

## **Unit Plan Overview** – Chris M<sup>c</sup>Kenzie

**Title:** Poetic Voices: A Poetry Unit Plan for English 10

**Grade:** English 10

**Duration:** Each class is 75 minutes long, but the whole English department makes their students read for the first 15 minutes of each class. This means that I have to do that, too. The only times that I can get rid of it is if we have major presentations or a test for that class. Therefore, each lesson plan is designed for only 60 minutes and there is an assumption that the first 15 minutes will be for reading a novel.

### **Rationale:**

Poetry is fun and enjoyable to both read and write. However, I must admit that I hated it when I was in high school. Mainly, I didn't like the way that it was taught. What I tried to do with this unit is to make the lessons interesting and to add a couple of fun lessons, as well. Further, I have an even amount of both reading and writing in this unit, because in my opinion, both are equally important. Hopefully, the students will not leave this unit with the same thoughts that I had about poetry.

### **Learning outcomes from the IRP**

The IRP has many learning outcomes, so I chose to write down the ones that this unit addresses.

#### **Strategies and Skills**

1. compose questions to guide their reading, listening, or viewing based on what they already know about a topic
2. use efficient strategies for locating, recording, and organizing research information from a variety of sources
3. locate and interpret examples of literary techniques, including symbolism

#### **Comprehension**

4. interpret the main ideas, events, or themes of a variety of novels, stories, poetry, other print material, and electronic media
5. make generalizations, supported by specific details and examples, about the key concepts, characters, and themes of written, oral, and visual works

#### **Engagement and Personal Response**

6. consistently consider more than one interpretation of the communications that they read, view, and listen to
7. compare the features and relative merits of different communications, including those created by the same author, designer, or director
8. develop imaginative or creative responses to share their ideas

#### **Knowledge of Language**

9. monitor their own and other's communications for correctness, recognizing the use of purposeful misspellings or mispronunciations for stylistic effect

### Presenting and Valuing

10. demonstrate pride and satisfaction in using language to formulate and express personal positions

### Working Together

11. show a willingness to consider and elaborate on others' ideas or viewpoints

12. interact purposefully, confidently, and respectfully in a variety of situations

### Building Community

13. acknowledge and paraphrase views that differ from their own and reassess their own viewpoints

## **Learning outcomes for English 10 at West Vancouver Secondary School**

### 1. Reading

The students will comprehend and respond to literary informational communications.

### 2. Writing

The students will use manual and electronic means to manage and exchange ideas and communicate these ideas with precision, clarity, and creativity.

### 3. Using language for a variety of purposes

The students will continue to develop an understanding of themselves and their world by becoming aware of how people use language for various purposes, by working with others, and by establishing relationships.

### 4. Grammar, Spelling, Punctuation and Usage

Grammar, spelling, punctuation, and usage are taught throughout the course and are considered part of all written work.

### 5. Literature Types

The reading/writing units will include a variety of genres, including some Canadian content and non-fiction.

**What the students are expected to learn in their poetry unit**

Ballad

Theme

Couplet

Tercet

Quatrain

Hyperbole

Oxymoron

Paradox

Allusion

Symbolism

Assonance

Consonance

Identify Sense Imagery (distinguish between literal and figurative)

**Assessment**

Poetry collection assignment            30%

Unit test    30%

Homework                                        20%

Poetry reading                                10%

Participation                                    10%

On the first class, I will let the students know how I will assess them.

## **Lesson 1: Introduction to Poetry**

### Objectives:

I will introduce myself, my expectations, and the unit. The students will have an understanding of how broad a topic poetry is and will realize that it can be found in many places. The students will also learn what a ballad is.

### Materials:

Newspaper and magazine articles.

An old ballad

An example of a found poem

### Activities:

Re-introduce myself and my expectations. (5 minutes)

Hook: The class writes down what poetry is and where they can find it. A student will then come up and write down some of their answers on the board. I will explain that poetry can be many things and can be found in many places. (5-10 minutes)

Introduce the unit. List what we will be covering, how we will be covering it (reading and writing alternates), and how the class will be evaluated. This will be in handout form. (5 minutes)

Ask the class what makes a good song. Discuss the aspects of a good song with them and show how songs are actually a form of poetry. Explain what a couplet, tercet, and quatrain is. Explain what a ballad is and its history. Read them an old ballad. (20 minutes)

Explain what a found poem is. (5 minutes)

The class will use newspaper articles and magazine articles to create their own found poems. When they are done, they can read them to the class. (The reading may have to be carried on into the next class). While they are doing this, I will hand out their poetry books (15 minutes)

Closure/Assessment: Congratulations, you are all poets. Next day, could you all please hand in your found poems and I will hand you the outline for the assignment. Mark the homework out of 5. Please write down some song lyrics (appropriate for school) and bring them for class next day.

