Unit 3: The Power of Poetry
7th Grade Language Arts
17 Class Meetings

Updated March 2023

Essential Questions

- How does poetry contribute to our understanding of self, others, and the world?
- How does poetry spark emotion?

Enduring Understandings with Unit Goals

EU 1: Poetry delves into universal experiences, emotions, and attributes of the human condition in a symbolic and literal way.
- Research and present background information of a poet to make connections between their life and their work.

EU 2: Poets communicate through specific word choices and poetic devices to create meaning and convey messages.
- Identify how word choices and poetic devices are used within a poem.
- Analyze how specific devices contribute to a poem's message.

EU 3: Readers develop a deeper understanding through reflection of text.
- Summarize and reflect on poems to develop their own understanding.

Standards

Common Core State Standards:

- **RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- **RL.7.5** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
- **W.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **W.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.7.6** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- **W7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **SL.7.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- **SL.7.2** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- **SL.7.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- **SL.7.5** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- **L.7.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- **L.7.1.C** Phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- **L.7.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- **L.7.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.7.4** I can determine or clarify the meaning of unknown and multiple meaning words using many strategies.
- **L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.
Competency 2: Speak to diverse audiences in an accountable manner.
Competency 3: Develop the behaviors needed to interact and contribute with others on a team.
Competency 4: Analyze and solve problems independently and collaboratively.
Competency 5: Be responsible, creative, and empathetic members of the community.

Unit Content Overview

1. Various Poets
- Read biographies of poets to learn about their life and compare to their poetry.

2. Elements of Poetry
- Learn about lines, stanzas, rhyme scheme, connotation, denotation, tone and mood and how to identify them in poetry.

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3. Figurative Language and Sound Devices
- Read poetry to identify and interpret similes, metaphors, hyperbole, onomatopoeia, personification, alliteration, assonance, consonance, and imagery.

4. Vocabulary: wrath, rouge, knaves, sinew, amethyst, brazen, wretched, tempest, seraphs, coveted, kinsmen, sepulcher, trill, diverged, trodden, rage, exalting

5. Grammar
- Dangling and Misplaced Modifiers

Interdisciplinary Connection:
- Social Studies
- Dance
- Art

Daily Learning Objectives with *TWPS*

Students will be able to…
- Analyze poets' lives to develop and construct a presentation to teach each other about the poet.
  - *Which poem/poet do you predict will win the poetry bracket challenge? Why did you choose that poem?*
- Evaluate the structure of a poem and analyze how it adds to the meaning of a poem.*
  - *What really "grinds your gears"?*
- Analyze how word choice affects meaning.
  - *Who knows you better than anyone else? Describe that relationship.*
- Contrast and evaluate the mood and tone of a poem.
  - *What current trend do you want to see go away forever? Why?*
- Choose and interpret figurative language within a poem. *
  - *If you could have one superpower what would it be? (Make it into a simile!)*
- Assess the function and effect sound devices have on a reader. *
  - *If you could create any new law, what new law would you make? Explain.*
- Interpret and analyze how imagery adds meaning to a poem.
  - *If you had to give up one of your senses forever, which would you choose? Explain.*
- Analyze and examine themes of poems.
  - *Which natural disaster is the scariest? Explain.*
- Analyze poetry using close reading strategies to gain a deeper understanding of the meaning of the poem.*
  - *Why do you think this poem should win the bracket challenge? Explain.*
- Write a reflective response about the impact of a poem.
  - *Be a snowman who is melting. Describe your experience.*
- Apply, create and construct all strategies to comprehend, interpret, evaluate and appreciate poems. **
  - *Why did you choose this poem for your one-pager project?*

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Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Small group instruction
- Guided notes
- Modeling
- Student-led instruction
- Anchor charts
- Think-Pair-Share
- Journaling
- Graphic Organizer
- Accountable Talk
- Homework
- Word walls with visuals
- Audiobooks

EL Differentiation Instruction:

- Verbal: Prompting, questioning, elaborating, facilitate higher level thinking skills
- Explicit modeling
- Guided and independent practice
- Small group instruction
- Strategic grouping
- Key Vocabulary
- Graphic organizers
- KWL charts
- Venn diagrams
- Sequence writing
- Reinforcing contextual definition
- Providing correct pronunciation by repeating student's response
- Predicting and inferring
- Directed reading-thinking activities (DR-TA)
- Glossaries
- Chunk and Chew
- Sentence starters
- Word banks
- Google Translate

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Assessments
FORMATIVE ASSESSMENTS: • Journal responses • Exit slips • Accountable Talk Discussions • Do Now • Poetry analysis and reflections • Grammar practice • Graphic organizers • Homework • Performance Task- Poetry One Pager Project   o   Literacy Rubric **SUMMATIVE ASSESSMENTS:** • Poet Research Presentation (EU1) • Dangling/Misplaced Modifier Quiz • Edulastic Assessment: Poetry Unit Test (EU2, EU3) • Performance Task: Poetry one pager project (EU1, EU2, EU3) • FIAB: Write and Revise Argumentative Text

Unit Task
Unit Task Name: Poetry One-Pager Project **Description:** Throughout the unit, students are reading and analyzing poems to ultimately choose which poems should move on in the Poetry Madness Bracket Challenge. Each student will choose one of the poems from the bracket challenge to create a Poetry One-pager Project. Students will creatively showcase their chosen poem using a collage style demonstration to analyze imagery, symbols, quotes, themes, connections, and poetic devices used. (EU1, EU2, EU3) **Evaluation**: Literacy Rubric

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Unit Resources
● "Sick" Shel Silverstein
● "Dear Basketball" Kobe Bryant
● "Oranges" Gary Soto
● "The Rose That Grew From Concrete" Tupac Shakur
● "Mother to Son" Langston Hughes
● "Annabel Lee" Edgar Allan Poe
● "Caged Bird" Maya Angelou
● "Abuelito Who" Sandra Cisneros
● "Stopping by Woods on a Snowy Evening" Robert Frost
● "Fire and Ice" Robert Frost
● Internet Databases
● Worksheets
● Laptops
● SBAC Prep Online
● Edulastic