems? What are some “real life” uses for poetry? Why should we learn about poetry? (15 minutes)
2. Distribute Elements of Literature, turn to page 487 and read Dickinson’s “A word is dead.” Call on students randomly for their reactions this poem. Ask students to back up their statements and have them indicate what part of the text supports their idea. Turn to page 489 and have students popcorn read each of the seven tips for reading poetry. Some discussion after each can take place to encourage engagement. (15 minutes)
3. Read the poem in the box on page 489 along with the remaining text. Discuss how poetry can be fun and playful. Distribute poetry handout and briefly review the comments. (8 minutes)
4. Wrap up class with homework assignment: Have each student bring in their favorite poem or one they can find that they like. Tell them to be prepared to share tomorrow. (2 minutes)

Differentiation:
I plan to take special note of the kids with slower learning or special needs and take care of them through extra materials, larger print, and even some extra time after class and with due dates.

Assessment:
Listening, writing, and communication skills will be used in this lesson. Attitude and comprehension skills for poetry will be assessed through the writing exercise.

(Lesson plan adapted from Erin O’Connor, Fort Collins High School)
### Observations About Poetry Sheet

“A poem begins in delight and ends in wisdom.” – Robert Frost

“…the best words in the best order.” – Samuel Taylor Coleridge

“Poetry is the most direct and simple means of expressing oneself in word.” – Northrup Frye

“Poetry is the universal language…” – William Hazlitt

“Poetry is like making a joke. If you get one word wrong at the end of a joke, you've lost the whole thing.” – William Stanley Merwin

“Poetry is as precise a thing as geometry.”
“Poetry is above all a concentration of the power of language, which is the power of our ultimate relationship to everything in the universe.” – Gustave Flaubert

“Poetry is the doorway to the soul.” – Adrienne Rich

“Poetry is the silent voice that is heard everywhere inside of us…” – Floria

“Words written in verse may speak volumes when those spoken do not.” – Unknown

“Poetry is either something that lives like fire inside you—like music to the musician or Marxism to the Communist—or else it is nothing…” – Caressia Combs

“Poetry…is…a speaking picture, with this end: to teach and delight.” – F. Scott Fitzgerald

“Poetry is emotion put into measure. The emotion must come by nature, but the measure can be acquired by art.” – Sir Philip Sydney

“Poetry is emotion put into measure. The emotion must come by nature, but the measure can be acquired by art.” – Thomas Hardy

(Adapted from: http://www.readwritethink.org/files/resources/lesson_images/lesson848/observations.pdf)
Goal:
Continue the introduction to the poetry unit with an engaging activity that demonstrates poetry writing that they can do. Pre-assess and review student’s abilities and attitudes towards poetry from yesterday’s lesson.

Objectives:
Students will help create a “found” poem consisting of free verse stanzas as a large group, learn and review some poetic terminology and then form small groups to come up with another found poem.

Standards:
Oral Expression and Listening 1.a-e, 2.b, c, e
Reading for All Purposes 1.a-e, 2.a-e

Materials:
English notebooks, pen, paper
*Elements of Literature* textbook
Doc-cam if available

Procedures for the 50-minute class:
1. Instruct students reflect on their quickwrite from yesterday and add to it some information about the poem they brought today. Examples included: Why do you like this poem? What kind of meaning does it have for you? Have you ever heard of the author? (10 minutes)
2. Whole class discussion of poetry, focusing on journal prompts. Class will share the poems they brought in from their homework assignment. Have students share some of them. If available, have the poem projected via the doc-cam. Things to address:
   - What is poetry?
   - Do you like poetry? Why? Why not?
   - Any favorite poems or poets?
   - What about music (song lyrics)?
   - What makes songs different from other forms of self-expression?
   - Is poetry useful in the “real world?”
   - What are examples of professions that use poetry?
   - Where do we see poetry or poetic language in the world around us?
   - Do any of you write poetry? Why?
   - Why I write poetry
   - Share examples of poetry in the “real world” (20 minutes)
3. Distribute poetry forms and terms handout. Begin reviewing the different types of poems and the pertinent terminology the students will need to know. (15 minutes)
4. Wrap up class by assigning homework: bring in the lyrics to your favorite song. The words to the songs must be class appropriate! (5 minutes)
**Differentiation:**
I plan to take special note of the kids with slower learning or special needs and take care of them through extra materials, larger print, and even some extra time after class and with due dates.

**Assessment:**
Listening and communication skills will be used in this lesson. Student responses to the discussion and questions will indicate if they are catching onto the new poetry terminology.

(Lesson plan adapted from Erin O'Connor, Fort Collins High School)
Mr. James Rath
9th Grade Poetry Unit
Week 1, Day 3
“Found” poems

Goal:
Introduce poetry terminology and vocabulary along with examples of how each term operates. Also get the students to begin writing poetry with the found poem exercise.

Objectives:
Students will explore what poetry is through writing their own ideas, class discussion of the topic and by participating in an activity to create “found” poems. Students will create a “found” poem consisting of free verse stanzas as a large group, learn and review some poetic terminology and then form small groups to come up with another found poem.

Standards:
Oral Expression and Listening 1.a-e, 2.b, c, e
Reading for All Purposes 1.c-e, 2.a-d,
Writing and Composition 1.a-f, 2.a-f, 3.a
Research and Reasoning 1.a & b, 2.b

Materials:
English notebooks, pen, paper
Elements of Literature textbook, one other book from back pack
Handout on Poetry Terms
White board

Procedures for the 80-minute class:
1. Quickwrite: The writing prompt is to answer the question, “What is poetry?” Additional prompts are: What do you know about poetry? What kinds of terms have you heard? What do they mean? There is no right or wrong answer for this quickwrite. (8 minutes)
2. Now that students have had a chance to write their responses to the question, call on up to three or four students to share their answers while I write their answers on the board under the big question: “What is poetry?” Remind students to take notes in their notebooks.
3. Collect their songs that were assigned as homework yesterday. Set aside for review and censorship and future use in the poetry unit. (2 minutes)
4. Introduce the “found poem” activity:
   a. Instruct students to get a book from their backpacks or to use the classroom literature book. Give them a couple of minutes to find a line of the book they like and be prepared to share. (5 minutes)
   b. Randomly call on students one at a time and ask what their line is. Write it on the white board. List the sentences on the board, shortening long ones as necessary to work for this demonstration. Begin assembling them into some sort of fashionable order that provides poetic flow and some sort of relevant meaning. (15 minutes)
   c. Explain that what we just did is called a “found” poem. (A found poem is a type of poetry created by taking words, phrases, and sometimes whole passages from
other sources and reframing them into a poem. Hand out poetry terminology sheet and tell to keep them safely in their English notebooks because we will refer to these frequently. (5 minutes)

d. Have the students break into groups of four or five. Using the same book as before, have students with first names beginning with A – L turn to page 38. Students with names beginning with M – R should use page 53. S – Z students will use page 89 of their books. Have each one choose two sentences from their assigned pages to use in a found poem. One student in the group will record the new poem. They can shorten their sentences as necessary or break long ones into two or more lines to come up with a poem the group likes and agrees upon. (25 minutes)

e. Have groups share their found poems by reading aloud to the other groups. Offer one or two questions to the group by myself or by other groups. (15 minutes)

5. Wrap up class by rearranging desk to original order. Make sure each group turns in their found poem with all group member names listed for credit. (5 minutes)

Assessment:
Vocabulary, writing, comprehension listening, and communication skills will be used in this lesson. Student responses to the discussion and questions will indicate if they are catching onto the new poetry terminology. Listening to their found poems, I will be able to tell if they understand the concepts of poetry and how poems work.