### Acknowledgements:

Partially based on Becky Taylor's Lesson 1 of "Perspectives in Poetry" and Ms. Karpinska's Lesson 1 of her poetry unit.

## My reference notes for Lesson 1

### What is poetry?

Poetry is writing that tells us information about itself by more than just what is written. The sound of the words, the rhythm of the lines, even the style of the poem itself all let us know more about what is being written. Poetic writing makes good use of many strategies to bring out more than just what is written.

*Canadian Oxford Dictionary*: the expression or embodiment of beautiful or elevated thought, imagination, or feeling, in language and a form adapted to stir the imagination and the emotions

Couplet: Two lines. Rhyming couplet rhymes.

Tercet: three lines rhyming together or connected by rhyme with an adjacent tercet

Quatrain: stanza of four lines, usually with alternate rhymes

### An old ballad

These go far back. The Illiad is around 3000 years old. Beowulf is from 800s and is about an extremely strong man who fights monsters.

Read an excerpt from A Gest of Robyn Hode. Robin Hood from 1400s or 1500s.

Lythe and listin, gentilmen,

That be of frebore blode;

I shall you tel of a gode yeman,

His name was Robyn Hode.

Lythe=hearken

frebore=freeborn

Robyn was a prude outlaw

Whyles he walked on grounde;

So curteyse an outlaw as he was one

Was never non founde.

prude=proud

Whyles=while

Robyn stode in Bernesdale,

And lenyd hym to a tre'

And bi hym stode Litell John,

A gode yeman was he.

Bernesdale=Barnsdale

lenyd=leaned

### Found poetry

First, read the article that I've given each of you. Make sure you understand what it is talking about. Then, find the words that give most of the meaning. Write those words down on a piece of paper, so that you have a list of words that are important to the article's meaning. Then, keeping them in order, arrange them somehow, so that when you read them, it sounds poetic.

## **Lesson Plan 2: How to read poetry and understand its theme**

### Objectives:

SWBAT understand how to read a poem (don't stop at the end of each line) and understand the concept of a theme.

### Materials:

Assignment handout  
Easy and difficult textbook excerpts  
Song lyrics, in case not many students bring theirs in

### Activities:

Class hands in their homework as they enter the room.

Hook: Read an excerpt from an easy textbook and ask the students to explain what I just read. Read an excerpt from a difficult textbook and ask the students to explain what I just said. Tell the students that we couldn't understand the harder textbook, because we do not understand the way that it is written. Poetry can be like this, too. This is what can make it hard. In this unit, I will teach you how to understand poetry. (5-10 minutes)

Explain what theme is and the types of topics that good poetry often uses as a basis for its theme. (5-10 minutes)

Ask the students to read the lyrics of the songs that they brought for class. Discuss what the theme of the song is. (15 minutes)

Read "Death be not Proud" p. 13-4. Ask the students what they think the theme is and what about the poem makes them think that. (15-20 minutes).

Give out the handout for the assignment and discuss it. (10 minutes)

### Closure/Assessment:

Explain that most of the parts of a poem that we will be learning about help reveal the theme. Give the students a poem and they have to write a short paragraph on what the theme is and why they think that. They can work together, but they must hand in their own writing. (10 marks)

## **My reference notes for Lesson 2**

### Easier Text:

Why does Mickey Mouse have four fingers?  
Conversations with many cartoonists, animators, and Disney employees confirm that Mickey Mouse has four fingers because it is convenient for the artists and animators who have drawn him. In the early cartoons, each frame was hand-drawn by an animator. No part of the human body is harder to draw than a hand, and it is difficult to draw distinct fingers without making the whole hand look too large.

### Difficult Text:

Conceptually, the Nyquist diagram is plotted by substituting the points of the contour. This process is equivalent to performing complex arithmetic using the vectors of  $G(s)$  drawn to the points of the contour. Each pole and zero term of  $G(s)$  is a vector. The resultant vector,  $R$ , found at any point along the contour is in general the product of the zero vectors divided by the product of the pole vectors. Thus, the magnitude of the resultant is the product of the zero lengths divided by the product of the pole lengths, and the angle of the resultant is the sum of the zero angles minus the sum of the pole angles.

