Title of unit: The Power of Poetry Performance- Finding One's identity		
Subject area: ELA	**Grade levels**: 7-12	**Creator**: Claire Pelletier

Accessibility Considerations:

This unit was originally designed with a classroom that has a majority of students who are reading below reading level. This classroom has one student who is identified IEP, categorized other health impairment, more specifically ODD and ADHD. This class is made up of 11 boys and 5 girls. One student in this class is identified as a GT Visual Art student. The remainder of the class, overall, struggles to maintain focus with the 80 minute block scheduling, so moving the lesson along and breaking it up into 'steps' has helped them become more engaged in their learning. The class just recently welcomed a new student, a girl, which has helped the boy to girl ratio and has allowed for more creative grouping.

Throughout this unit, students will be exposed to various presentation mediums, such as visual & auditory, and will have an opportunity for a hands on activity breaking apart a poem. All reading throughout this unit will be scaffolded, for example, in lesson one, it starts with a commercial featuring an athlete, moves to the reading of a high interest rapper, and ends with a scaffolded analysis.

Stage 1 - Desired Results

ELA
CCSS.ELA-LITERACY.RL.11-12.4
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
CCSS.ELA-LITERACY.W.11-12.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.RL.11-12.5
Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Poetry
CCSS.ELA-LITERACY.L.11-12.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.W.11-12.3.D
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Theater
MLR-Performing Arts- Creation, Performance, and Expression
B-1: Students refine gesture and *stage business* in the portrayal of a role.
B-2: Students demonstrate development of a character's attitude and point of view using voice timing, voice tone/level, and *physicality* to communicate ideas, moods, intentions, and/or feelings.

Students will understand:	Essential Questions:
- the importance of word choice, white space, and poetic devices in order to portray a poetic voice; - different writers utilize different formats in order to address the same poetic topic; - how writers use poetry to express their identity; - the importance of voice to portray the historical events of their time; - the power of voice, volume, body movement and interpretation when performing poetry; - the impact that prosody plays in poetry when performed aloud for an audience.	How does poetry expose and express a sense of self and one's own identity and identity?
Students will know: - writers choose their medium based on their purpose, audience, and topic; - poets create a work of art using words, white space, figurative language and form; - writers make choices based on their community and sense of identity; - poetry can be expressed through performance; - voice volume, hand gestures, body movement, facial expressions, and annunciation of words.	**Students will be able to:** - read and analyze a poem based on form, figurative language, white space, and rhythm; - make connections between writers and artists; - develop a poetry analysis project; - apply knowledge of a variety of genres; - write poems and create a book based on different formats, figurative language, and styles; - perform a poem after an in depth analysis; - portray the intended and interpreted meaning of a poem using the appropriate movement, voice volume, and timing.

Stage 2 - Assessment Evidence

Formative Assessment:	Summative Assessment:

- Bell Ringers are used to 'center' learners upon arrival within the class. These will be displayed on the board from the online presentation: https://docs.google.com/presentation/d/1fPm5_v1y-0BEv60vbiuxdDAvrlFHbTwZPqjNls9yFT0/pub?start=true&loop=false&delayms=60000&slide=id.g142eeff20d_0_14. These will be graded based on the attached bell ringer rubric (*appendix a*).
- Various Journal reflections, quickwrites, and viewing guides. These items will be collected, graded, and returned for feedback. Quickwrites and journals will be graded using the attached rubric (*appendix b*).
- Graphic organizer/ worksheet for poetry analysis- this assignment will be a step in the poetry analysis project and will be graded based on completion of the form (*appendix c*).
- Poetry book of forms listed below:
   - concrete
   - Multiple free verse poems
   - I am from poem
	- 3 published poems: The student will choose their favorite poems, or the ones they worked hardest one, to publish in the classroom poetry book. This will be assessed using the poetry rubric as represented in *appendix d*.
	- Multi-genre artifact which analyzes a familiar poem. This poetry analysis technique moves beyond a simple essay version and includes multiple modes of analysis. The informational prezi is linked here: https://prezi.com/pqqyu6wd2zjr/copy-of-multigenre-project-writing-creatively-and-personally/ and the rubric is *appendix h*. This will require students to incorporate at least four different genres, including:
	   - expository
	   - narrative
	   - visual
	   - performance
	- Students will complete their poetry analysis project by performing their poem. This will require students memorize their poem and use

- Word Bowl Poetry
- Blackout Poetry
- Diamante
- Slam Poem

(I will collect the poetry books a couple of times in order to give feedback and collect a formative grade based on content and form using the poetry rubric in *appendix d.* Another option would be to have students draft them on a separate piece and hand in, then copy them based on feedback into their poetry books.)

- Writing Sprint- this is a quick, reflecting and summarizing activity that will be graded on completion.
- Writer's Workshop participation- students are assessed on their ability to use the writing process and their ability to self & peer edit. Assessment criteria are represented in *appendix e.*
- Tableau to represent a writer's identity- this activity will be utilized so students can practice using their body to replicate an emotion and will be assessed using *appendix f.*

their body, voice, and movement to represent the ideas, topics, and figurative language utilized in the poem. They will be assessed using the rubric in *appendix i.*

Stage 3 - Learning Plan

* It is important to note that in a previous lesson, students created chopstick binding books as their poetry journal. Instructions for chopstick book can be found here: http://www.instructables.com/id/Chopsticksitck-binding/
** I use a workshop model in my classroom, if you are unfamiliar with the writer's workshop model, you can view a comprehensive description here:
http://www.ttms.org/PDFs/05%20Writers%20Workshop%20v001%20(Full).pdf I find the writer's workshop model the best for my classroom, but how you incorporate writing is your choice.
***It is also important to note that "days" are set on an 80-minute schedule, but can be adapted as needed. If you have shorter classes, a day can be broken up into two parts.

