

POETRY – THE ESSENCE OF LIFE

Grade Level: Eighth Grade

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Length of Unit: Nine Lessons, approximately two - three weeks

I. ABSTRACT

Poetry is essential to life as a way of expressing one's innermost feelings, providing a crucial outlet for the ever-changing adolescent mindset. Beginning the school year with the poetry unit sets the tone for a comfortable environment in which students are willing to risk memorization and recitation both before the class and individually. This unit allows students to research and compare the lives of different poets, past and present. Students realize that poetry appears in a variety of forms and styles, and that a poet's message, in addition to confirming that person's feelings, can affect others' lives as well. Through the reinforcement of 7th grade Core Poetry and the study of 8th grade Core Poetry, students become comfortable with reading, understanding, and writing this amazing literature genre, giving themselves a tool/outlet that will serve for years to come.

II. OVERVIEW

A. Concept Objectives:

1. Students will understand that poetry is a way of expressing one's innermost feelings and be able to express their own feelings through this medium.
2. Students will understand and appreciate how a poet's message is conveyed through the use of various poetic techniques/devices.
3. Students will appreciate how memorization and recitation of poetry can aid in self-expression and self-confidence.
4. Students will understand how a poet's perspective or point of view affects his/her message.

B. Content from the *Core Knowledge Sequence*

1. II A Poems pp.183&184
2. II B Elements of Poetry p.184
3. II G Literary Terms p.185

C. Skill Objectives

1. The student will determine the purpose for listening such as to gain information, to solve problems, or to enjoy and appreciate. [Texas Essential Knowledge and Skills. English Language Arts 8.1(A)]
2. The student will present dramatic interpretations of poems to communicate. [TEKS 8.5 (C)]
3. The student will use effective rate, volume, pitch, and tone for the audience and setting. [TEKS 8.5 (E)]
4. The student will read classic and contemporary works. [TEKS 8.8 (A)]
5. The student will use his/her own knowledge and experience to comprehend. [TEKS 8.10 (A)]
6. The student will describe mental images that text descriptions evoke. [TEKS 8.10 (D)]
7. The student will recognize the distinguishing features of genres. [TEKS 8.12 (B)]
8. The student will describe how the author's perspective or point of view affects the text. [TEKS 8.12 (H)]
9. The student will offer observations, make connections, react, speculate, and raise questions in response to text. [TEKS 8.11(A)]
10. Students will compare/contrast periods, styles, formats, and points of view of various poets.
11. Students will use poetry as an outlet for expressing their innermost feelings.

III. BACKGROUND KNOWLEDGE

A. For Teachers:

1. Kiester, Jane Bell. *Caught 'ya Again! Grammar with a Giggle*. Gainesville, FL: MAUPIN Publishing, 1993. ISBN 0-929895-09-6
2. Marshall, Michael J., editor. *Realms of Gold*. Charlottesville, VA: Core Knowledge Foundation, 2000. ISBN 1-89-0517-24-0
3. Poets' Corner <http://www.geocities.com>

B. For Students:

1. Students will have a basic knowledge and understanding of poetry and various poets through the 7th grade Core unit as well as their own background knowledge.

IV. RESOURCES

- A. Harmon, William. *The Classic Hundred All-Time Favorite Poems*.
- B. Johnson, Thomas J. *The Complete Poems of Emily Dickinson*.
- C. Kiester, Jane Bell. *Caught 'ya Again!*
- D. Marshall, Michael. *Realms of Gold*
- E. Scott, Foresman. *Explorations in Literature*
- F. *Core Knowledge Sequence*
- G. Galenet.com
- H. Poets' corner.com
- I. The College Board. *A Guide for Advanced Placement English Vertical Teams*

V. LESSONS

Lesson One: What do we already know?

A. Daily Objectives

1. Concept Objectives
 - a. Students will understand that poetry is a way of expressing one's innermost feelings and be able to express their own feelings through this medium.
 - b. Students will understand and appreciate how a poet's message is conveyed through the use of various poetic techniques/devices.
 - c. Students will appreciate how memorization and recitation of poetry can aid in self-confidence and expression.
2. Lesson Content
 - a. Elements of Poetry – stanza, rhyme, scheme, end rhyme
 - b. Poem – “Apparently with no surprise” (Emily Dickinson) (*Realms of Gold*)
 - c. Emily Dickinson and her poetry
3. Skill Objectives
 - a. The student will determine the purpose for listening such as to gain information, to solve problems, or to enjoy and appreciate.
 - b. The student will describe mental images that text descriptions evoke
 - c. The student will read classic and contemporary works.

B. Materials

1. Overhead Projector
2. Prepared transparency of “Apparently with no surprise” (*Realms of Gold*)
3. A 4” x 6” index card for each student
4. Individual student folders or spirals for this unit

C. Key Vocabulary

1. Poetry – definition to be determined by class
2. Stanza – a division of a poem, similar to a paragraph
3. End rhyme – end words that share a sound

4. Rhyme scheme – determining the similarity of end sounds using alphabetical lettering that changes with each new end sound

D. *Procedure/Activities*

1. Students begin each day by responding to the journal topic/thought from the board. (Appendix A)
2. After giving students time to respond to the today's journal topic, ask each student for a comment – no repetition – about what poetry is. Add comments to your list on the overhead as students add to individual lists in folder or spiral.
3. End journal discussion with summary that poetry is really a way of expressing one's feelings; there are no rights or wrongs in poetry – no boundaries.
4. Have students copy "Apparently with no surprise" from the overhead. This is the poem the teacher and each student will recite the third day of the unit.
5. Have different students read the poem aloud. Point out that the poem is eight lines, one stanza, does have end rhyme, and that the rhyme scheme is ABCBEFCG.
6. Have students add these key words/definitions to the sheet with the copied poem.
7. Distribute an index card to each student. The ticket to class tomorrow is to list on that card five things the student knows about poetry and to write a one-sentence summary of what poetry means to him/her. Ex: To me, poetry is ...

E. *Assessment/Evaluation*

1. Index card will receive an effort grade.
2. Recitation of the Emily Dickinson poem will be a grade.

Lesson Two: What is what with poetry

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will understand and appreciate how a poet's message is conveyed through the use of various poetic techniques/devices.
 - b. Students will understand how a poet's perspective or point of view affects his/her message.
2. Lesson Content
 - a. Elements of Poetry – alliteration, onomatopoeia, simile, metaphor, allusion, assonance
 - b. Poems – "I dwell in possibility" and "Because I could not stop for Death" (Emily Dickinson) (*Realms of Gold*)
3. Skill Objectives
 - a. The student will read classic and contemporary works.
 - b. The student will use his/her own knowledge and experience to comprehend text.
 - c. The student will describe how the author's perspective or point of view affects the text.
 - d. The student will offer observations, make connections, react, speculate, and raise questions in response to texts.

B. *Materials*

1. Overhead projector
2. Prepared transparencies of the two Emily Dickinson poems (*Realms of Gold*)
3. Elements of Poetry (Appendix B) for each student – to be brought to class each day
4. Background notes over the life of Emily Dickinson
5. Class set of literature or poetry books

- C. *Key Vocabulary*
1. Imagery – concrete details that appeal to the senses of sight, sound, touch, smell, and taste, or to internal feelings
 2. Alliteration – repeated consonant sounds at the beginning or words or within words
 3. Onomatopoeia – the use of words whose sounds suggest their meaning or use
 4. Simile – a comparison between two unlike things using like or as
 5. Metaphor – an implied comparison between relatively unlike things
 6. Allusion – a reference to something historical or literary – background knowledge is imperative in understanding an allusion
 7. Assonance – repetition of vowel sounds in stressed words or syllables
- D. *Procedures/Activities*
1. Ask for volunteers to share their journal topics after time for response.
 2. Review terms from yesterday. (stanza, end rhyme, rhyme scheme)
 3. Ask each student for one fact from index card - no repetition. Collect.
 4. Review tomorrow's recitation poem. Have various students and then the entire class read the poem as a means of practicing.
 5. Show and discuss "I dwell in possibility" and "Because I could not stop for Death," determining rhyme scheme, etc., for each poem.
 6. Discuss similarities, differences in these works.
 7. As students review what they remember about Emily Dickinson, have them take notes in individual folder/spiral. Add what you think is important information about Dickinson.
 8. Ask students to infer how Emily's background/life might have affected her writing.
 9. Distribute Elements of Poetry (Appendix B) to each student and discuss.
 10. Distribute a literature or similar book to each student or pair students. Using applicable poems in the books, choose some that feature different literary elements. After getting students started, have them find some of the terms in the poems – simile, metaphor, etc.
- E. *Assessment/Evaluation*
1. Possible quiz over Elements of Poetry

