Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

INTRODUCTION TO



This quarter you will study various poems in depth. This unit has several objectives:

1. Deepen understanding of the elements of poetry including metaphor, simile, personification, etc.
2. Introduce and use the *TPCASTT* method for analyzing poetry.
3. Provide practice analyzing poems with this method in a variety of styles from a variety of poets.
4. Expand on the ability to write analytically about poetry.
5. Write original poetry based on the poetry studied.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Before  Lesson | | | | | After  Lesson | | | | |  |
| **Introduction to Poetry Unit--SSA**  **College and Career Readiness Standards:**  RL.12.4 Determine meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone.  RL.12.10—Read and comprehend complex literature (including poems) independently and proficiently.  W.12.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  L.12.5—Develop an understanding of figurative language, word relationships, and nuances in word meanings. | New to Me | | Heard of It | Know It | Can teach It | New to Me | | Heard of It | Know It | Can teach It |  | |
| Objective 1: I can identify the elements of poetry (rhyme, meter, metaphor, simile, allusion, personification, tone, etc.) and analyze and appreciate their function in a poem. |  | |  |  |  |  | |  |  |  |  | |
| Objective 2a: I can use close reading skills to annotate a poem to uncover its layers of meaning by: examining the title, paraphrasing the poem in my own words, interpreting poetic elements (metaphor, simile, etc.), and understanding how tone and audience contribute to the poem’s meaning, analyzing shifts in tone/mood or sound. |  | |  |  |  |  | |  |  |  |  | |
| Objective 2b: I can craft a statement of theme for a poem that delves into the deeper meaning of the poem. |  | |  |  |  |  | |  |  |  |  | |
| Objective 3: I can write analytically about poetry, citing strong evidence and poetic elements from the poem to support a theme statement. |  | |  |  |  |  | |  |  |  |  | |
| Objective 4: I can craft original poetry in a variety of styles and employ poetic elements and techniques effectively. |  | |  |  |  |  | |  |  |  |  | |

How will you be graded?

Weekly mapped and annotated poems w/vocab and text-based questions: 50% of total unit grade

Weekly poetry quizzes: 25% of total unit grade

Essays/other projects: 25% of total unit grade

(SEE ANNOTATION RUBRIC ON BACK OF HANDOUT)

POETRY UNIT ANNOTATION RUBRIC

|  |  |
| --- | --- |
| Score | Annotations/Text-based questions |
| 4 (A+) | * Demonstrates thorough understanding of the poem. * Engages with the text and shows the “process” of reading * Frequent annotations that that accomplish the following goals:   -- essential ideas (comprehension/knowledge)  --defines unfamiliar terms (application)  --connects ideas to other readings/ideas  (synthesis/evaluation)  --asks questions/makes personal connections  (synthesis, analysis, evaluation)   * Responds thoroughly and thoughtfully to text-based questions. |
| 3 | * Demonstrates understanding of poem and engages in the material. * Has many of the qualities of the 4-point score, but doesn’t push far enough to remain at the upper levels of cognition: Annotations may be fewer or more superficial. |
| 2 | * Relies primarily on generalities; reveals thinking processes that remain at lower levels of cognition (knowledge, comprehension, application), rather than the upper levels (analysis, synthesis, evaluation). * Remains vague/unclear * Shows a minimal amount of effort/understanding * Has very few annotations |
| 1 | * Very minimal to complete lack of effort to understand the reading material |
| 0 | * Did not complete the assignment; cannot be assessed |

Quizzes will be (5) points each and will be scaled to a 4 point rubric.

4-5 correct = 4pts.

3 correct = 3 pts.

2 correct = 2 pts.

0-1 correct = 1 pt.

Writing assignments and other poetry-related projects will be scored on a 4-point rubric appropriate for each.