(Quickwrite plan adapted from Nathan Huseman)
Mr. James Rath
9th Grade Poetry Unit
Week 1, Day 4
Poetry terminology

Goal:
Introduce rhyme, rhyme scheme and other poetry literature terminology.

Objectives:
Students will take a look at rhyming and the importance it plays in writing poetry. Students also will look closer at the other terms of poetry and how they play important parts.

Standards:
Oral Expression and Listening 1.b, 2.c
Reading for All Purposes 1.a-e, 2.a-e
Writing and Composition 3.a, c

Materials:
English notebooks, pen, paper
Elements of Literature textbook, one other book from back pack
Poem Response forms
White board

Procedures for the 50-minute class:
1. Quickwrite: The writing prompt is to write down words that rhyme and would be good to use in a poem. Write a two-column list with the rhyming words side by side. Write all the words you can in the allotted time. (10 minutes)
2. Explain rhyme and rhyme scheme to the class. Example here is “Fire and Ice” by Robert Frost on page 541 and “Harlem” by Langston Hughes on page 591, and “Hope is the Thing with Feathers” by Emily Dickinson on page 595. (15 minutes)
3. Hand out the poem response forms and explain how to fill them in during the lesson and readings of the poems. They will be due at the end of class. (5 minutes)
4. Show students about the rhyming Web site (www.rhymezone.com) to help them with rhyming words in their own poems. (5 minutes)
5. Pull some words from students’ Quickwrite and begin putting together lines/stanzas of poetry to demonstrate the rhyming scheme and the method of writing poetry. (13)
6. Wrap up class by collecting poem responses and telling class and what the agenda is for next week concerning the formula poetry packets. (2 minutes)

Differentiation:
I plan to take special note of the kids with slower learning or special needs and take care of them through extra materials, larger print, and even some extra time after class and with due dates.

Assessment:
Vocabulary, listening, and communication skills will be used in this lesson. Student responses to the discussion and questions will indicate if they are catching onto the rhyming concept. The class
discussion/participation of putting together rhyming lines of poetry will demonstrate the students’ grasp of the lesson.

**Poetry response**

**Name: _____________________________**  
**Period: ____________**

**Poetry response for (date): ________________**  
**Score: _______/10**

(Title of poem)_____________________________ is an example of (at least two poetic terms) ________________________________________________________________.

(Title of poem)_____________________________ has _______ stanzas and ______ lines.

I like this poem the best from today’s readings: ________________________________  
because_______________________________________________________________________  
_____________________________________________________________________________  
_____________________________________________________________________________  
_____________________________________________________________________________.
Unit Lesson Plan
Week 2
Mr. James Rath
9th Grade Poetry Unit
Week 2, Day 1
Poetic terminology continued

Goal:
Introduce more poetry vocabulary and review the existing vocabulary words from last week. Prepare the students to start reading some new material and for the quiz tomorrow.

Objectives:
Students will take notes on the new poetry vocabulary that is presented in class today. They will review old vocabulary from last week and prepare for the poetry vocabulary quiz tomorrow.

Standards:
Oral Expression and Listening 1.a-c, 2.a-e
Reading for All Purposes 1.a-e, 2.a-e
Research and Reasoning 1.a-c, 2.a & b

Materials:
English notebooks, pen, and paper
Poetry handout
White board and doc cam

Procedures for the 50-minute class:
1. Quickwrite: The writing prompt is to write about your weekend and tell me what you did that was fun, good, bad, upsetting, disturbing, etc. Try to write it in some sort of poetic form. It can be free verse, rhyming, or prose. (10 minutes)
2. Look at some poems and verbally quiz students on literary terms so they can recognize them. Distribute handout with selection of poems (“Fog” by Carl Sandberg, “The Eagle” by Alfred, Lord Tennyson, “Fifteen” by William Stafford and “The Rose that Grew from Concrete” by Tupac Shakur. Remind students about strategies for reading poetry (read it two or three times, look for key words, look for sensory details, determine the topic and theme of poem, and explain the poem’s meaning (their reading). Display overhead with these guidelines listed. For each poem read, read it through once without marking anything. During the second reading, mark key words, sensory details, and ideas about meaning. After the third reading discuss topic and theme and posit opinion regarding poem’s meaning. If time permits, listen to an Internet recording of Shakur’s poem. (25 minutes)
3. Review the terms one last time before the quiz on Tuesday. (15 minutes)

Differentiation:
I plan to take special note of the kids with slower learning or special needs and take care of them through extra materials, larger print, and even some extra time after class and with due dates.

Assessment:
Vocabulary, listening, and communication skills will be used in this lesson. Student responses to the discussion and questions will indicate if they comprehend the poetry terminology and concepts.
**Fog**
*by Carl Sandberg*

The fog comes
on little cat feet

It sits looking
over harbor and city
on silent haunches (5)
and then moves on.

---

**The Eagle**
*By Alfred, Lord Tennyson*

He clasps the crag with crooked hands;
   Close to the sun in lonely lands,
Ring’d with the azure world, he stands.

The wrinkled sea beneath him crawls;
He watches from his mountain walls,
   And like a thunderbolt he falls.

---

**Fifteen** by William Stafford

South of the Bridge on Seventeenth
I found back of the willows one summer
day a motorcycle with engine running
as it lay on its side, ticking over
slowly in the high grass. I was fifteen.

I admired all that pulsing gleam, the
shiny flanks, the demure headlights
fringed where it lay; I led it gently
to the road and stood with that
companion, ready and friendly. I was fifteen.

We could find the end of a road, meet
the sky on out Seventeenth. I thought about
hills, and patting the handle got back a
confident opinion. On the bridge we indulged
a forward feeling, a tremble. I was fifteen.

Thinking, back farther in the grass I found
the owner, just coming to, where he had
flipped
   over the rail. He had blood on his hand, was
pale—
   I helped him walk to his machine. He ran his
hand
over it, called me a good man, roared away.

I stood there, fifteen.

---

**The Rose that Grew from Concrete**
*By Tupac Shakur*

Did you hear about the rose that grew
From a crack in the concrete?
Proving nature’s law is wrong it
Learned to walk with out having feet.
Funny it seems, but by keeping it’s dreams,
It learned to breathe fresh air.
Long live the rose that grew from concrete
When no one else ever cared.
Mr. James Rath
9th Grade Poetry Unit
Week 2, Day 2
Quiz and songs as poems

Goal:
Administer quiz to the students to review the poetry vocabulary to this point. Introduce musical lyrics as a form of poetry.