Lesson Three: Recitation Time

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will appreciate how memorization and recitation of poetry can aid in self-expression and self-confidence.
 2. Lesson Content
 - a. Elements of Poetry (Appendix B)
 - b. Poem: "Apparently with no surprise"
 3. Skill Objectives
 - a. The student will present dramatic interpretations of poems to communicate.
 - b. The student will use effective rate, volume, pitch, and tone for the audience and setting.
- B. *Materials*
1. Each student's copy of the Emily Dickinson poem, "Apparently with no surprise"
 2. Elements of Poetry
 3. Gradebook or index card for recitation grade
- C. *Key Vocabulary* – none
- D. *Procedures/Activities*
1. Discuss today's journal topic after students have had time to respond.

2. As you review Elements of Poetry, have students find applicable terms in today's poem.
3. Teacher/student recitation of "Apparently with no surprise." Recitation procedure: As teacher sits quietly after reciting first, students go individually to the front of the room to recite. When more than one student stands simultaneously, all but one will graciously be seated until next time. This, of course, means that a student may need to wait more than once to recite. The recitation line keeps moving until each student has recited. As each student recites, all others are concentrating on their own task. You might offer five extra points for the first three who volunteer. If a student has a mental lapse, he/she can sit and try again later with no deduction. Choose a silent means of applause; there is no talking during this entire process. Students love this activity.

E. Assessment/Evaluation

1. The grade for recitation can be taken during each recitation for immediate feedback. Record either in gradebook or on an index card for later use. Grading: title/poet worth 5 points; each word approximately 3 points. Anyone who cannot recite before the class can recite personally later for a grade beginning at 85.

Lesson Four: How poems work and a read firebrand

A. Daily Objectives

1. Concept Objectives
 - a. Students will understand that poetry is a way of expressing one's innermost feelings.
 - b. Students will understand and appreciate how a poet's message is conveyed through the use of various poetic techniques/devices.
 - c. Students will understand how a poet's perspective or point of view affects his/her message.
2. Lesson Content
 - a. Elements of Poetry – ballad, sonnet, lyric, narrative, haiku, refrain, meter, free verse, types of rhyme
 - b. Poem: – "Buffalo Bill's" (ee cummings) (*Realms of Gold*)
3. Skill Objectives
 - a. The student will read classic and contemporary works.
 - b. The student will use his/her own knowledge and experience to comprehend.
 - c. The student will offer observations, make connections, react, speculate, and raise questions in response to text.

B. Materials

1. Overhead projector
2. Individual copies of Types of Poems/How Poems Work (Appendix C) – to be brought to class each day
3. Prepared transparency of "Buffalo Bill's" (*Realms of Gold*)
4. Elements of Poetry (Appendix B)
5. Background information over ee cummings.
6. Other poems by ee cummings

C. Key Vocabulary

1. Rhythm – a series of stressed and unstressed sounds in a group of words; it may be regular or varied.
2. Refrain – phrase or verse repeated at intervals throughout a song or poem
3. Free verse – no regular pattern of stressed or unstressed syllables
4. Villanelle - a French poem of love
5. Narrative poem - a poem that tells a story

6. Ballad – a narrative poem often of folk origin intended to be sung – simple stanzas – usually with a recurrent refrain
7. Lyric – poetry that expresses subjective thoughts and feelings often in songlike form or style
8. Sonnet – 14-line poetic verse usually in iambic pentameter with a fixed rhyme pattern
9. Terset – a unit of three lines of poetry
10. Limerick – humorous nonsensical verse of five lines with a rhyme scheme of AABBA
11. Haiku – unrhymed Japanese verse of three lines with 5,7,5 syllable formation

D. Procedures/Activities

1. Discuss today’s journal topic after time for written response.
2. Distribute/discuss Types of Poems/How Poems Work (Appendix C)
3. Show “Buffalo Bill’s” on overhead and have various students read the poem, pointing out that this is a free verse poem and therefore different from most poems they have studied.
4. Discuss aspects of today’s handout and the Elements of Poetry handout that apply to the poem.
5. Ask what students might know about this poet. Give what you think is important background information on him, pointing out that he was a true rebel with his poetry.
6. Ask for generalizations/predictions about the influence of Cummings’s life upon his writing.
7. If time permits, show other poems of his for comparison/contrast.

