
Poetry Power

Language

Including:

Poetry Exploration
A Closer Look at Imagery
Songs are Poetry (Ballads)
Sonnets
Poetry Anthology

A Unit for Grade 8

Written by:

Diane Luckhart, Teresa Sargent, Helene Brockman, Diana Binotto-Peel

Length of Unit: approximately: 23.8 hours

January 2003

Poetry Power

Language A Unit for Grade 8

Acknowledgements

The developers are appreciative of the suggestions and comments from colleagues involved through the internal and external review process.

The Council of Ontario Directors of Education expresses its appreciation to the Boards who took the lead in developing these units on

The Arts, Grades 1-8

Health & Physical Education, Grades 1-8

Language, Grades 1-8

and to the many writers from District School Boards across the province.

The following organizations have supported the elementary curriculum unit project through team building and leadership:

The Council of Ontario Directors of Education
Curriculum Services Canada
The Ministry of Education, Curriculum and Assessment Policy Branch

A Unit for Grade 8

Written by:

Diane Luckhart, Teresa Sargent, Helene Brockman, Diana Binotto-Peel

Avon Maitland District School Board

Based on a unit by:

Diane Luckhart, Teresa Sargent, Helene Brockman, Diana Binotto-Peel

Avon Maitland District School Board

This unit was written using the Curriculum Unit Planner, 1999-2001, which was developed in the province of Ontario by the Ministry of Education. The Planner provides electronic templates and resources to develop and share units to help implement the Ontario curriculum. This unit reflects the views of the developers of the unit and is not necessarily those of the Ministry of Education. Permission is given to reproduce this unit for any non-profit educational purpose. Teachers are encouraged to copy, edit, and adapt this unit for educational purposes. Any reference in this unit to particular commercial resources, learning materials, equipment, or technology does not reflect any official endorsements by the Ministry of Education, school boards, or associations that supported the production of this unit.

Task Context

This unit on poetry provides students with the opportunity to read, enjoy, interpret and write poetry. The culminating task is a personal anthology on a chosen theme. Other subtasks include the study of ballads, sonnets and numerous conventions of poetry. Students engage in a class poetry reading, peer reviews, and journal writing.

Task Summary

Students engage in poetry activities including: 1) reviewing types of poetry 2) identifying symbolism and imagery in poetry 3) reading, analysing and writing ballads 4) reading, analysing and writing sonnets 5) creating a poetry anthology.

Culminating Task Assessment

In this task, students are expected to create a poetry anthology of their own. They choose a theme which interests them and read numerous resources looking for poetry that fits their theme. They are to choose three poems. For each poem, they are expected to justify why they made this choice and how the poem fits the theme. They are also expected to write two poems of their own (demonstrating their knowledge of the various kinds of poems and the use of poetic devices they studied in a class) to add to the anthology. All poems are to be creatively illustrated and organized into a booklet, complete with a cover and table of contents. Students will choose one poem, either found or created, that they especially enjoy and read it orally in front of their peers (small group or whole class).

Links to Prior Knowledge

The students should have previous knowledge of poetic forms and an understanding of what an anthology is. Technical knowledge of the Internet and research skills would be useful. Students need to know how to:

- write a table of contents;
- apply the elements of design and illustration.

Considerations

When schools have class sets of computers or a computer lab, Internet usage may be possible. Students may use print resources and song lyrics to get the same effect. Access to word processors for the anthology is preferred, but not necessary.

Make sure that the class and library/resource centre has a variety of poetry books and other resources for the students to use.

The public library may be used as a resource after the teacher consults with library personnel.

Notes to Teacher

This Elementary Curriculum Unit has been written by a team of teachers for use by other teachers. It represents the approach they took to help students achieve the knowledge and skills described in the curriculum expectations. It is expected that teachers delivering the unit will use their professional judgment in tailoring the teaching/learning to meet the needs and interests of their students and their communities. Teachers may choose to use all or part of the unit, use additional or different resources, develop additional subtasks, and/or use these units as a stimulus to develop their own units.

The times provided by the writers for the unit and each subtask are only approximations. Teachers should adjust

Poetry Power
Language A Unit for Grade 8

the task times in consideration of the needs and interests of their students and the organization of program in their school.

Each unit subtask contains strategies for teaching/learning and assessment, as well as assessment recording devices. Teachers may wish to adjust strategies based on their particular situations. Where strategies are changed, corresponding changes must be made to assessment recording devices.

Some activities in the unit may require written communication with parents and guardians to provide information, receive permission or request assistance. Teachers must follow school and board policies and procedures when communicating with parents and guardians.

The selection of poems and topics will need to reflect diversity (gender, culture, race). Contemporary poems may be substituted for the poems suggested in the lessons.

The assessment criteria for the culminating task are shared with the students during the introduction of the culminating task and posted in the classroom for reference.

Adaptations

Adaptations include adjustments for exceptional pupils, students with special education needs, and/or ESL/ELD students. Teachers should consult students' Individual Educational Plans (IEP) for specific directions on required accommodations and/or modifications. Use the Teacher Companion (see Ontario Curriculum Unit Planner) to browse, copy, or bookmark Special Education and ESL/ELD strategies.

Poetry Power**Language A Unit for Grade 8**

1 Poetry Exploration

This is a vehicle for sharing a wide range of poetry with students, teaching them to focus on reading and responding to poetic experiences as well as learning to write specific types of poems.

2 A Closer Look at Imagery

Shared reading of a classic poem provides an opportunity for the students to identify and analyse imagery and symbolism used by the poet. The teacher should gather a collection of poems using the resources suggested for this subtask.

3 Songs are Poetry (Ballads)

The teacher and students are involved in guided exploration, guided reading and guided writing to ensure that the ballad concept is understood. Students work in pairs to find a newspaper article which forms the basis of their ballad. After a team cooperative brainstorming session, each student is responsible for creating his/her own ballad.

4 Sonnets

In this subtask, students study another poetic form in Western literature - the sonnet. Many of the world's greatest love poems are in sonnet form. Students discover that this exquisite form allows language, image, feeling, thought, rhythm and music to fuse within fourteen lines. Students have an opportunity to write their own sonnets or other forms of poetry.

5 Poetry Anthology

In this task, students are expected to create a poetry anthology of their own. They choose a theme which interests them and read numerous resources looking for poetry that fits their theme. They are to choose three poems. For each poem, they are expected to justify why they made this choice and how the poem fits the theme. They are also expected to write two poems of their own (demonstrating their knowledge of the various kinds of poems and the use of poetic devices they studied in a class) to add to the anthology. All poems are to be creatively illustrated and organized into a booklet, complete with a cover and table of contents. Students will choose one poem, either found or created, that they especially enjoy and read it orally in front of their peers (small group or whole class).

Description

This is a vehicle for sharing a wide range of poetry with students, teaching them to focus on reading and responding to poetic experiences as well as learning to write specific types of poems.

Expectations

- 8e19 A – use the vocabulary expected for this grade level accurately and imaginatively in their writing;
- 8e1 A • communicate ideas and information for a variety of purposes (to evaluate information, to compare points of view) and to specific audiences, using forms appropriate for their purpose (e.g., a survey soliciting opinions on an environmental issue) and features appropriate to the form (e.g., focused questions);
- 8e5 A • produce pieces of writing using a variety of specific forms (e.g., a script for a play), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., lighting effects);
- 8e7 A • revise and edit their work, focusing on content and on more complex elements of style (e.g., imagery), independently or using feedback from others;
- 8e25 A • read aloud, showing understanding of the material and awareness of the audience;
- 8e60 A – adjust their delivery (e.g., pitch of voice, pace) to suit the size of different groups;
- 8e59 A – use tone of voice and body language to clarify meaning during conversations and presentations;
- 8e61 A – use resource materials (e.g., visual aids) to illustrate ideas in presentations;

Groupings

Students Working As A Whole Class
Students Working Individually
Students Working In Pairs

Teaching / Learning Strategies

Guided Writing
Guided Reading
Read Aloud

Assessment

Students write, respond to and present poems.

A checklist is used to track completed poems during conferencing and to ensure that students understand how to create particular forms of poetry. Refer to BLM 1.8 Poetry Tracking Sheet.

Assessment Strategies

Classroom Presentation

Assessment Recording Devices

Checklist

Teaching / Learning

Teachers must ensure that students know and follow board and school policies related to Internet use.

