	Unit 11.6: Create! (Poetry)
ESTADO LIBRE ASOCIADO DE **PUERTO RICO** DEPARTAMENTO DE EDUCACIÓN	**Unit 11.6: Create! (Poetry)** **English as a Second Language** **5 weeks of instruction**

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student studies a variety of poems and poetic devices and styles to deepen his/her understanding of the genre. The student understands, appreciates, discusses, interprets and analyzes a variety of published poetry by well-known poets, peer-edits classmates' poems, and creates his/her own works of poetry to explore the genre and the writing process. The student identifies and understands connotation, tone, theme, different poetic structures and devices, and creates original poems using the forms and structures to create his/her unique voice and develop and express his/her sense of identity.
Transversal Themes:	Ideas, Facts, Concepts, Critical and Creative Thinking, Cultural Diversity, Collaboration
Integration Ideas:	Music, Art, Social Studies, History, Technology

Essential Questions (EQ) and Enduring Understandings (EU)

EQ1. How do poets express themselves, their identity and other themes through poetry?
  EU1. Poets use emotion and literary devices and draw on their background, history, culture, family etc. to express themselves and to develop their identity in their work.

EQ2. What makes a successful poem?
  EU2. Readers and writers use similes, metaphors, and figurative language, along with other literary devices, to help the reader/listener experience a poem and to create interpretations to enrich and deepen their experience in a text.

EQ3. Why poetry?
  EU3. Poems are read for pleasure, instruction, and enlightenment. It is a distinct literary form for expressing ideas, thoughts and themes.

Transfer (T) and Acquisition (A) Goals

T1. The student will leave the class able to use his/her understanding and knowledge of poetry, poetic structures, and figurative language to interpret poems and create original works and improve his/her reading and writing skills. He/she will use this knowledge to develop a sense of identity to reflect upon and express personal thoughts and feelings and those of others.

The student acquires skills to...

A1. Demonstrate understanding of figurative language, word relationships, and differences in word meanings.

A2. Listen and respond during a read aloud, presentation, or performance from a variety of literature, periods, genres, and styles to analyze character development and setting, and to distinguish the characteristics of tone, voice, and mood to make connections to text.

A3. Read and comprehend a variety of culturally relevant literature, including stories, dramas, poetry, and informational texts (e.g., history/social studies, science, and technical texts) of appropriate grade level.

A4. Write routinely over short and extended time frames (time for research, reflection, and revision) for a variety of discipline-specific tasks, purposes, and audiences.

Puerto Rico Core Standards (PRCS)	
Listening	
11.L.1	Listen and interact with peers during class, group, and partner discussions, sustaining and building upon conversations on a variety of grade-appropriate academic, social, college, and career topics.
11.L.1c	Listen and respond during a read aloud, presentation, or performance from a variety of literature, periods, genres, and styles to analyze character development and setting, and to distinguish the characteristics of tone, voice, and mood to make connections to text.
11.L.1d	Listen and respond to synthesize, explain, describe, support, and discuss information; answer and formulate closed and open-ended questions; listen to, classify, and prioritize information.
Speaking	
11.S.2c	Critically analyze closed and open-ended questions and answer with increasing knowledge.
11.S.4	Negotiate with and persuade others in discussions and conversations using acquired vocabulary and open responses to express and defend different opinions.
11.S.6	Plan and deliver a variety of oral presentations and reports on social, academic, college, and career topics that present evidence and facts to support ideas using growing understanding of formal and informal registers.
Reading	
11.R.1	Evaluate, analyze, research/synthesize, and document inferences and conclusions drawn from in-depth critical reading of appropriate texts and viewing of multimedia. Examine ideas, increasingly complex phenomena, processes, genre, and relationships within and across texts. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.
11.R.10	Read and comprehend a variety of culturally relevant literature, including stories, dramas, and poetry, and informational texts (e.g., history/social studies, science, and technical texts) of appropriate grade level.
11.R.2L	Determine a theme or main idea of a literary text and analyze in detail its development, including how it emerges and is shaped and refined by specific details; provide a subjective summary of the text.
11.R.4L	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
11.R.6L	Analyze a particular point of view or cultural experience reflected in a work of literature drawing on a wide reading of world literature.
Writing	
11.W.1	Write arguments to support claims in an analysis of appropriate grade level content, using valid reasoning and sufficient evidence.
11.W.1a	Express, clarify, and defend viewpoints and opinions, be able to soften statements or justify arguments with support of the thesis statement and claims.