Day 1- introduction to poetry and a sense of community
In this lesson, students will be introduced to the idea of community and how writers use symbolism to help expose their audience to an abstract idea with a concrete image. Students will also be exposed to some basic poetry terms: Symbolism, Imagery, White space, free verse, rhyme scheme, and repetition

Steps:
1) Symbolism Bell Ringer- this is a classroom management technique which has an activity posted on the board or using a projector for students to complete upon entering. By doing this, students understand that they are to get right to work. This bellringer is in the attached Google Slide presentation https://docs.google.com/presentation/d/1fPm5_v1y-0BEv60vbiuxdDAvrlFHbTwZPqjNls9yFT0/pub?start=true&loop=false&delayms=60000&slide=id.g142eeff20d_0_14/. Students will read, "First Fig" by Edna Vincent Millay and journal for a few minutes on what they think the candle symbolizes in the poem. You can make this last as long or as short as you'd like, but I would simply discuss it after. I would have them journal their responses in their chopstick book, but they could respond anywhere you would like them to.
2) After we discuss the symbolism in the Millay poem, I open up the discussion about identity and what it means to be part of a community. After a brief discussion, I have students journal about their own community. Journaling is referred to as quickwrites in my classroom. Often, when I assign a quickwrite, I will give a timeframe and stick to it. The purpose of the quickwrite is for students to get their thoughts/

ideas on paper so they can make a personal connection in some way to the themes/ topics being discussed. For this quickwrite, I would give 5 minutes for students to respond to the question: What does it mean to be part of a community? This quick write is represented in slide 3 of *https://docs.google.com/presentation/d/1fPm5_v1y-0BEv60vbiuxdDAvrlFHbTwZPqjNls9yFT0/pub?start=true&loop=false&delayms=60000&slide=id.g142e eff20d_0_14*.

3) From there, I move on to slide 4 in *https://docs.google.com/presentation/d/1fPm5_v1y-0BEv60vbiuxdDAvrlFHbTwZPqjNls9yFT0/pub?start=true&loop=false&delayms=60000&slide=id.g142e eff20d_0_14* and students extend their responses by responding to the prompt after watching the Powerade commercial (found on the slide and here: https://www.youtube.com/watch?v=vayTF-j0D2s)

   a) Powerade creates some serious symbolism with this commercial. Discuss the symbols of the rose and the concrete. What do they symbolize? How can this transcend into your own life? Why, do you think, is Powerade endorsing the idea of "The Rose". What is the metaphor created in this commercial? What type of community is being represented here?

4) Watch this video on Tupac's life: https://www.youtube.com/watch?v=JV4ddmHDORM or just discuss his background- He was born in New York to a woman who was actively engaged in the Black Panther Party. His music was controversial and often discussed taboo topics. He struggled in poverty for the post of his childhood, but studied art and theater in school.

5) Hand out the poem, The Rose that Grew from Concrete- Autobiographical written by Tupac https://prezi.com/mh6ibeu_wyk9/poetic-terms-and-devices/ and the Poetry graphic organizer (*appendix c*)

   a) Read over the poem with the class, take notes on the board of specifics. Students may note the 'texting' lingo. The teacher should remind students that texting was not a thing when Tupac was famous. I joke about Zach Morris, will even show the types of phones during that time. Students connect well and enjoy joking about how I am. Then, we move one. I inform students that this was Tupac's own shorthand. I inform students that this book was published after his death and was basically Tupac's journal.

   b) Teacher will discuss the lines of the poem and refer back to the Derrick Rose commercial- What imagery is used in the poem? Figurative Language?

   c) Teacher should also analyze for themes and insight into Tupac's life. How did he create a sense of community with his autobiography? Why isn't it longer? Why do you think he wrote a poem as opposed to an actual autobiography? Further, why was his 'journal' filled with poetry? How is this different from a diary? How did he embrace the idea of poetry?

   d) EXTENSION ACTIVITY: Have students revisit their Derrick Rose journal prompt and add to it. The video was based on this quote by Tupac. "You see, you wouldn't ask why the rose that grew from the concrete had damaged petals. On the contrary, we would all celebrate its tenacity. We would all love its will to reach the sun. Well, we are the roses. This is the concrete. These are my damaged petals. Don't ask me why. Ask me how." How does this all connect? How are communities interconnected? Even "warring" communities?

6) View the poetry terms Prezi: https://prezi.com/mh6ibeu_wyk9/poetic-terms-and-devices/ and require students to take notes in their journals.

7) OPTIONAL EXTENSION HOMEWORK ASSIGNMENT: Hand out Carl Sandburg's poem, "Chicago" and have students use the same graphic organizer as used for Tupac's poem (*appendix c*) to analyze the poem for symbolism, rhythm, rhyme, white space, word choice, and imagery. This could be a homework assignment OR could be used with any poem that displays a sense of community. I used this specific poem because it ties back to the Derrick Rose Commercial.

Day 2- Poetry as a means of expressing oneself

In this lesson, students will explore the art of poetry through reading, brief analysis, and writing. Students will further explore day one's poetry terms, however, extend on their learning by exploring and understanding metaphor, simile, personification, and alliteration.

Steps:

1) Poetic Devices Bell Ringer- This bellringer is in the linked Google Slide presentation https://docs.google.com/presentation/d/1fPm5_v1y-0BEv60vbiuxdDAvrlFHbTwZPqjNls9yFT0/pub?start=true&loop=false&delayms=60000&slide=id.g142eeff20d_0_14 on slide 6. Students will read, "The Eagle" by Alfred Lord Tennyson and respond to the prompt: Find at least 3 poetic devices in the poem. I would have them record their responses in their chopstick book, but they can really write this wherever.

2) Review poetry terms and watch the Fresh Prince of Bel Air Theme Song video, linked here: https://www.youtube.com/watch?v=U3geTFqTBfU Discuss the sense of community in the video/ song- Students will record in their journals a reflection on the video and what two literal communities does he discuss? How was this different than the Powerade commercial? How was it similar? This writing prompt is located at *https://docs.google.com/presentation/d/1fPm5_v1y-0BEv60vbiuxdDAvrlFHbTwZPqjNls9yFT0/pub?start=true&loop=false&delayms=60000&slide=id.g142eeff20d_0_14* on slide 7. While watching, I would point out the use of onomatopoeia.