Introductory Activity:

The students conduct a scavenger hunt using computers or books. The library and computer lab (if available) could be used by students during the scavenger hunt (Refer to BLM 1.0). After students complete the scavenger hunt, the teacher describes the planned activities for the remainder of the unit.

Sharing Poems:

The teacher shares various types of poetry with the students by reading them aloud. The teacher uses charts or overheads so that students may see the poems. Students read the poems aloud in unison. The teacher and students note the rhythm patterns of various poems. Discussion about the meanings and use of words, rhythms, rhymes, and literary devices takes place. Students are asked to formulate questions concerning each poem to spark discussion. Refer to BLM 1.1.

Building On Previous Knowledge:

During the lesson and discussion period, the teacher will ascertain students' depth of knowledge and understanding of the various poetry genres. More review or teaching of types of poetry may be necessary before continuing with the subtask. A series of mini-lessons which highlight the distinctive components of each type of poetry may be necessary.

Poetry Power

Language A Unit for Grade 8

100 mins

Shared Writing:

This activity is a review of the forms of poetry previously studied.

Students are divided into six or more groups. Each group is given one of the BLMs 1.2 - 1.7 on poetry forms (e.g., concrete or shape poetry, acrostic, diamante, cinquain, haiku, limerick, free verse). Students in the group complete a shared writing activity. Each group does a short presentation of the poetry form to the rest of the class as review.

The group poetry is posted around the room to be consulted by the students when creating the anthology in Subtask 5. Students are also provided with a copy of BLM 1.1 as a reference when creating the anthology.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Students with Special Needs may require:

-poetry on tape or CD

-paired reading

-ESL students will require additional support and may respond to poems that highlight their culture and language.

Resources

	BLM 1.8 Poetry Forms Tracking Sheet	BLM_1.8_FormTrackingSheet_T.cwk
	BLM 1.0 Poetry Scavenger Hunt	BLM_1.0_ScavengerHunt_WS.cwk
	BLM 1.2 Acrostic Template	BLM_1.2_AcrosticTemplate_WS.cwk
	BLM 1.3 Cinquain Template	BLM_1.3_CinquainTemplate_WS.cwk
	BLM 1.4 Concrete Template	BLM_1.4_ConcreteTemplate_WS.cwk
	BLM 1.5 Diamante Template	BLM_1.5_DiamanteTemplate_WS.cwk
	BLM 1.6 Haiku Template	BLM_1.6_HaikuTemplate_WS.cwk
	BLM 1.7 Limerick Template	BLM_1.7_LimerickTemplate_WS.cwk
	BLM 1.1 Forms of Poetry Guide	BLM_1.1_FormsPoetryGuide_T.cwk
	Poetry Writing Handbook	Greta Barclay Lipson, Ed.D.
	Handbook of Poetic Forms	Ron Padgett
	The New Book of Forms: A Handbook of Poetics	Lewis Turco
	Out of the Dust	Karen Hesse
	Pigericks	Arnold Lobel
	Leaves of Grass	Walt Whitman
	The Raven	Edgar A. Poe

Poetry Power

Language A Unit for Grade 8

100 mins



Laughable Limericks

John Brewton



Jabberwocky

Lewis Carroll



Start Writing Haiku



Poetry in Forms Series Part 1: Cinquain



Shape Poems



Cinquains and Algebra



Francis Child Ballads



Tom Dooley



Froggie Went a-Courtin'



Nonsense Book



Cinquains

Notes to Teacher

1. The teacher might use BLM 1.8 to ensure students have an understanding of all forms of poetry.
2. Ensure that adequate resources are available for students to complete the Scavenger Hunt Assignment.
3. Poetry in greeting cards (e.g., poems by Maya Angelou) could be used to stimulate interest in poetry. Students could create a "Greetings" bulletin board.

Teacher Reflections

Description

Shared reading of a classic poem provides an opportunity for the students to identify and analyse imagery and symbolism used by the poet. The teacher should gather a collection of poems using the resources suggested for this subtask.

Expectations

- 8e35 – select appropriate reading strategies (e.g., skim text for specific information; scan text to determine the purpose of the text or the type of material; monitor their own comprehension);
- 8e39 A – identify some stylistic devices used in literary works (e.g., metaphor, simile, personification) and explain their use;
- 8e41 – use a variety of strategies to determine the meaning of unfamiliar words (e.g., use word-analysis techniques; use knowledge of word origins and derivations; consult dictionaries);

Groupings

Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Directed Reading-thinking Activity
Visualization

Assessment

The teacher uses the criteria on A Closer Look - Checklist BLM 2.1 to determine if each student can identify and communicate understanding of five of the devices used to create imagery and symbolism.

The teacher can then compare students' worksheet information with the picture drawn to see how accurately details of symbolism and imagery are reproduced in the picture.

Assessment Strategies

Assessment Recording Devices

Checklist

Teaching / Learning

As a whole group students are introduced to a collection of classical poems (created by the teacher using suggestions from the resource list). A shared reading of a poem selected by the teacher (*The Raven* by Edgar Allen Poe is a suggestion) is followed by a class discussion about the setting, mood and imagery used by the author. Discuss meanings of unfamiliar words using context cues, word parts and dictionaries. Ask students to identify words that help paint a picture of the poem in their minds. These words are highlighted by the teacher on chart paper. Students relate what picture is forming in their minds as they think about the poem using the following guidelines which are outlined on chart paper, an overhead, or the board:

- symbols/images that clearly indicate where the poem takes place (setting)
- vivid words and phrases that create word pictures
- a recurring symbol
- a symbol that represents an idea
- a symbol that appeals to the five senses - smell, touch, taste, sight, sound
- strong, precisely descriptive words
- use of alliteration, metaphors or personification to create an image

Using a different poem, the teacher and class examine the setting, mood, and imagery used by the author. Close attention is paid to the use of symbols, alliteration, metaphors, and personification.

Individually, students choose one poem from the collection (created by the teacher from the resources listed or others), read it and think about the words that create a word picture of the poem in their minds. They should think

Poetry Power

Language A Unit for Grade 8

150 mins

about the mood created by the author and images that are used to describe the setting, etc.

Using BLM 2.0 Imagery and Symbolism, students are asked to list words/phrases from the poem that present an image or are symbolic. They explain in their own language what they visualize. Using this list, students independently draw a picture of the poem using a chosen art medium (e.g., paint, charcoal, pencil).

Students write definitions, in their own words, of these literary devices in their journals. Pair-sharing of these definitions among the class members will clarify and confirm an accurate understanding of these devices.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

- It may be effective to have a guest reader to demonstrate the Power of Poetry.
- Poems could be put on tape or CD for students who have difficulty reading.
- For some students, a scribe could be used to draw what/how the student visualizes the poem.

Resources

	BLM 2.0 Imagery and Symbolism in Poetry	BLM_2.0_ImageSymbolism_WS.cwk
	BLM 2.1 A Closer Look - Checklist	BLM_2.1_CloserLookChecklist.cwk
	Poetry for Young People - Edgar Allan Poe	Brod Bagert - Editor
	Poetry for Young People - Robert Frost	Robert Frost
	Cremation of Sam McGee	Robert Service
	Poetry Express	James Barry
	Poe, Edgar Allen	
	Burns, Robert	
	Dickinson, Emily	
	Eliot, T.S.	
	Frost, Robert	
	paint, charcoal, pencil crayons, pastels, etc.	1
	paper	2

Notes to Teacher

Display students' work mounted on construction paper. After reviewing students' work, the teacher may need to reteach some elements of imagery and literary devices.

Teacher Reflections

Description

The teacher and students are involved in guided exploration, guided reading and guided writing to ensure that the ballad concept is understood. Students work in pairs to find a newspaper article which forms the basis of their ballad. After a team cooperative brainstorming session, each student is responsible for creating his/her own ballad.

Expectations

- 8e1 • communicate ideas and information for a variety of purposes (to evaluate information, to compare points of view) and to specific audiences, using forms appropriate for their purpose (e.g., a survey soliciting opinions on an environmental issue) and features appropriate to the form (e.g., focused questions);
- 8e5 • produce pieces of writing using a variety of specific forms (e.g., a script for a play), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., lighting effects);
- 8e27 • explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;

Groupings

Students Working As A Whole Class
Students Working In Pairs

Teaching / Learning Strategies

Research Process
Demonstration

Assessment

A rating scale (BLM 3.1) is used to assess the news ballad and journal entry.

