

Eighth Grade Poetry Unit
November 3, 2008 to December 9, 2008
(19 Instructional Days)

- I. **Goals and Outcomes**
 - a. Students will be able to speak comfortably in front of the class
 - b. Students will understand different forms of poetry
 - c. Students will identify and analyze figurative language in poetry
- II. **Purposes or Performance Objectives**
 - a. With a partner, students will recite a Shel Silverstein poem of at least four stanzas in front of the class to build oral language skills.
 - b. Students will analyze poems by line for elements of style (rhyme scheme, stanza variation, tone, mood, etc.) and figurative language (simile, metaphor, hyperbole, personification, onomatopoeia, etc.)
 - c. Students will respond to short answer questions comparing two poems of the same genre. Students will do this for each genre covered, with the exception of epic.
- III. **California Standards Addressed in this Unit**
 - R3.1 •Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).
 - R3.6 •Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.
 - SA2.5 •Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.
- IV. **Literature**
 - a. Ballad: *Strange fits of passion have I known*, William Wordsworth & *Dream On*, Aerosmith
 - b. Lyric: *Mother to Son*, Langston Hughes & *The Boys of Summer*, Don Henley / The Ataris
 - c. Epic: *Casey at the Bat*, Ernest Lawrence Thayer
 - d. Elegy: *Funeral Blues*, W.H. Auden & *Last Kiss*, Pearl Jam
 - e. Ode: *Mi Madre*, Pat Mora & *My Hero*, Foo Fighters
 - f. Sonnet: *Sonnet 18*, William Shakespeare & *Untitled Sonnet*, C.S. Lewis
 - g. Various Shel Silverstein poems for student memorization and recitation.
- V. **Writing**
 - a. Students will complete short answer questions to analyze different forms of poetry.
- VI. **Oral Language**
 - a. Students will recite a poem with a partner as a class presentation.
- VII. **Student Achievement Targets and Assessment Tools**
 - a. Achievement Targets
 - i. Students will pass the unit test with a 70% or better
 - b. Assessment Tools
 - i. Oral Language Rubric for Partner Presentations
 - ii. Formative Quizzes: Poetry Terms & Types of Poetry
 - iii. Unit Test
- VIII. **Daily Lesson Plans**
 - a. See specific plan for daily details
 - b. Overview
 - i. Day 1: Poetry terms and elements worksheet
 - ii. Day 2: Poetry terms and elements worksheet
 - iii. Day 3: (min. day) Assign partner project
 - iv. Day 4: Poetry terms and elements worksheet
 - v. Day 5: Poetry terms quiz and types of poetry notes
 - vi. Day 6: Sonnets
 - vii. Day 7: (min. day) Elegy 1 and partner project practice
 - viii. Day 8: Elegy 2 and comparison
 - ix. Day 9: Quiz on types of poetry and lyric 1
 - x. Day 10: Lyric 2
 - xi. Day 11: Partner presentations and lyric comparison