Objectives:
Students will take the quiz and then will review the answers as a whole class. They will be introduced to song lyrics as another form of poetry.

Standards:
Oral Expression and Listening 1.a-c, 2.a-e
Reading for All Purposes 1.a-e, 2.a-e
Research and Reasoning 1.a & b, 2.a & b

Materials:
English notebooks, pen, and paper
Elements of Literature textbook, one other book from back pack
Document with “Changes” lyrics
White board

Procedures for the 50-minute class:
1. Quiz. Students clear desks of all materials except a pen or pencil. I will hand out the quiz and students may begin answering the 15 questions: 10 true/false, 5 multiple choice questions. (15 minutes)
2. Collect all the quizzes and review the answers. (10 minutes)
3. Begin discussion on song lyrics as poetry. Use the songs the students brought in last week. What do song lyrics and poems have in common? Is all music poetry? Make sure students “back up” their answers/responses. What are your favorite song lyrics? Why? Are they poems? Why/Why not? (23 minutes)
4. Wrap up class by telling class what we are doing tomorrow. (2 minutes)

Differentiation:
I plan to take special note of the kids with slower learning or special needs and take care of them through extra materials, larger print, and even some extra time after class and with due dates.

Assessment:
The quiz will be the assessment for the poetry unit thus far. The rest of this lesson is informal discussion of how song lyrics can be a form of poetry. Homework will show me tomorrow how well they comprehended today’s lesson.

(Lesson plan adapted from Erin O’Connor, Fort Collins High School)
True or False: Circle the right answer. (1 point each)

1. **Free verse** poems must contain rhymes in each stanza.  True  False
2. **Poetry** is writing with lines and stanzas.  True  False
3. A **stanza** is a group of words in lines.  True  False
4. A **simile** is a comparison of two different things using *like* or *as*.  True  False
5. A **metaphor** is a comparison of two different things without using *like* or *as*.  True  False
6. **Onomatopoeia** is a word that doesn’t make any sense.  True  False
7. **Imagery** occurs when the writer uses words or phrases to create vivid pictures in the readers mind.  True  False
8. An **ABC** poem always ends with XYZ.  True  False
9. A **cinquain** always has 14 lines.  True  False
10. A **sonnet** has 14 lines all the time.  True  False

Multiple Choice: Choose the correct answer and circle it. (2 points each)

1. A Haiku is a __________ poem composed of three unrhymed lines of five, seven, and five syllables.
   A. Australian  B. English  C. Spanish  D. Japanese
2. A Limerick is a humorous poem with five lines. Three of the lines rhyme with each other. Two other lines rhyme. Which three lines rhyme with each other?
   A. 1, 2, and 4  B. 1, 2, and 5  C. 3, 4, and 5  D. 2, 3, and 5
3. ___________ means giving human traits to nonhuman or abstract things.
   A. pentameter  B. personification  C. pizza  D. paradox
4. Alliteration is the repetition of the same or similar sounds at the ________ of words.
   A. top  B. end  C. beginning  D. last
5. What is a bard?
   A. a Gaelic maker of poems  B. someone who makes shoes  C. a baker  D. candlestick maker
Goal:
Introduce more poetry vocabulary and review the existing vocabulary words from last week. Prepare the students to start reading some new material and for the quiz tomorrow.

Objectives:
Students will take notes on the new poetry vocabulary that is presented in class today. They will review old vocabulary from last week and prepare for the poetry vocabulary quiz tomorrow.

Standards:
Oral Expression and Listening 1.a-e, 2.a-e
Reading for All Purposes 1.a-e, 2.a-e
Writing and Composition 1.a & d, 2.c, e, f, 3.a
Research and Reasoning 1.a & b, 2.a-d

Materials:
English notebooks, pen, and paper
.Elements of Literature textbook, one other book from back pack
White board

Procedures for the 80-minute class:
1. Quickwrite: The writing prompt is to tell me why you chose the song lyrics you brought last week. Why are they significant to you? (10 minutes)
2. Review strategies for reading poetry and/or song lyrics. Instruct students to read it two or three times, look for key words, look for sensory details, determine the topic and theme of poem, and explain the poem’s meaning (their reading). For each /song read, read it through once without marking anything. During the second reading, mark key words, sensory details, poetry elements, and ideas about meaning. After the third reading discuss topic and theme and post opinion regarding poem’s meaning. (18 minutes)
3. Break into small groups of four or five; rearrange desks to accommodate the groups. Discuss your song lyrics in the group using poetic terminology and the reasons you brought this one to class. As a group, collaborate and choose one song and analyze the meaning of the lyrics. What kind of poetic devices are being used? How does this make the song more appealing to listeners? Make sure the students are filling out their poem response forms (30 minutes)
4. Present your poem/song lyrics to the rest of the class, describing the above questions. (20 minutes)
5. Wrap up class with a preview of tomorrow’s lesson. (2 minutes)

Differentiation:
I plan to take special note of the kids with slower learning or special needs and take care of them through extra materials, larger print, and even some extra time after class and with due dates.
Assessment:
The group assessments of the song lyrics will tell me how well they are grasping the poetic terminology and theory. They will have to translate the song lyrics and back them up with reasoning.

(Lesson plan adapted from Erin O’Connor, Fort Collins High School)
Mr. James Rath  
9th Grade Poetry Unit  
Week 2, Day 4  
Poems through time and formula poems

**Goal:**
Introduce students to two new poems for reading and discussion to show them how poems really haven’t changed that much over the centuries. Introduce the Formula Poems assignment.

**Objectives:**
Students will compare poetry from two different centuries and learn how they are similar and different. The students also will receive their Formula Poem packets for their initial look at them and ask questions.

**Standards:**
Oral Expression and Listening 1.b, 2.a-c  
Reading for All Purposes 1.a-e, 2.a-e  
Writing and Composition 1.d, 2.a, b, e, f

**Materials:**
English notebooks, pen, and paper  
Formula Poems handout  
Formula Poetry packets  
Doc cam or overhead projector  
White board

**Procedures for the 50-minute class:**
1. Read, review and discuss the Post and Colelus poems. Ask students when they think each one was written and why they think that. Reveal the actual dates and discuss their thoughts on it. Discuss the similarities/differences between the two. Talk about different elements of poetic form and terms. (15 minutes)
2. Distribute Formula Poems handout and review the different devices and methods of poem writing. Read “Kyli,” “Laugh a little,” and “Shhh” by Rath as examples of poems from the packet and some that they can write. Remind students to fill out the response forms which are due at the end of class. (20 minutes)
3. Distribute the Formula Poetry packets and describe what we will be doing on these. (13 minutes)
4. Wrap up class by telling class to work on their packets over the weekend and be ready to share at least one original poem. (2 minutes)

**Differentiation:**
I plan to take special note of the kids with slower learning or special needs and take care of them through extra materials, larger print, and even some extra time after class and with due dates.