### Theme:

A theme in poetry is the central thought of the poem as a whole. It is not the same as the subject or topic of the poem, but it is a statement the poem makes about the topic. A one or two sentence paraphrase is a way of clarifying one's thoughts about the theme.

## **English 10 Poetry Collection Assignment**

### Overview:

This assignment will allow you to both read and write poetry. You have to collect 20 works of poetry to hand in at the end of the unit. Half of the poetry has to be written by you and the other half has to come from poetry books in the library or our textbook. Every poem must have illustrations to accompany it. The due date will be announced later this week. However, we will also have a unit test on the last day of class. So, I recommend that you start the assignment soon. Each poem will be marked out of 5, for a total of 100 marks. Please see the marking rubric that is attached to this handout.

### Requirements:

You must have a poem that gives an example of each of the following:

Ballad  
 Theme  
 Couplet  
 Tercet  
 Quatrain  
 Hyperbole  
 Oxymoron  
 Paradox  
 Allusion  
 Symbolism  
 Assonance  
 Consonance  
 Identify Sense Imagery (distinguish between literal and figurative)

However, it is okay if one poem has more than one of these devices used in it.

### Your Written Portion:

10 of the poems have to be written by you. Write about any theme you want. At least two of the poems you write must be at least 14 lines and only two may be 4 lines or less. As well, each poem should have some artwork that surrounds it on the page and adds to the poem's meaning. Finally, each poem that you write has to come with a small write-up that describes the theme and any poetic devices that you have used in it. You may also write anything else that you want me to know about the poem. Finally, don't forget to give each poem a title. Remember to have fun with the writing and you can be creative.



The Collected Portion:

10 of the poems have to come from a poetry book. Please type out the poem and don't photocopy it. At least 8 of the poets have to be different and no more than 4 of the poems can come from our class poetry text. Again, you should have artwork surrounding each poem that adds to the poem's meaning. Above each poem, please write the title, and underneath each poem, please write the poet's name and the name of the book you got the poem from. Also, write a short piece on what you think the theme is and what poetic device you are using this poem to show. Please let me know the line that you think contains that device. Again, have fun. There is some great poetry out there.

Organization:

Please put the poetry into a duo-tang and have a title page on the front. The title page should have a title, your name, my name (Mr. M<sup>c</sup>Kenzie), your block, and the due date. Please use a computer to print out the poetry, but the artwork can be done by hand.

### Lesson Plan 3: Some Formulaic of Poetry

Objective: The students will learn a few of the frameworks for poetry (Rotten poem, bio-poem, and concrete). While they learn these frameworks, they will also learn that structure can be useful for writing poems, but it does not necessarily make a good poem.

Materials:

A rotten poem

Overhead of rotten poem, and bio-poem formula

Handout of concrete poetry and free verse poetry

Activities:

Hook: Read a rotten poem to the class. Ask them if they liked it. Ask them if they know what it was about. (5 minutes)

Explain that some poems have formulas and put up an overhead that shows the formula of a rotten poem. (5 minutes)

Ask the class to write their own rotten poem on a separate sheet of paper. They will need to hand it in. Then they will read it to their partner. Each pair will pick the best one and read it out loud to the class. (15 min)

Ask if the poetry is good? If no, it is because there is no theme, just framework. A good poem must have a theme, like we learned last day. (5 min)

Put outline for a bio-poem up on the overhead. Ask the students to write a bio poem. (10 min)

Ask whether or not the students liked the bio-poem. Is it good poetry? I say no, because it limits creativity and originality. (5 min)

Handout an example of concrete poetry. Explain what concrete poetry is. The shape is the poem's framework. Ask the students to write their own concrete poem and hand it in for homework next day. (15 min)

Closure and Assessment:

Tell the students that not all poetry needs to be in a framework. Nor does it have to be punctuated or grammatical. Read them an example of free verse. Their homework will be marked out of 5 for originality, whether or not there is a theme, and how well the image matches the poem.

### **My reference notes for lesson 3**

#### My rotten poem:

In the headphones of my mind  
I can taste the drumming of your fingers  
I sat down and ate a piece of buttered toast  
And smiled at the day ahead of me.

Concrete poetry: A simple definition is, “A poem which makes a picture on the page is called concrete poetry”.

Free verse poetry: Free verse poetry is a poem that is written without a regular rhyme scheme, meter or form. It often mimics natural speech.

