Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
10th Grade	Language Arts	English Literature Skills 2B	Lesson 14: 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 and 9th grade LAHS-S2C1-02

Unit Description

Lesson 14: 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 or devices generally used in works of fiction. The student will examine different types of poetry, focusing on the selection of words and how they will be used as important elements of a poem. The ability to identify and analyze different elements of figurative language will lead to an enhanced appreciation of this genre of literature. The different elements of figurative language focused on in this lesson include simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery. The student is provided a mnemonic device MISSHAP for analyzing and explaining the use of literary terms presented in this lesson. The student will be able to identify, analyze, and explain the meaning of each literary term.

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

- Determine the types of figurative language in a variety of poetry types.
- Analyze the connotative meanings of words as they are used in a variety of poetry types.
- Explain the use of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery, in the context of a variety of poetry types.
- Analyze different elements of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a variety of poetry types.
- Infer the meaning of similes, metaphors, personification, hyperbole, symbolism, allusion, and imagery in a variety of poetry types.
- Analyze a variety of poetry by using a mnemonic device to identify seven types of figurative language.

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 10 - 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 Analyze the author's use of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.

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 matching, fill in the blank and short answer response. It measures the mastery of Grade 10 - LAHS-S2C1-02. The student will need to identify figurative language represented by examples of a variety of literature phrases, then analyze and infer the meaning of the phrases.
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.*	Matching and fill in the blank answers are worth - 1 point; short answer response questions are worth 2 point for each item. The total points available are 30 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 unit test and/or the essay 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 A+ NYWHERE LEARNING SYSTEM *(A+LS™)*– – Lesson 14 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/Paper 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 (pgs. 1-9) (20 min) • Describe mastery and course expectations • Overview several definitions of poetry, comparison of poetry and music • Introduce three types of poetry. • Generate connections with prior knowledge of poetry arrangement, rhyming and figurative language terminology • Review the seven types of figurative language using the mnemonic MISSHAP Guided Practice (40 min) • Demonstrate analyzing a piece of lyrical poetry using "A Red, Red Rose" by Robert Burns • Explain how it demonstrates lyrical poetry; describe the arrangement and rhyming scheme • Describe MISSHAP as a mnemonic device previously used to memorize seven common literary elements that are used in works of literature • Introduce MISSHAP as a tool that can be used to search for particular types of figurative language for analyzing poetry • Identify which of the seven types of figurative language, using MISSHAP, are found in the poem • Infer the meaning of each of the phrases	Intro/Review (pgs.10-14) (10 min) • Describe the value of figurative language in poetry • Describe a sonnet and the most popular forms and arrangements Guided Practice (25min) • Demonstrate analyzing a sonnet using "Sonnet 73" by William Shakespeare • Explain how it is identified as a sonnet; describe the arrangement and rhyming scheme • Describe how the final couplet in this sonnet is a summary or prediction of the first twelve lines Independent Practice (25 min) • Identify which of the seven types of figurative language, using MISSHAP, are found in, "Sonnet 73", by Shakespeare • Infer the meaning of the phrases • Compare the inferences of the phrases to the summary as inferred by the final couplet	Intro/Review (pgs. 15-16) (10 min) • Describe how literary works are developed similar to basic writing • Describe Dramatic Poetry as compared to a Drama. Describe the narrative elements such as setting, conflict, and plot Guided Practice (20min) • Demonstrate analyzing dramatic poetry using "Danny Deever", by Rudyard Kipling • Explain how it is identified as dramatic poetry, describe the arrangement and form Independent Practice (30 min) • Identify which of the seven types of figurative language, using MISSHAP, are found in, "Danny Deever", by Rudyard Kipling • Infer the meaning of the phrases	Intro/Review (pgs. 17-22) (10 min) • Describe narrative poetry as compared to a short story; it contains elements of characters, setting, plot and point of view • Describe ballads and epics as narrative poetry Independent Practice (50 min) • Practice analyzing narrative poetry using a ballad and an epic poem • Identify which of the seven types of figurative language, using MISSHAP, are found in, "The Wreck of the Hesperus", by Henry Wadsworth Longfellow • Infer the meaning of the phrases • Identify which of the seven types of figurative language, using MISSHAP, are found in, an excerpt from "The Odyssey", by Henry Wadsworth Longfellow • Infer the meaning of the phrases	Review (Lesson 14) (15 min) Review concepts from A+LS, Lesson 10, 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 (20 min) • Student takes notes on course expectations and mastery • Student generates connections to prior knowledge of poetry form and rhyming. • Student takes notes on definitions, the Mnemonic MISSHAP, and the figurative language represented by the mnemonic device. Guided Practice (40 min) • Student practices analyzing a piece of lyrical poetry using "A Red, Red Rose" by Robert Burns. • Student uses MISSHAP as a tool to search for the seven types of figurative language. • Student infers the meaning of each of the phrases. • Student meets with teacher for clarification of understanding.	Intro/Review (10 min) • Student takes notes on sonnets, the arrangement and rhyming scheme. Guided Practice (25min) • Student practices analyzing a sonnet using "Sonnet 73" by William Shakespeare. • Student infers meaning of last couplet in sonnet. Independent Practice (25 min) • Student identifies which of the seven types of figurative language, using MISSHAP, are found in, "Sonnet 73", by Shakespeare. • Student infers the meaning of the phrases. • Student compares the inferences of the phrases to the summary as inferred by the final couplet. • Student meets with teacher for clarification of understanding.	Intro/Review (10 min) • Student takes notes on dramatic Poetry as compared to a drama. Guided Practice (20min) • Student analyzes dramatic poetry using "Danny Deever", by Rudyard Kipling. Independent Practice (30 min) • Student identifies which of the seven types of figurative language, using MISSHAP, are found in, "Danny Deever", by Rudyard Kipling. • Student infers the meaning of the phrases. • Student meets with teacher for clarification of understanding.	Intro/Review (10 min) • Student takes notes on narrative poetry as compared to a short story. Independent Practice (50 min) • Student practices analyzing narrative poetry using a ballad and an epic poem • Student identifies which of the seven types of figurative language, using MISSHAP, are found in, "The Wreck of the Hesperus", by Henry Wadsworth Longfellow. • Student infers the meaning of the phrases. • Student identifies which of the seven types of figurative language, using MISSHAP, are found in an excerpt from "The Odyssey" by Henry Wadsworth Longfellow. • Student infers the meaning of the phrases. • Student meets with teacher for clarification of understanding.	Review (15 min) Student reviews concepts from ALS, Lesson 14, 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