**Assessment:**
Assessment comes from the class discussion and the feedback I receive from the students when discussing the Post and Colelus poems at the beginning of class.

Source for Formula Poem packets from Sheryl Van Pelt, retired teacher, Laramie County School District No. 1 in Cheyenne, WY.
What are they waiting for
The quiet one
 longing for love
 lust
 ing for him or her or it
 Whatever it may be or where ever it lives
 it must come looking for them

And they believe for every one there must be another and when it comes as come it must he or she brings it everything they are

but by then they are only them self

Edward S. Post
 ---1966
if
just possibly
maybe
perhaps
someday
some of you people
will take the trouble
to read what I wrote
   (flapdoodle, is it?)
and don’t’ think
it’ll curl
your hair
to lay your lily-whites
on
me…..

(laugh I thought I’d)
there was this guy in court, see
and we’d just heard a marvelous speech
against Vatinius: my friend Calvus
really’d thrown the book at him
well this guy LOVES it
gives him a great big hand
and says
boyoboy can dat lidl squoit
make wid du lengwich

nobody
my lady says there’s nobody
she’d rather marry than me
not if Jove himself should come asking her
so she says
but what a woman says to a lover
what wants her
she should write on wind and running water

Colelus
    ----57 A.D.
Translated from Latin
**K-Y-L-I**

Kissed by an angel the day you were born  
Yesterday through tomorrow, you will always be special  
Laughingly, your pretty eyes gaze out at the new world  
Impatient to move and expand into this fresh life  

Karats of golden light run through your hair  
Yesterday a baby, a little girl, an innocent young lady  
Life saving, live loving, life living and living life fully  
Ingenious, bright, clever and ever so shy  

Keeping yourself closed to hearts of many  
Young and so active and up for a challenge  
Lovely thoughts evade you, working your way through life  
Impish little girl thoughts consume when they should not  

Knight comes riding to sweep you away  
Yonder light shines brightly, your future does too  
Let your legacy lead more women to see  
Independent young women with a minds all their own  

Knock, knock, knocking, you’re at the door of success  
Your eyes are now open, use them to see  
Little girl lonely, peering out in the rain  
It’s you getting out to live and to be.  

March 2, 2010

**Laugh a Little**

By James Rath

Giggle and laugh  
Snicker and glee  
Chuckles, then smile  
Ha-ha to me  
And he-he to you.

Laughter is medicine  
The medicine of souls  
Without, it’s a place  
Where no one wants to be  
With it, we’re happy  
Happy go lucky  
Go smiling and cheerfully by.

Laughter starts deep, deep in the soul
Moves up with a tickle
Maybe a bubble or two
Don’t hold it in, just take a deep breath.

Chin starts to quiver
Eyes start to bounce
The laughter erupts
Coming out with a rush
Producing in others
A smile and a chuckle
Some glee and a snicker
And a laugh and a giggle.

**Shhh**

by James Rath

Sit in the quiet room feeling alone
Read the page of the book laying flat
Hear air rushing from building bowels
Sit alone
But not alone.

Behind me, man types on his laptop
Tappity tap, tappity tap
Take sips of hot coffee
Sippity slurp.
Slurp.
Slurp.

Skinny boy there with the phone
Buzzing and vibrating on hardwood table
Pick it up, answer it, make it stop
Cannot hear for too busy with wads of tobacco
Skinny boy’s phone and skinny boy’s chew
Buzz, rattle, spit
Buzz, rattle, spat.

Homely girl walking, walking fast, but not walking at all
Feet are shuffling and her nose with those sniffles
Pick up those feet, girl and walk where you go
Shuffle, shuffle, sniffle, sniff
Walk girl walk
And give it a blow.

Asian boy there sits by himself
Reading, writing, sighing
Look over here then look over there
Ogle the cutie with music plugged to her head
Take a sip of soda and
Burp
Not too loud but enough to make a grin.

Slam! The book closes
Kerthunk! Into the pack
Zip, zip, zip
Sealed for the trip
Krinkle, crunch, toss the wrapper
Swoosh, to the can it falls.

Shhh! No talking allowed
Quiet zone intact
No words are uttered
But quiet it’s not
Krinkle, buzz,
Shuffle, sniffle
Burp.

Arrghhh! The exasperation escapes
You! Shhh.
Me?
You.
Get out.
No talking allowed!

January 27, 2010
Formula Poems

I Am Poem

1st Stanza

I am (two special characteristics you have).
I wonder (something you are actually curious about).
I hear (an imaginary sound).
I see (an imaginary sight)
I want (an actual desire).
I am (the first line of the poem repeated).

2nd Stanza

I pretend (something you actually pretend to do).
I feel (a feeling about something imaginary).
I touch (an imaginary touch).
I worry (something that really bothers you)
I cry (something that makes you very sad).
I am (the first line of the poem repeated).

3rd Stanza

I understand (something you know is true).
I say (something you believe in).
I dream (something you actually dream about).
I try (something you really make an effort about).
I hope (something you actually hope for).
I am (the first line of the poem repeated).

Cinquain

<table>
<thead>
<tr>
<th>Line 1:</th>
<th>Noun</th>
<th>River</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line 2:</td>
<td>2 adjectives that describe the noun</td>
<td>Clear, wonderful</td>
</tr>
<tr>
<td>Line 3:</td>
<td>3 gerunds that describe the noun</td>
<td>Slapping, whirling, flowing</td>
</tr>
<tr>
<td>Line 4:</td>
<td>1 complete, related sentence</td>
<td>The river is cold.</td>
</tr>
<tr>
<td>Line 5:</td>
<td>Noun -- synonym of the noun in line 1</td>
<td>Water</td>
</tr>
</tbody>
</table>
### Diamante

<table>
<thead>
<tr>
<th>Line 1:</th>
<th>Noun A</th>
<th>Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line 2:</td>
<td>2 adjectives that describe Noun A</td>
<td>Rainy, cold</td>
</tr>
<tr>
<td>Line 3:</td>
<td>3 gerunds that describe Noun A</td>
<td>Skiing, skating, sledding</td>
</tr>
<tr>
<td>Line 4:</td>
<td>2 Nouns related to A + 2 Nouns related to B</td>
<td>Mountains, wind, breeze, ocean</td>
</tr>
<tr>
<td>Line 5:</td>
<td>3 gerunds that describe Noun B</td>
<td>Swimming, surfing, scuba diving</td>
</tr>
<tr>
<td>Line 6:</td>
<td>2 adjectives that describe Noun B</td>
<td>Sunny, hot</td>
</tr>
<tr>
<td>Line 7:</td>
<td>Noun B</td>
<td>Summer</td>
</tr>
</tbody>
</table>