In the \_\_\_\_\_(noun)\_\_\_\_\_ of my mind

(Combine your senses)

(A non-exciting activity, written in the past tense)

(A statement that shows some optimism about the future)

**Line 1: Your first name only**

**Line 2: Four adjectives that describe you**

**Line 3: Son/daughter of \_\_\_**

**Line 4: Lover of (name three things-phrases work best)**

**Line 5: Who feels (name three)**

**In the following sections, writer may name as many as they like.**

**Line 6: Who finds happiness in \_\_\_**

**Line 7: Who needs \_\_\_**

**Line 8: Who gives \_\_\_**

**Line 9: Who fears \_\_\_**

**Line 10: Who would like to see \_\_\_**

**Line 11: Who enjoys \_\_\_**

**Line 12: Who likes to wear \_\_\_**

**Line 13: Resident of (city or neighborhood)**

**Line 14: Your last name only**

### Concrete Poetry

*A poem which makes a picture on the page is called concrete poetry*

EASTER-WINGS. (first half) By George Herbert

LORD, who createdst man in wealth and store,  
 Though foolishly he lost the same,  
   Decaying more and more,  
     Till he became  
       Most poor :  
       With thee  
     O let me rise  
   As larks, harmoniously,  
 And sing this day thy victories :  
 Then shall the fall further the flight in me.

### Free Verse Poetry

*Free verse poetry is a poem that is written without a regular rhyme scheme, meter or form. It often mimics natural speech.*

MOTHER TO SON By Langston Hughes

Well, son, I'll tell you:  
 Life for me ain't been no crystal stair.  
 It's had tacks in it,  
 And splinter,  
 And boards torn up,  
 And places with no carpet on the floor—

But all the time  
 I'se been a-climbin' on  
 And reachin' landin's  
 And turnin' corners,  
 And sometimes goin' in the dark  
 Where there ain't been no light.  
 So, boy, don't you turn back.  
 Don't you set down on the steps  
 'Cause you finds it kinder hard.  
 Don't you fall now—  
 For I'se still goin', honey,  
 I'se still climbin',  
 And life for me ain't been no crystal stair.

### **Lesson Plan 4: Similes, Metaphors, and Personification**

Objectives: The students will be able to understand what similes, metaphors, and personifications are and why they are used. To do this a mix of lecture, discussion, and analysis of a poem will be used. The students will then be able to pick out and explain the use of metaphors in a poem.

Materials: A yellow piece of paper, overhead explanations and questions, handouts of poems, and an overhead picture.

Activities:

Hook: Hold up a yellow piece of paper and have the students describe the colour. Explain that it is hard to do without comparing it to something else. (2 min)

Put up the overhead and explain what similes, metaphors, and personification are. (5-10 min)

Put up an overhead of discussion questions for the class and discuss these three poetic devices. (5-10 min)

Hand out and read “Anthem for a Doomed Youth”. Ask the class to write down the similes, metaphors, and personification and write down why each of them is used. The class will hand this in. (20-30 min)

If there is time, I will put up an overhead colour picture and the class has to write a simile, a metaphor, and a personification to describe anything in the picture. (5-10 min)

Closure and Assessment:

I will conclude by saying that these three poetic devices are found all over, not just in poetry. I will give an example of how they come up in everyday speech. The assessment will be 5 marks and will be based on the answers to the “Anthem for a Doomed Youth” work.

## My reference notes

What is each comparing?  
Explain why it is being compared.

### Discussion

Simile shares some aspects of one thing to another. Metaphors are the other thing.  
Used to strengthen ideas, make them more interesting and refreshing, and give a picture.  
Can get a hold of abstract ideas by comparing them to concrete. Gives abstract a picture.

### Anthem for Doomed Youth

By Wilfred Owen

He wrote poems about the WWI. He fought in WWI and died 7 days before the war was over, at age 25. Since many of his poems are about the war, they have can be quite depressing because of the insight they give about the war.  
He wrote this in 1917 when he was 24 years old.

WWI very bad war. Conditions horrible. Gross trenches, people had to run over stretches of land with thick mud and bodies with an almost 100% chance of being killed. If they didn't they would get shot by their own military police for disobeying orders.

Stanza 1: About the sounds of war and the fact that the people who die in battle will not have proper burials with the church bells, but instead will have the sounds of war.  
Shires = little towns

Stanza 2: The sadness of the people back home in Britain. Line 3. The girls minds will be where they rest. The flowers are both beautiful and sad, like the girls. Ends with the drawing down of the blinds at the end of the day, which symbolises the end of the men's lives.