3) Inform students that it is Writer's Workshop time, so it is their chance to explore the ideas and lessons they've learned in their writing. Have students take out their poetry books and be prepared to create two unique works of poetry based on some specific guidelines. In each poetry assignment, students will have to develop a sense of their own community or identity. Whether that is their literal community or metaphorical community is up to them, but they must use the idea of identity presented in the video and yesterday's discussion.

    a) Writing Assignment: I Am From Poem (*appendix j*)- I have attached a template for you to use as a guideline, or directly. Sometimes students enjoy the template, it takes some of the pressure off, but I like to leave it open.

        i) Read George Ella Lyon's "I Am From" poem. You can print it and hand out to kids first or you can do the writing assignment first, then read her poem before editing. It's up to your students and your teaching style. I like to read it first so students can understand the importance of carefully crafted phrases. It can be found here: http://www.georgeellalyon.com/where.html (It is also found on slide 8.)

        ii) Students will then either fill out the template (if this is what you choose) or journal listing as much as they can in 30 seconds (or longer if you choose) on the following topics: things inside their childhood home, things outside their childhood home, things around their neighborhood, family members, sayings/ phrases, dreams/ aspirations.

        iii) From there, students can take their lists and use figurative language to develop their complexity and develop and I Am From poem with the things on the list.

        iv) I will collect their poem as a formative assessment using the Poetry Rubric (*appendix d*).

    b) Writing Assignment: Blackout Poetry- Blackout poetry is a way for students to explore the importance of parallelism, impact of word choice, 'white' space, and formulating ideas from others. Students are to find a page of text in which they blackout words using a marker leaving only words that could create a poem. The important thing to remember is that they cannot add words and can only change word forms by blacking out the end of them. It's also important to note that some students will be challenged by this while others will breeze through, as some will take it more seriously than others. I remind students that this could very well be an amazing poem if they allow it to be and they are still authors. I grade it using the rubric as a part of *appendix d*.

        i) Directions from the great Lauren Randazzo: https://prezi.com/0kcwb7gk_la0/blackout-poetry/

        ii) Materials needed: Old books, newspapers, black permanent marker, glue, and pencils

Day 3- Furthering Community, delving into identity

1) Quick-write bell ringer: Choose 1 of the following quotes to write about community. Remember that with a quick-write, anything goes. Any connection, any flow. Students will practice exploring ideas and developing thoughts based on others' ideas. For this quickwrite, I would give 2 minutes, but could be more, depending on the abilities in the classroom. The quotes are below and are located on slide 9.

    a) I would never belong to a group that would accept someone like me as a member.- Groucho Marx

b) Never doubt that a small, group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has. - Margaret Mead

2) From there, I turn back to the use of multimedia. The two videos I've included are Superbowl commercials discussing the community/ identity of Detroit. If students are unaware of the hardships faced in Detroit as of late. These two videos will be a link to the writing assignment in step 3 of today's lesson. As students watch the commercials, instruct them to write down words/ phrases that are of importance or that spark their interest. They could also describe what they hear/ see while watching and the symbolism associated with the commercials. This writing assignment and both videos are on slide 10 of *https://docs.google.com/presentation/d/1fPm5_v1y-0BEv60vbiuxdDAvrlFHbTwZPqjNls9yFT0/pub?start=true&loop=false&delayms=60000&slide=id.g142e eff20d_0_14*.

   a) The first video is the Clint Eastwood Superbowl commercial from 2012- https://www.youtube.com/watch?v=0RLGuPx3N6A. After watching the video, discuss the communities & identities exposed in the commercial. Take notes for students on the board.
      i) Detroit
      ii) Football fans
      iii) Dodge owners
      iv) Movie fans
      v) Families
      vi) Others?

   b) The second video is from 2014 and includes Eminem- https://www.youtube.com/watch?v=SKL254Y_jtc. After watching the video, add more to our original discussion and to the notes.

3) Writing Activity: Found Poetry
   a) This poem is like blackout poetry in a way, but students will 'find' words, phrases, images, sensory ideas that they wrote from the commercials viewed and create a poem of their own community/ pride/ sense of connection with the world around them. I would remind students that this is free verse and does not need to rhyme, but can. This poetry allows them to move words and ideas around, so they can be a bit more creative than with the blackout poetry. Assignment found on slide 11 of *https://docs.google.com/presentation/d/1fPm5_v1y-0BEv60vbiuxdDAvrlFHbTwZPqjNls9yFT0/pub?start=true&loop=false&delayms=60000&slide=i d.g142eeff20d_0_14*.

4) From there, I would assign students to read <u>Psychological Sense of Community: Theory of McMillan & Chavis</u> (1986). I assign students to write a journal, free verse poem based, create a 'commercial' idea/ drawing based on their community. This assignment is represented on slide 12 of *[https://docs.google.com/presentation/d/1fPm5_v1y-0BEv60vbiuxdDAvrlFHbTwZPqjNls9yFT0/pub?start=true&loop=false&delayms=60000&slide=id.g142e eff20d_0_14](https://docs.google.com/presentation/d/1fPm5_v1y-0BEv60vbiuxdDAvrlFHbTwZPqjNls9yFT0/pub?start=true&loop=false&delayms=60000&slide=id.g142eeff20d_0_14)*.

Day 4- Poetic Forms & White Space (Whitman & Cummings)

In this lesson, students will explore two famous American poets: Whitman & Cummings. They will analyze their use of white space, form, and style.

1) Poet's Style bell ringer- Metaphors: The first stanza from Emily Dickenson's 314 will be displayed and students are to create a metaphor of an abstract thing (joy, happiness, death) and think of a concrete item that could stand in as a metaphor. This is located on slide 13 of *https://docs.google.com/presentation/d/1fPm5_v1y-0BEv60vbiuxdDAvrlFHbTwZPqjNls9yFT0/pub?start=true&loop=false&delayms=60000&slide=id.g142e eff20d_0_14*.

2) Read: O Captain! My Captain! and discuss Whitman's form & style
   a) Located online: http://www.poetryfoundation.org/poem/174742
   b) Discuss extended metaphors-
      i) What is an extended metaphor?

        ii)   Why would an author make use of an extended metaphor?

        iii)   How does this add to the poet's purpose?

   c) Discuss the themes and ideas from this poem and the use of form and white space.

3) Go to ee cummings biography: http://www.poetryfoundation.org/poems-and-poets/poets/detail/e-e-cummings and discuss his history and background

   a) Discuss how he used white space and punctuation effectively

   b) Discuss his personal style

   c) Look at "a leaf falls" and discuss his use of white space, punctuation, symbolism, and enjambment- http://poetry-fromthehart.blogspot.com/2011/06/ee-cummings-la.html. Also found on slide 14 of *https://docs.google.com/presentation/d/1fPm5_v1y-0BEv60vbiuxdDAvrlFHbTwZPqjNls9yFT0/pub?start=true&loop=false&delayms=60000&slide=id.g142eeff20d_0_14*.

   d) Hand out some of his poems and break students into groups of 2-3. Have students read and analyze the poem together using the poetry analysis graphic organizer. From there, you could extend this activity and have students create a slide for an ee cummings presentation. I use Google Slides, create the presentation ahead of time so students don't get confused, and put the poem title with the students' name on each slide. They know where to go and are only allowed to edit their personal slide. By my creating the presentation, I can see who edited what and can keep accountability that way. Some of the poems we would analyze include, but are not limited to:

        i)   2 little whos- http://www.poetryfoundation.org/poetrymagazine/browse?volume=97&issue=5#!/20588191

        ii)   I will wade out- http://hellopoetry.com/poem/1595/i-will-wade-out/

        iii)   I have found what you are like- http://www.poetry.org/cummings.htm

        iv)   I will be- http://hellopoetry.com/poem/1594/i-will-be/

        v)   The sky was- http://hellopoetry.com/poem/1646/the-sky-was/

4) Extension writing assignment:

   a) Write a poem in either Whitman or Cumming's style.

Day 5-6- Alternate Mediums & means for expression- The Anti- Community

This lesson is designed for students to explore that patriotism is an identity that is not always shared by all. With this idea in mind, we will explore the Vietnam War poetry, prose, and song.

1) Juxtaposition bell ringer (day 5): Upon entering, I will have slide 15 of https://docs.google.com/presentation/d/1fPm5_v1y-0BEv60vbiuxdDAvrlFHbTwZPqjNls9yFT0/pub?start=true&loop=false&delayms=60000&slide=id.g142eeff20d_0_14 projected which includes the following video https://www.youtube.com/watch?v=7gPjGuC6CFQ and the prompt: As you view the video, look for juxtaposition. Write down every example you see.

   a) After the video plays, I will discuss the term juxtaposition further. This will allow students to understand what juxtaposition is as there are two stories juxtaposed using the same song and the same topic- from the same time period. This will also give an overview of the topics for the next couple of days. I would either hold a discussion of the video or offer some journaling time to explore some of the ideas juxtaposed- the different funerals, white & black, the contrast of the music to the scene, etc.

   b) Does anyone know who originally sang this song? This should open up the discussion to lead into part two of this lesson.

2) I would then discuss The Vietnam War further. Discuss the timeline, America's involvement, etc. Then I would discuss how musicians were the voice, or anti-voice of Vietnam.

   a) Choose a Bob Dylan, Beatles, or CCR Song (just find on Youtube) and explain the songwriter's role during this time, some possible videos to show:

        i)   Fortunate Son by CCR

        ii)   Give Peace a Chance by the Beatles

        iii)   Times, They are a Changing by Bob Dylan

b) You can go into a deep analysis of the song, hand out the lyrics, use the graphic organizer (*appendix c*), or just simply have a class discussion. I required students to pick out a few lines that develop a sense of community or anti-community. You could also discuss the songs that were written for a political reason that divided communities. This is an extension piece that could definitely be developed into a whole day.

3) Discuss with the class that the Vietnam War had such a tremendous amount of protest and backlash because it was the first 'televised' war. I would also mention that pictures often speak louder than words.

4) Personification Bell Ringer (day 6): Upon entering, the following image will be displayed and students will be instructed to journal as if they were the gun in this photo. They need to use personification to tell the story of what is happening in the picture. This prompt is also located on slide 16 of *https://docs.google.com/presentation/d/1fPm5_v1y-0BEv60vbiuxdDAvrlFHbTwZPqjNls9yFT0/pub?start=true&loop=false&delayms=60000&slide=id.g142eeff20d_0_14*.

   a) link: http://www.history.com/topics/vietnam-war/vietnam-war-protests

5) From there, students informed that they are to complete a 'writing sprint' with an image from the Vietnam War. This sprint will turn into a poem that can be included in their final assessment.

   a) Vietnamese girl burned by Napalm can be found at the link below or on slide 17 of *https://docs.google.com/presentation/d/1fPm5_v1y-0BEv60vbiuxdDAvrlFHbTwZPqjNls9yFT0/pub?start=true&loop=false&delayms=60000&slide=id.g142eeff20d_0_14*. http://oivietnam.com/2013/05/from-napalm-to-palm-trees/ (If that image is too graphic for your age group, try: https://magisterwernegren.wordpress.com/2015/12/03/the-justification-of-war/)

   b) Directions for the writing sprint:

      i) The first step to a writing srpint is to identify a theme to write to. I would have students write on how this image may have created a sense of 'anti-community' in America or how they relate to the photo. Have students free write for 5 minutes. From there, I stop students and ask them to review the writing. They are to pick a word or phrase that they find interesting or that they feel could be explored more fully and move it to the side.

      ii) The second step requires students to take that one word or phrase and write to expand on this idea for 4 minutes by writing whatever they can think of. They are to stop, review their writing and pick a word or phrase they find interesting or that they feel could be explored more fully and move it to the side.

      iii) The third step requires students to take that one word or phrase and to expand on this idea for 3 minutes by writing whatever they can think of. They are to stop again and review their writing. They should pick out a word or phrase they find interesting or that they feel could be explored more fully and move it to the side.

      iv) The fourth step requires students to take that one word or phrase and to expand on this idea for 2 minutes by writing whatever they can think of. They are to stop and review their writing.

      v) The fifth step requires students to review their ideas throughout the entire writing sprint and condense the ideas into a short, 3 or 4 line poem.

