Freshman English CPA: The Freshman Poetry Unit – Shakespearean Sonnets

**Unit Summary:** In small assigned groups, students will complete all pre-reading and analyzing poem steps, create suitable artifacts, and teach their poems to the class in a formal presentation.

**Unit Purpose:** The purpose of the freshman poetry unit is for students to learn how to effectively analyze a difficult Shakespearean sonnet by identifying unfamiliar vocabulary, visualizing the poem, plain sensing the poem, identifying all examples of figurative language, identifying and analyzing tone, and finally they must be able to draw conclusions about the sonnet by explaining the poet’s values and the poem’s themes.

**Essential Questions:**

1. What’s the difference between a thoughtful and a thoughtless critique?
2. What makes an oral presentation good?
3. How can William Shakespeare’s sonnets be explored and analyzed without trivializing the themes he presents?
4. How much understanding of poetry does one need in order to become competent in its analysis?

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| **Pre-Reading Assignments & Activities** | **Formative & Summative Assessments** |
| What is poetry to you? Mini Project | For a major grade, students will create a sign where they will be grades on:   * The color/texture of their sign * Whether or not they use one word or short phrase to answer the question in the left column. Example: Poetry is Self-Expression * A paragraph reflection where they tell me why they chose the word or short phrase they chose * An informal presentation of their signs |
| Figurative Language Power Point Notes | For a class participation/class work grade, students will take notes via power point on figurative language |
| Sample Sonnet Analysis | For a CP/CW grade, we will go through all steps of the poetry analysis process for a sample Shakespearean sonnet as a class so students know how to effectively analyze their own poems |
| What makes a good presentation? Notes | For a CP/CW grade, we will make a list of criteria of what makes an excellent oral presentation |
| **During Reading Assignments** | **Formative & Summative Assessments** |
| Freshman Poetry Unit Project | In small assigned groups, students will receive a major grade for completing the following steps:   * Read the poem to themselves and to others * Identify unfamiliar vocabulary * Visualize the poem * Plain sense the poem * Identify figurative language * Identify & analyze tone * Identify & analyze theme & write a theme statement |
| Oral Presentation | Students will receive a major grade for orally presenting their visual and power point in class |
| Presentation Notes | For a CP/CW grade, students will take notes on the oral presentations of their peers. They will focus on the quality of the presentation and information |
| Group Reports | Students will receive CP/CW grade(s) for completing an individual reflection where they will report on their own and their group’s progress. Group reports will be turned in after the formal oral presentation |
| **Post Reading Assignments** | **Formative & Summative Assessments** |
| Final Exam – Sonnet Open Response | Students will individually complete an open response on their group sonnet. The final exam is worth 10% of their final grade for the course |

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| **Opener Samples** | **Closer Samples** |
| * Summary of previous day’s lesson * Check in: I will circulate at the beginning of each class and students will share their group progress with me | * Summary of the day’s lesson * Status Reports * Preview of the next day’s lesson * Fill out group reports (reflections) |

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| **BHS Literacy Objectives** |
| **Reading:** For content (both literal and inferential), to apply pre-reading, during reading, and post-reading strategies to all reading assignments, including determining purpose and pre-learning vocabulary, to research a topic, to gather information, determine the main idea of a passage, to understand a concept and construct meaning, and to expand one’s experience |
| **Writing:** To take notes, to explain one’s thinking, to argue a thesis and support ones thinking, to write an open response, to generate a response to what one has read, viewed, and heard, to convey one’s thinking in complete sentences, and to develop an expository essay with a formal structure |
| **Speaking:** To convey one’s thinking in complete sentences, to interpret a passage orally, to participate in class discussion, to make an oral presentation to one’s class/one’s peers, to respond to what one has read, viewed, and heard, and to communicate in a manner that allows one to be both heard and understood |
| **Reasoning:** To identify a pattern, explain a pattern and/or make a prediction based on a pattern, to explain the logic of an argument or solution, and to use analogies and/or evidence to support one’s thinking |

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| **Common Core Standards** | |
| College & Career Readiness Anchor Standards for **Reading** | **Key Ideas & Details:**   1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   **Craft & Structure:**   1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning. 2. Assess how purpose shapes the content and style of a text. 3. Assess how point of view or purpose shapes the content and style of a text.   **Integration of Knowledge & Ideas:**   1. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. 2. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 3. Analyze the meaning of literary texts by drawing on knowledge of literary concepts & genres.   **Range of Reading & Level of Text Complexity:**   1. Read and comprehend complex literary texts independently and proficiently. |
| College & Career Readiness Anchor Standards for **Writing** | **Text Types & Purposes:**   1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write personal reflections that demonstrate awareness of literary concepts and genres.   **Production & Distribution of Writing:**   1. Produce clear and coherent writing in which the development, organization, and style are appropriate for the task, purpose, and audience 2. Develop and strengthen writing as needed by planning.   **Research to Build and Present Knowledge:**   1. Draw evidence from literary and informational texts to support analysis and reflection.   **Range of Writing:**   1. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single siting or a day or two) for a range of tasks, purposes, and audiences. |
| College & Career Readiness Anchor Standards for **Speaking & Listening** | **Comprehension & Collaboration:**   1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally. 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.   **Presentation of Knowledge & Ideas**   1. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate for task, purpose, and audience. 2. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 3. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| College & Career Readiness Anchor Standards for **Language** | **Conventions of Standard English:**   1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.   **Knowledge of Language:**   1. 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. 2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 3. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |