## Unit Summary

In this unit, students will study poetry and drama to further their understanding of these creative genres and their uses. Students will focus on Puerto Rican poets and playwrights when possible, as well as poems and plays dealing with social justice issues. Students will explore new techniques in their own writing and will produce and dramatically perform new poems.

**Transfer goal:** Students will leave the class able to use their knowledge of the variety and efficacy of poetry and drama as a tool for social change and self-expression to better understand and express themselves and the issues of their society.

## Content Standards and Learning Expectations

### Listening/Speaking

**L/S.12.1** Listens carefully during a read aloud, presentation, or performance from a variety of literature, periods, genres, and styles to interpret and analyze character development, dialogue, and setting; makes connections to text; evaluates tone, voice, and mood.

### Reading

**R.12.5** