



**Unit Name: Poetry and Literature**

**Duration: Unit 4**

**Essential Questions:**

**What is the function of an autobiography?**

**What is poetry?**

**What is the difference between figurative language and literary language?**

**How are the following terms useful when writing and reading poetry: alliteration, assonance, consonance, hyperbole, personification and apostrophe.**

**What is the definition of courage?**

**What are the repercussions of standing up for one's beliefs?**

**What is flashback?**

**How do symbols function in a novel?**

**How do characters succeed or suffer for their decisions?**

**What lessons can these characters teach us in modern times?**

**How do characters succeed or suffer for their decisions?**

**What are the effects of these moral choices on other characters?**

**What lessons can we learn from the novel?**

**What makes literature timeless?**

**Enduring Understandings:**

**Readers are able to examine structures of various forms of poetry**



**Readers can analyze and describe the speaker, occasion, audience, purpose, and tone of selected poetry**

**Readers can practice reading and interpreting various examples of poetry.**

**Readers can write and appreciate modern poetry**

**Readers can correlate the life of the poet to their poetic message**

**Readers can examine the impact of a biography**

**Readers can understand how a character is developed through a story line**

**Readers can formulate thesis and support view in relation to *To Kill a Mockingbird***

**Readers can make connections from the 1930s to today**

**Relevant Standards: RL.9.2, RL.9.3, RL.9.4, RL.9.7, RL.9.10, RL.9.2a, W.9.1, W.9.4, W.9.5, W.9.6, W.9.7, W.9.10, SL.9.1, SL.9.1a., SL.9.1d., SL.9.2, SL.9.6, SL.9.4, SL.9.10, L.9.1, L.9, L.9.1a, L.9.2c., L.9.3, L.9.4, L.9.4b, L.9.5a., L.9.5b.**

**Core Instruction: Teachers will blend reading, writing, and grammar into poetry and *To Kill a Mockingbird***

**Reading: Genre Literature Novel and Poetry/Writing Literary Analysis**

- **Close reading skills; fluency; analyze how particular elements of novel work together**
- **Identify characters and roles of each in novels**
- **Identify moral decisions made by characters**



- Recall elements of poetry, including: tempo, onomatopoeia, rhythm, alliteration, allusion, personification, connotation, style, lyric ballad, ode, epic
- Understand character and how one is developed through a story line
- Understand the effects of prejudice and the fight for civil rights
- Understand how symbol functions in a novel
- Understand the use of flashback
- Identify themes within a novel

Writing: Write a literary essay on *To Kill a Mockingbird*

Elements of an Essay: topic paragraph, 2-3 supporting paragraphs, concluding paragraph (traditional 5 paragraph essay)

Students write a literary essay on characterization

- Develop a thesis
- Write well-structured, supporting details
- Write a conclusion that ties thesis to supporting details
- Guidance and support from teachers and peers, develop and strengthen writing: planning, revising, editing with focus on development, organization, style, purpose and audience.
- Engage effectively in a range of collaborative conversations with diverse partners to build one another's ideas and express their own clearly.

Grammar:

- Sentence Structure (simple, compound, complex, compound-complex); independent-dependent clauses; commas (these grammar skills are reinforced in their writing, and students are kept accountable by including these elements in a rubric)
- Demonstrate command of conventions of standard English capitalization
- Demonstrate command of conventions of standard English spelling



- Clarify meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content.
- Acquire and use grade-appropriate general academic and domain-specific words and phrases.

**Interdisciplinary Connections**

Students will connect *To Kill a Mockingbird* to life in the south during the 1930s, as well as to oppression in today's society.

**Tier 2 Vocabulary:** according, analogy, analysis, analyze, annotate, articulate, assert, audience, authentic, background, characterize, characteristic, chronology, cite, claim, clarify, compose, composition, connect, conclude, conclusion, consequence, consider, convey, correlate, credible, define, depict, determine, develop, emphasize, evaluate, evidence, examine, genre, narrator, notice, objective, observe, opinion, organize, outline, preview, relate, reference, revise, respond, structure, succinct, support, symbolize, transition

**Tier 3 Vocabulary:** rhyme scheme, types of poetry, tempo, onomatopoeia, rhythm, alliteration, allusion, personification, connotation, style, lyric ballad, ode, epic

**Core Instructional Materials/Resources/Digital Tools:** (i.e., specific textbooks, classroom resources, digital tools, links to websites and videos)

Textbook: various poems

Novel: *To Kill a Mockingbird*

**21<sup>st</sup> Century Themes and Skills:**

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and

Students will research historical events of 1930s and connect them to contemporary issues.



with reason.

**CRP7.** Employ valid and reliable research strategies.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9.** Model integrity, ethical leadership and effective management.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

### 8.1 Educational Technology

8.1.8A.1 - 8.1.8.A.2; 8.1.8.A.5

Understand  
and use  
technology  
systems.



<p><b>Assessments and Performance Tasks:</b></p>	<p>Students will read various poetry and <i>To Kill a Mockingbird</i></p> <p>Students will read <i>To Kill a Mockingbird</i> in order to connect the 1930s to today's society</p> <p>Students will take a test consisting of short answers, extended responses, matching characters to significant quotes, and an essay on <i>To Kill a Mockingbird</i></p> <p>Write a literary essay.</p>

## Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p>Explore concepts in depth/encourage independent study/Conduct research and provide presentation of topics.</p> <p>Encourage creative expression and thinking by allowing students to</p>	<p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation)</p>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p>



<p>choose how to approach an assignment.</p> <p>Invite students to explore different points of view on a topic and compare two. Provide opportunities where students are in charge of their learning.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Use Higher Level Questioning</p>	<p>device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary and important information</p> <p>Emphasize critical/key information</p> <p>Use graphic organizers</p> <p>Refer to relevant previously taught or mastered skills</p> <p>Use multiple analogies and examples</p> <p>Provide study guide and notes</p> <p>Provide models and demonstrations</p> <p>Repeat/review</p> <p>Shortened assignments</p> <p>Consistent, immediate feedback</p> <p>Vocabulary files</p>	<p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes Preferential seating</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student request books on tape/CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short</p>	<p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes Preferential seating</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p>
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<p>Techniques that require students to look into causes, experiences, and facts to draw conclusions or make connections to other areas of learning</p> <p>Provide assessments at a higher level of thinking</p>	<p>Visual aids</p> <p>show student example/model of any assignment</p> <p>Modify reading required</p> <p>Modify writing required</p>	<p>term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide student with clearly stated (written) expectations and grading criteria for assignments.</p>	<p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p>
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