E. Assessment/Evaluation

1. Possible quiz over today’s handout.
2. Possible compare/contrast writing assignment about Emily Dickinson and ee Cummings.

Lesson Five: Oh, yes, you can do this

A. Daily Objectives

1. Concept Objectives:
 - a. Students will understand that poetry is a way of expressing one’s innermost feelings and be able to express their own feelings through this medium.
 - b. Students will understand and appreciate how a poet’s message is conveyed through the use of various poetic techniques/devices.
 - c. Students will appreciate how memorization and recitation of poetry can aid in self-expression and self-confidence.
 - d. Students will understand how a poet’s perspective or point of view affects his/her message.
2. Lesson Content
 - a. Poems – your selections for the memory packet. Core poems I included are: “Buffalo Bill’s”, “Do Not Go Gentle Into That Good Night”, “How do I love thee”, “The Gift Outright”, “Ozymandias”, “We Real Cool”, “Spring and Fall”, “My Heart Leaps Up”, “Sonnet 18”, “The Lake Isle of Innisfree”. You will want to include other selections as well so that students have a good selection from which to choose. You will want to include some short, fun poems for motivation and self-confidence.
3. Skill Objectives
 - a. The student will present dramatic interpretations of poems to communicate.

- b. The student will use effective rate, volume, pitch, and tone for the audience and setting.
 - c. The student will read classic and contemporary works.
 - d. The student will describe mental images that text descriptions evoke.
 - e. Students will use poetry as an outlet for expressing their innermost feelings.
- B. *Materials*
- 1. Memory Work Packet for each student to be brought to class each day
 - 2. Memory Work Guidelines (Appendix D)
 - 3. Index card for each student
- C. *Key Vocabulary* - none
- D. *Procedures/Activities*
- 1. Discuss today's journal after time for response.
 - 2. Briefly review ee cummings and his work.
 - 3. Distribute Memory Work Packet and Guidelines (Appendix D).
 - 4. Explain individual recitation project
 - 5. Read/discuss some of the poems, pointing out use of literary elements, etc.,
 - 6. Homework assignment: Using "The Lake Isle of Innisfree," "Spring and Fall," and "We Real Cool," have students do the following: determine rhyme and rhyme scheme, find examples of Elements of Poetry, note unfamiliar words, and determine the main idea of the poems. What is that poet trying to say to you?
 - 7. Assign class recitation of "My Heart Leaps Up" for Day 9.
- E. *Assessment/Evaluation*
- 1. Grade for homework assignment
 - 2. Memory work will be two grades. Students will be on their own to complete this process within the time frame you have given.

Lesson Six: You will love this poem – no doubt about it!

- A. *Daily Objectives*
- 1. Concept Objectives
 - a. Students will understand and appreciate how a poet's message is conveyed through the use of various poetic techniques/devices.
 - b. Students will understand how a poet's perspective or point of view affects his/her message.
 - 2. Lesson Content
 - a. Poems – "Do Not Go Gentle into That Good Night" (Dylan Thomas) - "Mending Wall" (Robert Frost) – "Theme for English B" (Langston Hughes) (*Realms of Gold*)
 - 3. Skill Objectives
 - a. The student will read classic and contemporary works.
 - b. The student will describe how the author's perspective or point of view affects the text
 - c. The student will offer observations, make connections, react, speculate, and raise questions in response to the text.
- B. *Materials*
- 1. Overhead projector
 - 2. Prepared transparency of TP-CASTT terms
 - 3. Background notes on Dylan Thomas
 - 4. Memory Work Packet
 - 5. Prepared transparencies of "Mending Wall" and "Theme for "English B"
 - 6. Transparencies for each group for group work
 - 7. Copies of poems for each group.

C. *Key Vocabulary*

1. Villanelle – A French poem of love
2. Terset – a unit of three lines of verse
3. Paraphrase – retelling in your own words
4. Connotation – contemplating the poem for meaning beyond the literal
5. Attitude – observe both the speaker's and the poet's attitude
6. Shift – examine the title a second time, now on an interpretive level
7. Theme – determine what the poet is saying – What is the message?

