Writing Lab I

Unit 2- Introduction to Poetry
December- March
Course Philosophy

Students will be introduced to the writing process as they study and are introduced to the various writing disciplines and genres. Emphasis is placed on giving students the variety of reading and writing experiences necessary to the developing writer. Vocabulary development, exposure to writing models, writing outlines, elements of genres, composition, and publishing are presented. Students will practice writing like a reader and reading like a writer. The purpose of this class is to encourage students to develop the habits and attitudes of a professional writer in a professional writing community. The true art of writing includes not only the process of generating, but also the phases of reading, mentoring, experimenting, revising and editing. The final pieces created for this class will reflect the process of writing. Application and production will take place in the lab. Contributions to essay and writing contests, fairs, and school publications are required. The literary art magazine, Wings, emanates from this class.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>NJSLS</th>
<th>Dates</th>
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<td>Unit 3 – March-June</td>
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### Methods of Instruction

- Teacher coaching
- Individual and collaborative problem-solving & decision-making
- Individual instruction
- Small group instruction
- Peer review
- Guest speakers
- Writing to learn
- Independent practice
- Practice in critical reading
- Critical analysis
- Note-taking
- Establishing metacognitive reflection and articulation as a regular pattern in learning
- Model (I Do), Guided Practice (We Do), Independent Practice (You Do)
### Educational Technology Standards


- **Technology Operations and Concepts**
  - Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

- **Creativity and Innovation**
  - Design and pilot a digital learning game to demonstrate knowledge and skills related to one or more content areas or a real world situation.

- **Communication and Collaboration**
  - Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

- **Research and Information Literacy**
  - Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.

- **Critical Thinking, Problem Solving, Decision Making**
  - Select and use specialized databases for advanced research to solve real-world problems.
## Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

### CRP1. Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

### CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

### CRP3. Attend to personal health and financial well-being.
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
Career Ready Practices

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
**Career Ready Practices**

<table>
<thead>
<tr>
<th>CRP12. Work productively in teams while using cultural global competence.</th>
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<tbody>
<tr>
<td>Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</td>
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# Differentiated Instruction

**Accommodate Based on Students’ Individual Needs: Strategies**

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
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<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Modified handouts with larger fonts, additional graphics</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
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<tr>
<td>Adjust length of assignment</td>
<td>Extra response time</td>
<td>Short manageable tasks</td>
<td>Reference resources to promote independence</td>
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<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Have students verbalize steps</td>
<td>Brief and concrete directions</td>
<td>Visual and verbal reminders</td>
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<tr>
<td>Communication system between home and school</td>
<td>Repeat, clarify, or reword directions</td>
<td>Provide immediate feedback</td>
<td>Graphic organizers</td>
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<tr>
<td>Provide lecture notes/outline</td>
<td>Mini-breaks between tasks</td>
<td>Small group instruction</td>
<td><strong>Organization</strong></td>
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<tr>
<td><strong>Assistive Technology</strong></td>
<td>Provide a warning for transitions</td>
<td>Emphasize multi-sensory learning</td>
<td>Individual daily planner</td>
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<tr>
<td>Computer/whiteboard</td>
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<td>Display a written agenda</td>
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<td>Tape recorder</td>
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<td>Note-taking assistance</td>
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<td>Spell-checker</td>
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<td>Color code materials</td>
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<td>Audio-taped books</td>
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**Tests/Quizzes/Grading**

- Extended time
- Study guides
- Shortened tests
- Read directions aloud

**Behavior/Attention**

- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback
Interdisciplinary Connections

*Model interdisciplinary thinking to expose students to other disciplines.*

Interdisciplinary Connections:

- Visual Art: Students will generate poetry for use in *Wings*, the literary magazine and collaborate with members from the Commercial Art/Fine Art Departments.
- Economics: Students will read articles that highlight the social and economic conditions at the apex of the Industrial Revolution in Britain and The United States.
- Multicultural studies: Students will read poems written during the Harlem Renaissance Period and explore how African American culture and experiences influences the writing.
Enrichment
The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on student individual needs.

<table>
<thead>
<tr>
<th>Seeking to build each learner’s capacity to do the following:</th>
<th>• Open-ended activities and projects</th>
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<tbody>
<tr>
<td>• Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.</td>
<td>• Form and build on learning communities</td>
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<tr>
<td>• Pose questions and exhibit sincere curiosity about principles and how things work.</td>
<td>• Providing pupils with experiences outside the ‘regular’ curriculum</td>
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<tr>
<td>• The ability to grasp concepts and make real world and cross-curricular connections.</td>
<td>• Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.</td>
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<tr>
<td>• Generate theories and hypotheses and pursue methods of inquiry.</td>
<td>• A higher quality of work than the norm for the given age group.</td>
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<tr>
<td>• Produce products that express insight, creativity, and excellence.</td>
<td>• The promotion of a higher level of thinking and making connections.</td>
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<td>• Possess exceptional leadership skills.</td>
<td>• The inclusion of additional subject areas and/or activities (cross-curricular).</td>
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<tr>
<td>• Evaluate vocabulary</td>
<td>• Using supplementary materials in addition to the normal range of resources.</td>
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<tr>
<td>• Elevate Text Complexity</td>
<td>• Inquiry based assignments and projects</td>
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<td>• Inquiry based assignments and projects</td>
<td>• Independent student options</td>
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<tr>
<td>• Tiered/Multi-level activities</td>
<td>• Purposeful Learning Center</td>
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<td>• Tiered/Multi-level activities</td>
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## Methods of Assessment