Assessment Strategies

Response Journal
Performance Task

Assessment Recording Devices

Rating Scale

Teaching / Learning

With the entire class, the teacher leads a discussion of the characteristics of ballads. One ballad is used by the teacher to illustrate the characteristics. One may be: "The Wreck of the Edmund Fitzgerald." Some of the characteristics include: ballads tell a story related to an incident involving a famous person, a disaster or a historic event. Ballads are usually in singable four line stanzas, with rhymes at the end of lines two and four. The class and teacher examine several other ballads to reinforce the learned ballad characteristics.

In pairs, students discuss a recent news item. The discussion should promote the discovery of ballad characteristics contained in the news item. Then, individually, students write a ballad based on the news item (refer to BLM 3.0). Students may share their ballads orally in a whole class or small group setting. The completed ballads and newspaper items could be displayed as a collage on a bulletin board.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

A small group of students could work under the direction of the teacher, a parent volunteer or other adult. Students could be paired so that a stronger student works with one who experiences difficulty. Ballads could be put on tapes or CDs.

Teachers may need to provide additional time for students to complete some activities.

Resources



BLM 3.0 Ballad Template

BLM_3.0_BalladTemplate_WS.cwk



BLM 3.1 Songs are Poetry Rating Scale

BLM_3.1_SongRatingScale.cwk



Francis J. Child Ballads



The Wreck of the Edmund Fitzgerald



Tom Dooley

Notes to Teacher

Newspapers need to be available to permit students a varied choice of newspaper articles.

An extended activity would be the selection of a favourite ballad song and the designing of a CD cover and insert to accompany the ballad. Independently, students design a CD cover to accompany the ballad. They record the lyrics of the song and glue the copy on the back of the CD cover. The CD cover should contain:

- a personal reflection;
- questions the reader may consider about the ballad;
- notes to guide the listener on the important elements in the ballad;
- an appropriate, attractive illustration.

Students organize the CD cover and insert so the student design is on the front, poem on the back, and response in the middle.

The CD cover design could be created during an Art lesson after the teacher models the features of a CD cover using a variety of examples.

Teacher Reflections

Poetry Power

Language A Unit for Grade 8

225 mins

Description

In this subtask, students study another poetic form in Western literature - the sonnet. Many of the world's greatest love poems are in sonnet form. Students discover that this exquisite form allows language, image, feeling, thought, rhythm and music to fuse within fourteen lines. Students have an opportunity to write their own sonnets or other forms of poetry.

Expectations

- 8e5 A • produce pieces of writing using a variety of specific forms (e.g., a script for a play), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., lighting effects);
- 8e7 A • revise and edit their work, focusing on content and on more complex elements of style (e.g., imagery), independently or using feedback from others;
- 8e8 A • proofread and correct their final drafts, focusing on grammar, spelling, punctuation, and conventions of style;
- 8e24 • read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, essays, articles) for different purposes;
- 8e27 • explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;

Groupings

Students Working As A Whole Class
Students Working In Small Groups
Students Working In Pairs

Teaching / Learning Strategies

Visualization
Discussion

Assessment

Once the sonnets are written, the teacher conferences with individual students or pairs, using BLM 4.1 Student/Teacher Conference Sheet for Sonnets.

Assessment Strategies

Self Assessment

Assessment Recording Devices

Checklist

Teaching / Learning

Read aloud to students using a fairly simple sonnet such as, "How Do I Love Thee" by Elizabeth Barrett Browning. Have them listen for patterns in stressed and unstressed syllables.

Together, count the number of beats in a line and identify the rhyming schemes. Discuss the topics that are used in the sonnet (love, aging, death, grief, joy, forces of natural world).

Point out the eight lines in which the idea or thought is developed and the subsequent six lines where the idea is brought to a conclusion.

The teacher and students together examine several other exemplary sonnets to reinforce the characteristics of the poetry genre (Sonnet).

In small groups, students examine different sonnets where they are asked to mark the rhyming scheme (ABAB, AABB) and indicate the stressed (slash) and unstressed (dash) syllables, and restate the meaning.

Before the students begin their writing assignment, the teacher and students brainstorm possible topics for their poems. The list of topics should be recorded on chart paper, an overhead, or the chalkboard and kept readily available as a resource for students.

In pairs, students write a sonnet of their own. Students may use a teacher-generated template to write their sonnet. Share the rubric to be used for assessment with the students.

Sonnets are revised and edited. Final copies are written and then proofread for grammar, spelling, punctuation, and conventions of style.

Share orally, with student permission, some samples of student-written sonnets.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

It is suggested that students who have difficulty reading could try to be integrated with those who read well or that they work in a small group with a Special Education Resource teacher, parent volunteer or other adult. Students who are challenged with writing may tape record their ideas.

Students who are unable to write a sonnet might choose another, more flexible form of poetic expression.

Resources

	BLM 4.0 Sonnet Template	BLM_4.0_SonnetTemplate_WS.cwk
	BLM 4.1 Student/Teacher Conference Sheet for Sonnets	BLM_4.1_SonnetConference_WS.cwk
	Reading and Writing Poetry with Teenagers	Fredric Lown & Judith Steinbergh
	Elizabeth Barrett Browning	
	Valentine	
	Sonnets	
	Elizabeth Barrett Browning Selected Poetry	
	Shakespeare's Sonnets	

Notes to Teacher

The sonnet is one of the more complex forms of poetry. Some additional research may be necessary.

Due to varying levels of student ability, choice should be given to students who might like to use a different form of poetry to complete this assignment.

Teacher Reflections

Description

In this task, students are expected to create a poetry anthology of their own. They choose a theme which interests them and read numerous resources looking for poetry that fits their theme. They are to choose three poems. For each poem, they are expected to justify why they made this choice and how the poem fits the theme. They are also expected to write two poems of their own (demonstrating their knowledge of the various kinds of poems and the use of poetic devices they studied in a class) to add to the anthology. All poems are to be creatively illustrated and organized into a booklet, complete with a cover and table of contents. Students will choose one poem, either found or created, that they especially enjoy and read it orally in front of their peers (small group or whole class).

Expectations

- 8e1 A • communicate ideas and information for a variety of purposes (to evaluate information, to compare points of view) and to specific audiences, using forms appropriate for their purpose (e.g., a survey soliciting opinions on an environmental issue) and features appropriate to the form (e.g., focused questions);
- 8e2 A • use writing for various purposes and in a range of contexts, including school work (e.g., to write technical instructions, to clarify personal concerns, to explore social issues, to develop imaginative abilities);
- 8e5 A • produce pieces of writing using a variety of specific forms (e.g., a script for a play), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., lighting effects);
- 8e7 A • revise and edit their work, focusing on content and on more complex elements of style (e.g., imagery), independently or using feedback from others;
- 8e8 A • proofread and correct their final drafts, focusing on grammar, spelling, punctuation, and conventions of style;
- 8e24 • read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, essays, articles) for different purposes;
- 8e26 • read independently, selecting appropriate reading strategies;
- 8e27 A • explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;
- 8e35 – select appropriate reading strategies (e.g., skim text for specific information; scan text to determine the purpose of the text or the type of material; monitor their own comprehension);
- 8e38 A – use their knowledge of the characteristics of different forms of writing to help them select appropriate materials for a specific purpose;
- 8e61 A – use resource materials (e.g., visual aids) to illustrate ideas in presentations;
- 8e3 A • organize information and ideas creatively as well as logically, using paragraph structures appropriate for their purpose (e.g., paragraphs structured to develop a comparison or establish a cause-and-effect relationship);

Groupings

Students Working Individually
 Students Working In Pairs
 Students Working As A Whole Class

Teaching / Learning Strategies

Conferencing
 Read Aloud
 Guided Exploration

Assessment

Part one: Once students have completed their poetry selections and written their justification journal, they self-assess using the checklist How Am I Doing? BLM 5.1. They meet with a peer for peer feedback. At this point, they may want to make further revisions.

The teacher uses the checklist to assess students' progress.

Part two: This time, the completed anthology is assessed holistically using the Poetry Anthology rubric.