10th 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. Explain different elements of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.

1. Below you have a list of literary terms and examples of phrases taken directly from a variety of poetry. Match the term with the phrase by placing the correct letter next to the correct phrase; remember to use your mnemonic device. On the line below the phrase provide an analysis for each one. *(1 point for correct item matched, 2 points for appropriate analysis) (21 pts.)*

Literary Term	Answer	Phrase
a. allusion		"Blue were her eyes as the fairy-flax", "The Wreck of the Hesperus" Henry Wadsworth Longfellow
b. symbol		And she thought of Christ, who stilled the wave, On the Lake of Galilee. "The Wreck of the Hesperus" Henry Wadsworth Longfellow
c. imagery		"That on the ashes of his youth doth lie", "Sonnet 73", by William Shakespeare
d. personification		"The sun descending in the west, the evening star does shine; the birds are silent in their nest, and I must seek for mine." "Night", William Blake
e. metaphor		"Upon those boughs which shake against the cold", "Sonnet 73" by William Shakespeare
f. hyperbole		"All the world's a stage..." – Shakespeare
g. simile		"A coward dies a thousand deaths", quote adapted from William Shakespeare's, "Cowards die many times before their deaths."

2. Below is a poem from the lesson, "A Red, Red Rose", By Robert Burns. Use your mnemonic device to identify at least three literary elements used in the poem, write the term in the first column next to the phrase. Analyze the meaning of each of the phrases identified.
(1 point for correct item matched, 2 points for appropriate analysis) (9 pts)

Literary Term	Poem	Analysis of the Phrase
	"A Red Red Rose"	
	By Robert Burns	
	O my Luve's like a red red rose	
	That's newly sprung in June:	
	O my Luve's like the melodie	
	That's sweetly play'd in tune.	
	As fair art thou my bonnie lass	
	So deep in luve am I;	
	And I will luve thee still my dear	
	Till a' the seas gang dry.	
	Till a' the seas gang dry ,my dear	
	And the rocks melt wi' the sun;	
	And I will luve thee still my dear	
	While the sands o' life shall run.	
	And fare-thee-weel my only Luve!	
	And fare-thee-weel a while!	
	And I will come again my Luve	
	Tho' 'twere ten thousand mile!	

Answer Key
1. a. simile b. allusion c. symbol d. imagery e. personification f. metaphor g. hyperbole; any reasonable connotation or inference is acceptable for the analysis.
2. "A Red Red Rose" – symbol; O my luve's like the melodie – simile; while the sands o'life shall run – personification; Tho' 'twere then thousand mile! – allusion; (There are other examples in the text) any reasonable connotation or inference is acceptable for the analysis.