Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
11th Grade	Language Arts	English Literature Skills 3B	Lesson 15: Reading Poetry

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 Days	Second Semester	Strand 1- K-3 C2 1,3 (phonemic awareness) & 5; Strand1 – 4-8 C4PO3,4,5 and 6(vocabulary) Strand 2 K-8 Focus on Concept 1 PO4 through PO 10 in 8th grade, Comprehending Literary Text , 9th and 10th grade LAHS-S2C1-02

Unit Description

Reading Poetry is delivered as an independent, self-paced, computer-based course. Students use A+ NYWHERE LEARNING SYSTEM *(A+LS™)* for lesson instruction and activities. Although this course and unit are intended to be taken as an independent, self-paced program, teacher involvement is built into the lesson sequence. This allows the language arts instructor to check student understanding and perform formative assessments to ensure the student is able to master the standards on the summative assessment at the end of the unit.

The following topics are covered in this unit:

Students are reintroduced to literary terms and devices generally used in works of fiction. The student will examine poetry in depth, focusing on the selection of figurative language with emphasis upon how the writer uses language to evoke readers' emotions. The student will be able to identify and analyze different elements of figurative language that will lead to an enhanced understanding of this genre of literature. The different elements of figurative language in this lesson include allegory, metaphor, personification, hyperbole, symbolism, allusion, and imagery. The student is provided a mnemonic device AMISHAP for analyzing his or her emotional connections to the poem and explaining the use of literary terms presented in this lesson. The student will be able to identify, analyze, and explain how each literary term is used to evoke emotion within the reader.

After completing this unit, the student will be able to:

- Determine the types of figurative language and structures used in a variety of poetry examples
- Analyze the connotative meanings of words as they are used in the poetry examples
- Explain the impact that figurative language has on the mood of the poem
- Analyze how different elements of figurative language, including allegory, metaphor, personification, hyperbole, symbolism, allusion, and imagery, evoke emotion in a variety of poetry examples
- Infer the emotion the author intends to evoke by using allegory, metaphors, personification, hyperbole, symbolism, allusion, and imagery within a variety of poetry
- Analyze, with assistance of using a mnemonic device, how an author stirs emotion or sets mood in a variety of poetry examples

Strand(s), Concept(s), and PO(s) *List and define the required Strand(s), Concept(s), and PO(s) for each lesson included in this sample.*	Grade 11- LAHS-S2C1-02 Strand 2: Comprehending Literary Text Concept 1: Elements of Literature: Identify, analyze, and apply knowledge of the structures and elements of literature. PO 2: Interpret figurative language, including, [*sic*] personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, and allegory with emphasis upon how the writer uses language to evoke readers' emotions.

Summative Assessment *Describe a cumulative and comprehensive activity that allows students to demonstrate mastery of stated POs. A copy of the summative assessment must be included in the application package.*	The summative assessment is at the end of the unit. This assessment is fill-in-the-blank and short answer response. It measures mastery of Grade 11 - LAHS-S2C1-02. The student will be able to identify, analyze and explain how figurative language is used in poetry. The student will then interpret the meaning of selected phrases within a poem.
Assessment Scoring *Explain how each assessment is scored, to include points per question, total points possible, criteria, and grading scale. Describe rubric, if applicable, to include components being evaluated and the scoring criteria for each. A copy of the answer key and/or scoring rubric must be included in the application package.*	Fill-in-the-blank answers are worth 1 point; short answer response questions are worth 2 or 4 points for each item. The total points available are 50 pts. An answer key is provided. A passing score of 70% must be achieved on the unit test and/or essay to be considered "successfully completed." A score of less than 70% on the summative assessment will result in the student having to retake the test. Grade Breakdown: by percent 90 – 100% = A 80 – 89% = B 70 – 79% = C < 70% = no credit
Materials/Resources Needed *(Include all items for the entire unit.)*	Computer with access to ANYWHERE LEARNING SYSTEM *(A+LS™)*– – Lesson 15 Reading Poetry Examples of Poetry listed in lesson Language Arts Instructor for lesson activity clarification, further explanations, discussion of content, and test proctoring Paper/Pen/Pencil for note taking