      vi) The sixth step will ask students to revisit all of their writings and draw out all of the compelling words/ phrases from all 5 steps. They could highlight, underline, circle, or just rewrite them. Students will then use these words/ phrases/ ideas to create a 'distillation' of an idea by organizing it into a poem adding sensory details and figurative language.

      vii) I've included the instructions on slide 18 of *https://docs.google.com/presentation/d/1fPm5_v1y-0BEv60vbiuxdDAvrlFHbTwZPqjNls9yFT0/pub?start=true&loop=false&delayms=60000&slide=id.g142eeff20d_0_14* however I did not display the steps all at once as I didn't want students thinking ahead.

   c) Students will then compare and contrast different mediums that represent similar ideas & themes. With a partner, they will fill out the compare/ contrast matrix (*appendix k*)

      i)   Poetry: Welcome Home by Ricky Maddy
          (1) http://www.vietvet.org/rmaddy.htm
          (2) What poetic devices add to his story?
      ii)   Journal
          (1) http://www2.iath.virginia.edu/sixties/HTML_docs/Texts/Poetry/Bausch_poems_5.html#CherryBoy
          (2) Why do you think the writer wrote it in journal form? How does writing a poem differ from a journal?
      iii)   Cartoon:
          (1) https://cherrieswriter.files.wordpress.com/2013/11/spit-cartoon.jpg
          (2) What story is being told in this image?
      iv)   Photo:
          (1) http://www.theatlantic.com/sexes/archive/2013/01/the-feminist-objection-to-women-in-combat/272505/
          (2) How is this photo undermining the soldiers? Why would they feel 'not welcomed' as identified in their writing?

6) Discuss how sometimes words can form literal images. Look at the following: https://www.tes.com/lessons/CXjxSlot22nz6Q/poetry-concrete-or-shape-poem Students will, at that point, develop a concrete poem in their poetry books. Concrete poems are poems that use words and white space strategically to create an image with words. Students are to think of a concrete symbol that represents their identity or community. From there, they should think about the metaphors that could be created from this symbol. You could also have them write a poem about something first, then develop it into the image. Remind students that the use of color, position, and white space are of the utmost importance when developing a concrete poem. Student directions are found on slide 19 of https://docs.google.com/presentation/d/1fPm5_v1y-0BEv60vbiuxdDAvrlFHbTwZPqjNls9yFT0/pub?start=true&loop=false&delayms=60000&slide=id.g142eeff20d_0_14.

Day 7 & 8- Identity & Community Warfare

What happens when communities rise up and fight for freedoms? Warfare is not just guns and violence, it is fighting for equal rights. It is reminding people that you belong, too. This two day lesson will discuss what happens when communities go to war to fight against and for their rights and freedoms.

1) Bell Ringer day 7- Word bowl poetry activity (Another form of a found poem)
   a) Directions: You can do this activity with either a physical bowl and words put in the bowl OR you can find some online helpers. I chose to use a literal bowl and included words from our word wall and phrases from books we've read. On the way in, students are instructed to choose at least 10 papers from the bowl and to sit and try to construct meaning. The premise of this activity is for students to 'find' words and have to create a poem using all of the words they chose. I required students to use the 10 words they chose, but the amount of words, type of words, and subject of the words are completely up to you- or the students. I would give about 10-15 minutes for students to work on this. Directions for this bell ringer are on slide 20 of *https://docs.google.com/presentation/d/1fPm5_v1y-0BEv60vbiuxdDAvrlFHbTwZPqjNls9yFT0/pub?start=true&loop=false&delayms=60000&slide=id.g142eeff20d_0_14.*

2) Once the word bowl poetry is done, I open up the discussion of students' personal communities and how their identities are built from that. I discuss local rivalries, remind them of "The Outsiders" with the Greasers vs. the Socs, and East Side vs. West Side. In this discussion, I want students to start thinking about the idea of identity can be a part of who we are, but it doesn't have to change how we view others.

3) From there, we watch a few poetry slams and discuss the idea of identity based on culture. What 'wars' are created within communities based on race & religion?
   a) The first is "cuz he's black" located here: https://www.youtube.com/watch?v=u9Wf8y_5Yn4
   b) The second is "What Kind of Asian Are you?" https://www.youtube.com/watch?v=VoP0ox_Jw_w

4) Discuss how poetry is an expression of one's inner struggles and outer struggles. Students get heated about this discussion as the idea of racism has been in the news a lot lately. I may discuss previous race problems in America, such as the Rodney King incident in the 90's. You could also include the book, "Smoky Night" by Eve Bunting. Depending on how deep the discussion runs and the time you have. Once the discussion is done, I would have students take out their journals as I want them to write about the ideas we've discussed over the course of the day.

5) Writing Assignment: Have students write a free verse poem based on an inner struggle or on an outer struggle- maybe with society- that they face as teenagers in this day and age. What prejudices are they dealing with? This writing assignment is located on slide 21 of *ahttps://docs.google.com/presentation/d/1fPm5_v1y-0BEv60vbiuxdDAvrlFHbTwZPqjNls9yFT0/pub?start=true&loop=false&delayms=60000&slide=id.g142e eff20d_0_14* .

6) Human Rights Bellringer: Students will be prompted upon entry to create a wordle using wordle.net based on the idea of identity and human rights. The prompt is located on slide 22 of *https://docs.google.com/presentation/d/1fPm5_v1y-0BEv60vbiuxdDAvrlFHbTwZPqjNls9yFT0/pub?start=true&loop=false&delayms=60000&slide=id.g142e eff20d_0_14*.

7) Discuss The Harlem Renaissance
   a) Watch this video about the Harlem Renaissance: https://www.youtube.com/watch?v=LjOhNUFlI4Y
   b) Read Incident by Countee Cullen http://baltimoreauthors.ubalt.edu/writers/counteecullen.htm aloud and discuss what's striking about the poem.
   c) Students will then read I, Too by Langston Hughes https://www.poets.org/poetsorg/poem/i-too and fill out the poetry graphic organizer or the questions in *appendix c*.

