

## Unit Organizer—Eighth Grade English Poetry

### **Subject Matter and Relationship to Core Knowledge Sequence:**

- ❖ All poems from the 8<sup>th</sup> Grade *Core Knowledge Sequence*
- ❖ Review and reinforce different elements of poetry:
  - Metrical elements
  - Sound elements/techniques (including different types of rhyme)
  - Stanza issues (ballad, sonnet, lyric, narrative, limerick, haiku)
  - Rhetorical devices/Figures of Speech

### **Assessments:**

- ❖ The poems will be continually referenced throughout the year in class discussion and other assignments.
- ❖ The student will need to write his/her own poems according to given “recipes.” (E.g. “Write a sonnet that contains onomatopoeia, apostrophe, and a verso in the 8<sup>th</sup> line.”)
- ❖ Different worksheets help the student identify and start to use different elements of poetry. This is especially useful with learning meter and figures of speech. Repetition is key.
- ❖ The students will give a delivered presentation of a poem, including a biographical/thematic introduction.
- ❖ There is a final poetry test at the end of the school year.

### **Standards for Achievement and Performance:**

#### **AFTER THIS UNIT THE STUDENT SHOULD BE ABLE TO...**

- ❖ Recognize and use the different poetical devices mentioned above.
- ❖ Know the content, purpose, and distinctives of each poem in the sequence.
- ❖ Know relevant biographical information for each poet covered in the sequence.
- ❖ Be convinced that poetry is a high art form, manifesting and requiring some of the highest levels of creativity, scholarship, historical awareness, canonical competence, discipline, and perfection.
- ❖ Understand that form and function cannot ultimately be separated.
- ❖ Explain why the study of poetry is important to the study of language and to life itself.
- ❖ Know how to compose his/her own poems in different forms and with different poetical devices.
- ❖ Want to read more classic poetry and write more of his/her own.
- ❖ Analyze new poems placed in front of them in high school, college, and their own personal lives. He/she should be able to analyze the poems for the sake of deeper enjoyment and development, whether the poem is worthwhile art or not. The skill of analysis makes this latter distinction possible for the student to make.

**Character Traits/Habits of Mind:**

- ❖ Students often start by viewing poetry as useless except for little girls. This of course makes no sense given the facts of poetry's required vigor and given the presence of multiple male and female masters of the genre. Partly, the student needs to be presented with a great amount of poetics knowledge. Some of this knowledge will go beyond them, and they will begin to realize the intellectual rigor required to be a great poet. Confronting true genius can be a powerful experience for students of any age, and English poetry's history contains many fine examples of prodigious linguistic and philosophical talent. Also, the composition of fine poetry requires much poetic knowledge along with disciplined attention to detail along with philosophical hunger and intuition. Thus, it is an ideal matrix to develop the core habits of language arts.
  
- ❖ **This unit extends throughout the entire year.**