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Lesson Instruction Is provided through the study portion of the unit lesson in the *A+LS*™ course. A Language Arts teacher is readily available when the student needs further help.	Introduction (pg. 1) (20 min) • Describe mastery and course expectations. • Describe how poetry interpretation will be focused on meaning, as well as the mood, of the poem. • Generate connections with prior knowledge of poetry arrangement, rhyming and figurative language terminology and how these help evoke certain emotions within a reader. • Review six types of figurative language using the mnemonic AMISHAP • Introduce allegory and provide examples of poems that demonstrate its use. Guided Practice (40 min) • Demonstrate analyzing "Paul Revere's Ride" by Henry Wadsworth Longfellow using the mnemonic AMISHAP. • Infer the meaning of each of the phrases. • Discuss emotion as it is evoked by language and use of literary devices. • Interpret the emotion evoked within each stanza.	Intro/Review (pgs.2-12) (10 min) • Describe the value of form, framework, and organization in poetry. • Describe the process for writing poetry; organizing thoughts and expressing ideas, ideals, emotions and stories. Guided Practice (25min) • Demonstrate the basic organization of poetry including stanza and verse. Examine organization in several examples of poems. • Explain theme as the main idea of the poem. Read, "The Power of the Dog", by Rudyard Kipling, then discuss theme and main idea. • Describe how imagery becomes one of the most important elements in poetry and the importance of figurative language to create a desired effect or feeling. • Demonstrate by using poetry examples how hyperbole, metaphor, personification, symbolism and allegory help create imagery to relate to one or more of the reader's senses. Independent Practice (25 min) • Analyze the mood of "The Raven" by Edgar Allen Poe by using AMISHAP	Intro/Review (pgs. 12-21) (10 min) • Describe how literary forms are developed using patterns and sequencing of rhythm and sound. • Describe a variety of rhyming schemes and patterns Guided Practice (20min) • Practice creating poetry • Provided a list of emotive words, choose three distinct rhyme patterns and copy the form using new words to create 3 "poems." • Choose one of the poems, select emotive words with opposite meanings. Replace with the new words to change the mood for that poem. Independent Practice (30 min) • Using Edgar Allan Poe's "The Bells," and the emotive word list, write a new poem that creates a different mood. • Change language to change the mood. • Using AMISHAP, interpret the emotions the new poem evokes.	Intro/Review (pgs. 22-27) (10 min) • Describe more complex forms of poetry including parallelism, caesura, kenning, allegory and free verse. • Discuss allegory, its relationship to metaphor, and the complex form student's focus on for this unit. Guided Practice (10min) • Practice interpreting both the symbolic and literal meaning found in allegories using poetry examples. Independent Practice (40 min) • Identify which of the seven types of figurative language, using AMISHAP, are found in an excerpt of "The Rime of the Ancient Mariner," by Samuel Taylor Coleridge. • Infer the meaning of the phrases. • Analyze the mood of the poem and interpret the emotion it evokes in the reader. • Choose one of each of the terms represented by AMISHAP and rewrite the phrase to change the mood and evoke different emotions.	Review (Lesson 15) (15 min) Review concepts from A+LS, Lesson 15, Reading Poetry. Check Mastery (45 min) Teacher provides test and proctors testing.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities	Introduction (pg. 1) (20 min) • Student reviews course mastery and expectations. • Student takes notes on mood and poetry writing. • Student connects prior knowledge of poetry arrangement, rhyming and figurative language use to reader emotions. • Student reviews the mnemonic AMISHAP and the six types of literary devices focused on in 9th and 10th grade. • Student takes notes on the definition of allegory, *how* and *why* it is used. Guided Practice (40 min) • Student practices analyzing "Paul Revere's Ride" by Henry Wadsworth Longfellow using the mnemonic AMISHAP. • Student infers the meaning of each of the phrases. • Student writes comments on emotions he/she feels while reading the poem and determines the mood of each phrase in the poem. • Student meets with teacher as needed	Intro/Review (pgs.2-12) (10 min) • Student takes notes on the value of form, framework, and organization in poetry. • Student takes notes on the process for writing poetry; organizing thoughts and expressing ideas, ideals, emotions and stories. Guided Practice (25min) • Student reads poetry, reviews verse and stanza, and analyzes organizational patterns. • Student compares theme and main idea. • Student reads "The Power of the Dog" by Rudyard Kipling, and then writes a summary comparing theme and main idea. • Student reads examples of a variety of figurative devices that create vivid imagery. Independent Practice (25 min) • Student analyzes the mood of "The Raven" by Edgar Allen Poe by using AMISHAP. • Student meets with teacher as needed	Intro/Review (pgs. 12-21) (10 min) • Student takes notes on literary forms, patterns and sequencing of rhythm and sound. • Student takes notes to identify a variety of rhyming schemes and patterns Guided Practice (20min) • Student practices creating poetry by choosing a poem in order to copy its pattern. • Student uses a list of emotive words to replace words in the poem to make it "new". • Student completes this task two more times to create three poems. • Student then chooses one of the poems, selects emotive words with opposite meanings, and replaces the words to change the mood for that poem. Independent Practice (30 min) • Student uses Edgar Allan Poe's "The Bells" and the emotive word list to write a new poem to create a different mood. • Using AMISHAP, student interprets the emotions the new poem evokes. • Student meets with teacher as needed	Intro/Review (pgs. 22-27) (10 min) • Student takes notes on more complex forms of poetry. • Student focuses on allegory as the form of complex poetry to use for this unit. Guided Practice (10min) • Student identifies the symbolic and literal meaning of the allegories in the poetry examples. Independent Practice (40 min) • Student reads "The Rime of the Ancient Mariner", by Samuel Taylor Coleridge, identifies the devices of AMISHAP in the poem, and infers the meaning of the phrases. • Student analyzes the mood of the poem and determines the emotion the author is trying to evoke in the reader. • Student chooses a phrase from the poem to rewrite using new words in order to change the mood of that phrase. • Student meets with teacher as needed.	Review (Lesson 15) (15 min) Student reviews notes from A+LS, Lesson 15, Reading Poetry. • Student meets with teacher for clarification of understanding. Check Mastery (45 min) Teacher provides test and proctors testing.