Assessment Strategies

Observation
 Conference
 Response Journal
 Self Assessment

Assessment Recording Devices

Anecdotal Record
 Checklist
 Rubric

Poetry Power**Language A Unit for Grade 8****800 mins**

- 8e25 A • read aloud, showing understanding of the material and awareness of the audience;
- 8a33 – use tools, materials, and techniques correctly, selecting those that are appropriate for the size, scope, and intent of the work.

Teaching / Learning**Part One:**

The class discusses a variety of topics or themes that may be of interest to adolescents. Model for the students by choosing one poem that matches a sample theme. "Adolescence" might be a good choice. A suggested resource could be Reading and Writing Poetry With Teenagers - *The Road Not Taken* by Robert Frost. This poem can also be accessed in some other anthologies listed in the resource section. Explain to students the way to justify a choice, for example: "When I read this poem, it symbolized the road of the future for young adults. There are many choices to be made in the future. As teens, we will have to make some good decisions in order for us to be successful. This does not mean that we have to go along with the crowd. It is a good thing to make a difference in the world by choosing, "the road less travelled."

By doing this, the teacher models the choosing and justifying part of the subtask.

Introduce the BLM 5.1 How Am I Doing? to students as a tracking device. This will be used to track student progress to ensure completion of the task.

Students choose their own theme or may choose to use one from the suggested themes on BLM 5.0. Using books, magazines, Internet, song lyrics, etc. they select three poems that they feel match their theme. They write a justification for each of their choices (as modelled by the teacher) on their justification page. Refer to BLM 5.0, point 3.

Part Two:

Students reflect upon forms of poetry they studied in earlier subtasks. Using their chosen theme, they create poetry of their own, keeping these forms in mind. When they are satisfied with their work, they choose two of their own creations which reflect different forms. Students include these in their anthology with the ones they have researched. For each poem selected, students explain how this poem supports their own chosen theme.

Conferencing with peers and/or the teacher takes place and revision and editing follow. Each piece is then recorded on a separate piece of paper and proofread. The teacher discusses the personal reflection for each selected poem and offers suggestions for further exploration.

Part Three:

Students organize their poems any way they feel is appropriate. They create a table of contents and a title page.

The teacher models an illustration of one of the poems or shows an example of a previously created anthology. All pages are organized and then bound securely.

The organizational order is as follows: title page; table of contents; found poetry with justifications and illustrations; personal poetry.

Encourage students to be creative and unique in their approach. Suggest the use of 3-D materials such as fabric, yarn, seeds, sparkles, leaves, ribbon, lace, etc. This part of the activity can be linked to visual arts expectations for Grade 8.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Some students could form a small group and create a cooperative anthology with the aid of a parent volunteer,

Poetry Power**Language A Unit for Grade 8****800 mins**

Special Education Resource Teacher, co-op student or the classroom teacher. The anthology could be scribed or tape recorded. Provide templates for specific forms of poetry and the bibliography, but accommodate work load by expecting fewer poems.

It may be beneficial for students with special needs to choose poems from a short list of poems pre-selected by the teacher.

Resources**Poetry Anthology Rubric****BLM 5.1 How Am I Doing?**

BLM_5.1_SelfPeer_T_Check.cwk

**BLM 5.0 Anthology Assignment**

BLM_5.0_AnthologyAssignment.cwk

**Poetry for Young People - Lewis Carroll**

Edward Mendelson - Editor

**Poetry for Young People - Emily Dickinson**

Frances Schoonmaker Bolin - Editor

**Poetry for Young People - Robert Frost**

Gary D. Schmidt - Editor

**Reading and Writing Poetry with Teenagers**

Fredric Lown

Notes to Teacher

- The assessment criteria listed below clarify the criteria for level 3 of the rubric for subtask 5.
 - chosen poems are varied in type and related directly to the theme chosen
 - the justification for choosing these poems contains evidence from the poem and from the life experiences of the student. They are written accurately and are logical choices for supporting the theme through the interpretation of imagery and symbolism
 - written poems vary in type and length and demonstrate a good knowledge of imagery and symbolism
 - illustrations reflect the topic of the poem and the theme of the anthology
 - the anthology is securely bound and organized in a logical and creative way
 - table of contents is complete and organized according to form
 - the oral presentation demonstrates preparation and interpretation
 - body language, eye contact and voice are used appropriately
- Students may create a tracking sheet of the types of poems selected.
- Individually, students present a rehearsed reading of one of their own poems. It would be appropriate to create mood by supplying a reading stool and mood lighting. Students should use props or visual aids.
- Visual Arts expectations could be added to the Poetry Anthology Rubric or assessed separately.

Teacher Reflections

Appendices

Poetry Power

Language

Resource List:
Blackline Masters:
Rubrics:
Unit Expectation List and Expectation Summary:

Poetry Power

Language A Unit for Grade 8



Rubric

- Poetry Anthology Rubric ST 5

1



Blackline Master / File

- BLM 1.0 Poetry Scavenger Hunt** ST 1
BLM_1.0_ScavengerHunt_WS.cwk
Scavenger hunt used as an introductory activity for subtask 1.
- BLM 1.1 Forms of Poetry Guide** ST 1
BLM_1.1_FormsPoetryGuide_T.cwk
This is a sheet that students can use to identify different poetic forms.
- BLM 1.2 Acrostic Template** ST 1
BLM_1.2_AcrosticTemplate_WS.cwk
- BLM 1.3 Cinquain Template** ST 1
BLM_1.3_CinquainTemplate_WS.cwk
- BLM 1.4 Concrete Template** ST 1
BLM_1.4_ConcreteTemplate_WS.cwk
- BLM 1.5 Diamante Template** ST 1
BLM_1.5_DiamanteTemplate_WS.cwk
- BLM 1.6 Haiku Template** ST 1
BLM_1.6_HaikuTemplate_WS.cwk
- BLM 1.7 Limerick Template** ST 1
BLM_1.7_LimerickTemplate_WS.cwk
- BLM 1.8 Poetry Forms Tracking Sheet** ST 1
BLM_1.8_FormTrackingSheet_T.cwk
This is used by teacher and student to ensure that every form of poetry writing has been complete.
- BLM 2.0 Imagery and Symbolism in Poetry** ST 2
BLM_2.0_ImageSymbolism_WS.cwk
- BLM 2.1 A Closer Look - Checklist** ST 2
BLM_2.1_CloserLookChecklist.cwk
- BLM 3.0 Ballad Template** ST 3
BLM_3.0_BalladTemplate_WS.cwk
- BLM 3.1 Songs are Poetry Rating Scale** ST 3
BLM_3.1_SongRatingScale.cwk
- BLM 4.0 Sonnet Template** ST 4
BLM_4.0_SonnetTemplate_WS.cwk
A pattern sheet for writing a sonnet.
- BLM 4.1 Student/Teacher Conference Sheet for Sonnets** ST 4
BLM_4.1_SonnetConference_WS.cwk
- BLM 5.0 Anthology Assignment** ST 5
BLM_5.0_AnthologyAssignment.cwk
- BLM 5.1 How Am I Doing?** ST 5
BLM_5.1_SelfPeer_T_Check.cwk



Print

- A Giraffe and a Half** Unit
Shel Silverstein
0-06-025655-9
- A Light in the Attic** Unit
Shel Silverstein
0-06-025673-7
- A Pizza the size of the Sun** Unit
Jack Prelutsky
0-590-37469-9
- And the Green Grass Grew All Around Folk Poetry From Everyone** Unit
Alvin Schwartz ed.
0060227575
- Animalia** Unit
Graeme Base
0-7725-1668-5
- Aster Aardvark's Alphabet Adventures** Unit
Steven Kellogg
0-688-07256-9
- Cremation of Sam McGee** Unit
Robert Service
0888392230
- Cremation of Sam McGee** ST 2
Robert Service
- Elizabeth Barrett Browning** ST 4
- Falling Up** Unit
Shel Silverstein
0-06-024802-5
- Favorite poems A Quotable Anthology** Unit
Various
- Hailstones and Halibut Bones** Unit
Mary O'Neill
0385410786
- Handbook of Poetic Forms** ST 1
Ron Padgett
- Hey World, Here I Am!** Unit
Jean Little
1550740369
- If I were in charge of the world** Unit
Judy Viorst
0-689-30863-9
- Jabberwocky** ST 1
Lewis Carroll
081091507
Jabberwocky poem
- Laughable Limericks** Unit
Sara and John Brewton
65-16179