D. *Procedures/Activities*

DAY ONE

1. Respond to/discuss today's journal topic.
2. Introduce TP-CASTT as a strategy to analyze and critique poetry as students begin focusing on Dylan Thomas's "Do Not Go Gentle into That Good Night." (This poem is the finest villanelle ever written. It was written to Thomas's dying father, though the father was not aware of his impending death.) It is the perfect example of using poetry to express personal feelings. Do not mention this information until you have analyzed the poem.
3. Give what you think is important background information on Dylan Thomas AFTER analyzing the poem.
4. Take students through this critiquing process step by step beginning with the title. What COULD it mean? You are taking notes on the overhead as students take their own notes.
5. Have two or three students now read the poem aloud to get the "feel" of it. Continue the process by paraphrasing the poem, translating it into everyday words.
6. Contemplate the poem for meaning beyond the literal. Find use of poetic devices.
7. Observe both the speaker's and the poet's attitude. Is the speaker the poet?
8. Does the poem "shift" in mood, attitude, or tone?
9. Examine the title a second time to see how accurate your original interpretation was.
10. Determine the theme, what the poet is trying to say.

DAY TWO

1. Respond to/discuss today's journal topic.
2. Review TP-CASTT terms in relation to the Dylan Thomas poem.
3. Divide the class into groups for continuation of this process with the other two poems, "Mending Wall," and "Theme for English B."
4. Divide into as many groups as you need even though there are only two poems. It is fine if more than one group has the same poem.
5. Assign each group one of the two poems to analyze, as they now know how to do. Give them the rest of class for this process. They will follow the TP-CASTT process you explained yesterday.

DAY THREE

1. Respond to/discuss today's journal topic after time for response.
2. Assign each of yesterday's group part(s) of TP-CASTT to now prepare for the rest of the class.
3. After each group prepares a transparency over its part of the process, groups share segments with the rest of the class.
4. All students take notes over the poem their group did not critique.
5. Give students background information on Frost and Hughes after reviewing what they already know.
6. Show/discuss other poems by these poets. You might review the 7th grade Core poems: "Fire and Ice" and "Nothing Gold Can Stay" by Frost and "The Negro Speaks of Rivers," "Harlem," and "Life is Fine" by Hughes.

- E. *Evaluation/Assessment*
 - 1. Possible quiz over these poems.
 - 2. Possible compare/contrast writing assignment
 - 3. Timeline on all poets covered thus far

Lesson Seven: Class recitation one more time

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. Students will appreciate how memorization and recitation of poetry can aid in self-expression and self-confidence.
 - 2. Lesson Content
 - a. Poem – “My Heart Leaps Up” (William Wordsworth) (*Realms of Gold*)
 - 3. Skill Objectives
 - a. The student will present dramatic interpretations of poems to communicate.
 - b. The student will use effective rate, volume, pitch, and tone for the audience and setting.
- B. *Materials*
 - 1. Each student’s copy of the recitation poem.
 - 2. Gradebook or index card for recitation grade.
- C. *Key Vocabulary* – none
- D. *Procedures/Activities*
 - 1. Discuss today’s journal topic after time for response.
 - 2. Review recitation procedure. You will again recite first, followed by each student. Students will be much more comfortable this time.
- E. *Evaluation/Assessment*
 - 1. The recitation grade can again be given immediately. The poet/title are worth 5 points; each word is worth approximately 2 points.

Lesson Eight: Did he or did he not write poetry? She definitely did!

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. Students will understand how a poet’s perspective or point of view affects his/her message.
 - 2. Lesson Content
 - a. Poems – “Sonnet 18” and “How do I love thee” (Shakespeare and Elizabeth Barrett Browning) (*Realms of Gold*)
 - 3. Skill Objectives
 - a. The student will determine the purpose for listening such as to gain information, to solve problems, or to enjoy and appreciate.
 - b. The student will read classic and contemporary works.
 - c. The student will describe mental images that text descriptions evoke.
 - d. The student will recognize the distinguishing features of genres.
 - e. The student will describe how the author’s perspective or point of view affects the text.
 - f. The student will offer observations, make connections, react, speculate, and raise questions in response to text.
 - g. Students will compare/contrast time periods, styles, formats, and points of view of various poets.
 - h. Students will be able to use poetry as an outlet for expressing their innermost feelings.

