

Glendale Unified School District

High School

May 17, 2022

Department: English

Course Title: Modern Poetry (Revision)

Course Code: 1378D

Grade Level(s): 11-12

School(s)
Course Offered: Clark Magnet High School

UC/CSU Approved
(Y/N, Subject): Y, (G) College-Preparatory Elective

Course Credits: 5

Recommended
Prerequisite: None

Recommended
Textbook: None

Course Overview: This course will concentrate mostly on reading, writing, and analyzing poetry. Through analysis of poetry, the student will gain an understanding of how this literature relates to identity. In addition, the student will create, evaluate, analyze, and critique famous poems by learning the fundamentals of poetry through literary devices and creative writing. In this course there will be discussion of the historical, political, cultural, economic and religious influences on poetry and poets. The main objective overall is learning an appreciation of poetry as a reading, listening, and writing experience, especially as a form of art and self-expression.

Unit 1: Defining Poetry/The Art of Poetry/Personal Voice

Students will describe the components of poetry and strategies for reading and understanding poetry. Students will identify patterns and literary devices used in poetry as they explore various definitions of this art and its purpose. They will also analyze the development of the author's voice and the use of points of view in poetry. This will be done through the close reading of mentor texts/poems that show poems written about poetry and writing. Poets will include, but are not limited to, Amy Lowell, Archibald MacLeish, Billy Collins, Marge Piercy, Nikki Giovanni, Anne Sexton, and Adrienne Rich. Students will implement this knowledge by writing various types of poetry, starting with a poem about their name as it relates to their lineage/culture. In addition, students will answer the following essential questions and focus on the following enduring understandings:

Essential Questions:

- What is poetry? How does a person read and understand poetry?
- How is poetry divided? What patterns are noted in poetry?
- What are the various devices and stanza types in poetry?
- What literary devices are used to show meaning and purpose?
- What is style, tone, voice, focus, and theme? How are they used by the author in creating poetry and supporting the author's purpose/theme?
- How is poetry a form of art?

Assignments:

1. Develop a personal definition of poetry. Write a poem that fits that definition.
2. Students will read a lengthy teacher-created packet of poems called "The Art of Poetry (Ars Poetica)" poems. They will use these inspirational poems to compose their own poem about poetry as an artform.
3. Students will use color to annotate Amy Lowell's poem called "Patterns" to see the visual experience of poetry and its connections with art and prose.
4. Students will write a poem about their name. This poem will be read as a performance piece in front of the class with another student as they alternate their lines from the name poems.

Unit 2: Writing Various Types of Poetry/Recurring Motifs in Poetry (color usage, seasons, darkness and light)

Students will learn the characteristics of various types of poetry and unique writing approaches. Throughout the unit, students will define, analyze, and evaluate different types of poetry that will be used as mentor texts for writing their own poems. The styles of poetry analyzed in this unit include dramatic, narrative, and lyrical poetry, as well as epic, ballads, elegy, and ode. Poets will include, but are not limited to, Robert Browning, Percy Bysshe Shelley, Pablo Neruda, Emily

Dickinson, Robert Frost, and E. E. Cummings. In addition, students will answer the following essential questions and focus on the following enduring understandings:

Essential Questions:

- What is dramatic poetry? What are its characteristics?
- What is the purpose of narrative poetry? What is lyric poetry?
- What is an epic poem, a ballad, an elegy, and an ode?
- What is a concrete poem? How is an acrostic formed?
- What motifs are used in poetry? What purpose do they serve?

Assignments:

1. Students will choose to write a specific type of poem, whether an ode, elegy, lyrical, or narrative poem.
2. Students will focus on a recurring motif in poetry and write a poem on that motif.
3. Students will look at art, songs, and how color is used to describe and express emotion. Students will write a poem using one color to create meaning.

Unit 3: Poetry of America

Students will distinguish between the different styles of poetry written by famous American poets. They will compare and contrast the styles of poetic writing by authors including, but not limited to, Emily Dickinson, Walt Whitman, Robert Frost, and Langston Hughes. Study of poetic styles will include those common in the Civil War, Harlem Renaissance, and Modern eras of the United States. The major poets and poems of each era will be used as mentor texts for writing. Students will listen to each inaugural speech/poem including Robert Frost, Maya Angelou, Robert Blanco, and Amanda Gorman.

In addition, students will answer the following essential questions and focus on the following enduring understandings:

Essential Questions:

- Who was Walt Whitman, Emily Dickinson, Robert Frost, and Maya Angelou? What are some of their famous poems?
- What influence does history have on poetry?
- What connections can you find between an American poet's personal life and his/her poetry?
- What connections and motifs are notable among the inaugural poets?