Poetry Power

Language A Unit for Grade 8

<input type="checkbox"/> Laughable Limericks John Brewton 65-16179	ST 1	<input type="checkbox"/> Poetry for Young People - Robert Frost Gary Schmidt ed. 043925419-1	Unit
<input type="checkbox"/> Leaves of Grass Walt Whitman ISBN: 0679725148 Poems by Walt Whitman	ST 1	<input type="checkbox"/> Poetry for Young People - Robert Frost Robert Frost 0-439-25419-1 A picture edition of poems by Frost	ST 2
<input type="checkbox"/> Marguerite, Go Wash Your Feet Wallace Tripp 0-395-39894-0	Unit	<input type="checkbox"/> Poetry for Young People - Robert Frost Gary D. Schmidt - Editor 0-439-25419-1	ST 5
<input type="checkbox"/> Nine O'Clock Bell Raymond Wilson ed. 0140318259	Unit	<input type="checkbox"/> Poetry of Witches, Elves and Goblins Leland Jacobs ed. 70-99767	Unit
<input type="checkbox"/> Oh, How Silly William Cole ed. 74-123020	Unit	<input type="checkbox"/> Poetry Writing Handbook Greta Barclay Lipson, Ed.D. 1-57310-108-7 Definitions, examples, lessons on poetry.	ST 1
<input type="checkbox"/> Old Possum's Book of Practical Cats T. S. Eliot 70-6613	Unit	<input type="checkbox"/> Reading and Writing Poetry with Teenagers Fredric Lown & Judith Steinbergh 0-8251-2793-9 A Poetry Handbook	ST 4
<input type="checkbox"/> Out of the Dust Karen Hesse 0-590-37125-8 Free Verse about the Depression	ST 1	<input type="checkbox"/> Reading and Writing Poetry with Teenagers Fredric Lown 0-8251-2793-9	ST 5
<input type="checkbox"/> Pigericks Arnold Lobel ISBN: 0060239824 Limericks about pigs.	ST 1	<input type="checkbox"/> Selected Poems T. S. Eliot	Unit
<input type="checkbox"/> Poems Children Will Sit Still For Beatrice Schneck de Regniers ed. 7177568	Unit	<input type="checkbox"/> Selected Poems T. S. Eliot 571-05706-3	Unit
<input type="checkbox"/> Poetry Express James Barry 0-17-603938-4	Unit	<input type="checkbox"/> Shooting of Dan McGrew Robert Service 088839224-9	Unit
<input type="checkbox"/> Poetry Express James Barry 0-17-603938-4 A Nelson Mini-Anthology - lots of poems that use imagery and symbolism	ST 2	<input type="checkbox"/> Side By Side James Barry 0-17-603897-3	Unit
<input type="checkbox"/> Poetry for Young People - Edgar Allan Poe Brod Bagert - Editor 0-439-22030-0	ST 2	<input type="checkbox"/> The Gargoyle on the Roof Jack Prelutsky 0-688-09643-3	Unit
<input type="checkbox"/> Poetry for Young People - Emily Dickinson Frances Schoonmaker Ed 0-439-17872-X	Unit	<input type="checkbox"/> The Last-Place Sports Poems of Jeremy Bloom Gordon and Bernice Korman 0-590-255516-9 A collection of poems about winning, losing and being a good sport (sometimes)	Unit
<input type="checkbox"/> Poetry for Young People - Emily Dickinson Frances Schoonmaker Bolin - Editor 0-439-17872-X	ST 5	<input type="checkbox"/> The Missing Piece Shel Silverstein 0-06-2561-0	Unit
<input type="checkbox"/> Poetry for Young People - Lewis Carroll Edward Mendelson Ed. 0439148308	Unit	<input type="checkbox"/> The New Book of Forms: A Handbook of Poetics Lewis Turco	ST 1
<input type="checkbox"/> Poetry for Young People - Lewis Carroll Edward Mendelson - Editor 0-439-14830-8	ST 5	<input type="checkbox"/> The New Kid on the Block Jack Prelutsky 0590408364	Unit
		<input type="checkbox"/> The Random Book of Poetry for Children Jack Prelutsky ed. 0-394-85010-6	Unit

Poetry Power

Language A Unit for Grade 8

- | | | | |
|--------------------------------------------------------------------------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| <input type="checkbox"/> The Raven
Edgar A. Poe | ST 1 | <input type="checkbox"/> Poe, Edgar Allen
http://falcon.jmu.edu/~ramsegil/poechild.htm#A | ST 2 |
| <input type="checkbox"/> Where the Sidewalk Ends
Shel Silverstein
06-025667-2 | Unit | <input type="checkbox"/> Poetry in Forms Series Part 1: Cinquain
http://www.poewar.com/articles/cinquain.htm
Cinquain Guidelines | ST 1 |
| <input type="checkbox"/> Wild Critters
Tim Jones
0-945397-25-9 | Unit | <input type="checkbox"/> R.L. Stevenson
http://bartleby.com/188/ | Unit |
| <input type="checkbox"/> Winter Poems
Barbara Rogasky ed.
0590428721 | Unit | <input type="checkbox"/> Robert Graves
http://bartleby.com/people/Graves-R.html
Poems by Robert Graves | Unit |



Website

- | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| <input type="checkbox"/> Burns, Robert
http://bartkebt.com/6/
Collection of Robert Burns' poetry and background information on the author. | ST 2 | <input type="checkbox"/> Sonnets
http://www.sonnets.org/canon.htm | ST 4 |
| <input type="checkbox"/> Cinquains
http://www.geocities.com/~spanoudi/poems/poem-c d.html
By: Adelaide Crapsey | ST 1 | <input type="checkbox"/> Start Writing Haiku
http://cc.matsuyama-u.ac.jp/~shiki/start-writing.html
A lesson plan to introduce haiku | ST 1 |
| <input type="checkbox"/> Cinquains and Algebra
http://teams.lacoe.edu/documentaion/classrooms/a my/algebra/5-6/activities/poetry/cinquain | ST 1 | <input type="checkbox"/> The Wreck of the Edmund Fitzgerald
http://home.pacbell.net/chabpyne/lyrics.html
A Copy of the Lyrics | ST 3 |
| <input type="checkbox"/> Dickinson, Emily
http://bartleby.com/113/
Background information and poems by Emily Dickinson | ST 2 | <input type="checkbox"/> Tom Dooley
http://www.fortunecity.com/tinpan/tamborine/175/the songs/TomDooley.htm#Song%20lyrics
Song Lyrics | ST 1 |
| <input type="checkbox"/> Eliot, T.S.
http://web.missouri.edu/~tselst/tselinks.html
Biographical information and poems by Eliot | ST 2 | <input type="checkbox"/> Tom Dooley
http://www.fortunecity.com/tinpan/tamborine/175/the songs/TomDooley.htm#Song%20lyrics | ST 3 |
| <input type="checkbox"/> Elizabeth Barrett Browning Selected Poetry
http://www.cswnet.com/~erin/ebbpoem.htm

Sonnets by Barret Browning | ST 4 | <input type="checkbox"/> Valentine
http://albionmich.com/valentine.html | ST 4 |
| <input type="checkbox"/> Francis Child Ballads
http://www.contemplator.com/child/index.html | ST 1 | <input type="checkbox"/> Wordsworth
http://bartleby.com/145/
Poems by Wordsworth. | Unit |
| <input type="checkbox"/> Francis J. Child Ballads
http://www.contemplator.com/child/index/html
A variety of ballads | ST 3 | | |
| <input type="checkbox"/> Froggie Went a-Courtin'
http://home.worldonline.dk/~justesen/index/lyrics.htm
m
Song Lyrics | ST 1 | | |
| <input type="checkbox"/> Frost, Robert
http://bartleby.com/people/Frost-RO.html
biographical information and poems by Frost | ST 2 | | |
| <input type="checkbox"/> Keats
http://bartleby.com/126/
Poems by Keats | Unit | | |
| <input type="checkbox"/> Nonsense Book
http://www.accd.edu/sac/english/bailey/lear.htm
Edward Lear's | ST 1 | | |

Poetry Power
Language A Unit for Grade 8



Material

- paint, charcoal, pencil crayons, pastels, etc. **ST 2**
1
per person
- paper **ST 2**
2
per person

Poetry Scavenger Hunt

Student Name: _____

Conduct a scavenger hunt using books or an Internet search.