8) Journal OR Discuss: How did the poets' topics, forms, and themes portray their struggle?

9) Writing Task: Create a diamante poem that expresses your own community or identity warfare. Think of two opposing forces in your community and list them at the top and bottom Diamantes are poems that create a diamond form and often contrast two ideas. Each line has a requirement, so it goes as follows:
   a) line 1- topic a (noun), line 2- two adjectives that describe topic a, line 3- three -ing verbs that relate to topic a, line 4- four nouns, two that discuss topic a, two that discuss topic b (this is the shift in the poem), line 5- three -ing verbs that relate to topic b, line 6- two adjectives that describe topic b, and line 7- topic b (noun). These directions are also located on slide 23 of *https://docs.google.com/presentation/d/1fPm5_v1y-0BEv60vbiuxdDAvrlFHbTwZPqjNls9yFT0/pub?start=true&loop=false&delayms=60000&slide=id.g142eeff20d_0_14*.
   b) For an online template that you can plug into and print, go here: http://www.readwritethink.org/files/resources/printouts/Diamante%20Poem.pdf

Day 9-10- Writer's Workshop & Publishing poetry

Throughout the course of these few days, students will engage in multiple workshops, peer edits, publishing, creating, and writing activities. As a reminder, of Writer's Workshop, view the link below: http://www.ttms.org/PDFs/05%20Writers%20Workshop%20v001%20(Full).pdf
* The teacher may decide to make this a lesson on its own or just incorporate it throughout the work on the poetry analysis and performance project. I like to do it as a part of other lessons, leaving 20-30 minutes at the end of the daily lesson, but for congruity purposes of this unit, have included it as a sole, two day lesson.
   1) Introduce the poetry writing rubric and discuss the requirements of the publishing assignment. Students should have received their poetry back with feedback from the Students will decide whether to use an online medium and pay or to simply create their own book/ cover using a word processing and a student made cover.
   2) Students will work on publishing 3 of their poems, based on their proudest moments writing poetry.

a) Editing
b) Feedback
c) Collecting and categorizing the poems

Day 11-12- Spoken Poetry & Performance Stills

This lesson will outline one of the final projects: Poetry performance and the value of effectively projecting your voice and managing your movement, body language, and facial expressions.

1) Bell ringer: Character Charades
   a) Students will begin the class with a brief charades activity. They will need to act out a literary character that we have read. I will put some of the characters in a hat, such as Jonas, Fiona, Asher, The Giver, Maleeka, Caleb, Char, Romeo, Juliet, Walter Mitty, Jim or Della, etc. and students will need to start the class by acting as the character. They should use their gestures and facial expressions to portray their character. Students will have to guess and then comment on what they did well and what they could have done to improve.
2) Students will complete the attached graphic organizer (*appendix l*) after watching the two following poetry performances:
   a) Clint Video: https://www.ted.com/talks/clint_smith_the_danger_of_silence?language=en#t-242434 Script: https://www.ted.com/talks/clint_smith_the_danger_of_silence/transcript?language=en
   b) Somewhere in America Video: https://www.youtube.com/watch?v=OadZpUJv8Eg Script: http://genius.com/Get-lit-somewhere-in-america-annotated
3) From there, we will discuss the value of the poetry performances. How would just reading them be different? how does hearing a dramatic reading help?
4) Break students up intro groups of 3-4 to create a Tableau for a poem of your choice.
   a) Each group is given a poem and they are required to create series or compilation of still images using their bodies and/ or props to represent the ideas/ topics discussed in the poem. One person (while in the tableau) will have to read the poem to the audience.
   b) Decide why the audience would be interested in the poem and what your audience needs to know.
   c) Discuss specific scenes developed from the poem. What words or phrases extend to such an activity?
   d) Decide on specific stills that can be created with your body and identify which group members will represent which piece of the poem.
   e) Practice the stills with your team. Draw out what it looks like and discuss whether you think these stills will help your audience understand the poem.
   f) Rehearse, make sure all are involved.
   g) Perform, receive feedback, and understand how your body helped represent the poem.
5) Hold the performance. Have the audience verbally respond with immediate feedback to the group. You could ask the audience, "What imagery was created by the tableau? How did the audience perceive the poem?" or something specific you are looking for. You could also require students in the audience to take notes during the performance on idiosyncrasies they see or feedback as to the visuals and how it matched the poem.

Day 13- Picking & reading a poem

Students will use their analysis skills to choose a poem of their own to read, analyze, and perform. You can provide poems, offer poems you've already read together, or allow students to find their own.

1) Once students have chosen a poem, they will fill out the graphic organizer (*appendix c*) upon first read.
2) From there, students will do research on the author, context, and history of the poem. They will collect information and create a works cited page.

3) Students will re-read the poem and begin researching their poet.
4) Review the prezi http://prezi.com/r-nolvfnyyuo/?utm_campaign=share&utm_medium=copy&rc=ex0share checklist & rubric (*appendix h & g*)
5) Students will decide on their project medium.
6) Students will draw on their learning of the tableau assignment

Days 14- 15- Finalize projects and rehearse performance.

During these two days, students are to work individually on their analysis projects. You may choose to give more time. Teacher should be conferencing with students and meeting with them in order to improve their projects. Students in my class struggled with this project as it was not a "5 paragraph essay' and they were not given a format.

Day 16- Poetry Performances

I would invite people for the poetry performance. Maybe parents. I would also video the performances. I would have a panel of 3-4 teachers using the rubric (*appendix i*).

Day 17- Poetry analysis presentations

Students will further practice their speaking skills by presenting their multigenre poetry analysis. I will grade using the rubric. Students will also grade themselves using the rubric and we will discuss discrepancies.