### Persona Poem

<table>
<thead>
<tr>
<th>Line 1:</th>
<th>First name/nickname of the person in the poem</th>
<th>Kate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line 2:</td>
<td>4 adjectives which describe the person</td>
<td>tall, energetic, happy, intelligent</td>
</tr>
<tr>
<td>Line 3:</td>
<td>X of Y formula, describing an important relationship to the person</td>
<td>mother of Danny</td>
</tr>
<tr>
<td>Line 4:</td>
<td>3 things s/he loves</td>
<td>who loves music, books and fresh air</td>
</tr>
<tr>
<td>Line 5:</td>
<td>3 things that scare her/him</td>
<td>who is afraid of President Bush, spiders and heights</td>
</tr>
<tr>
<td>Line 6:</td>
<td>3 things s/he wants to see</td>
<td>who wants to see Latin America, the end of poverty and summer</td>
</tr>
<tr>
<td>Line 7:</td>
<td>resident of...+ place/time/concept</td>
<td>resident of this moment</td>
</tr>
<tr>
<td>Line 8:</td>
<td>last name of the person in the poem</td>
<td>Thompson</td>
</tr>
</tbody>
</table>

### Haiku

| Line 1 | five syllables | I saw a leaf fall | Night noise, I'm awake |
| Line 2 | seven syllables | Then rise again to the branch | far off wailing haunting me |
| Line 3 | five syllables | A moth had fooled me. | Coyote sings his song. |
The Haiku (Pronounced hi-coo) comes from Japan. It is a form of poetry that usually paints a picture of something in nature. Many haiku start with a vivid image in the first line followed by an interesting transition in the second line which leads to a different image or thought in the third line like in the samples above.

With Haiku, rhyme is not as important as the form. The form is the 5-7-5 syllable pattern of the lines. Although nature is the subject of traditional haiku, any other subject can be addressed using the form. Remember that the form says something about your subject in addition to the words you choose to use. The simplicity of the haiku form can be a big part of the poem's message to its audience.

Let's not forget found poems, tanka, acrostic poems, etc.

Updated 8 July 2008.

Source: http://homepage.mac.com/mseffie/handouts/formulapoems.html
OVERVIEW: An easy way to start writing poetry is by inserting your ideas into an already pre-made formula. In a scary way, it’s sort of like math~ For this assignment you will practice each formula once for three points and twice for five points and decide which three poems you would like to hand in as a final draft. You will be graded on your practice work and how well your final drafts followed the rules of the given formula. Therefore, you will HAND IN this packet and your final drafts.

Formula ONE: Haiku

Haiku is a poem style that originated in Japan. They are true imagist poems because they often capture, very specifically, one image. They usually are written with a specific tone in mind and use specific word choice. They rarely have a title.

*The form for haiku is:*

Three lines long
The first line has FIVE syllables
The second line has SEVEN syllables
The third line has FIVE syllables

Examples: (Notice how they capture an image NOT just a feeling)

Whitecaps on the bay: The red blossom bends
A broken signboard banging and drips its dew to the ground
In the April wind. like a tear it falls.

By Richard Wright By Donna Brock

ASSIGNMENT: Look at pictures OR think of a few specific images you would like to write about. Think about specific details that SHOW these images. Practice writing one or two haiku on the following lines or on separate paper.
Formula TWO: Limerick

Named for Limerick, Ireland, limericks are usually funny five-lined poems that are narrative or tell a story. They have a certain rhyme scheme and rhythm, which makes them in the style of nursery rhymes.

FORMULA:
Five lines long
Lines 1, 2 and 5 usually have 8 syllables or so
Lines 3 and 4 usually have five syllables
The first, second and fifth lines rhyme together and the third and forth lines rhyme together.
The fluency must be catchy and correct

EXAMPLES:

There once was a man from France
Who didn’t know what he should dance
So rather than move
He sat on his roof
And wondered why he couldn’t prance.

There once was a man from the street
Who didn’t know what he should eat
So rather than die
He ate a whole pie
Then decided to suck on his feet!

Notice the rhyme scheme and syllable fluency...

ASSIGNMENT: Think of a few stories you would like to tell. Practice writing one or two limericks on the following lines or on separate paper.
Formula THREE: Mood Poem
This poem is a formula that uses figurative language to help the reader understand a mood, emotion or state of being.

FORMULA:
Title: MOOD/STATE OF MIND/EMOTION

EXAMPLE *note: When you write your poem, don’t include the letters and numbers.
Title: Sick
A. I’m sick
B1. Not pain-filled, headache sick like a woman who lost her boyfriend of eight years.
B2. Not ache-in-the-stomach sick like I ate a pound and a half of M&M’s in one sitting.
B3. Not sick like a man recovering from a case of the seven-day flu that attacked his ulcer after his heart attack.
C. But just mildly, all over sick.
D1. Sick that nations still builds bombs, war with others and kills innocent people.
D2. Sick that children still go hungry in America, one of the richest countries in the whole world.
D3. Sick that there is little I can do to change the world.

ASSIGNMENT: Practice writing one or two mood poems on the following lines or on separate paper.
Formula Four: Series of Lies
This poem is a formula that uses hyperbole, a form of figurative language that is over-exaggeration of an idea. You will write a series of lies about yourself or someone else. Chose something you would like to lie about such as: intelligence, looks, personality trait etc. Follow the example and write the formula poem.

EXAMPLE: *note: When you write your poem, don’t include the letters and numbers.
TITLE: Gorgeous
A1. I wish I were not so gorgeous.
B2. My amazing good looks make it difficult
3. for me to go shopping at the Fox River Mall
4. without sales boys fainting at my approach.
5. Angelina Jolie writes me hate mail saying I should die a death of torture.
6. President Obama wants to make my birthday a national holiday.
7. Brad Pitt begs me for a date,
8. and I have to hide from the entire chorus line at Caesar’s Palace.
C9-12. If I were to walk
   in Central Park on Sundays,
   bys would desert their girlfriends’ arms
   to throw kisses at me from behind the bushes.
ASSIGNMENT: Practice writing one or two Series of Lies poem on the lines provided or on separate paper.

Now, out of all the poems you practice, pick THREE of the poems you like the best. Fix them so they are your BEST examples of formula poetry. Hand in this packet and your final drafts. Final draft form: Written neatly in ink on non-fringy paper OR typed. Your practice work with each formula is worth five points each. Your final drafts are worth 20 points total.

Source: http://www.mjsd.k12.wi.us/mhs/depts/.../FormulaPoetryPracticePacket.doc
Unit Lesson Plan

Week 3
Goal:
Review with students three types of poems and have them collaborate on new ones as a group. Also introduce the students to two new formulas for writing poetry.

Objectives:
Students will practice writing cinquain, diamante, and persona formula poems. They will be introduced to two new forms and take what they learn in class home to write two new poems for sharing in the next class period.