List the book title and page number or the URL where you found the answer to the questions below. Write the answer under the question.

1. Describe the pattern for the traditional haiku poem.
2. How many lines are in a limerick?
3. Read a poem by W.B. Yeats. Write the title of the poem.
4. Write an example of a couplet.
5. Compare two acrostic poems and tell how they are alike and different.
6. Explain the poetic device "alliteration."
7. Tell who or what is Mother Goose.
8. Name two poems written by Edgar Allen Poe.
9. What well-known poet wrote Jabberwocky?
10. Write one poetry scavenger hunt question.

Forms of Poetry Guide (Teacher Reference)

Acrostics

In an acrostic poem letters of the subject are written down vertically to form the word of choice. Next to each letter a poetic statement is written horizontally to express the subject in creative ways. These may or may not rhyme.

Poem
Poe
Open-verse
Expressive
Meaningful

Limericks

Limericks are highly controlled five-line poems. The usual rhyme scheme in the limerick has the longer lines, 1, 2, and 5 rhyming with each other, and the shorter lines, 3 and 4 rhyming with each other.

Reading in Toronto District Schools

Possible Resources: Lear, Edward. A Book of Nonsense
Lobel, Arnold. Pigericks

Free Verse

It lacks rhyme and has less predictable rhythm.

Possible Resources: Whitman, Walt. "Leaves of Grass"
Hesse, Karen Out of the Dust
Poe, E.A. "The Raven"

Concrete Poetry

This form of poetry is visual word expression. Words and phrases are arranged on paper to capture and extend the meaning. Each line should be a complete unit of thought. The poem is written in a specific shape. The words used must relate to the title.

With the class try to brainstorm single words which create concrete pictures in your mind such as: football, steps, broken heart, skyscraper, etc.

Possible Resources: <http://fuzzy.snakeden.org/plessons.wpshape.html>

Haiku

It is a Japanese form of poetry. Its form is 17 syllables in three lines with the following pattern: first line, five syllables which convey the mood; second line, seven syllables which convey an emotion; third line, five syllables which convey an atmosphere. It usually has a nature theme. Haiku is a mood piece in which there is no rhyme, metaphors or similes. It is important to understand the concept of syllabication. One method of practising syllable count is to have the class tap out the syllables of each word/line.

Possible Resources: <http://cc.matsuyama-u.ac.jp/~shiki/Start-Writing.html>

Forms of Poetry Guide (Teacher Reference)

Cinquain

This syllabic verse form (five lines) which is unrhymed, gradually increases the number of syllables in each line until the last line, which returns to two syllables.

First Line: two syllables, one word, giving title or topic

Second Line: four syllables, two words, describing title or topic

Third Line: six syllables, three words, expressing action

Fourth Line: eight syllables, four words, expressing a feeling or effect

Fifth Line: two syllables, another word for the title or topic (synonym)

Possible Resources: <http://teams.lcoe.edu/documentation/classrooms/amy/algebra/5-6/activities/poetry/cinquain>
<http://www.poewar.com/articles/cinquain.htm>

Diamante

The diamante is a pattern of seven lines, which moves from one idea to its opposite in the last line.

First Line: a single word to describe the subject

Second Line: two words which describe the subject

Third Line: three verbs, usually ending in -ed or -ing

Fourth Line: four words which relate to the subject and capture some feeling about the topic

Fifth Line: three words, usually ending in -ed or -ing

Sixth Line: two words (describing words -adjectives)

Seventh Line: one word which is the opposite or the synonym of the first line

Ballads

Ballads are narrative poetry, which tell a story and are set to music. They usually have singable four-line stanzas, with rhyme at the ends of lines two and four.

Possible Resources: Dylan, Bob. "Foggy Went a Courtin"
 "Tom Dooley"
 "Wreck of the Edmund Fitzgerald"
 Francis Child Ballads- <http://www.contemplator.com/child/index.html>

Sonnet

It is a form of poetry where language, imagery, feelings, thought, rhythm and music fuse within 14 lines. It is a fixed form of 14 lines of 10 syllables each. It is written in iambic pentameter. There are two parts to the sonnet consisting of three quatrains and an ending couplet. Eight lines convey the idea or develop the thought. In the last six lines, the idea or thought is brought to a conclusion. The two final lines are in the form of a rhyming couplet. The rhyme scheme is ABAB, CDCD, EFEF, GG.

Possible Resources: Shakespeare
 Elizabeth Barrett-Browning

Cinquain Poetry

Name: _____

An unrhymed form of poetry that follows a specific format.

Line 1 (Topic - 2 syllables)

Line 2 (Describes the topic - 4 syllables)

Line 3 (Expresses action - 6 syllables)

Line 4 (Expresses feeling - 8 syllables)

Line 5 (Synonym for topic -2 syllables)

Concrete Poetry

Name: _____

Concrete poetry is visual word expression. It has the quality of pop art in its representation of objects, etc. The poem takes on the shape of the object.

Tree
Green leaves
Shades the sun
Is a home for the birds
Lives for thousands and thousands
Of years



Diamante

Name: _____

Diamante is the Italian word for diamond. When completed, this poetry style creates a diamond form.

Line 1: Choose a topic (noun).

Line 2: Use two describing words (adjectives).

Line 3: Use three action verbs (“ed” or “ing”).

Line 4: Use a four-word phrase to capture a feeling about the topic.

Line 5: Use three action verbs (“ed” or “ing”).

Line 6: Use two describing words (adjectives).

Line 7: Use a synonym for the final word.

A diamond-shaped template for writing a Diamante poem. The diamond is formed by a square with its corners cut off. Inside the diamond, there are seven horizontal lines of varying lengths, centered to form the shape of a diamond. The lines are: 1. A single line at the top. 2. Two lines below it. 3. Three lines below that. 4. A single line at the widest part (the center). 5. Three lines below that. 6. Two lines below that. 7. A single line at the bottom.

Haiku

Name: _____

Haiku is a Japanese verse in three lines.

Line one has five syllables.

Line two has seven syllables.

Line three has five syllables.

There are no rhymes, metaphors or similes.

Most haiku poems are about nature.

Line 1 _____

Line 2 _____

Line 3 _____

Write another haiku poem.

Line 1 _____

Line 2 _____

Line 3 _____

Limerick

Name: _____

The usual rhyme scheme in the limerick has the longer lines 1, 2, and 5 rhyming with each other, and the shorter lines 3 and 4 rhyming with each other.

Line 1 _____ A

Line 2 _____ A

Line 3 _____ B

Line 4 _____ B

Line 5 _____ A

Imagery and Symbolism in Poetry

Name: _____

Poems are to be heard. A reader's voice gives a poem life. Poems are to be seen and read. They create images which can be translated into words.

As you read the chosen poem, listen and watch for images and symbols that are painted in word pictures. List them below and describe the 'picture' you see in your own words. Find a minimum of five images and/or symbols.

Image/Symbol Taken From the Poem	What I Saw as I Read the Poem	Literary Device Used or How Created

A Closer Look - Checklist

Student's Name: _____

Identified Device Used (complete a minimum of five)	Yes	No	Accurate Interpretation		Included in Illustration	
			Yes	No	Yes	No
- a symbol/image that clearly illustrates where the poem took place						
- vivid words and phrases that create word pictures						
- a recurring symbol						
- a symbol that represents an idea						
- a symbol that appeals to the five senses						
- strong, precise descriptive words						
- alliteration, simile, metaphor						
- other						

Ballads

Name: _____

Ballads are narrative poetry which tell a story and are set to music. Ballads are usually singable four line stanzas, that rhyme at the end of lines two and four.

Stanza #1

Line 1 _____

Line 2 _____ A

Line 3 _____

Line 4 _____ A

Stanza #2

Line 1 _____

Line 2 _____ B

Line 3 _____

Line 4 _____ B

Songs Are Poetry Rating Scale

BLM 3.1

1. limited use of elements 2. some use of elements 3. good use of elements
 4. strong use of elements

Student Name: _____	1	2	3	4
1. Writes newspaper item in ballad form. The student demonstrates the ability to recognize and use ballad form.				
2. The ballad reflects the issue(s) outlined in the news item.				
3. Journal Entry: Explains why the student chose this newspaper article as a basis for the ballad. The explanation is logical and directly relates to the student's background.				