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Appendix a

BELL RINGER and Worksheet Rubric				
	1 pts	2 pts	3 pts	4 pts
ASSIGNMENT COMPLETION How well did the student complete the bell ringer? Did they complete all parts?	**1** Less than 1/2 of the assignment was completed.	**2** At least 1/2 of the assignment was completed.	**3** 3/4 of the assignment was completed.	**4** The entire assignment was completed.
ACCURACY How much of the assignment was done right?	**1** Less than 1/2 of the assignment was done correctly.	**2** At least 1/2 of the assignment was done correctly.	**3** 3/4 of the assignment was done correctly.	**4** The entire assignment was done correctly.
Attention to quality Did the student pay close attention to spelling, neatness and detail?	**1** Student responses were not spelled correctly and were not written neatly in journal. .	**2** Student responses were somewhat spelled correctly and was somewhat neatly written in journal.	**3** Student responses were mostly spelled correctly and was neatly done in journal.	**4** Student responses were spelled correctly and was neatly done in journal.

Appendix b

"QUICK WRITE" RUBRIC
(for journal entries, schema activators, learner log entries, or 5-10 minute writing tasks)

TRAITS OF WRITING	FOCUS	ORGANIZATION	SUPPORT AND ELABORATION
4	**Tightly focused** on responding to the prompt - Demonstrates **deep understanding** of key ideas	- Ideas are introduced in a **mostly logical and effective** order - Ideas can be **easily understood** by reader	**Perceptive and insightful** opinions and interpretations **Superior** explanation of ideas
3	**Largely focused** on responding to the prompt (may stray in areas, but gets quickly back on topic) - Demonstrates **understanding** of key ideas	- Ideas are introduced in a **generally logical and effectiv**e order - Ideas can be **understood** by reader	**Logical** opinions and interpretations **Sufficient** explanation of ideas
2	**Somewhat focused** on responding to the prompt (may have difficulty getting back on topic or may stray often) - Demonstrates **gaps** in understanding of key ideas	- Ideas are introduced in a **seldom logical** order - Ideas can be **sometimes understood** by reader	**Some** logical opinions and interpretations **Somewhat limited**explanation of ideas
1	**No attempt to focus** on the prompt or **substitutes a different** task - Demonstrates **little or no** understanding of key ideas	Ideas are **randomly presented or merely listed**	**Illogical** opinions and interpretations **Little or no attempt** at explanation of ideas

Appendix c

Poetry Analysis Graphic Organizer

Symbols:	Title: What does it mean?	Images (sensory language):
Figurative Language by line:	Copy the poem here:	Tone: What words tell you so?
		Theme/ Lesson:
Summarize the poem in your own words:		
Rhyme Scheme or Free Verse?	How I felt while reading the poem? How did I connect with the poem?	What is my overall interpretation?

Appendix d

Poetry Rubric	Exemplary	Proficient	Developing	Beginning
Theme	· All aspects of the poem integrate theme and topic with sophistication.	· Most aspects of the poem successfully integrate theme and topic.	· Some aspects of the poem successfully integrate theme and topic while others seem arbitrary.	· Connection between theme and topic is limited or extremely vague.
Diction and Details	· Diction is exceptionally fresh and original. Avoids clichés (like the plague). · Diction is specific and purposeful. · Rich, unique details are used to vividly show the readers the poem's world.	· Diction is original and generally free of clichés. · Diction is specific. · Specific details are used to show the readers the poem's world	· Diction is sometimes clichéd or repetitive. · Much of the poem is vague or awkwardly worded. · Details are sometimes used to show, but there is a great deal of telling.	· Diction is clichéd and/or repetitive. · The poem is too vague, too generalized, and/or too awkwardly worded. · There are few details or details lack the specificity to show rather than tell.
Voice	· A compelling and engaging voice is evident in the poem. · The reader can infer how the author thinks or feels about the subjects or ideas explored in the poem.	· The writer's personal voice is fairly evident. · The reader can mostly infer how the author thinks or feels about the subjects or ideas explored in the poem.	· Some sense of the writer's personal voice is evident. · The reader can occasionally infer how the author thinks or feels about the subjects or ideas explored in the poem.	· Little or no personal voice is evident. · The reader has difficulty inferring how the author thinks or feels about the subjects or ideas explored in the poem.
Conventions	· The poem contains no errors. · The writer shows a clear understanding of the rules of capitalization, punctuation and spelling OR consistency and intentionality in breaking the rules.	· The poem contains few errors. · The writer shows understanding of the rules of capitalization, punctuation and spelling OR consistency and intentionality in breaking the rules.	· The poem contains some errors. · The writer shows some understanding for the rules of capitalization, punctuation, and spelling OR some consistency and intentionality in breaking the rules.	· Poem contains numerous errors that compromise meaning. · Writer shows little understanding for the use OR manipulation of conventions in writing.
Form	· The structure is intentional and meaningfully connects to the content.	· The structure is linked to content a clear way	· The structure loosely relates to content.	· The structure does not relate to the content.
Process	· The author demonstrates diligent revision that achieves effective organization, content, diction, and level of detail.	· The author demonstrates effective revision of organization, content, diction, and level of detail.	· The author misses some key elements of revision of organization, content, diction, and level of detail.	· The author shows little or no revision of organization, content, diction, and level of detail.

Appendix E

<center>Peer Editing Worksheet</center>

Author of Poem _____Edited by _____

What is the title of the poem?

Rate the title 1 2 3 4 5 6 7 8 9 10

What is the theme of the poem?

Rate the clarity of the theme 1 2 3 4 5 6 7 8 9 10

How many lines are in the poem?

Does it need more/ less? Explain.

How many stanzas are in the poem?

Does it need more/ less? Explain

List three literary devices used in the poem with an example of each.

1.

2.

3.

What is the form of this poem?

Does the poem rhyme? What is the rhyme scheme of this poem?

Does the poet use strong language/vocabulary?

What is your favorite line in the poem? Why?

What is your least favorite line in the poem? Why?

List at least two suggestions for the poet.

1.

2.