Standards:
Oral Expression and Listening 1.b, 2.a-e
Reading for All Purposes 1.a-e, 2.a-e
Writing and Composition 1.a-f, 2.a-f, 3.a-c

Materials:
English notebooks, pen, and paper
Formula Poems handout
Formula Poetry packets
Doc cam or overhead projector
White board

Procedures for the 50-minute class:
1. Quickwrite: Write two haikus about your weekend. (10 minutes)
2. Review the cinquain, diamante, and persona formulas for writing poetry. Discuss the differences between them. Try writing some at least one of each with the whole class participating. (20 minutes)
3. Introduce new formulas for poetry. Use the ABC and blotz formulas. Read and review “Hope is the Thing with Feathers” by Emily Dickinson and “Cool neat snuggly stuff” by Rath. (15 minutes)
4. Remind students to fill out the poem response forms during the lesson and readings of the poems. They will be due at the end of class. (3 minutes)
5. Wrap up class by assigning homework to write one ABC or one blotz formula poem. (2 minutes)

Differentiation:
I plan to take special note of the kids with slower learning or special needs and take care of them through extra materials, larger print, and even some extra time after class and with due dates.
Assessment:
Assessment comes from the student participation in the class discussion on the cinquain, diamante, and persona poems. I will monitor the ideas and comments from the students and call on the quiet ones to ensure participation.

Source for Formula Poem packets from Sheryl Van Pelt, retired teacher, Laramie County School District No. 1 in Cheyenne, WY.
Formula Poetry

These are created by following a set pattern of instructions. These may be based upon a variety of requirements. Their subjects are seldom limited.

An **acrostic/alphabet** poem consists of using the letters of a word, which is the subject of the poem, to begin each line of the poem.

**Please pay attention**

**Or**

**Everyone will be lost**

**Monday during the test over poetry.**

A **blotz** poem is designed to describe an object which is not necessarily real. It places an emphasis on alliteration.

- Line 1: Name your creature. (This is ___)
- Line 2: Tell where your creature lives. All words begin with the first letter of the creature’s name and should list at least four places.
- Line 3: Tell what your creature eats. Use the same first letter and include at least four items.
- Line 4: Tell what your creature likes. Use the same first letter and include at least four items.
- Line 5: Tell something about your creature. Use the same first letter and include at least three items.
- Line 6: Tell about something your creature did to you.

This is a teacherarian.

Teacherarians live in Turkish towers on top of telegraph transmitters in Tibet only on Tuesdays.

Teacherarians eat tortoise toes, tangy tarts, tender toast, and tuna.

Teacherarians throw temper tantrums, torment students, try on toupees, and twiddle their thumbs.

Teacherarians teach trigonometry, enjoy tapestry, and like tanning their temples.
This teacherarian told me to tape up my mouth. It tortured me and tore out my teeth.

**Cinquain** is a five line poem which is constructed with both syllable and part of speech constraints.

- Line 1: Write a noun of one syllable.
- Line 2: Write two adjectives of four syllables.
- Line 3: Write three verbs of six syllables.
- Line 4: Write a short thought about the noun using eight syllables.
- Line 5: Repeat the noun or use a synonym with two syllables.

Lie

Wrongness, falsehood

Hurts,punishes, darkens

Makes matters worse and worse for me

Untruth

A **contrast** or **parallel** poem presents two sides of a similar idea. The first line introduces one side, and the next line presents the other side. From that point on, the subjects are alternated. The idea of repetition is an important element in this type of poem.

In moments of fear, heights make me dizzy;

When I have courage, I feel close to the clouds.

In moments of fear, shutters rattle in the wind like gunshots;

When I have courage, windows let me watch the wind.

A **dada** poem is created at random. A list of ten verbs, eight nouns, and some pronouns are written on scraps of paper and placed in a container. As they are drawn out, the author arranges them in a pleasing but likely non-sensical way.

firecracker his nibble

snore a tickle

juggle jellyfish

purr a pickle

balloon a squish
A five senses poem describes an emotion or idea. Its emphasis is on the different ways in which the senses can be used to describe.

- Line 1: Tell what color an emotion or idea is.
- Line 2: Tell what the emotion tastes like.
- Line 3: Tell what the emotion sounds like.
- Line 4: Tell what the emotion smells like.
- Line 5: Tell what the emotion looks like.
- Line 6: Tell what the emotion makes you feel like.

Fall is red and yellow.

It tastes like chicken soup.

It sounds like wind through the trees.

And smells like warm wood smoke.

It looks like what you see when you get your new glasses.

It makes you feel energetic.

A limerick is a humorous five line poem which consists of a rhyme scheme of aabba. Lines 1, 2, and 5 have eight to ten syllables and lines 3 and 4 have five syllables. It has a long history as verse if not poetry and is frequently risque.

There was once a lady in Champlain

Who said she had nothing to gain.

She gave it a try.

And said she was spry.

But crashed when she took the afternoon train.

A part of speech poem is written using the limitations of parts of speech.

- Line 1: Write down one article and one noun.
- Line 2: Write down one adjective, one conjunction, and one adjective.
- Line 3: Write down one verb, one conjunction, and one verb.
A painting, colorful and exciting, Decorates and fulfills aesthetical. Art.

A **symmetrical** or **diamonte** poem is another form of the part of speech poem. Its difference is that it allows movement of the subject from the beginning to end of the poem.

- Line 1: Write one noun which is subject #1.
- Line 2: Write down two adjectives describing subject #1.
- Line 3: Write down three participles or verbs ending in "ing" telling about subject #1.
- Line 4: Write down two nouns related to subject #1 and two nouns related to subject #2.
- Line 5: Write down three participles or verbs ending in "ing" telling about subject #2.
- Line 6: Write down two adjectives describing subject #2.
- Line 7: Write one noun which is subject #2.

Cat

clever, cuddly
crouching, pouncing, purring
meow, feline, canine, bark
running, jumping, wagging
lovable, smart

Dog

A **shaped** or **concrete** poem is visual poetry. The shape or form is as much a part of the poem as the words. The words are arranged in such a way that they suggest a picture of the subject of the poem.
Splish Splash
Down the Window
Go all the Water

Source: http://www.susanlake.net/publications/unit/content/formula_poetry.html
Goal:
Have the students listen to, read, and respond to Dudley Randall’s “Ballad of Birmingham.”

Objectives:
Students will listen to, read, and respond to a poem based on racial injustice and relate it back to the main theme of this unit: “Growing up: a look through your adult eyes.”

Standards:
Oral Expression and Listening 1.a-e, 2.a-e
Reading for All Purposes 1.a-e, 2.a-e
Research and Reasoning 1.a-c, 2.a & b

Materials:
English notebooks, pen, and paper
Elements of Literature textbook

Procedures for the 50-minute class:
1. Do attendance and quick housekeeping. (5 minutes)
2. Ask students to take out their Elements of Literature books and turn to page 383 to begin reading "Ballad of Birmingham.” I will read the poem the first time; second reading will be from the students, one stanza per student. Discuss what we have read and talk about the meaning. Read the poem one more time. (25 minutes)
3. Introduce the historical event that inspired this poem (1963 church bombing in Birmingham, Alabama). Read article on page 384 about the author, Dudley Randall and then ask students for reactions to the poem and to the author. (10 minutes)
4. Have the students fill out their poetry response guide for this poem and turn them in to me. (5 minutes)
5. Wrap up class by talking about tomorrow’s guest speaker and review some questions that should be asked of the speaker. (5)

Differentiation:
I plan to take special note of the kids with slower learning or special needs and take care of them through extra materials, larger print, and even some extra time after class and with due dates.