11.W.3	Write narratives (short stories, memoirs, and journals) using transitional words and other cohesive devices to better organize writing to develop real or imagined experiences or events using effective technique, targeted details, and well-structured sequences.
11.W.7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
11.W.8	Write routinely over short and extended time frames (time for research, reflection, and revision) for a variety of discipline-specific tasks, purposes, and audiences.
Language	
11.LA.5	Demonstrate understanding of figurative language, word relationships, and differences in word meanings.
11.LA.5a	Interpret figures of speech (e.g., oxymoron, hyperbole, paradox) in context and analyze their role in the text.
11.LA.5b	Analyze the meaning of words with similar denotations and connotations.
11.LA.6	Accurately use general academic and domain-specific or content area words and phrases, sufficient for reading, writing, speaking, and listening at the college and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	Content Focus *(The student understands…)*	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
PRCS: 11.L.1 11.L.1d 11.LA.5 11.LA.5a 11.LA.5b 11.LA.6 11.R.1 11.R.10 11.R.2L 11.R.4L 11.R.6L 11.S.2c 11.S.4 11.W.1 11.W.1a 11.W.3 11.W.7 11.W.8 **EQ/EU:** EQ1/EU1 EQ2/EU2 EQ3/EU3 **T/A:** A1, A2 A3	• Imagery, figurative language and symbolism. • Tone, voice and mood. • Different styles of poems. • The writing process. • How to distinguish the characteristics of tone, voice, and mood. • How to analyze the theme. • How to analyze, interpret, and compare and contrast genre, imagery, figurative language, and symbolism. • How to apply figurative language and develop voice to	• Alliteration • Assonance • Connotation • Figurative language • Imagery • Ode • Poetic devices • Poetic structures • Rhyme • Simile • Symbolism • Theme • Tone • Voice	*For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.* *Integrated Assessment 11.4* • Before completing this unit, the teacher should administer the first integrated assessment to students (see Attachment: "Integrated Assessment 11.4"). *I'm From… Poem* • The student writes an "I'm from…" poem in the style of the George Ella Lyon Poem here: **http://www.georgeellalyon.com/where.html** • The student incorporates the elements of poetry studied in this unit into his/her poem and uses appropriate tone, voice and mood. He/she should also refer to his/her Heart Map (see activity and mapping heart activity) for ideas about what to include in his/her "I'm from…" poem. • The teacher evaluates the student using a rubric, such as the example available here: **http://rubistar.4teachers.org/index.php?screen=ShowRub**	• Use attachment 11.6 Learning Activity – Poetic Terms Four Square to help explain the poetic terms for this unit (alliteration, assonance, simile, and rhyme.) The poetry handbook at **http://www.shadowpoetry.com/resources/handbook/a.html** is a good aid for definitions. The student should record definitions and then look through provided poems and anthologies in the classroom to find examples of each. • The student should continue to look for examples of the poetic devices throughout the unit and record them either on the same handout or on his/her personal word wall in his/her Literacy Journals. • The student should be able to justify what s/he likes	*For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.* *Poetry Read Aloud and Map the Heart Activity* • The teacher spends time during each class period reading poems aloud. This is an opportunity for the teacher to model the appropriate technique for presenting poetry orally and to expose the student to a variety of poetry styles, figurative language, rhythm, rhyme, etc. • The student keeps a log of the poems he/she hears as well as those he/she reads during the unit. The student chooses one poem each class period on which to write a response identifying the elements of poetry exemplified and his/her personal reaction to the poem (see attachment: 11.6 Learning Activity – Poetry Response Journal). • The student works through the reflection questions and steps in attachment 11.6 Other Evidence –

	produce different styles of poems.		ric&module=Rubistar&rubric_id=1516604&/	and why as well as the use of particular devices for different effects. *"The Esquimos…" Analysis* • After reading "The Eskimos Have No Word for 'War'", the student works independently or in pairs to identify and record examples of each of the four poetic terms (alliteration, assonance, simile, and rhyme) on a fresh copy of the four-square graphic organizer (see attachment: 11.6 Learning Activity – Poetic Terms Four Square).	Mapping the Heart Activity to map his/her heart and produce a visual product showing the people, things, and topics that are important to him/her. This heart can be kept in his/her Literacy Journals to refer to whenever he/she needs a topic to write about.

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PRCS: 11.L.1 11.L.1c 11.L.1d 11.LA.5 11.LA.5a 11.LA.5b 11.LA.6 11.R.10 11.R.2L 11.R.4L 11.S.6 11.W.3 11.W.8 **EQ/EU:** EQ1/EU1 EQ2/EU2 EQ3/EU3 **T/A:** A2, A3 A4	• Imagery, figurative language and symbolism. • Elements of poetry. • Tone, voice and mood. • Different styles of poems. • The writing process. • How to distinguish the characteristics of tone, voice, and mood. • How to analyze the theme. • How to analyze, interpret, and compare and contrast genre, imagery, figurative language, and symbolism. • How to apply figurative	• Alliteration • Assonance • Connotation • Figurative language • Imagery • Ode • Poetic devices • Poetic structures • Rhyme • Simile • Symbolism • Theme • Tone • Voice	*For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.* *Ode to… Poem* • The student writes an Ode poem to something common in the style of Gary Soto's "Ode to Pablo's Tennis Shoes" poem. • The student should include examples of the figurative language studied in this unit. • Drafts of the poem should be edited by peers and revised. • The student shares his/her poem orally with the class. • The student is evaluated on a teacher-created rubric based on the student's ability and the requirements of the project. • The student should be able to justify which poems and styles s/he likes and why as well as the use of particular devices for different effects.		*For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.* *Gary Soto Poem Analysis* • The student analyzes the poem "Ode to Pablo's Tennis Shoes" (see attachment: 11.6 Learning Activity – Soto Ode). The student reads it individually, with a partner and listens to it read aloud with the whole class. The teacher explores the poem with the class by focusing on form (an "Ode" celebrates a subject), mood (how the poem makes you feel), and figurative Language (similes and metaphors). • Using attachment 11.6 Learning Activity – Evidence, the student rereads the poem and writes what he/she has learned about Pablo in the left column and evidence from the poem that supports his/her statements in the right column.

	language and develop voice to produce different styles of poems.			

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STAGE 3 – (Learning Plan)
Suggested Literature Connections

- **Mary Oliver http://peaceproject.northvalleyfriends.org/wp-content/uploads/2012/09/Poems-of-Peace-Booklet.pdf**
  - *The Eskimos Have No Word for "War"*

- **Frances R. Aparicio**
  - *Latino Voices*

- **Carlos Cumpián**
  - *Latino Rainbow: Poems About Latino Americans*

- **Ray Gonzalez**
  - *Touching the Fire: Fifteen Poets of Today's Latino Renaissance*

- **Lori M. Carlson**
  - *Cool Salsa: Bilingual Poems on Growing Up Latino in the United States*

- **Lady Lee Andrews: http://www.mipequenosanjuan.com/poetry-lady-lee-andrews.html**
  - *Poetry Book*

- *Literature Timeless Voices, Timeless Theme, Bronze*

- **Alfred, Lord Tennyson page 230 (Poetry: Repetition)**
  - *The Charge of the Light Brigade*

- **William Shakespeare page 232 (Poetry: Deduce)**
  - *from Henry V St. Crispian's Day Speech*

- **Alicie Walker page 234 (Poetry: Interpret)**
  - *Lonely Particular*

- **Alice Walker page 235 (Poetry: Analyze)**
  - *The Enemy*

- **Robert Frost page 260 (Poetry: Levels of Meaning)**
  - *Stopping by Woods on a Snowy Evening*

- **Sandra Cisnero page 261 (Poetry: Levels of Meaning)**
  - *Four Skinny Trees*

- **Walt Whitman page 262 (Poetry: Inference)**
  - *Miracles*

- **Lewis Carroll page 400 (Poetry: Hyperbole)**
  - *Father William*
- **Maxie Kumin page 403 (Poetry: Recognize Author's Purpose)**
  - *The Microscope*
- **E.E. Cummings page 404 (Poetry: Recognize Author's Purpose)**
  - *In Just*
- **Shel Silverstein page 405 (Poetry: Hyperbole)**
  - *Sarah Cynthia Sylvia Stout Would Not take the Garbage Out*
- **James Stephens page 746 (Lyric Poetry: Sensory Imagery, Interpret)**
  - *Washed in Silver*
- **Sara Teasdale page 747 (Lyric Poetry: Sensory Imagery, Interpret)**
  - *Barter*
- **Nikki Giovanni page 748 (Poetry: Sensory Imagery, Analyze)**
  - *Winter*
- **William Butler Yeats page 749 (Lyric Poetry: Connect)**
  - *Down*
- **William Jay Smith page 754 (Form in Poetry: Compare and Contrast)**
  - *Seal*
- **Robert Frost page 755 Form in (Poetry: Compare and Contrast)**
  - *The Pasture*
- **Matsuo Basho page 756 (Form in Poetry: Infer)**
  - *Three Haiku*
- **Myoe and Minamoto No Sanetomo page 761 (Form in Poetry: Infer)**
  - *Tanka*
- **Raymond Richard Patterson page 772 (Form in Poetry: Rhythm and Rhyme)**
  - *Martin Luther King*
- **Edgar Allan Poe page 774 (Form in Poetry: Rhythm and Rhyme)**
  - *Annabel Lee*
- **Mary O'Neill page 776 (Form in Poetry: Rhythm and Rhyme)**
  - *Feelings About Words*

- **William Shakespeare page 782 (Poetry: Interpret)**
  - *Full Fathom Five*
- **Eve Merriam page 783 (Poetry: Sound Devices)**
  - *Onomatopeia*
- **Pat Mora page 784 (Poetry: Sound Devices)**
  - *Maestro*
- **Mary Oliver page 790 (Poetry: Figurative Language)**
  - *Aunt Leaf*
- **Carl Sandburg page 792 (Poetry: Figurative Language)**
  - *Fog*
- **Naomi Long Madget 793 (Poetry: Figurative Language)**
  - *Life*
- **Wendy Rose page 794 (Poetry: Figurative Language)**
  - *Loo-Wit*

Additional Resources

- Use as reference:
  - Unit 7.3 Poetry: ODE to Puerto Rico
  - Unit 8.5 Using Poetry to Express Myself
  - Unit 9.6 Figuratively Speaking
  - Unit 10.5 Create!
- Glossary of Poetic Terms: **http://www.poeticbyway.com/glossary.html**
- Poetry Handbook: **http://www.shadowpoetry.com/resources/handbook/a.html**
- Linking Letters – A Poet's Guide to Alliterative Verse: **http://alliteration.net/field5.htm**
- Literary Devices – Assonance: **http://literarydevices.net/assonance/**
- Representative Poetry Online: **http://rpo.library.utoronto.ca/poems** (full-text poems)
- Tone and Mood: **http://www.brighthub.com/education/k-12/articles/12268.aspx**
- Poetic Devices examples and worksheets: **http://www.ereadingworksheets.com/figurative-language/poetic-devices/**
- Alliteration exercises: **http://bcs.bedfordstmartins.com/Virtualit/poetry/alliteration_ex.html**
- More alliteration ideas: **http://www.windowsproject.co.uk/wbweb/wwbg26.htm**

- Great resources for ideas, lessons, projects etc. (also see idea bank below): **http://schools.nyc.gov/documents/teachandlearn/poetryunit_2-24final.pdf**
- A resource site for poetry and poets—Has history, definitions, poems etc.: **http://www.poetry.org/**
- Poetry Contests Poems Club: **http://www.poemsclub.com**
- Poetry Out Loud of Puerto Rico: **http://poetryoutloudpr.site50.net/**
- Literary Devices: **https://www.youtube.com/watch?v=U_pxfifB6Co**
- Figurative Language Game Show: **https://www.youtube.com/watch?v=-4UeRBAmevA**

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Performance Tasks

I'm From… Poem

- The student writes an "I'm from…" poem in the style of the George Ella Lyon Poem here: **http://www.georgeellalyon.com/where.html**
- The student incorporates the elements of poetry studied in this unit into his/her poem and uses appropriate tone, voice and mood. The student should also refer to his/her Heart Map for ideas about what to include in his/her "I'm from…" poem.
- The student is evaluated using a rubric, such as the example available here: **http://rubistar.4teachers.org/index.php?screen=ShowRubric&module=Rubistar&rubric_id=1516604&/**

Ode to… Poem

- The student writes an Ode poem to something common in the style of Gary Soto's "Ode to Pablo's Tennis Shoes" poem.
- The student should include examples of the figurative language studied in this unit.
- Drafts of the poem should be edited by peers and revised.
- The student shares his/her poem orally with the class.
- The student is evaluated on a teacher-created rubric based on student's ability and the requirements of the project.
- The student should be able to justify which poems and styles s/he likes and why as well as the use of particular devices for different effects.

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Suggested Sample Lessons

- Alliteration in Headline Poems: **http://www.readwritethink.org/classroom-resources/lesson-plans/alliteration-headline-poems-81.html**
- Brainstorm for "I am From" Poem: **http://teacher.scholastic.com/writeit/poetry/brainstorm/lessonplan.htm**
- Analyzing Author's Voice: **http://www.readworks.org/lessons/grade4/voice/lesson-1**