1. limited use of elements 2. some use of elements 3. good use of elements
 4. strong use of elements

Student Name: _____	1	2	3	4
1. Writes newspaper item in ballad form. The student demonstrates the ability to recognize and use ballad form.				
2. The ballad reflects the issue(s) outlined in the news item.				
3. Journal Entry: Explains why the student chose this newspaper article as a basis for the ballad. The explanation is logical and directly relates to the student's background.				

Sonnet Template

Names: _____

Write a sonnet, using iambic pentameter, -/-/-/ and 10 syllables to each line.

Title: _____

_____ A

_____ B

_____ A

_____ B

_____ C

_____ D

_____ C

_____ D

_____ E

_____ F

_____ E

_____ F

_____ G

_____ G

Student/Teacher Conference Sheet for **BLM** **Sonnets** 4.1

Student Name: _____

	Student's Explanation and Comments	Teacher Suggestions, Comments, and Teaching Points
<u>Characteristics of a Sonnet</u> (rhyme scheme, development of thought, etc.)		
<u>Content of Sonnet</u>		
<u>Writing Process</u> Planning Draft Revising Editing Publishing		

Anthology Assignment

**BLM
5.0**

Task #	Task Description	Student Initial	Teacher Initial
1	Choose a topic or theme that interests you. (see suggestions below)		
2	Meet with the teacher to get your theme approved and to get some suggestions regarding resources to try. Check point: Teacher initials approval of theme.		
3	Read numerous poetry books, use the Internet and/or examine song lyrics. Choose two poems that you feel reflect your theme. Record each one on a separate piece of paper. Explain why each was chosen and how it relates to your theme. Put this on a separate sheet under the title "Justification Page." You must use two different sources. Check point: Do a self-assessment. Meet with a peer. Meet with the teacher and complete the "How Am I Doing?" checklist.		
4	Write two poems of your own using a variety of poetry forms. Record each one on a separate page. Check point: Conference with a peer. Have the teacher assess your writing.		
5	Create the table of contents for your assignment.		
6	Create a title page and add illustrations for each poem. Be creative!		
7	Organize and then bind your pages securely. (Title page, table of contents, poems/ illustrations, justification page)		
8	Choose one poem you want to read aloud to the class. Decide on props for your presentation.		
9	Hand in your completed anthology to the teacher by this date: _____		

Suggested themes: anger, fantasy, night, giants, war, sports, games, babies, death, animals, conflict, frustration, love, dinosaurs, work, fathers, people, school, weather, flowers, journey, travel, machines, holidays, dreams, fire, monsters, nonsense, colour, sea, beach, seasons, farm, birds, time, water, food, family, friends, scary things.

How Am I Doing?

(Self/Peer Checklist for Task 3)

Check when you have completed each step.	Self/Peer	Teacher Conference
1. I found two poems from resources.		
2. The two poems reflect the theme I have selected.		
3. I have recorded each poem on a separate sheet of paper.		
4. On my justification page, I have explained why I chose each of the two poems, using a reference or evidence from a poem.		
5. I have proofread to check for spelling, grammar, punctuation, conventions of style and typo-graphical errors.		
6. I have completed a personal reflection for each poem I have selected.		

Comments:

Poetry Anthology Rubric
for use with Subtask 5 : Poetry Anthology
from the Grade 8 Unit: Poetry Power

Student Name: _____

Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 8e1** • communicate ideas and information for a variety of purposes (to evaluate information, to compare points of view) and to specific audiences, using forms appropriate for their purpose (e.g., a survey soliciting opinions on an environmental issue) and features appropriate to the form (e.g., focused questions);
- 8e8** • proofread and correct their final drafts, focusing on grammar, spelling, punctuation, and conventions of style;
- 8e25** • read aloud, showing understanding of the material and awareness of the audience;
- 8e27** • explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;
- 8e38** – use their knowledge of the characteristics of different forms of writing to help them select appropriate materials for a specific purpose;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Reasoning 8e27 - explains interpretation of poems to justify how it relates to the theme	- demonstrates limited ability to choose poems, interpret effectively, and justify for inclusion in the anthology.	- demonstrates some ability to choose poems, interpret effectively, and justify for inclusion in the anthology.	- demonstrates considerable ability to choose poems, interpret effectively, and justify for inclusion in the anthology.	- demonstrates a high degree of ability to choose poems for inclusion in the anthology - thoughtful and supported with evidence from the work.
Communication 8e1 - communicates ideas using features appropriate to the form	- limited ability to paint a visual picture with words. - demonstrates limited ability to collect poems focussed on a theme.	- some attempt to create visual pictures using symbols and imagery. - collects some poems focussing on the theme chosen.	- imagery is creative and thoughtful. - most poems focus on the theme chosen.	- complex and creative imagery and symbolism is articulated effectively. - all poems effectively support the theme chosen.
Communication 8e25 - reads aloud showing understanding of the material and awareness of the audience	- limited awareness of audience. - limited ability to vary tone of voice, body language, or eye contact.	- some awareness of audience evident. occasional voice inflection and body gestures helps to clarify meaning.	- good awareness of audience. - voice, body language, and eye contact used effectively to engage audience.	- plays to the audience and has their full attention. - body language, voice, and eye contact used very effectively for dramatic effect.
Organization of ideas 8e38 - uses knowledge of the characteristics of different forms to select appropriate materials	- uses a limited range of poetic forms and types. - demonstrates limited ability to follow a specific format.	- uses some poetic forms and types. - organization is simple but recognizable.	- uses a variety of poetic forms and types. - organization is logical and effective.	- uses a wide variety of poetic forms and types. - organization is highly effective, eye-catching, and purposeful.
Application of Language Conventions 8e8 - proofreads final drafts	- uses few of the conventions studied. - with several errors and/or omissions.	- uses some of the conventions studied. - with several minor errors and/or omissions.	- uses most of the conventions studied. - with a few errors and/or omissions.	- uses all of the conventions studied, in a wide variety of contexts. - with no or practically no errors and/or omissions.

Poetry Power
Language A Unit for Grade 8

		Selected	Assessed
English Language---			
<input type="checkbox"/> 8e1	• communicate ideas and information for a variety of purposes (to evaluate information, to compare points of view) and to specific audiences, using forms appropriate for their purpose (e.g., a survey soliciting opinions on an environmental issue) and features appropriate to the form (e.g., focused questions);	1	2
<input type="checkbox"/> 8e2	• use writing for various purposes and in a range of contexts, including school work (e.g., to write technical instructions, to clarify personal concerns, to explore social issues, to develop imaginative abilities);		1
<input type="checkbox"/> 8e3	• organize information and ideas creatively as well as logically, using paragraph structures appropriate for their purpose (e.g., paragraphs structured to develop a comparison or establish a cause-and-effect relationship);		1
<input type="checkbox"/> 8e5	• produce pieces of writing using a variety of specific forms (e.g., a script for a play), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., lighting effects);	1	3
<input type="checkbox"/> 8e7	• revise and edit their work, focusing on content and on more complex elements of style (e.g., imagery), independently or using feedback from others;		3
<input type="checkbox"/> 8e8	• proofread and correct their final drafts, focusing on grammar, spelling, punctuation, and conventions of style;		2
<input type="checkbox"/> 8e19	– use the vocabulary expected for this grade level accurately and imaginatively in their writing;		1
English Language---Reading			
<input type="checkbox"/> 8e24	• read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, essays, articles) for different purposes;	2	
<input type="checkbox"/> 8e25	• read aloud, showing understanding of the material and awareness of the audience;		2
<input type="checkbox"/> 8e26	• read independently, selecting appropriate reading strategies;	1	
<input type="checkbox"/> 8e27	• explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;	2	1
<input type="checkbox"/> 8e35	– select appropriate reading strategies (e.g., skim text for specific information; scan text to determine the purpose of the text or the type of material; monitor their own comprehension);	2	
<input type="checkbox"/> 8e38	– use their knowledge of the characteristics of different forms of writing to help them select appropriate materials for a specific purpose;		1
<input type="checkbox"/> 8e39	– identify some stylistic devices used in literary works (e.g., metaphor, simile, personification) and explain their use;		1
<input type="checkbox"/> 8e41	– use a variety of strategies to determine the meaning of unfamiliar words (e.g., use word-analysis techniques; use knowledge of word origins and derivations; consult dictionaries);	1	
English Language---Oral and Visual Communication			
<input type="checkbox"/> 8e59	– use tone of voice and body language to clarify meaning during conversations and presentations;		1
<input type="checkbox"/> 8e60	– adjust their delivery (e.g., pitch of voice, pace) to suit the size of different groups;		1
<input type="checkbox"/> 8e61	– use resource materials (e.g., visual aids) to illustrate ideas in presentations;		2
The Arts---Visual Arts			
<input type="checkbox"/> 8a33	– use tools, materials, and techniques correctly, selecting those that are appropriate for the size, scope, and intent of the work.	1	

