**Unit Plan:** Poetry-Beauty

**Length of Unit:** 6 weeks

**Grade Level:** 9th

**Teacher:** Mrs. Carlson

**Summary:** In this unit students encounter a new literary genre—poetry—and focus on poetic forms, rhyme, and meter. Having studied both the short story and the novel, students now consider why poetry is different from prose. In particular, they examine the power and expressive potential of imagery and other kinds of figurative language. They encounter poetry from a variety of cultures, noting the ways in which the poetic form is universal. As a way of being introduced to literary criticism, students read several authors' reflections on poetry and discuss whether they agree or disagree with their critiques. Finally, the unit is an opportunity to introduce students to the idea of “form” in art, examining masterpieces of art and architecture that, like poems, exhibit an excellent distillation of formal elements.

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| **Stage 1 –Desired Results** | | |
| **Iowa Core**  **RL.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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).  **RI.9–10.2:** Determine a central idea 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.  **SL.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 and to add interest.  **L.9–10.1**: Demonstrate 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. | **Transfer** | |
| Students will be able to independently use their learning to…  Unit Objectives   * Define and offer examples of 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. | |
| **Meaning** | |
| **Understandings**  Students will understand that… | **Essential Questions**  Students will keep considering…   * How does poetry reveal what we might not otherwise recognize? |
| **Acquisition of Knowledge and Skill** | |
| **KNOWLEDGE**  Students will know… | **SKILLS**  Students will be skilled at… |

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| **Stage 2 – Evidence of Understanding** | |
| **Evaluative Criteria** | **Students will show their understanding by…** |
|  | Performance Task(s): |
|  | Other Evidence: |

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| **Stage 3- Learning Plan** |
| Summary of Key Learning Events and Instruction |
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UbD Template from The Understanding by Design Guide to Creating High-Quality Units by G. Wiggins and J. McTighe