Similes, metaphors, and personification in the poem

men and cattle  
anger of the guns  
choirs of the wailing shells  
pallor of girls' brows shall be their pall

## **Simile**

A comparison that uses connective words such as “like,” “as,” “than,” “seems,” and “resembles”.

Examples: a) “I wandered, lonely as a cloud”  
 b) “My mind is like Jell-O”

## **Metaphor**

A comparison where one thing is said to be another. There are no connective words, but often there is some form of the verb “to be”. However, other times the comparison is implied.

Examples: a) “All the world’s a stage, / And all the men  
 and women merely players”  
 b) The liquid sun set behind the mountains.

## **Personification**

In personification, a thing, animal, or abstract term is given human qualities. The writer compares the non-human to the human.

Examples: a) “Because I could not stop for Death – / He  
 kindly stopped for me”  
 b) “Time marches on.”



### **Lesson Plan 5: Sense Imagery**

Objective: The students will learn about imagery, both literal and figurative, and why they are used in poetry.

Materials:

“Sometimes a Voice” film

Activities:

Hand out the poetry reading assignment. Explain it to the class. (5 min)

Hook: Read them a poem with good imagery in it and then read a rewritten poem without any imagery in it. Ask them which one they preferred and why. (5 min)

Explain what imagery is, both literal and figurative. Then have a short discussion about why a poet would want to use imagery in his/her poems. (10 min)

Read “The Shark” on p. 139 of book. Ask the students to write down as much of the imagery as they can and write down how the image affects their emotions. (10-15 min)

I would like to show Simon Davidson's film version of "Sometimes a Voice" by Don McKay. Then the class can discuss why Davidson decided to place the film in a certain setting and if that is how the students imagined that the imagery would be. Ask the students to write down their response for homework. I would also handout a copy of the poem to the students. Unfortunately, this may not be possible, as I am still corresponding with the publisher of the film and the film is not for sale in stores. \*Added note. I have been given the director's address, so that I can borrow his VHS copy of the film. However, I've left the backup plan here, just in case something goes wrong. (30 min)

If the film is not possible, I will break the students up into groups. They will each be given part of a poem and have to read it and act out the imagery for the class. This will be carried on into the next class, too. (30 min)

Closure/Assessment:

Mention that imagery is very important, not just in poems, but in all types of literature and art. Even the most simple looking images can stir up some complex emotions. The assessment will be either on the response to the film or their acting out the images. It will be worth 5 marks.

**My reference notes**

Imagery: Literal imagery is when a word or a group of words makes reference to any of the reader's five senses. Figurative imagery is when the images also trigger some sort of emotion in the reader.

Poems for the class to act out:

"The Lonely Land" p. 37-8

"Wabanaki Song" p. 35

"To Autumn" p. 87-8

### **Poetry Reading Assignment**

Two classes from now, we will be having a poetry reading where everyone reads a poem to the class. You have to find a poem to read to the class or you can write your own. The poem should be about 14 lines long. Each person gets 3 minutes to read the poem and then explain the theme and any parts of the poem that add to the theme (eg. metaphors). Then one or two people in the class will have to ask you a question about the poem that you will respond to. This will be worth 20 marks. You can see the rubric for how you will be graded.

Try and dress in black for this class, because that's what the stereotypical poetry cafés are like.

Finally, have the poem ready for next class. I want each person to tell me what poem he/she has picked, so that no one chooses the same poem to read.

## **Lesson Plan 6: Assonance, Consonance and Allusion**

Objective: The students will learn what assonance, consonance, and are as well as learning why these poetic devices are used.

Materials:  
tongue twisters

Activities:

Continue with the acting out of the images from last day. (10 min)

Hook: Pick some students to say some tongue twisters. Ask the students who did them, to suggest reasons why tongue twisters are hard to say. (5 min)

Explain that poets often find ways to make the reader speed up or slow down the reading of their poems. Some of the techniques are similar to tongue twisters, but aren't as hard to say. (2 min)

Put up an overhead with definitions and examples of assonance and consonance. Read some poetry with assonance and consonance and show how it slows the pace down, and why the poet wants this. (10 min)

Explain what allusion is and why it is used. Read "Dover Beach" p. 79-80. Explain the poem and ask the class to find the allusion in it. Who was Sophocles? Do they know why Arnold chose the allusion? (20 min)

The class will write a poem that alludes to someone they know. It will also need to have either assonance or consonance in it. The allusion cannot be mean-spirited or else they fail. (I don't want students being made fun of.) (20 min)

Closure/Assessment:

So, we've learned that poets sometimes choose words in order to manipulate our reading of the poem. Other times, the poets choose words or phrases to bring outside knowledge into the poem. The assessment will be based on the poem they handed in (5 marks).

