Common Core

POETRY UNIT
OVERVIEW

❖ Students have already studied the short story and the novel, students should now start to consider why poetry is different than prose.
❖ Students will examine the power and expressive potential of imagery and figurative language.
❖ They will encounter multi-cultural and diverse poetic forms.
❖ Students will examine form that is found in masterpieces in art and architecture. This will be a way for students to correlate the significance of poetic form.

SECTION 1

Focus Standards

Essential Question:
How does poetry reveal what we might not otherwise recognize?

R.L. 9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of several word choices on meaning and tone; how it sets a formal or informal tone.

R.I. 9-10.2: Determine the central ideas of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

W. 9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
S.L.9-10.5: Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence.

L. 9-10.1: Determine command of the conventions of Standard English grammar and usage when writing or speaking.

L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

OBJECTIVES:

- Define and offer examples or various forms of poetry.
- Identify the form, rhyme scheme, and meter of poems studied.
- Define and explain poetic devices, such as alliteration, assonance, consonance, and enjambment, and describe the ways in which they help reveal the theme(s) of the poem.
- Recognize and explain the distinguishing characteristics of various kinds of poetry, such as ballads, odes, lyric poetry, blank verse, haiku, and sonnets.
- Describe how poetry differs from prose and explain why authors would choose one form over another for a particular purpose.

- Complete a literary research paper, citing at least three sources.

LITERARY TEXTS

“Ozymandias” Percy Bysshe Shelley
http://www.poemhunter.com/poem/ozymandias/

“The Raven” Edgar Allan Poe
http://www.heise.de/ix/raven/Literature/Lore/TheRaven.html

Sonnet 73 William Shakespeare
http://www.shakespeare-online.com/sonnets/73.html

“Ode on a Grecian Urn” John Keats
http://www.bartleby.com/101/625.html

“We Grow Accustomed to the Dark” Emily Dickinson
http://www.poemhunter.com/poem/we-grow-accustomed-to-the-dark/

“Mending Wall” Robert Frost

“A Lemon” Pablo Neruda
http://hellopoetry.com/poem/ode-to-a-lemon/
“Saturday’s Child” Countee Cullen
http://www.poetryfoundation.org/poem/171340

“Dream Variations” and “In Time of Silver Rain”
Langston Hughes
http://www.poets.org/viewmedia.php/prmMID/15610
http://allpoetry.com/poem/8495509-
In_Time_Of_Silver_Rain-by-Langston_Hughes

“I Ask My Mother to Sing” and “The Gift” by Li-Young Lee
http://www.poetrysociety.org/psa/poetry/poetry_in_motion/
atlas/chicago/i_ask_my_mot_to_sin/
http://www.poetryfoundation.org/poem/171752

Psalms 96 King James Bible
http://www.bartleby.com/108/19/96.html

“Lord Randall” Anonymous
http://www.poets.org/viewmedia.php/prmMID/16141

“Campo di Fiori” Czeslaw Milosz
http://info-poland.buffalo.edu/classroom/milosz/
Campo.htm

“The Darkling Thrush” Thomas Hardy
http://www.poetryfoundation.org/poem/173590

“Poetry” Marianne Moore
http://www.poemhunter.com/poem/poetry/

“Elegy Written in A Country Churchyard”
Thomas Gray
http://www.thomasgray.org/cgi-bin/display.cgi?text=elcc

“The Sound of the Sea”
Henry Wadsworth Longfellow

“I Wonder Lonely as a Cloud” William Wordsworth
http://www.poetryfoundation.org/poem/174790

“The Lady of Shallot”
http://www.poetryfoundation.org/poem/174626

“Digging” and “The Underground”
Seamus Heany
http://www.poetryfoundation.org/poem/177017
http://www.poetryarchive.org/poetryarchive/singlePoem.do?
poemId=1394
“The Reader” Richard Wilbur
audio:
http://www.poets.org/viewmedia.php/prmMID/22140

text:

“In Trackless Woods” Richard Wilbur
http://www.guardian.co.uk/books/2004/sep/18/featuresreviews.guardianreview36

INFORMATIONAL TEXTS
• Faulkner in the University: Class Conferences at the University of Virginia 1957-1958
  http://faulkner.lib.virginia.edu/page?id=essays&section=intro

• “Crediting Poetry” Nobel Prize Acceptance Speech (1995) Seamus Heaney

Chartres Cathedral (1193-1250)
http://www.greatbuildings.com/buildings/Chartres_Cathedral.html

ART, MUSIC, AND MEDIA

• Greek, Terracotta Hydria (circa 510 B.C.)
  http://www.metmuseum.org/toah/works-of-art/06.1021.77

• Leonardo Di Vinci, Mona Lisa (1503-1506)

• Sandro Botticelli, The Birth of Venus (1486)


• Michaelangelo, David (1504)
  http://www.italyguides.it/us/florence/michelangelo_david.htm

• The Parthenon (473-432 BCE)
  http://www.timetrips.co.uk/parthenon.htm

• Frank Lloyd Wright, Fredrick C. Robie House
  http://www.galinsky.com/buildings/robie/
MUSIC
Giacomo Puccini “Un bel Vedremo” (Madame Butterfly 1904)
http://www.youtube.com/embed/pXL16AqWZ6A

Giacomo Piccini “O mio babbino caro (Gianni Schicchi 1918)
http://youtu.be/zu5TkdcZA-M

INFORMATIONAL/EXPLANATORY WRITING
R.L. 9-10.4
Write an informative/explanatory essay that compares and contrasts the use of literary devices in two different poems. Discuss at least three aspects. Your teacher may give you the opportunity to write your first draft on a google doc and receive feedback from classmates before publication.