### Suggested Formative/Summative Classroom Assessments
- Short constructed response questions
- Multiple Choice questions
- Academic/Domain specific vocabulary
- Critiques
- Quizzes
- Journals
- Essays
- Quick writes
- Accountable talk
- Projects
- Observation
- Graphic Organizers
- Presentations (incorporating Web 2.0 tools)
- Homework
- Concept Mapping
- Student Conferencing
- Proper tool and material use, which includes rubrics

### Portfolio Assessment (included materials):
- Short Stories
- Poetry
- Scenes
- Literary art publication materials
- Completed departmental assignments
- Rubrics and student reflections
Essential Focus Questions

- What is poetry?
- What strategies do you use to analyze poetry?
- What devices do poets use?
- What is the central idea/theme of a poem?
- How does self-reflection create growth as an independent reader?
- What are some different poetic forms and structures and how do they affect meaning?
- What is the significance of a poem’s cultural and historical context?

Outcomes

- Develop abilities to write creatively and expressively
- Practice the behavior of committed writers
- Develop knowledge of writing and appropriate vocabulary for discussing writing
- Recognize reading and listening as a constructive, meaningful process
- Learn the conventions of poetry
- Write a variety of poetry, using the different forms
- Discuss literary fiction/nonfiction and its development
- Understand the stages of the writing process
- Formulate different writing strategies
- Draw from experiences to create a poem
- Use a variety of writing techniques to develop a theme for a publication
<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>Skills, Strategies &amp; Concepts</th>
</tr>
</thead>
</table>
| **NJSLS:** RL.9-10.1, RL.9-10.4, RL.9-10.6, RL.9-10.9, RL.9-10.10 | ➢ Students will learn and understand the definition of the following terms and apply them to their work:  
➢ Students will identify and analyze figurative language and poetic devices.  
| Allegory | Metaphor |
| Alliteration | Meter |
| Allusion | Metonymy |
| Anaphora | Ode |
| Apostrophe | Onomatopoeia |
| Assonance | Oxymoron |
| Ballad | Paradox |
| Blank Verse | Pastoral |
| Connotation | Personification |
| Consonance | Prose Poem |
| Couplet | Pun |
| Denotation | Refrain |
| Elegy | Rhyme |
| Epic | Romanticism |
| Epigram | Simile |
| Figurative Language | Sonnet |
| Foot/Feet | Stanza |
| Free Verse | Synecdoche |
| Haiku | Verse |
| Hyperbole | Villanelle |
| Iambic Pentameter |  |
| Imagery |  |

➢ Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.  
➢ Students will apply different strategies to comprehend, interpret and evaluate text.  
➢ Students will analyze the overall significance, meaning, and theme of a piece of literature.
Students will analyze the authors tone.
- Students will support their conclusions with evidence from the text in both oral and written form.
- Distinguish between different forms of poetry, such as sonnet, lyric, elegy, narrative, epic and ode.
- Students will explore how authors rely on personal experiences in their writing.

### Student Learning Objectives

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<thead>
<tr>
<th>Skills, Strategies &amp; Concepts</th>
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<tr>
<td>Using a variety of techniques, students will develop a solid foundation in writing poetry. Understand and apply the rules and conventions of poetry.</td>
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<tr>
<td>Students will apply knowledge of language structure, figurative language, and genre to create original work.</td>
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<tr>
<td>Students will use sensory language to create a vivid picture.</td>
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<tr>
<td>Students will demonstrate an understanding of tone.</td>
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<tr>
<td>Students will follow the writing process to create original poetry.</td>
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<tr>
<td>Students will identify sounds devices in poetry and incorporate them into their own writing.</td>
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<tr>
<td>Students will self-edit poetry for errors in content and structure.</td>
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<tr>
<td>Students will collaborate with others through peer editing.</td>
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### NJSLs:


Using a variety of techniques, students will develop a solid foundation in writing poetry. Understand and apply the rules and conventions of poetry.

- **W.9-10.4, W.9-10.5, W.9-10.6**

Strengthen writing skills and strategies through editing and the revision process.
# RESOURCES FOR UNIT # 2


Purdue University. [https://owl.english.purdue.edu/](https://owl.english.purdue.edu/)
For each lesson, when the students answer questions, they should incorporate the “3C Method” in their responses:

1. Restate the question and state the **claim**.
2. **Cite** textual evidence to support the claim.
3. Explain the textual evidence and **connect** it to the claim.

(Note: Each lesson/activity in *Writing Lab I* is an extension of a *Foundations of Writing I* lesson.)

**Billy Collins, Introduction to Poetry**

Use Introduction to Poetry by Billy Collins to begin a discussion on how readers approach a poem. Ask students to skim quickly through the poem and write their initial responses in their journals.