Assignments:

1. Students will write a poem based on a photo of a particular moment in history. They need to research the historical aspects of the event and approach the poem paying close attention to a unique point of view.
2. Students will write a poem emulating the themes and style of Emily Dickinson.

Unit 4: Modern/Contemporary Poets and Musical Influences

Students will be introduced to Modern and Contemporary poets including T. S. Eliot, W. H. Auden, Adrienne Rich, e. e. Cummings, Jimmy Santiago Baca, Martin Espada, Ilya Kaminsky, Billy Collins, Nikki Giovanni, and Marge Piercy to name a few. This unit will focus on the themes in the Modernist and Contemporary literary movements as unconventional forms and techniques are highlighted as the innovations of current trends of free verse. Students will bring in a song and a poem of their choice to begin each class as we begin to define songs as poetry. Students will be exposed to slam poetry and alternative creative expressions which originated with the Beat Poets of the late 1940s through the 1950s. Allen Ginsberg and Lawrence Ferlinghetti poems will serve as inspiration for connections between music and poetry.

Essential Questions:

- How are songs and poetry related? What are common devices used in each?
- Who are the Beat Poets and what commonalities can be found among their works?
- How does form influence and support poetic themes?
- How might poems be represented visually through a short film or series of images?

Assignments:

Students will choose from a culminating class project that includes slam poetry, a poem video, or possibly singing/performing a poem from an original poem or based on a famous poem.

Objectives:

By the end of the course, students will be able to:

1. Demonstrate knowledge of poetry of various forms and periods;
2. Recognize and identify different formal rhythmic properties of poems and of language as a whole;
3. Analyze and evaluate the aesthetic impact of individual poems;
4. Recognize and identify poets of various commitments, styles, and periods;
5. Demonstrate understanding of and apply poetic vocabulary essential to the practice of literary criticism;
6. Demonstrate understanding of individual poems and poets in their historical social, economic, cultural, and political contexts; historical writing, historical novels, and historical fiction gives a window into thoughts, feelings, and emotions of those experiencing historical events.

7. Produce and evaluate their creative writing. Poetry, in any form, can convey thoughts, feelings, and emotions in a way that other forms of literature cannot.

Focus Standards Reading Grades 10-12

R1.1. Identify and use the literal and figurative meanings of words, and understand word derivation.

R1.2. Distinguish between the denotative and connotative meanings of words, and interpret the connotative power of words.

R 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

R 3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

R 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

R 3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

Focus Standards Literary Response and Analysis Grades 10-12

3.1. Analyze characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, drama, novel, short story, essay, and other basic genres.

3.2. Analyze how the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claims.

3.3. Analyze how irony, tone, mood, style, and "sound" of language are to achieve specific rhetorical and/or aesthetic purposes.

3.4. Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

3.5. Analyze recognized works of American literature representing a variety of genres and traditions:

a. Trace the development of American literature from the colonial period forward.

b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.

c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings

(e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy *Macbeth*).

3.7 Analyze recognized works of world literature from a variety of authors:

a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern).

b. Relate literary works and authors to the major themes and issues of their eras.

c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

Focus Standards Writing Standards Grades 10-12

W1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

W1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

Focus Standards Listening and Speaking Grades 10-12

LS 2.1 Deliver reflective presentations:

- a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.
- c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.

Assessments:

- Culminating Poetry Project, whether a film or live performance
- Journaling/Daily warm-ups
- Various poems and projects
- Oral presentations and class discussions
- Peer Mark editing on www.turnitin.com

District Approved Texts and Instructional Resources - No copies of these texts are available at this time for Clark's students. Teacher is making copies, using online sites, and pulling from personal resources to post assignments/poems to Google Classroom.

1. English, Grades 9-12 and English Literature and Composition, Grades 11 & 12
 - a. *An Introduction to Poetry*, April 21, 1998.
2. AP English Literature, Grade 12, *Fiction, Poetry, and Drama* - Eighth Edition, March 4, 2003.

Other Instructional Resources:

- Reading/Language Arts Framework for California Public Schools.
- Glendale Unified School District's English/Language Arts Instructional Guides, Grades 9-10, 11-12.
- 100 Best-Loved Poems by Philip Smith, Dover Publications, 1995.
- Sound and Sense: An Introduction to Poetry, Laurence Perrine & Thomas R. Arp, Harcourt Brace College publishers, Eighth Edition, 1992.
- Poems American Themes, William C. Bassell, Amsco School Publications, Inc., Second Edition, 1995.

- Modern Poetry, Part I. Online Resource:
<http://www.breathitt.kyschools.us/userfiles/46/Classes/7163/UNIT5649-728.pdf>
- Poetry Foundation and Poets.org websites.