### **My reference notes**

#### Tongue Twisters:

Which was the witch that wished the wicked wish?

A regal rural ruler.

Tuesday is stew day. Stew day is Tuesday.

Slim Sam slid sideways.

Strange strategic statistics.

Good blood, bad blood.

Assonance: The repetition of vowel sounds in a line or series of lines of poetry.

Consonance: The repetition of consonant sounds at the beginning or ends of words.

These two devices can slow the pace of the reading down, if that's what the poet wants. Or they can also create a different emotion in the poem, depending on whether the phoneme is harsh or not.

Allusion: a reference to a famous literary, mythological, or historical figure or event.

Allusions add more to the poem, because these famous people and events have so many ideas surrounding them, that the name alone will bring these ideas up. Therefore, it reduces the words that the poet needs to write.

Sophocles: Lived around 500 to 450 years B.C. He was a great playwright in ancient Greece. Most of his plays were tragedies, sad plays where heroes die.

## Lesson 7: Presentations

### Objective:

The students will read a poem to the class and the class will have to respond to it.

### Materials:

My black turtleneck sweater

Black, round, sunglasses

Jazz music

Beret

### Activities:

Hook: Welcome the class to the Poets' Café. Explain the procedure of one person going up at a time, in order of desks. Explain that we will snap our fingers instead of clap (I know this is corny and stereotyped, but it should be fun) (5 min)

The students each come up and read a poem to the class. Then, they have to quickly explain it and one person from the class can respond to it. I will pick who responds to it. Each student should be up front for about 3 minutes. If this goes too long, we will be able to fit some of it in to the next class, too. (60+ min)

### Closure/Assessment:

Say goodbye and thanks for coming to the poetry café. Lets have a big round of finger snapping for everyone today. Assessment will be based on the rubric that I gave them with their handout.

## Lesson 8: Fun with Poetry

**Objective:** The students will find out that poetry can be fun. “Jabberwocky” will also show them that the way a word sounds and its place in the sentence can give that word a certain meaning.

**Materials:**

Handouts of “Jabberwocky”

Copy of some Ogden Nash poems for myself to read

Copy of some riddles on an overhead

**Activities:**

Hook: Do an active reading of “Jabberwocky”. (5 min)

Hand the poem out to the class. Go through the various non-words with the students and with a partner, ask them to come up with the meanings for the words. Ask the students how they came up with those meanings. (15-20 min)

Explain how we know if a word is a noun, verb, etc. by where it is placed. Also explain how the sound of a word can express meaning. eg. a guttural word is a harsh word. List some of the soft and hard sounding phonemes. (5 min)

Read the class a couple of Ogden Nash poems. This is to show that poetry can be written about humorous themes, too. (5 min)

Put up an overhead with some poetic riddles on it. Give the students a couple of minutes to read them and write down what they think the answers are. (5 min)

The class will have the remainder of class to write an original riddle, a funny poem, and a short poem that has non-words in it. They will be able to hand this in next class.

**Closure/Assessment:**

I will remark that we had fun in class, and that we had fun while we learned about poetry. Therefore, poetry can be fun, too. The poems that they are writing will be marked out of a total of 10.

**Acknowledgements:**

Some ideas have been taken from Becky Taylor’s “Lesson #5: Playing With Words” in Perspectives in poetry: poetry unit plan for English 10

## **My reference sheet**

Ogden Nash Poems An American who lived from 1902 – 1971.

“The Ostrich”

The ostrich roams the great Sahara.  
Its mouth is wide, its neck is narra.  
It has such long and lofty legs,  
I'm glad it sits to lay its eggs.

“The Termite”

Some primal termite knocked on wood  
And tasted it, and found it good!  
And that is why your Cousin May  
Fell through the parlor floor today.

“Guppies”

Whales have calves,  
Cats have kittens,  
Bears have cubs,  
Bats have bittens,  
Swans have cygnets,  
Seals have puppies,  
But guppies just have little guppies.

“The Fly”

God in his wisdom made the fly  
And then forgot to tell us why.

## Riddles

What has roots as nobody sees,  
Is taller than trees,  
Up, up it goes  
And yet never grows?

Answer: A mountain

I drink the blood of the Earth,  
and the trees fear my roar,  
yet a man may hold me in his hands.