Reading Poetry Summative Assessment

Strand(s), Concept(s), and PO(s) for Mastery

11th Grade - LAHS-S2C1-02

Strand 2: Comprehending Literary Text: Identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature: Identify, analyze, and apply knowledge of the structures and elements of literature.

PO 2: Interpret figurative language, including, [*sic*] personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, and allegory with emphasis upon how the writer uses language to evoke readers' emotions.

Directions:

1. Below is an excerpt from the poem, "The Raven", By Edgar Allen Poe. Use your mnemonic device to identify at least *six different types of figurative language* used in the poem. (1point each)
2. *For ten phrases* interpret the mood the author intended to evoke by using figurative language. (2 points for each phrase)
3. On the line below each phrase, interpret the meaning of the figurative language. (4 points for each)

1. Identify the type of Figurative Language *Student writes response in this space for six items.*	Poem	2. Interpret the emotions evoked by the figurative language. *Student writes a response in this space for ten of these phrases.*
3. Interpret *In this space student interprets the meaning of the figurative language for six phrases.*		
	Once upon a midnight dreary, while I pondered, weak and weary,	
Interpretation		
	Over many a quaint and curious volume of forgotten lore,	
Interpretation		
	While I nodded, nearly napping, suddenly there came a tapping,	
Interpretation		
	As of some one gently rapping, rapping at my chamber door.	
Interpretation		
	"'Tis some visitor," I muttered, "tapping at my chamber door-	
Interpretation		
	Only this, and nothing more."	
Interpretation		

Literary Term	Poem	Interpret the emotions evoked by the figurative language
	Ah, distinctly I remember it was in the bleak December,	
Interpretation		
	And each separate dying ember wrought its ghost upon the floor.	
Interpretation		
	Eagerly I wished the morrow;- vainly I had sought to borrow	
Interpretation		
	From my books surcease of sorrow- sorrow for the lost Lenore-	
Interpretation		
	For the rare and radiant maiden whom the angels name Lenore-	
Interpretation		
	Nameless here for evermore.	
Interpretation		
	And the silken sad uncertain rustling of each purple curtain	
Interpretation		
	Thrilled me- filled me with fantastic terrors never felt before;	
Interpretation		
	So that now, to still the beating of my heart, I stood repeating,	
Interpretation		
	"'Tis some visitor entreating entrance at my chamber door-	
Interpretation		
	Some late visitor entreating entrance at my chamber door;-	
Interpretation		
	This it is, and nothing more."	
Interpretation		
	Once upon a midnight dreary, while I pondered, weak and weary,	
Interpretation		

Scoring Rubric

6 Points If Met	Met (1 point for each correct term)	Not Met (0 points)
	The types of figurative language are from AMISHAP. The student accurately identifies the type of figurative language used.	The types of figurative language are not from AMISHAP. The identified type of figurative language is not applicable.

20 Points If Met	Met (2 points each)	Not Met (0 points)
	The student accurately interprets the mood of the phrase. The student accurately identifies the emotion the author intended to evoke.	The interpreted mood does not match the phrase. The interpretation of the emotion is not appropriate for the emotion intent ended.

24 Points If Met	Met (4 points each)	Not Met (0 points)
	The student uses emotive words. The student correctly interprets the meaning of the phrase.	Emotive words are not used. The student is unable to correctly interpret the meaning of the phrase.