**Understanding by Design Unit Template**

|  |  |  |  |
| --- | --- | --- | --- |
| **Title of Unit / Big Idea** | Poetry and Intertextual Study | **Year** | Year 11 |
| **Curriculum Area** | English | **Time Frame** | 6 Weeks |
| **Developed By** | Emma Chislett |
| **Identify Desired Results**  |
| **Performance Standards** |
| Knowledge and Understanding * Detailed knowledge and understanding of ideas and perspectives explored in a diverse range of texts.
* Extensive knowledge and understanding of the variety of language features, stylistic features, and conventions authors use to make meaning.

Comprehensive knowledge and understanding of ways in which texts are created for a range of purposes and audiences.Analysis* Perceptive evaluation of the complex relationship between purpose, audience, and context and how they shape meaning.
* Insightful analysis of how language features, stylistic features, and conventions combine to influence readers in various text types.
* Analysis of complex intertextual connections between different texts.

Application* Fluent and precise writing and speaking.
* Sophisticated use of appropriate language features, stylistic features, and conventions for a range of audiences and purposes.
* Detailed and appropriate use of evidence from texts to support conclusions, with textual references integrated into responses
 |
| Learning Objective |
| Students will be able to analyse and interpret poetry, understand poetic devices and techniques, and develop an appreciation for poetry as a form of literary expression. Students will begin to recognise intertextual ideas between 2 or more texts.  |

|  |
| --- |
| **Assessment Evidence**  |
| **Performance Task Description** |
| ***Summative:*** Multimodal Presentation: Students select a poem from the anthology and produce a multimedia style presentation reflecting the ideas, values and beliefs of the poem followed by an explanation.Intertextual Study: Using a poem’s ideas, setting and characters (if applicable), transform the poem into a narrative text, which can either be in a traditional or non-traditional form. In addition, produce a writer’s statement explaining how your narrative draws on your chosen poem. – Introduced but not completed in the 6 weeks. ***Formative:*** Creation of poems Collaborative Analysis of poemsClass Discussion Class ‘Mind Map’ |
| **Learning Plan**  |
| **Week 1)** Introduction to Poetry | * Definition and purpose of poetry
* Historical background of poetry (e.g., ancient poetry, medieval poetry, modern poetry)
* Different forms of poetry (e.g., sonnets, haikus, free verse)
* Poetic devices and techniques (e.g., imagery, metaphor, simile, personification, alliteration, rhyme)
* Poetic Genres
 |
| **Week 2)**Analysis of Poetry  | * Analysing poetry through close reading
* Identifying and interpreting poetic devices and techniques
* Analysing the tone, mood, and theme of a poem
* Comparing and contrasting different poems
* Introduction of summative assessment
 |
| **Week 3)**Continuing Analysis of Poetry **Summative Assessment Draft** | * Analysing different poetic genres (e.g., love poetry, nature poetry, social justice poetry)
* Understanding the history and significance of different poetic genres
* Analysing poems within specific genres
* **Continued work on summative assessment – multimodal presentation.**
 |
| **Week 4** | * Focused work on analysis – highlighted as an area that yellow class need to work on.
 |
| **Week 5** | * Analytical and revision work as needed.
* Missing bulk of lessons due to school and year level events.
 |
| **Week 6**  | * Introduction of intertextual study
* What is an intertextual study? Creating intertextual ideas amongst texts
* Demonstration of intertextual study – film and poem, 2 different texts etc
* Comparing 2 texts
 |

|  |
| --- |
| Lesson StructureYellow Class: Period 4/5 Tuesday Blue Class: Period 1/2 Wednesday Duration: 90 minutesObjective: Students will be able to define poetry, understand the elements of poetry, and appreciate poetry as a form of literary expression.Notes for differentiation/case study in red.LC refers to case study student – Dyslexia, First Nations, Overwhelmed easily by large amounts of workZF refers to case study student – neurotypical, no learning needs, focus on enrichment |
| IntroductionPoetry Anthology and techniques booklet handed out | ADMIN 15-20 minutes (pre-assessment)Begin by asking the class what they know about poetry. Encourage them to share their thoughts and experiences with poetry. **Create brain map?**Introduce the topic of the lesson and its objective.Watch <https://www.youtube.com/watch?v=JwhouCNq-Fc&t=131s> if intro runs shorter than 10 minutes \*Differentiate for Dyslexia by altering printed materials (LC) |
| Body of the Lesson | Define poetry and discuss its purpose as a form of literary expression. **10 minutes*** + Go through PowerPoint
	+ Various students overwhelmed by large amounts of information, chunk the PowerPoint out to make it less overwhelming (LC and other students).

Identify the elements of poetry, including form, structure, rhyme, meter, and imagery. **15 minutes*** + Poetry techniques PowerPoint accompanied by handouts.
	+ As above, breaking down information into smaller portions.
	+ Give students an opportunity to break from powerpoint and discuss examples to make work less overwhelming.