Assessment:
The assessment will come from the answers on the student response guides they will turn in.

(Adapted from Erin O’Connor, Fort Collins High School)
Name: ____________________________  
Period: ____________ 

Poetry response for (date): _______________  
Score: _______/10 

(Title of poem)______________________________ is an example of (at least two poetic terms) _______________________________

(Title of poem)______________________________ has ______ stanzas and ______ lines.

I like this poem the best from today’s readings: _______________ 
because ________________________________________________

Poetry response for (date): _______________  
Score: _______/10 

(Title of poem)______________________________ is an example of (at least two poetic terms) _______________________________.

(Title of poem)______________________________ has ______ stanzas and ______ lines.

I like this poem the best from today’s readings: _____________________________
because ________________________________________________

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

_____________________________________________________________________________
_____________________________________________________________________________.
Mr. James Rath
9th Grade Poetry Unit
Week 3, Day 3
Guest speaker: Dr. Sasha Steensen

Goal:
Have the students listen to a real poet talk about writing poetry and ask questions.

Objectives:
Students will listen to a presentation from Dr. Sasha Steensen, local poet and CSU professor on the various aspects of writing poetry.

Standards:
Oral Expression and Listening 1.a-e, 2.a-e

Materials:
English notebooks, pen, and paper

Procedures for the 80-minute class:
1. Do attendance and quick housekeeping. (5 minutes)
2. Introduce Dr. Sasha Steensen to the class. Sasha will talk to the class about the poems she writes, how she does it, what she writes about, the various genres of poetry, etc. She will speak for about 60 minutes in a combination of lecture and reading of her works. The class will have a chance to ask questions at the end of her presentation. (70)
3. Wrap up the class by thanking Sasha for sharing her work and wisdom. Tell the students about tomorrow’s class and what they can expect. (5 minutes)

Differentiation:
I plan to take special note of the kids with slower learning or special needs and take care of them through extra materials, larger print, and even some extra time after class and with due dates. As in today’s class with a guest speaker, I would make sure the student in need could see and hear the speaker. If the student was a more disruptive one, (ADHD for example) I would seat myself near him/her near the door in case I need to momentarily remove the student.

Assessment:
The assessment will come from monitoring their listening skills and watching to see how they pay attention to the presentation. I also will be able to assess the quality of the questions they ask of the guest speaker.
Mr. James Rath  
9th Grade Poetry Unit  
Week 3, Day 4  
Final poetry project prep session

**Goal:**  
Review the information from Dr. Steensen and discuss how her information can help formulate our own poetry.

**Objectives:**  
Students will take Dr. Steensen’s information and use it to help form their own writing for the final assignment of this unit.

**Standards:**  
- Oral Expression and Listening 1.a & b, 2.b-e  
- Reading for All Purposes 1.a-e, 2.a-e

**Materials:**  
- English notebooks, pen, and paper  
- Doc cam or overhead projector  
- White board

**Procedures for the 50-minute class:**

1. Quickwrite: Write down the ideas you have about the final assignment in this unit on poetry. Tell me what you want to write about and how you might go about doing it. (10 minutes)

2. Recap the Dr. Steensen presentation from yesterday. Discuss new ideas from her presentation and how you might use what she told you in your own writing. (15 minutes)

3. Read “the Chimney Sweeper” by William Blake and “One Life” by Mr. Rath to encourage the students to open up to their own creativity about their own lives and reflections on their childhood. Do the three-read method and discuss them. (21 minutes)

4. Wrap up class by telling them what to expect next week in the computer lab for writing and revising their final project poems. (4 minutes)

**Differentiation:**
I plan to take special note of the kids with slower learning or special needs and take care of them through extra materials, larger print, and even some extra time after class and with due dates.

**Assessment:**
Assessment comes from class participation, questions, and ideas brought forth by the students during the discussion and feedback time.
Unit Lesson Plan

Week 4
Mr. James Rath
9th Grade Poetry Unit
Week 4, Day 1
“I am” poetry

Goal:
Have students write and share “I am” poems with and for the class in preparation for their writing in the computer lab over the next two days.

Objectives:
Students will write a formulated poem with their own ideas and words then share with others in the class. Students will see firsthand that they can write poems.

Standards:
Oral Expression and Listening 1.a & b, 2.b & c
Reading for All Purposes 1.a-e, 2.a-e
Writing and Composition 1.a-f, 2.a-e, 3.a-c
Research and Reasoning 1.a & d

Materials:
English notebooks, pen, and paper
Roghaar tips for writing poetry handout
Doc cam

Procedures for the 50-minute class:
5. Do attendance and quick housekeeping during a quickwrite. Writing prompt is to write an “I am” poem. Follow the writing and style prompts on the doc cam. (15 minutes)
6. Ask if anyone wants to share their “I am” poem. Start by sharing my own. Have students turn in their writing journals with the quickwrites inside. (18 minutes)
7. Begin instructions for the student writing of the final assignment of this unit and prep them for their writing time in the computer lab. Begin by outlining the assignment as follows:
   a. Each student must write at least 28 lines of poetry for the final assignment.
   b. The 28 lines of poetry can be in any poetic form you want. It can be one, two, or more poems, but must be a minimum of 28 lines of poetry.
   c. All poems must have a title. The title does not count as part of the 28 lines.
   d. The language must be appropriate for the classroom. If in doubt, ask me.
   e. Be sure to label the type of poem you are writing. Ex: cinquain, free verse, blotz, etc.
Distribute the Roghaar handout and read through it. Remind the students of the various forms and tools they can use: cinquain, diamante, “I am”, haiku, persona, free verse, rhyming, sonnet, alliteration, onomatopoeia, etc. (15 minutes)
8. Wrap up class by telling students to come to class tomorrow with some ideas on what they are going to be writing. (2 minutes)
Differentiation:
I plan to take special note of the kids with slower learning or special needs and take care of them through extra materials, larger print, and even some extra time after class and with due dates.

Assessment:
The assessment in this class will come from reviewing the quickwrites in the student journals. I will be able to see what kind of progress they are making with their poetry-writing skills.
10 Tips for Writing Great Poetry
by Brad Roghaar

1. Use concrete images to describe abstract concepts—show rather than tell.

2. Avoid abstract nouns and tired verbs.

3. Delete—be willing to part with whole chunks of verse. Sometimes there are only five or ten lines of really good poetry in a whole page.

4. Don’t mistake great emotions for great poetry.

5. Address universal themes or concepts through specific situations or examples—but don’t really worry about the "big themes." They’ll show up by themselves.

