Creative Writing Unit 2 - Experimenting with Verse

Madison Public Schools

Unit Focus
After becoming acclimated to the language and moves of creative writing and personal reflection, students will now move to poetry to learn a different vehicle of expression. Students will read mentor texts (poems) to learn the different forms of poetry and different ways to accomplish purpose for a specific audience. Students will then analyze the ways in which poets present their poetry so that students will be prepared to both write and present their own poetry at the end of the unit.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
Common Core Standards *English Language Arts : 12* *919558 Reading Literature* • CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. *919579 Writing* • CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.) *CCSS.ELA-LITERACY.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.* • CCSS.ELA-LITERACY.W.11-12.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. *919597 Language* • CCSS.ELA-LITERACY.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • CCSS.ELA-LITERACY.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word	T1 Effectively use a medium to communicate important findings, ideas, feelings etc. for a given purpose. T2 Generate and capture ideas (e.g., from mentor authors, personal experiences) to explore in writing. T3 Use the writing process to thoughtfully produce and publish with a variety of tools for many intended audiences, purposes and messages.	
	MEANING	
	UNDERSTANDINGS	**ESSENTIAL QUESTIONS**
	U1 Writers recognize that authors convey ideas both directly and indirectly. U2 Writers use text structures, features, and organizational patterns to elicit an intended response from the reader. U3 The way one presents a poem impacts its meaning and the audience's interpretation of it.	Q1 How do the techniques/craft moves authors use impact the meaning of the text? Q2 How do poetic form and content relate? Q3 What is the best way to orally deliver my poem to an audience?
	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	**SKILLS**
	K1 Language to enhance poetry: word choice, tone, imagery, mood, figurative language K2 Optional poetic forms: ballad, blank verse, cinquain, concrete, elegy, free verse, found poem, haiku, sonnet,	S1 Writing poetically. S2 Manipulating language for an intended purpose.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS		
meanings. **Student Growth and Development 21st Century Capacities Matrix** *Collaboration/Communication* • Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose. • Presentation: Students will be able to relay information and ideas to an authentic audience (other than the teacher) to promote collective understanding.	limerick, lyric, ode, pastoral, sestina, visual, villanelle K3 Oral presentation: voice, tone, volume, speed, eye contact K4 Author's purpose, audience	S3 Orally presenting poetry S4 Consciously making decisions in poetry for a specific purpose and audience