- B. *Materials*
 - 1. Overhead projector
 - 2. Prepared transparencies of both poems
 - 3. Background information on Shakespeare and Elizabeth Barrett Browning
 - 4. Memory Work Packets containing both poems
- C. *Key Vocabulary* –
 - 1. sonnet – a 14-line poem, usually in iambic pentameter with fixed rhyme – usually a love poem
- D. *Procedures/Activities*
 - 1. Respond to today’s journal topic.
 - 2. Introduce/discuss the sonnet as a type of poetry.
 - 3. Ask students what they may already know about Shakespeare; give them your additional notes.
 - 4. Read/discuss “Sonnet 18,” pointing out use of poetic techniques students have studied.
 - 5. Ask students what they may know about Elizabeth Barrett Browning; give them your additional information.
 - 6. Read/Discuss “How do I love thee,” pointing out use of poetic techniques students have studied.
- E. *Evaluation/Assessment*
 - 1. Compare these two poets and their work with either a quiz or writing assignment.

Lesson Eight (Part Two): Telling a story the poetry way

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. Students will understand how a poet’s perspective or point of view affects his/her message.
 - 2. Lesson Content
 - a. Elements of Poetry – narrative
 - b. Poems – “How They Brought the Good News from Ghent to Aix” Robert Browning
 - 3. Skill Objectives
 - a. The student will determine the purpose for listening such as to gain information, to solve problems, or to enjoy or appreciate.
 - b. The student will describe mental images that text descriptions evoke.
 - c. The student will read classic and contemporary works.
 - d. Students will compare/contrast periods, styles, formats, and points of view of various poets.
- B. *Materials*
 - 1. Overhead Projector
 - 2. Prepared transparency of “How They Brought the Good News from Ghent to Aix” (*Realms of Gold*)
 - 3. Elements of Poetry (Appendix B)
 - 4. Types of Poems/How Poems Work (Appendix C)
 - 5. Classroom set of today’s poem
 - 6. Background information on Robert Browning
- C. *Key Vocabulary* (*Realms of Gold*)
- D. *Procedures/Activities*
 - 1. After time for response, discuss today’s journal topic.
 - 2. Introduce/distribute copies of today’s poem.

3. Point out that this is a narrative poem, one that tells a story. After reading the poem a couple of times, have students determine the use of poetic devices from Elements of Poetry/ How Poems Work.
4. Have students sequence the poem, arranging the main events in chronological order.
5. Discuss other narrative poems they may have read. (“The Cremation of Sam McGee” from 7th grade CORE.)

E. Assessment/Evaluation

1. Choose another narrative to arrange sequentially.

Lesson Nine: Carl Sandburg brings the past into our present

A. Daily Objectives

1. Concept Objectives
 - a. Students will understand and appreciate how a poet’s message is conveyed through the use of various poetic techniques/devices.
2. Lesson Content
 - a. Poems – “Chicago” Carl Sandburg (*Realms of Gold*)
 - b. Carl Sandburg
3. Skill Objectives
 - a. The student will determine the purpose for listening such as to gain information, to solve problems, or to enjoy and appreciate
 - b. The student will describe mental images that text descriptions evoke.
 - c. The student will read classic and contemporary works.

B. Materials

1. Overhead Projector
2. Prepared transparency of “Chicago”
3. A class set of copies of “Chicago”
4. Elements of Poetry (Appendix B)
5. How Poems Work/Types of Poems (Appendix C)
6. Background information over Carl Sandburg

C. Key Vocabulary

- a. wanton – reckless, malicious
- b. destiny – fate

D. Procedures/Activities

1. After time for response, have students discuss attributes of their city.
2. Review what students might know about Carl Sandburg and his poetry. Give background information on him.
3. Introduce/distribute copies of “Chicago,” one of his most famous works.
4. Note the format of the poem and note the use of 2nd person point of view.
5. After students read the poem two to three times, ask for and define unfamiliar words.
6. Determine clues throughout the poem that portray the city of Chicago as it was in probably the 1920s.
7. Find any literary elements, etc., as you analyze.
8. Conclude that the city, though violent and brutal, remains proud and does what is required to keep going.
9. If time permits, show other Sandburg poems.

E. Evaluation/Assessment

1. Have students finish their journal poems about their city, focusing on its major characteristics. Each poem must mention two specific details about the city.
2. For an overall unit assessment, a possible test over all terms, poets, and poems. This test would count two grades.