- What words and images stand out for them?
- What is their emotional reaction to the poem (e.g., surprise, dismay, anger)? Ask students to share their responses with the class.
- Have students read the poem a second time, and write down examples of any figurative language (e.g., simile, metaphor, hyperbole) they encounter.
- Ask students what they think Collins is saying about the study of poetry, and what is the real goal of reading poetry?

Ask students to think about a favorite poem and imagine the perfect way to read it. Where would they be when they read it? Would they read it fast or slow? Out loud or to themselves?

*Assessment will be based on appropriate rubric.*
Walt Whitman, I Hear America Singing

Pre-Activity (Must be given as a homework assignment prior to lesson): Ask students to find a place in or near their homes and observe the surroundings. They must choose a place where they can comfortably observe people. If this cannot be done, ask students to use their memories or imagination.

Focus Questions:
- How do they think that person feels about what he/she is doing?
- What in their description of the person contributes to that feeling?
- Ask students to capture how they feel about what they see and their overall reaction.

Class Journal Writing: Ask students to take out their journals. They will have five minutes to look around the room, pick two or three objects that interest them and describe them. Instruct students to use descriptive language that gives a real sense of the object.

Procedures:
- Divide the class into small groups
- Each group will select a recorder/reporter and a facilitator
- Each group will receive a copy of I Hear America Singing and one of three different graphic organizers to complete as a group.
- Discussion will be done as a class, featuring the questions from the graphic organizer.
- Students will engage in the following writing activity:
  - After reading and analyzing the poem, students will go back to their notes about the person (people) they observed/recalled and revise them. They should also pay attention to the way they thought their people felt, and the way they felt about their person.
  - Ask students to write a short poem describing the person (people) including how and why they “sing.” Students must include example of figurative language/poetic devices in their poem.

Assessment will be based on appropriate rubric.
Responding to Poetry - Personification in Carl Sandburg’s Chicago

To an artist, paint and canvas are used to present a picture. For Carl Sandburg it was words that encouraged the reader to form images. Read the poem "Chicago." Answer the following questions and choose to do one of the two activities.

What words/phrases does Carl Sandburg use to describe the life and energy of Chicago?

- How can some of the images and the descriptions of the city be considered positive? Negative?
- What does it mean that the same description can be considered complimentary and insulting?

Sandburg recognizes that some people "sneer" at his city.

- What kinds of sneers does he refer to?
- How does he answer those people who are critical of his city?
- Why do you think Sandburg begins and ends his poem with the same images?
- Which image from the poem appeals the most to you? Why?

Assessment:

- Write a poem about a city that you are familiar with and include your own insights, emotions, and images about the city. Your poem must mirror Sandberg’s poetic style and include examples of personification.
- For a stronger poem, include other examples of poetic devices/figurative language, including metaphor, simile, repetition, onomatopoeia, alliteration, etc.

Assessment will be based on appropriate rubric.
Using Metaphor/Extended Metaphor in Poetry

Emily Dickinson effectively used extended metaphor to develop abstract ideas. Read Emily Dickinson’s Poem #314 “Hope is the thing with feathers” aloud by having students take turns reading a stanza or a line or having a student read the entire poem.

- Direct the students to read the poem a second time.
- Define the words gale, sore, abash, chilliest and extremity by having students look them up.
- Discuss how “Hope” and “the thing with feathers” are similar. Ask students why they think Dickinson used this comparison. What does the poem reveal about hope?
- Brainstorm abstract words and write on the board. Examples: fear, joy, excitement, friendship, love, anger, patriotism, laughter, hatred, frustration, pride.
- Ask students to select one abstract word and determine an object or living thing to compare it to—Example: Fear is the thing with teeth (perhaps comparing fear to a bear).
- Ask students to list qualities of their object or living thing to use in their poem.
- Assign students to write their own three-stanza poem using Dickinson’s #314 as a model.
- Stanza 1: Begin with their abstract word in quotation marks on the first line.
  Stanza 2: Begin with “And.”
  Stanza 3: Begin with “I’ve heard,” or “I’ve seen.”

Assessment will be based on appropriate rubric.
Using Figurative Language

Materials needed: Figurative Language Description Chart

Activity: Students will complete Identifying Figurative Language activity with partner.

* Next students will write a poem.
  *Their poem must include three different types of figurative language which could include any three of the following:
    Alliteration,
    Metaphor,
    Simile,
    Hyperbole,
    Personification
    Onomatopoeia.

*Students will present their poem to the class.
Assessment will be done by peers using a teacher-devised rubric.
Understanding Tone in Poetry

Materials needed: Teacher-chosen poem to be read to the class.

Activity: Teacher will read the poem aloud to the class.

* Each student will read the poem once to themselves.
* Students will then be paired; they will each take a turn reading the poem aloud to each other.
* Students will discuss what they think the tone of the poem entails.
* They will also discuss how they felt when they first heard the poem versus the second and third reading.
* They will journal about the differences they come across.

Assessment will be based on appropriate rubric.