Expectation Summary

Selected **Assessed**

Poetry Power

Language A Unit for Grade 8

English Language

8e1	1	2	8e2	1	8e3	1	8e4	8e5	1	3	8e6	8e7	3	8e8	2	8e9	8e10			
8e11			8e12		8e13		8e14	8e15			8e16	8e17		8e18		8e19	1	8e20		
8e21			8e22		8e23		8e24	2	8e25	2	8e26	1	8e27	2	1	8e28	8e29	8e30		
8e31			8e32		8e33		8e34		8e35	2	8e36		8e37		8e38	1	8e39	1	8e40	
8e41	1		8e42		8e43		8e44		8e45		8e46		8e47		8e48		8e49		8e50	
8e51			8e52		8e53		8e54		8e55		8e56		8e57		8e58		8e59	1	8e60	1
8e61		2	8e62		8e63		8e64		8e65		8e66		8e67							

French as a Second Language

8f1	8f2	8f3	8f4	8f5	8f6	8f7	8f8	8f9	8f10
8f11	8f12	8f13	8f14	8f15	8f16	8f17			

Mathematics

8m1	8m2	8m3	8m4	8m5	8m6	8m7	8m8	8m9	8m10
8m11	8m12	8m13	8m14	8m15	8m16	8m17	8m18	8m19	8m20
8m21	8m22	8m23	8m24	8m25	8m26	8m27	8m28	8m29	8m30
8m31	8m32	8m33	8m34	8m35	8m36	8m37	8m38	8m39	8m40
8m41	8m42	8m43	8m44	8m45	8m46	8m47	8m48	8m49	8m50
8m51	8m52	8m53	8m54	8m55	8m56	8m57	8m58	8m59	8m60
8m61	8m62	8m63	8m64	8m65	8m66	8m67	8m68	8m69	8m70
8m71	8m72	8m73	8m74	8m75	8m76	8m77	8m78	8m79	8m80
8m81	8m82	8m83	8m84	8m85	8m86	8m87	8m88	8m89	8m90
8m91	8m92	8m93	8m94	8m95	8m96	8m97	8m98	8m99	8m100
8m101	8m102	8m103	8m104	8m105	8m106	8m107	8m108	8m109	8m110
8m111	8m112	8m113	8m114	8m115	8m116	8m117	8m118	8m119	8m120
8m121	8m122								

Science and Technology

8s1	8s2	8s3	8s4	8s5	8s6	8s7	8s8	8s9	8s10
8s11	8s12	8s13	8s14	8s15	8s16	8s17	8s18	8s19	8s20
8s21	8s22	8s23	8s24	8s25	8s26	8s27	8s28	8s29	8s30
8s31	8s32	8s33	8s34	8s35	8s36	8s37	8s38	8s39	8s40
8s41	8s42	8s43	8s44	8s45	8s46	8s47	8s48	8s49	8s50
8s51	8s52	8s53	8s54	8s55	8s56	8s57	8s58	8s59	8s60
8s61	8s62	8s63	8s64	8s65	8s66	8s67	8s68	8s69	8s70
8s71	8s72	8s73	8s74	8s75	8s76	8s77	8s78	8s79	8s80
8s81	8s82	8s83	8s84	8s85	8s86	8s87	8s88	8s89	8s90
8s91	8s92	8s93	8s94	8s95	8s96	8s97	8s98	8s99	8s100
8s101	8s102	8s103	8s104	8s105	8s106	8s107	8s108	8s109	8s110
8s111	8s112	8s113	8s114	8s115	8s116	8s117	8s118	8s119	8s120
8s121	8s122	8s123	8s124	8s125	8s126	8s127	8s128	8s129	8s130
8s131	8s132	8s133	8s134	8s135	8s136	8s137	8s138	8s139	8s140
8s141	8s142	8s143	8s144	8s145	8s146	8s147	8s148		

History

8h1	8h2	8h3	8h4	8h5	8h6	8h7	8h8	8h9	8h10
8h11	8h12	8h13	8h14	8h15	8h16	8h17	8h18	8h19	8h20
8h21	8h22	8h23	8h24	8h25	8h26	8h27	8h28	8h29	8h30
8h31	8h32	8h33	8h34	8h35	8h36	8h37	8h38	8h39	8h40
8h41	8h42	8h43	8h44	8h45	8h46	8h47	8h48	8h49	8h50
8h51	8h52	8h53	8h54	8h55	8h56	8h57			

Geography

8g1	8g2	8g3	8g4	8g5	8g6	8g7	8g8	8g9	8g10
8g11	8g12	8g13	8g14	8g15	8g16	8g17	8g18	8g19	8g20
8g21	8g22	8g23	8g24	8g25	8g26	8g27	8g28	8g29	8g30
8g31	8g32	8g33	8g34	8g35	8g36	8g37	8g38	8g39	8g40
8g41	8g42	8g43	8g44	8g45	8g46	8g47	8g48	8g49	8g50
8g51	8g52	8g53	8g54	8g55	8g56	8g57			

Health & Physical Education

8p1	8p2	8p3	8p4	8p5	8p6	8p7	8p8	8p9	8p10
8p11	8p12	8p13	8p14	8p15	8p16	8p17	8p18	8p19	8p20
8p21	8p22	8p23	8p24	8p25	8p26	8p27	8p28	8p29	8p30
8p31	8p32	8p33	8p34	8p35	8p36	8p37	8p38	8p39	8p40
8p41									

The Arts

8a1	8a2	8a3	8a4	8a5	8a6	8a7	8a8	8a9	8a10	
8a11	8a12	8a13	8a14	8a15	8a16	8a17	8a18	8a19	8a20	
8a21	8a22	8a23	8a24	8a25	8a26	8a27	8a28	8a29	8a30	
8a31	8a32	8a33	1	8a34	8a35	8a36	8a37	8a38	8a39	8a40
8a41	8a42	8a43	8a44	8a45	8a46	8a47	8a48	8a49	8a50	
8a51	8a52	8a53	8a54	8a55	8a56	8a57	8a58	8a59	8a60	
8a61	8a62	8a63	8a64	8a65	8a66					

Poetry Power**Language A Unit for Grade 8**

Analysis Of Unit Components

- 5 Subtasks
- 33 Expectations
- 99 Resources
- 40 Strategies & Groupings
- Unique Expectations --
- 18 Language Expectations
- 1 Arts Expectations

Resource Types

- 1 Rubrics
- 17 Blackline Masters
- 0 Licensed Software
- 54 Print Resources
- 0 Media Resources
- 25 Websites
- 2 Material Resources
- 0 Equipment / Manipulatives
- 0 Sample Graphics
- 0 Other Resources
- 0 Parent / Community
- 0 Companion Bookmarks

Groupings

- 5 Students Working As A Whole Class
- 4 Students Working In Pairs
- 1 Students Working In Small Groups
- 3 Students Working Individually

Assessment Recording Devices

- 1 Anecdotal Record
- 4 Checklist
- 1 Rating Scale
- 1 Rubric

Teaching / Learning Strategies

- 1 Conferencing
- 1 Demonstration
- 1 Directed Reading-thinking Activity
- 1 Discussion
- 1 Guided Exploration
- 1 Guided Reading
- 1 Guided Writing
- 2 Read Aloud
- 1 Research Process
- 2 Visualization

Assessment Strategies

- 1 Classroom Presentation
- 1 Conference
- 1 Observation
- 1 Performance Task
- 2 Response Journal
- 2 Self Assessment