6. Makes sure the poem—with all of its parts—conveys a unified message.

7. Put a lot of "geography" (places) and "furniture" (things) in your poems—the more detail the better.

8. Dare to take chances.

9. Write a lot—let "happy accidents" happen.

10. But most of all, read a lot and read widely.

Adapted from Source: Writing Center Weber State University
http://departments.weber.edu/writingcenter

Brad Roghaar has worked as a professor in the WSU English department for 14 years and has been teaching poetry for 16 years. He has written hundreds of poems and is published widely in several journals and magazines. He has
published one book of poetry titled Unraveling the Knot and is just finishing up a second book titled Stand of Aspen: Places of Healing. He is also currently writing the script—a "cine-poem"—for a film on wild horses in Utah. As if these projects weren’t enough, he also serves on the editorial board for Rough Draft, is the faculty advisor for Metaphor, and is the editor for Weber Studies. Roghaar teaches a poetry writing class every quarter, and always has great advice for writing better, more effective poetry.
Mr. James Rath  
9th Grade Poetry Unit  
Week 4, Day 2  
Computer lab  

Goal:  
Have students move to the computer lab and begin writing their final project poetry.  

Objectives:  
Students will write their own poetry in any form they want to use with the final goal of having a minimum of 28 lines of poetry by the end of the week.  

Standards:  
Oral Expression and Listening 1.b, 2.b & c  
Reading for All Purposes 1.a-e  
Writing and Composition 1.a-f, 2.a-f, 3.a-d  
Research and Reasoning 1.a-d, 2.a-d  

Materials:  
English notebooks, pen, and paper  
Computers  

Procedures for the 50-minute class:  
1. Complete attendance and quick housekeeping, then move the class to the computer lab for the first day of writing their poetry final projects. (10 minutes)  
2. Class will be working in the computer lab on their poetry. I will move around the lab helping and answering questions as necessary. (35 minutes)  
3. Wrap up class by telling students to print their work for tomorrow’s class and to shut down their computers and clean up their work area. (5 minutes)  

Differentiation:  
I plan to take special note of the kids with slower learning or special needs and take care of them through extra materials, larger print, and even some extra time after class and with due dates. In the computer lab, some students might need some one-on-one assistance.  

Assessment:  
The assessment for this class period is in evaluating their work habits, progress in their writing, and the questions they may or may not be asking as I observe them while they write.
Mr. James Rath  
9th Grade Poetry Unit  
Week 4, Day 3  
Writing workshop and computer lab

**Goal:**  
Have the students perform a workshop on their original poems with partners, and then move to the computer lab to do final edits and complete the final drafts.

**Objectives:**  
Students will share work with a partner to get feedback, advice, and possible changes to improve their writing. They will take that information and go to the computer lab for final draft work.

**Standards:**  
Oral Expression and Listening 1.b, 2.b & c  
Reading for All Purposes 1.a-e, 2.a-e  
Writing and Composition 1.a-f, 2.a-f, 3.a-d  
Research and Reasoning 1.a-d, 2.a-d

**Materials:**  
English notebooks, pen, and paper  
Hard copies of their poems  
Computer lab

**Procedures for the 80-minute class:**  
1. Do attendance and quick housekeeping before heading to computer lab for final day of writing. Have students move into pairs or trios to do workshopping for their poems. (5 minutes)  
2. Have students participate in a quick writing workshop in pairs to review their original poetry for feedback, changes, or rewrite suggestions. (30 minutes)  
3. Go to the computer lab and get started. (5 minutes)  
4. Students are writing, changing, and rewriting their original poetry. I will work through the room offering advice, guidance and feedback. (35 minutes)  
5. Wrap up class by reminding them to save and print work, and be fully prepared to share with the rest of the class and turn in their work tomorrow. (5 minutes)

**Differentiation:**  
I plan to take special note of the kids with slower learning or special needs and take care of them through extra materials, larger print, and even some extra time after class and with due dates. In the computer lab, some students might need some one-on-one assistance.

**Assessment:**  
The assessment will come from monitoring and working individually with students on their writing through my movement through the writing lab. Full assessment will come when they turn in their work after sharing time in tomorrow’s class.
Mr. James Rath  
9th Grade Poetry Unit  
Week 4, Day 4  
Author’s corner

Goal:  
Have students share one of their original pieces of poetry.

Objectives:  
Students will share and hear original works of poetry from the class. This class period is strictly for sharing and reflecting on the poetry unit. The last few minutes of class will be set aside for a written reflection on the unit.

Standards:  
Oral Expression and Listening 1.a-e, 2.a-d  
Reading for All Purposes 1.a-e, 2.a-e  
Writing and Composition 1.a, b, e, f, 2.e & f, 3.a-c

Materials:  
English notebooks, pen, and paper  
Five “sticky” notes for each student

Procedures for the 50-minute class:  
1. Do attendance and quick housekeeping, then break up into groups of five by numbering off by fives and then circle the desks to make a tight, cohesive sharing area. (5 minutes)  
2. Instruct the students how the sharing will work. One student reads their poem aloud to the rest of the group. As they read and when they are done, the other students will initial and then write their response on the sticky notes. Instruct them to use the literary terms we have been learning in this unit, be constructive, and give useful feedback. They will pass the notes to the student who just read, who in turn will attach them to their copy of the poem to be turned in. (40 minutes)  
3. Wrap up class by turning in papers and responses. Tell the students about the new unit that starts on Monday: Dealing with peer pressure and different belief systems. It will be a short, two-week unit with reading and a lot of attention to grammar issues in preparation for the CSAP tests. (5 minutes)

Differentiation:  
I plan to take special note of the kids with slower learning or special needs and take care of them through extra materials, larger print, and even some extra time after class and with due dates. ADHD students will benefit from moving around into groups and staying active while being engaged in the discussions.

Assessment:  
The assessment of this class period will come from hearing the students recite their poem to the members of their group and by reading the feedback responses they provide to one another. Students will receive points for having their own work available to share and turn in. They also will receive points for participation in the groups. Students will be required to turn in all of their required 28 lines of original poetry for final assessment and grading.
Culminating Assessment
Culminating Assessment

I will be using the Colorado Model Content Standards for this unit assessment and will work these into the quizzes, projects, journals, and final rubric guides. As the class moves through the unit, the students will be assessed in different methods. These methods will include:

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>20 points</td>
</tr>
<tr>
<td>Poem responses</td>
<td>40 points (4 at 10 points each)</td>
</tr>
<tr>
<td>Quickwrite journals</td>
<td>25 points</td>
</tr>
<tr>
<td>Poetry packet</td>
<td>40 points</td>
</tr>
<tr>
<td>Final poetry project</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>Total unit points</strong></td>
<td><strong>225 points</strong></td>
</tr>
</tbody>
</table>

The assessment tools I will be using, such as quizzes and writing prompts are within the text of each lesson plan. The final poetry project (at least 28 lines of poetry) rubric is in a separate pdf.