Answer: A chainsaw



**Jabberwocky by Lewis Carroll**

'Twas brillig, and the slithy toves  
Did gyre and gimble in the wabe:  
All mimsy were the borogoves,  
And the mome raths outgrabe.

“Beware the Jabberwock, my son!  
The jaws that bite, the claws that catch!  
Beware the Jubjub bird, and shun  
The frumious Bandersnatch!”

He took his vorpal sword in hand:  
Long time the manxome foe he sought—  
So rested he by the Tumtum tree,  
And stood awhile in thought.

And, as in uffish thought he stood,  
The Jabberwock, with eyes of flame,  
Came whiffling through the tulgey wood,  
And burbled as it came!

One, two! One, two! And through and through  
The vorpal blade went snicker-snack!  
He left it dead, and with its head  
He went galumphing back.

“And hast thou slain the Jabberwock?  
Come to my arms, my beamish boy!  
O frabjous day! Callooh! Callay!”  
He chortled in his joy.

'Twas brillig, and the slithy toves  
Did gyre and gimble in the wabe:  
All mimsy were the borogoves,  
And the mome raths outgrabe.

## Lesson Plan 9: Symbolism

Objectives: The students will be able to understand what symbolism is and how it is used in poetry.

Materials:

Overhead of symbols

“The Road Not Taken” handout

Activities:

Hook: Put up an overhead of various symbols (eg. I [heart] you) and corporate logos. Ask the class to explain what each of them is, and try to figure out why that symbol is used. (5 min)

Explain what symbolism is. Give some more examples (5-10 min)

Handout and read Robert Frost’s, “The Road Not Taken”. Have the class work in pairs to find the symbolism in the poem and discuss what it symbolizes. What is the poem about? Then, bring the class together and hear some of the responses. Can they think of other symbols that can also be used? (20-25 min)

Draw a symbol for Canada, West Vancouver, and your school. Write a poem that uses one of these symbols and hand both the drawings and poem in when you are done. (20 – 25 min)

Closure/Assessment:

Just like similes and metaphors, symbolism isn’t just confined to poetry. So, look for it everywhere and see if you can figure out why each symbol is used. The homework will be the symbol writing and drawing. It will be marked out of 10.

**My reference sheet**

Symbolism: A symbol in writing is something that means more than what it is. It is similar to image and metaphor, but an image usually means only what it is, a metaphor means something different, and a symbol means both what it is and something different.

Robert Frost: American poet who was born in 1874 San Francisco and died in Boston 1963. He often wrote using vocabulary and inflections of normal speech.



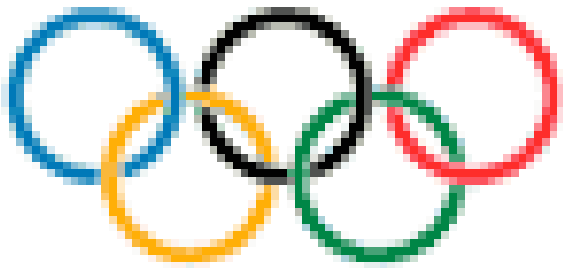
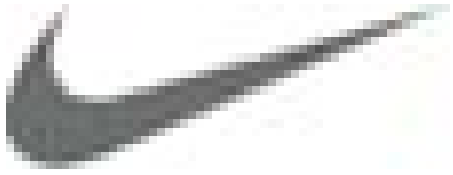
“The Road Not Taken” by Robert Frost

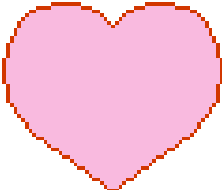
Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And be one traveler, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth;

Then took the other, as just as fair,  
And having perhaps the better claim,  
Because it was grassy and wanted wear;  
Though as for that the passing there  
Had worn them really about the same,

And both that morning equally lay  
In leaves no step had trodden black.  
Oh, I kept the first for another day!  
Yet knowing how way leads on to way,  
I doubted if I should ever come back.

I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and I—  
I took the one less traveled by,  
And that has made all the difference.



I  you.

### Lesson 10: Hyperbole, Oxymoron, and Paradox

Objectives: The students will learn to identify hyperbole, oxymoron, and paradox in poetry.

