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| Language Arts 9 Unit Overview - Poetry  |  | | --- | |  | | | |
| Unit Name: | Poetry | |
| Duration: | 3 Weeks | |
| Project Idea: | Students will create a novel portfolio. There are a set of deliverables that students must create and finish by the deadline in three weeks. See Appendix A for details | |
| IRP Standards: | Read, both collaboratively and independently, to comprehend a variety of literary texts, including (8/9)  – literature reflecting a variety of times, places, and perspectives  – literature reflecting a variety of prose forms  – poetry in a variety of narrative and lyric forms  – significant works of Canadian literature (e.g., the study of plays, short stories, poetry, or novels)  – traditional forms from Aboriginal and other cultures  – student-generated material  Independently select and read, for sustained periods of time, texts for enjoyment and to increase Fluency  During reading and viewing, select and use a range of strategies to construct, monitor, and confirm meaning, including  – predicting, questioning, visualizing, and making connections  – making inferences and drawing conclusions  – differentiating main ideas and supporting details  – summarizing  – using text features  – determining the meaning of unknown words and phrases  – self-monitoring and self-correcting  After reading and viewing, select and use a range of strategies to extend and confirm meaning, including (8/9)  – responding to text  – asking questions  – reviewing text and purpose for reading  – making inferences and drawing conclusions  Summarizing, synthesizing, and applying ideas | |
| 21st Centuary Skills Assessed and taught  (will be used for effort assessment) | - Collaboration  - Communication (0ral Presentation)  - Critical Thinking | |
| Major Products and Performances | Group: | Partnered or group creation of a computer-based interpretation of a poem. |
| Individual: | A combination of a) Original creation of poems b) interpretation of poems using c) oral in the form of a poetry slam |
| Entry Events/Lessons | Day 1 | Show students what is poetry in the modern world. Introduce a song and video and actively ask students to help interpret the song and video.  Introduce poetry slams with video clips from two or three of my favorites |
| Day 2 | Interpret another favorite song and allow students to guess what the video will look like  Introduce the assignment to student (Appendix A)  Show examples of work created in previous years  Give student time to work on their assignments |
| Intermittently | Teacher will direct the class with songs for students to interpret and visual what the video looks like |
| Poetry slam (Last three days of the unit) | To prepare for the poetry slam, Ss will need to finish their poem and practice. One of the practices will occur in front of a camera where they will then critique themselves. |
| Project time line | Week 1 | Introduce the poetry unit and give students time to work |
| Week 2 | Students will complete all the deliverables for their project. The teacher will provide supervision and feedback and inquire where their project is at |
| Week 3 | Submit all deliverables and practice for the poetry slam. The poetry slam will occur on the last day of the unit |
| Reflection methods | - Self and peer evaluation  - After watching the video of themselves, There will be a whole class discussion. | |

# Appendix A – The Assignment as Posted on the Wikipage

This unit is about rediscovering the beauty, imagination and awesomeness of poetry. I want this to be relevant to you and how we see poetry today. It's not necessarily about Haiku, Shakespeare, and rhyming, but whatever you want, in a form that you want. Consider this contemporary (meaning belonging to this time period) poetry.  
Assessments:  
As with all units there are speaking, listening, reading and writing components. Each one is important and each one has the potential to be marked (actually, all of this is probably going to marked in some way)

1. You will create three publishable poems. This may be of any length and represents something that is meaningful to you. After the poem, please write what your poem means and why it was important for you. Both the poem and the write up are important so please do not write only a few words with very little meaning. Please feel free to be as creative as you wish. You can create this poem in any way including song, video, art or just about anything. This will have to be different than the symbolism poem below.

-An oral poem (in the style of a poetry slam) - The length of this poem is necessarily long. You will present this poem on poetry slam day. At that time I will mark your poem. Length: 2-3 minutes.

- Symbolism Poem - This poem needs to have a written and an artistic component to it. The artistic part could be a picture, an animation, a sculpture or whatever. The artistic part is the interpretation of the poem. Instead of writing what the meaning is, use artistry to do so. This may be partnered if you wish. However, please know that if there are two of you creating this, the work must be even and the quality should show double the effort.

2. Interpretation

- You (and a partner, if you so wish) are to create a computer-based interpretation of a poem. You may interpret the poem using a combination of symbols and words. The length and poem are up to you.

- Interpret a favorite song/poem- Written explanation. The key idea here is to explain all the symbols, metaphors and ideas. Please tell me why this poem has meaning for you

-A written in-class assessment towards the end of the unit. Most likely, I will give you a favorite song/poem of mine.

3. Oral/Listening You will read your poetry slam poem day. Three days before poetry slam day, students will need to submit their poem to the teacher to inspect. You will then have three days to practice, one of which will be in front of a camera. Students will then watch themselves on the video and critique themselves. Rubrics to follow.