ART/INFORMATIVE/EXPLANATORY WRITING
R.L. 9-10-7
What similarities can we find between great poems and masterpieces of visual art? Choose one of the formal elements of poetry: rhythm, tone, structure, or imagery. How might these poetic elements to art such as line, space, color, or texture? Choose a painting such as “Starry Night” or “The Birth of Venus” and examine its formal elements. How does the artist utilize each element in each artwork? Now think of one of the poems that you have read. Select a formal element in each work and write and essay discussing how the author and the painter develop those elements, comparing the two when appropriate. Cite at least three pieces of evidence for each work.

ART/CLASS DISCUSSION
S.L. 9-10.1 and S.L. 9-10.2
Most great poems explore one ideas or concept, often distilling it to its essence. Look carefully at three masterpieces of art (e.g. the Mona Lisa, The David, the Parthenon). After looking at these works of art, do you believe that the artist who made them did similar things?

ART/INFORMATIVE/EXPLANATORY WRITING
R.L. 9-10.7 and W. 9-10.2
View the image of the terra-cotta urn from the Archaic age of Greece. Write an essay in which you discuss the ways in which reading Keats’s description of the urn is a different experience from viewing it.

RESEARCH
R.L. 9-10.5, R.I. 9-10.6, W. 9-10.7, W.9-10.8, S.L. 9-10.2
Select a poet and write a research paper which you analyze the development of the writer’s poetry in his/her lifetime, using at least three poems and citing at least three secondary sources. Begin by defining a research question and refine it as necessary as you conduct your research. Cite sources carefully and distinguish clearly between paraphrasing and quoting. You might include links to online images that illustrate the information that you want
the information that you want to share. Your teacher may give you the option of adding a multimedia component to your paper, such as a digital slideshow, to highlight your key points.

SPEECH
S.L. 9-10.6
Select a poem and recite it from memory. Include an introduction that states:
• Title, author, and type of poem
• How the poem exemplifies the stated type of poetry.

Record your recitation using a video camera so you can evaluate your performance for accuracy.

WRITING (ARGUMENT) AND SOCRATIC CIRCLES
R.L. 9-10.6, S.L. 9-10.1, S.L. 9-10.3

Are poems better when they follow a strict rhyme or meter? Why or why not? This socratic circle question may also be used as an essay topic. Be sure to include at least three reasons or examples form the texts to support your argument. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates.

RESEARCH AND INFORMATIVE/EXPLANATORY WRITING

Read and listen to or watch Seamus Heaney read “The Underground”. Identify and read more about the literary and other allusions in the poem and explain why they might enhance appreciation of the poem. (Extension: Discuss how the use of enjambment adds layers of meaning to the poem. Try writing a poem using enjambment to achieve the effect.

This socratic question may also be used as an essay topic. Be sure to include at least three reasons or examples form texts to support your argument. Your teacher may give you the opportunity to share your initial thoughts on a classroom blog in order to get feedback from your classmates.

ORAL PRESENTATION
S.L. 9-10.4, S.L. 9-10.2, S.L. 9-10.6

Discuss whether you agree with Seamus Heaney when he credits poetry “because credit is due to it, in our time and in all time, for its truth to life, in every sense of that phrase.” Say why or why not, and give examples from poems studied or other poems to illustrate your position. State your thesis clearly and include at least three pieces of evidence to support it. Your teacher may ask you to record your presentation as a podcast for publication on the class web page.
NOTETAKING AND NARRATIVE WRITING  
R.L. 9-10.4, W. 9-10.2  
Select a poem (from the list of poems and links) and perform these tasks:  
• Annotate the poem for the poet’s use of poetic devices  
• Using your annotations, explicate the poem  

In a single paragraph (at least 100 words), discuss the poem’s theme and the way in which the poet’s use of these devices illuminates the theme.  

NARRATIVE WRITING  
R.L. 9-10.4, W. 9-10.3  
(The creative writing assignment below follows the reading and close study of “Mending Wall” by Robert Frost).  

In “Mending Wall”, Frost uses an extended metaphor (the wall) to convey an idea. Consider an idea that you want to express and then think of a metaphor that will enable you to convey your ideas in a poem.  

• Once you select the metaphor, create a web that depicts the metaphor (e.g., a volcano could likely generate words like: noisy, ash, burn, majestic)  
• Begin to string words (e.g., “the burning ash of morning/creeps into my aching heart...”  
• Using the generated phrases, compose a poem.  

GRAMMAR AND USAGE  
L. 9-10.1, L.9-10.3  

Parts of Speech Review  

Prepositions: position, direction, time, purpose, and means, possession, accompaniment, comparison, support or opposition, exception, concession; combining prepositions (e.g., in front of)  

Prepositions Versus Adverbs: Look at a photograph taken during a basketball game or other sporting event (e.g., in the school newspaper or other newspaper). Then, using adverbs and prepositions listed by your teacher, write two sentences for each event that describe what is happening in the picture (e.g., use the words, up, through, or behind).  

MECHANICS  
L.9-10.2  

Colons: Select a newspaper or magazine that uses solons. Highlight where they are used and explain why.