VI. CULMINATING ACTIVITY CHOICES

A. *It's Show Time*

Now that the students understand the narrative poetry form, either assign or let them choose a group. Using the Core poems “Mr. Flood’s Party” (Edwin Arlington Robinson) and “Lucy Gray, or Solitude” (William Wordsworth) (Realms of Gold) and any others you choose, have students first analyze their poem in their group. They are to “retell” the story, find any poetic devices, determine rhyme, rhyme scheme, etc. This process will probably take one day and part of a second day. The remainder of the second day can be spent planning how to present this poem to the rest of the class. With a few guidelines from you, the students themselves can “perform” their poem. Possibilities: acting out the poem, drawing the poem, preparing a news report over the poem. Brainstorm with the class about possible presentations. This preparation for the presentation would take a third day, and the fourth day would be spent with the presentations. You could design a rubric for a grade(s) or this performance could be for parents, the school, etc. This activity is also a good assessment of knowledge learned in this unit.

B. *The Two Poem-Quilt*

Students love the two-tone poem as it gives them an opportunity to think about and express themselves and their feelings. You can do this activity individually or combine all the poems in the class and make a “quilt” out of whatever materials you choose: butcher paper, actual material, the board or wall, etc. Directions for the two-tone poem follow:

TWO-TONE POEM: Often a color reflects your feelings – sometimes positive – sometimes not so positive. Depending upon your mood, what “color(s)” are you? With the two-tone poem format, you choose colors that describe you at certain times.

Line 1: Describe the first color – you on a really good day

Line 2: Tell how that color makes you feel

Line 3: Elaborate a bit more about how that color makes you feel

Line 4: Tell how that color makes you react to your environment

Line 5: Describe the second color – you when things are not going so well

Line 6: Tell how that color makes you feel

Line 7: Elaborate a bit more about how that color makes you feel

Line 8: Tell how that color makes you react to your environment

Line 9: Describe the color you are right now, as you writing this poem

Line 10: Tell how that color is affecting you

EXAMPLE

Red and Gray

Some days I am firecracker red
Full of energy
And smart remarks,
Like a wild bull, ready to attach the world!

Other days I am faded gray –
Rumpled and crumpled,
Careless and useless,
Soggy and sleepy and all worn-out.

But watch out folks,

Today I am tie-dye; I am capable of almost anything

Brainstorm “colors” that people can be, mediums for the poem, tools to use to prepare the poem. Your poem will be 6” x 6” on any realistic medium you choose. You will want to include some artwork/visual with your poem. You will also want to use some poetic devices in your poem. This could be a homework assignment, or you could take class time. If you take class time, you will need materials for the students although they could also bring whatever they wanted. Possibilities: construction paper, paper sacks, stationery, wrapping paper, glue, scissors, markers, stickers, magazines for art, ribbons, etc. Even the guys like describing themselves this way.

C. *Research activity*

If your unit is long enough, you might want to do a research activity. This research can be done in so many ways. Schools in Texas have access to the Gale Database through the library; you might check to see if this is available to you. This is a great source for poetry. Once you have clicked onto this database, you will see that Poetry is a major part. Clicking onto Poetry you will find a List of Poets. After choosing a poet, you will be able to find background information on that poet in addition to at least one poem by him/her. For each poem on this site you will find the following: overview, construction, criticism and questions. It takes only a few minutes to print everything about a certain poet. You can assign poets or have students choose - not any poet we have focused on already. When each student has his/her poet packet, as I call them, the possibilities are endless, using all the knowledge the students now have through their study of poetry. Students can prepare a written research paper, a booklet, an oral presentation, etc. This database is great because poets from all different time periods are on it, from long ago to present day. You can also compare/contrast the poets on the Gale Database.

If you do not have access to this information, there are still numerous web sites if you want to do any research activity involving poets and their work.

VII. HANDOUTS/STUDENT WORKSHEETS

Appendices A – D

VIII. BIBLIOGRAPHY

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APPENDIX A – JOURNAL TOPICS

- Lesson one** I think poetry is... (write about one – half page)
- Lesson two** Compose a one-stanza, four-line poem with AABB rhyme scheme about your favorite sport.
- Lesson three** I am like/unlike Emily Dickinson in that... (about one-half page)
- Lesson four** Compose a simile about your age. Ex: Being _____ is like _____.
Now change your simile into a metaphor.
- Lesson five** Looking through the Memory Work Packet, choose a poem that you think you could memorize easily. Explain in about one-half page.
- Lesson six** (Day One) Begin a limerick about your locker.

(Day Two) If you wrote a special poem to someone important in your life, to whom would you write? What would your message be?