Other Comments:

Appendix f

Name _____

Tableau Rubric

During the tableau presentation, the student:	Consistently 4	Most of the time 3	Usually 1	Rarely 1
Worked cooperatively as a member of an ensemble.				
Described the tableau's characters, character traits, and setting.				
Communicated the poem using one's body and facial expression.				
Remained silent and frozen during the tableau presentation.				
Worked collectively as a group and there was a sense of unity through the piece				
The dramatic reading portrayed the right tone of the poem and the freeze frame				
Expressions are exaggerated for the audience to see				

Appendix g-

Poetry Analysis Rubric

Descriptor	4	3	2	1	Cannot be scored
Project explains the words/ phrases used by the author and the poet's purpose.					
The analysis identifies and explains figurative language utilized by the author, including the connotative meaning of the words.					
The analysis discusses the artistry of the language used.					
The analysis identifies and expresses the author's purpose for writing the poem, including pertinent information of the poet and historical information for the time/ literary period					
The project cites evidence from literary and informational texts to support analysis, reflection, and research.					
Analysis is clear & coherent.					
Writing is well developed, organized, and utilizes transition words effectively.					
The project includes at least one of each the following different genres: - expository - narrative - visual					
The project is creative and free of errors.					

Comments:

Appendix h

Poetry Analysis Project Checklist

Objective: Students will read and analyze a poem. Students will create a visual project to represent the poem.

Task: You will pick a poem, read and analyze it using the form, then create a presentation that analyzes the following:
- themes
- literary elements (poetic devices)
- summarizes the poem
- gives pertinent background information about the author
- personal connection to the poem
- anything else you think needs to be discussed
- a similar song/ poem/ video/ movie/ story/ book etc. that you can compare the poem to

Steps:
1) Pick your poem, show Mrs. P.
2) Read once to yourself
3) Read again to yourself and write a reflection focusing on:
   a) What the poem means to you
   b) What the poem means
   c) The lesson or theme being taught
   d) Any pertinent information you feel at this time is necessary to write about.
4) Read again and do a line by line analysis pointing out necessary literary devices
5) Read again and fill out the form
6) Begin your project!
   a) Artifact 1- Expository: You should discuss the author and the time period of the poem. Maybe talk about what was going on in the world and why the poet wrote the poem he/she did. You will expose the poet's identity and community in this section. Some options:
      i) Bio Blurb
      ii) Children's book
      iii) Newspaper article
      iv) Report
   b) Artifact 2- Visual: You should create some sort of visual representation of your poem. You MUST create a visual, you cannot use someone else's. Some options:
      i) Take a photograph that connects with the poem
      ii) Draw/ sketch what you visualize while reading the poem
      iii) Create a graphic novel/ bit strip of the poem
      iv) Children's book that coincides with the poem (can combine all three)
   c) Artifact 2- Narrative: You should create some sort of narrative writing that represents your interpretation of the poem and how you connect personally to it. This should be all your words. Some options:
      i) Journal entries
      ii) A follow up poem
      iii) A story about the topic of the poem
      iv) Personal essay

Poetry analysis checklist:
- Have you identified a relevant theme and explained why you chose it?
- Have you given a line by line analysis of the literary devices used in the poem?
- Have you summarized the poem in your own words and explained what it means?
- Have you given information about the author and background of the poem?
- Have you identified your personal connection to the poem?
- Have you compared it with another work?
- Have you cited any outside sources?
- Have you created a visually interesting presentation?

Have you included all three genres?

Appendix i

Name:_____ Date: _____

Poetry Performance Rubric

	4	3	2	1
The student has portrayed the tone of the poem in their performance				
The student has communicated the theme and interpretation of the poem, analysis is apparent				
The performance is easy to follow and easy to understand through annunciation and volume of words				
The student uses their body, movements, and facial expression to demonstrate the poem				
The student uses inflection, timbre, rhythm and pacing of their to portray the words being communicated				
The student has the entirety of the lines memorized and is able to perform without dropping lines				
Student can identify and discuss their analytic and artistic choices				

Comments:

Appendix J

I am from….. Adapted by Levi Romero Inspired by "Where I'm From" by George Ella Lyon

I am from _____ (an everyday item in your home)

from _____ and _____ (products or everyday items in your home)

I am from the _____ (description of your home)

_____ (a detail about your home – a smell, taste, or feel)

I am from the_____ (plant, flower, natural item)

The _____ (plant or tree near your home)

whose long gone limbs I remember as if they were my own.

I'm from _____ and _____ (a family tradition and family trait)

from _____and _____ (family members)

I'm from _____and _____ (family habits)

and from_____. (family habit)

I'm from _____ and _____ (things you were told as a child)

and _____ (a song or saying you learned as a child)

I'm from_____ (a family tradition)

I'm from _____ (place of birth) and _____ (family ancestry, nationality or place)

_____and _____ (family foods)

From _____ (a story about a family member)

_____ (detail about the story or person)

_____ (description of family mementos, pictures or treasures.)

_____ (location of mementos – under my bed, on the wall, in my heart)

_____ (more description if needed)

_____

By (student name)_____ Date_____

Name: _____ Date: _____ Period: _____

Compare/Contrast Matrix

Used to show similarities and differences between two things (people, places, events, ideas, etc.). Key frame question: What things are being compared? How are they similar? How are they different?

Attribute	Poetry by Ricky Maddy	Journal By Bausch	Cartoon	Photo
What tone does the piece have?				
How does the form add to the topic?				
What specific features does the text have?				
Summarize the piece.				
Discuss its effectiveness.				

Appendix L-

Poetry Performances

Watch BOTH of the following videos, read the transcripts, and answer the questions

Clint Smith Video: https://www.ted.com/talks/clint_smith_the_danger_of_silence?language=en#t-242434
Clint Smith Transcript: https://www.ted.com/talks/clint_smith_the_danger_of_silence/transcript?language=en

Somewhere in America: https://www.youtube.com/watch?v=OadZpUJv8Eg
Somewhere in America transcript: http://genius.com/Get-lit-somewhere-in-america-annotated

1) While you watch each video and read each text, pick out 5 words that you do not know or that strike you as an interesting use of language.

Clint's Video					
Somewhere in America					

2) What was Clint's main claim?

3) What was Belissa Escobedo, Zariya Allen & Rihannon McGavin's main claim?

4) Which appeal did the videos use most: Pathos (emotion), Logos (logic), or Ethos (credibility)? And Why?

5) Discuss a similar idea in both videos:

6) Discuss 3 differences from both videos:

7) In about a paragraph, discuss which video you connected the most with. How did you connect with it? What part of your identity can you associate with the issues created in the poem.