Read and analyse a ‘Introduction to Poetry' by Billy Collins as a class, using the elements of poetry to guide the analysis. **20 minutes*** + Explicit teaching
	+ Discuss the tone, mood, and theme of the poem, and how they contribute to the overall effect of the poem.
	+ Ask students to identify poetic devices and techniques used in the poem (e.g., metaphor, simile, personification, alliteration).
	+ **Yellow class need to be encouraged to do it for themselves**
	+ Everyone write notes, used for next class. Give poem as handout.
	+ LC provided with altered printer materials or digital\*\*
	+ Read aloud so that LC does not miss content due to difficulty reading.
 |
| Conclusion | Summarize the key points covered in the lesson and encourage students to reflect on what they have learned.End the lesson by asking students to share their thoughts on how poetry can be a powerful form of expression. |
| **Assessment:**Informal assessment through class discussion and participation |
| **Materials:**Online resources on poetryAnthologies of poetry from different genresHandouts with examples of poetic devices and techniques. |

|  |
| --- |
| Lesson StructureYellow Class: Blue Class: Duration: 45 minutesObjective: Students will be able to define poetry, understand the elements of poetry, and appreciate poetry as a form of literary expression.Notes for differentiation/case study in red.LC refers to case study student – Dyslexia, First Nations, Overwhelmed easily by large amounts of workZF refers to case study student – neurotypical, no learning needs, focus on enrichment. |
| Introduction | ADMIN |
| Body of the Lesson | * Recap techniques – what do they mean etc – 5 minutes
* Assign a small group activity where students will read a poem and identify the elements of poetry and present their analysis to the class. **20 minutes**
	+ Literature Circles – differentiated by interest or tiered planning
	+ LC able to choose based on comfort level (influenced by interest).
	+ ZF able to advance by utilising tiered planning to offer different levels of difficulty
	+ Focus on higher level thinking skills: author’s intent, writing style, characterisation, etc.
	+ **Gauge ability to analyse deeper meaning**
 |
| Conclusion | Summarize the key points covered in the lesson and encourage students to reflect on what they have learned. |
| **Assessment:**Informal assessment through class discussion and participation |
| **Materials:**Online resources on poetryAnthologies of poetry from different genresHandouts with examples of poetic devices and techniques. |

# Lesson 3

Yellow Class: Period 4/5 Friday

Blue Class: Period 6/7 Friday

Duration: 90 minutes

Objective:

### Introduction (10 minutes):

ADMIN

### Body (65 minutes):

* Define poetry genres and how they differ **15 minutes.**
* Read ‘A Martian sends a Postcard Home’ as a class **20-25 minutes.**
	+ Before we discuss this, complete the picture activity
	+ Students are given a series of pictures that relate to the stanzas in the book. Students are asked to match up the picture and the stanza/lines.
	+ Talk about the ideas of the text, the background of some of the metaphors, metonyms etc
* Create a poem **20 minutes.**
	+ In AMSAPH, the author describes everyday objects as if they are being viewed by a martian/alien. Think about Cardijn College and all the amazing things we are fortunate enough to have access to.
	+ Think like an alien and describe one thing at Cardijn in as much obscure detail as possible – minimum 3 lines per stanza.

### Wrap-Up (15 minutes):

* Share stanzas as a class **10 minutes.**
	+ Other students guess what the student is describing.

**Assessment:**

Informal assessment through class discussion and participation.

Assessment of ability to write using metaphor and other poetic devices

**Materials:**

Online resources on poetry

Anthologies of poetry from different genres

Handouts with examples of poetic devices and techniques.

# Lesson 1 Week 2

Yellow Class:

Blue Class:

Duration: 90 minutes

Objective:

### Introduction (10 minutes):

ADMIN

### Body (65 minutes):

* Focus on Tone/Mood – **15 minutes**
	+ Brainstorm what types of moods and tones we might see in poems.
	+ How does tone affect the reader?
* Introduction to Analysing Poetry **20 minutes**
	+ What do we look for? How do we draw meaning?
	+ How do we write about analysis? What, How and Why? Page 3 of Poetry Guide
	+ Use example from anthology, do it as a class
* Close Reading **30 minutes.**
	+ Provide structure similar to the F451 table provided by GZ.
	+ Students analyse the poem in groups (2-4 people per group.)

### Wrap-Up (10 minutes):

Students share their analysis of the poem, hand up worksheets.

**Assessment:**

Informal assessment through class discussion and participation.

Assessment of ability to write using metaphor and other poetic devices

**Materials:**

Online resources on poetry

Anthologies of poetry from different genres

Handouts with examples of poetic devices and techniques.

**Lesson 2 Week 2**

**Duration: 45 Minutes**

**Admin (5 minutes)**

Recap analysis – what, how, why method (5 minutes)

Body of the lesson – 30 minutes

* Meter and Rhythm
	+ Watch <https://www.youtube.com/watch?v=I5lsuyUNu_4> – 5 minutes
	+ Go over powerpoint on meter and rhythm – supply handout – 20 minutes
	+ Read a poem and try to identify the meter – clap it out

Lesson 3 Week 2

90 minutes

### Introduction (10 minutes):

ADMIN

Recap Meter and Ryhtmn – try a clap it out poem again

### Body (65 minutes):

* Comparing two different poems 35 minutes
	+ The next step of analysing
	+ , Wilfred Owen in *Dulce Et Decorum Est* and Rupert Brooke in *The Solider*
	+ Get one group to analyse one, one to analyse the other and then come together to discuss the juxtaposing views.
* Creating poetry – 20 minutes
	+ Paint chip poems
	+ Student are given a “prompt” in the form of a paint sample card. Students use the name and colour to write a short poem.
	+ Share poems.
	+ Students are able to show their understanding of the techniques by putting them into action. The better the students understand how to apply the techniques, the more they’ll understand about what they mnean to the reader
* Introduce the summative assessment **10 minutes.**

### Wrap-Up (15 minutes):

* Share poems as a class **10 minutes.**
	+ Ask students to hand up poems – make a book of class poems.

**Assessment:**

Informal assessment through class discussion and participation.

Assessment of ability to write using metaphor and other poetic devices

**Materials:**

Online resources on poetry

Anthologies of poetry from different genres

Handouts with examples of poetic devices and techniques.