(Day Three) Begin turning yesterday's message into a free verse poem.
- Lesson seven** Write today's recitation poem for practice.
- Lesson eight** So far, what poet are you most UNLIKE? Explain in a one-half page essay.
- Lesson nine** Try a five-line poem about Lubbock (your city). What are its outstanding features?

APPENDIX B – ELEMENTS OF POETRY

IMAGERY concrete details that appeal to the sense of sight, sound, touch, smell, and taste, or to internal feelings

ONOMATOPOEIA the use of words whose sounds suggest their meaning or use
Examples: Screech Pop Wham

ALLITERATION repeated consonant sounds at the beginning of words or within words (tongue twisters) Example: maggie and milly and molly and may

ASSONANCE repetition of vowel sounds in stressed words or syllables
Example: many manned mansions

METAPHOR an implied comparison between two relatively unlike things
Example: Her eyes were the stars in the sky

SIMILE a comparison between two unlike things using like or as
Example: Your eyes are a blue lagoon

ALLUSION a reference to something historical or literary – background knowledge is necessary to understand the reference
Example: She was another Helen

APPENDIX C – HOW POEMS WORK/TYPES OF POEMS

- METER** the measured arrangement of words in poetry
- RHYTHM** a series of stressed and unstressed sounds
- RHYME SCHEME** determining the similarity of end sounds using alphabetical lettering that changes with each new sound
- END RHYME** end words that share a sound
- STANZA** a division of a poem, similar to a paragraph
- REFRAIN** phrase or verse repeated at intervals throughout a song or poem
- FREE VERSE** no regular pattern of stressed or unstressed syllables

TYPES OF POEMS

- NARRATIVE** a poem that tells a story “The Cremation of Sam McGee”
- BALLAD** a narrative poem often of folk origin intended to be sung – simple stanzas – usually with a recurrent refrain
- LYRIC** poetry that expresses subjective thoughts and feelings often in songlike form
- SONNET** a 14-line poem, usually in iambic pentameter with fixed rhyme – usually a love poem
- VILLANELLE** originally a French type of poetry – first used as a trivial expression of love for someone
- TERSET** a unit of three lines of verse
- LIMERICK** a humorous nonsensical verse of five lines with AABBA rhyme scheme
- HAIKU** unrhymed Japanese verse of three lines, with 5,7,5 syllables correspondingly

APPENDIX D – MEMORY WORK GUIDELINES

1. Your memory work recitation counts as two (2) grades for THIS six weeks.
2. Choose your grade based on the number of lines you wish to recite.
3. Recitation can be done before school, during passing periods, or after school. If you need a pass for any of these times, write one out and I will sign it.
4. You DO NOT have to recite all the poems at the same time.
5. You MUST bring your copy of the poems when you recite. Your copy is what I make my marks on for grading purposes.
6. You may begin reciting _____. The last day is _____.
7. A maximum of twenty (20) lines can be said by any one person the last day after school. At 4:00 o'clock on that day, memory work is a done deal.
8. No recitation will be accepted after that time. Your grades will be based on the number of lines you have said and how well you have said them.
9. MANDATORY POEMS: ONE of the four Core poems. You may choose from “Do Not Go Gentle into That Good Night,” “How Do I Love Thee? Let Me Count the Ways,” “Ozymandias,” or “The Gift Outright.” Your other lines may be come from a combination of any of the other poems. You may earn 10 extra credit points for reciting a second CORE poem
10. HINT: DO NOT WAIT UNTIL THE LAST DAY; YOU WILL NOT BE HAPPY WITH YOURSELF.

GRADE OPTIONS:	90-100	75 LINES
(This is for Pre-AP)	89-90	60 LINES
	75-59	40 LINES
	70-74	30 LINES

DUE _____ (about 2 days) You will hand in a 3x5 index card with your name at the top. Below your name list the title of each poem you plan to memorize. Adjacent to the title put the number of lines in that poem. Total your number of lines. *****You can change your mind if you need to. This is a tentative plan. I will keep your index card. You will also turn in your poetry packet with this same information so that you and I will both know your status.

*****As students recite, I initial the poem(s) said. I make a mark for each mistake or underline a line if I have time. Each error counts off very little. Students who complete the assignment should have two good grades. Somehow my poetry unit always ends up being at least six- weeks; that gives the students plenty of time for the memory work and a research project.