

# FRANKLIN-SIMPSON HIGH SCHOOL

**Course Name:** English 9      **Unit Name:** Poetry

**Quality Core Objectives:**

Unit 4 Poetry	
A.2. Reading Strategies	d. Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts
A.3. Knowledge of Literary and Nonliterary Forms	a. Identify, analyze, and evaluate the characteristics of literary forms (e.g., short stories, novels, poems, plays, biographies, essays, myths, speeches) from various cultures and of nonliterary forms (e.g., workplace and technical documents)
	d. Identify and interpret works in various poetic forms (e.g., ballad, ode, sonnet) and explain how meaning is conveyed through features of poetry, including sound (e.g., rhythm, repetition, alliteration), structure (e.g., meter, rhyme scheme), graphic elements (e.g., punctuation, line length, word position), and poetic devices (e.g., metaphor, imagery, personification, tone, symbolism)
A.5. Author's Voice and Method	a. Use organization or structure of text (e.g., comparison/contrast, cause/effect, problem/solution) and writer's techniques (e.g., repetition of ideas, syntax, word choice) to aid comprehension of increasingly challenging texts
	b. Distinguish between author and narrator/speaker/persona in increasingly challenging texts
	e. Identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts
	g. Describe what makes an author's style distinct from the styles of others
	h. Identify the author's stated or implied purpose in increasingly challenging texts
A.7. Literary Criticism	b. Generate interpretations of increasingly challenging texts; support judgments by citing evidence from the text
A.8. Words and Their History	b. Infer word meanings by analyzing relationships between words (e.g., synonyms, antonyms, metaphors, analogies) in increasingly challenging texts
	e. Comprehend foreign words and phrases in texts that are commonly used in English
	h. Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts

B.2. Modes of Writing for Different Purposes and Audiences	a. Craft first and final drafts of expressive, reflective, or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect
	d. Craft first and final drafts of responses to literature that organize an insightful interpretation around several clear ideas, premises, or images and support judgments with specific references to the original text
B.3. Organization, Unity, and Coherence	a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing
	b. Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence
	c. Add important information and delete irrelevant information to more clearly establish a central idea
B.4. Sentence-Level Constructions	a. Correct run-ons, fragments, and dangling and/or misplaced modifiers to improve clarity
	c. Use parallel structure to present items in a series and items juxtaposed for emphasis
	d. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone, and voice
	e. Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose
	f. Use strong action verbs, sensory details, vivid imagery, and precise words
B.5. Conventions of Usage	e. Correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms for logical connection to word(s) modified
B.6. Conventions of Punctuation	a. Recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways)

**Purpose of the Unit:**

**Prerequisites:**

**Daily Lesson Guide**

Day	Lesson Content and Objectives	Focus Questions	Critical Thinking (High Yield / Literacy /LTF/etc.)	Engagement	Assessment and/or Accommodations
1	A.3-d A.5-a A.8-b A.8-h Intro to Poetry/Imagery Lesson	How does imagery draw from all sorts of things we observe from life?		Visual Imagery and Song lyrics are used to help students “see” different types of imagery	Students will create two images for several categories. One will be pleasant; one will be unpleasant. Students must include metaphors and similes in their examples.
2	A.2-d A.3-d A.5-e A.7-b A.8-b,e,h B.2-a B.4-e,f “A Blessing”	What literary elements and techniques does the author use to relay his message?	LTF	Real world connections-freedom Annotation	Students will annotate “A Blessing” for setting, imagery, and tone. Students will interpret the meaning of the poem and create their own tone/nature poem using the imagery from prior assignment.
3	A.2-d A.3-a,d A.5-a,b,e,h “Buffalo Dusk”	What culture do you believe this poem is relevant to?		Analysis, Point of View,	Students will complete a poetry analysis on “Buffalo Dusk”
4	A.3-3 A.5-a,e,g “Poetry In Music” and Definitions	What poetic, sound, and structure devices are used to convey meaning in poetry?	LTF	Rhyme Scheme, Poetry in Music	Students will complete “Poetry in Music” Lesson

5	Continue Day 4				
6	A.2-d A.3-a,d A.5-b,e,g,h A.7-b B.4-a B.6-a "American Gothic"	How do art and poetry relate to one another?	LTF	Visual Imagery, Annotation, Group Participation	Students will analyze a visual text and related poetry.
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