

Designer Name(s): CGPercy

Date: 6/04/2014

Subject Area: ELA

Grade Level(s):11

Unit Title/Focus: Poetry Across the Americas

Estimated Amount of Instructional Time: 10 days

Stage 1 – (Desired Results)

State Content and Skill Standards:

CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.ELA-LITERACY.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-LITERACY.RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CCSS.ELA-LITERACY.L.11-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.W.11-12.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Enduring Understandings: (what are the big ideas, what are the specific understandings desired)

Students will understand that:

- Interpreting works of poetry involve subjective analysis of word choices, textual choices, and allusions.
- Words and phrases can have multiple meanings.
- Poetry can provide an overview of historical experience.
- Close reading of poetry involves research of multiple meanings of words, phrases, and allusions.
- Poetry can have multiple interpretations.

Essential Questions: (what questions will foster inquiry, understanding, and transfer of learning)

- How do poets use many levels of meaning within seemingly simple words and phrases?
- How does researching known words lead to different definitions or alternative meanings?
- In what ways does poetry span economic and social borders?
- Why does a poem lead to understanding more complex problems?
- When can a poem may bring added insight and understanding of the poem's narrator or of the reader's situations in life?

Big Idea(s)

Analyzing multiple subjective meanings of a poem may lead to developing greater insights into literature and life.

What Students will know: (what knowledge will they acquire)

- The process and craft of analyzing word choices.
- How to identify and research specific literary and historical allusions.
- What a subjective interpretation is and how to support it using textual evidence.

What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)

- Expand their vocabulary through exposure to the idea of specific and intentional word or phrase choice.
- Identify and develop alternative interpretations of poems.
- Evaluate and analyze layout and format of poems.

Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)	
<p><i>Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</i></p> <p>Presentation of an alternative version of a well-known work of poetry. Written samples of poetry alternatives.</p>	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></p> <p>Identifying critical words & phrases from poetry samples. Collecting alternative choices that either support or offer opposite meanings. Quizzes on vocabulary and terminology.</p>
Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:	
<p><i>Learning Activities:</i></p> <p>Where: Consider and evaluate alternatives in language and how that affects how poetry represents the people of the Americas Hook: Students choose poet or geographical area or time period of interest Equip: Develop additional vocabulary and practice using new phrases and quotations Rethink/Revise: Consider possible word & phrase alternatives that replace or reverse original meaning or intent Evaluate: Using writing samples to evaluate knowledge of vocabulary and word choices Tailor literature samples to match student interests Create presentations using electronic devices and systems</p>	

W=help the students know WHERE the unit is going and WHAT is expected/Help teacher to know where the students are coming from (prior knowledge, interests)

H=HOOK all students and hold their interest

E=EQUIP students, help them EXPERIENCE the key ideas and EXPLORE the issue

R=Provide opportunities to RETHINK and REVISE their understanding/work

E (2)=Allow students to EVALUATE their work

T=Be TAILORED (personalized) to different needs, interests, and abilities of learners

O=Be ORGANIZED to maximize initial and sustained engagement as well as effective learning

Assessment Tasks that Provide Evidence for Claims including DOK	<input type="checkbox"/> Claim #1/DOK 4
	<input type="checkbox"/> Claim #2/DOK 4
	<input type="checkbox"/> Claim #3/DOK 4
	<input type="checkbox"/> Claim #4/DOK 3
Achievement Level Descriptors	ALD #1: ALD #2: ALD #3: <u>ALD #4:</u> (circle one):
Materials/Resources	