Materials:

Handouts of Shakespeare's "Sonnet 130"

Excerpt from Tennyson's Lancelot and Elaine

Activities:

Hook: Exaggerate how much marking I had to do for them. "I had to mark piles of paper that were this high. My goodness, they were so high up, I had to take a chairlift to get to the top of the pile." Ask a couple of students to continue this outrageous story. (5 min)

Explain that what I just did was called hyperbole. Tell the class what hyperbole is. (2 min)

Hand out copies of Shakespeare's "Sonnet 130". Have a student read out this sonnet while everyone else listens to the description of the woman. Ask them if they think the woman is good looking. Get the class to mention some of the hyperbole in it that shows how she is not good looking. Does she really look like this? What does the speaker think about all of this? What is the theme? Why would hyperbole be used in poetry? (10 min)

Explain what an oxymoron and a paradox are. After describing the first portion of the poem, read an excerpt from Tennyson's Lancelot and Elaine. Where is the oxymoron in this? Where is the paradox in it? Why does Tennyson use an oxymoron and a paradox in this poem? (5-10 min)

Re-read John Donne's "Death be not Proud" p. 13-4. Where is the paradox in this poem? Why does Donne choose to add this paradox into the poem? (10 min)

The class will write, on a separate sheet of paper, a poem that is a hyperbole of their own looks. It can be good, bad, or neutral. Write a short poem that has a paradox in it and another short poem that has an oxymoron in it. Then some volunteers can read their poems out loud. They will hand them in for marks. (20-25 min)

Closure/Assessment:

This is further evidence of how poets can twist the language around and make even nonsensical phrases seem to make sense. The writing they hand in will be marked out of 10.

**My reference notes**

Hyperbole: An exaggeration

Oxymoron: Apparently contradictory words are put together

Paradox: An absurd or self-contradictory statement

Lancelot and Elaine by Tennyson

The shackles of an old love straitened him,  
His honour rooted in dishonour stood,  
And faith unfaithful kept him falsely true.

“Sonnet 130” by Shakespeare

My mistress' eyes are nothing like the sun;  
 Coral is far more red than her lips' red.  
 If snow be white, why then her breasts are dun<sup>1</sup>;  
 If hairs be wires<sup>2</sup>, black wires grow on her head.  
 I have seen roses damasked<sup>3</sup>, red and white,  
 But no such roses see I in her cheeks;  
 And in some perfumes is there more delight  
 Than in the breath that from my mistress reeks<sup>4</sup>.  
 I love to hear her speak, yet well I know  
 That music hath a far more pleasing sound.  
 I grant I never saw a goddess go<sup>5</sup>:  
 My mistress when she walks treads on the ground.  
 And yet, by heaven, I think my love as rare  
 As any she belied with false compare<sup>6</sup>.

1. grayish brown
2. poets in Shakespeare's time often compared women's hair to golden wires
3. dappled, spotted
4. smells
5. walk
6. As any woman misrepresented by false comparison



## Lesson Plan 11: Re-cap and Response

Objectives: The class will solidify their understanding of the unit and practice analyzing and responding to poetry.

Materials:

Have a piece of paper to give each group with the term that that group is responsible for.

Activities:

Hook: Say that it has been a fun unit. For the first while of the class it will be your turn to help each other out. (30 sec)

Put the students into pairs. Give each pair a poetic term that we have gone through and that they are responsible for knowing. Then, the pairs will each have 1 minute to present that term. They have to say what it means and give a very short example of it. The class can respond to what they say. (eg. whether or not the pair missed anything or got it wrong or got it right). (20 min)

Ask the class if there is anything they want me to go over again. I will also go over anything that I think they did not understand too well. (10 min)

I will read “The Unnamed Lake” by Frederick George Scott p. 142-4. Then, in groups of three, the students must respond to the poetry, by figuring out the theme and what the poet wants the readers to feel. Also, the students will find specific quotes to show how certain poetic devices are used to enrich the theme. If there is time, we will have a class discussion about what they came up with. (25 min)

Describe what the test will be like, to the class. Answer any appropriate questions about the test. (5 min)

Closure/Assessment:

Remind the class that their poetry packages are also due tomorrow. Say I hope you had fun doing poetry. Ask them to fill out an exit slip that says what they liked about the unit, what they didn't like about the unit, and what they think of poetry. The assessment will not be for marks, but I will pay attention to how well the students respond to Scott's poem.

**Lesson 12: Test Day**

Objective: The students will write a test about poetry. Hopefully, the majority will get at least a B on it.

Materials:

The tests

Activities:

Explain the test procedure to the class and hand out the tests. (5 min)

The class writes the test. (70 min)

If anyone is finished early, they can silently read.

Closure:

Thank the class for helping make a fun unit and I will see them after the two-week spring break. The assessment will be based on their test scores.

### Sources of Poetry

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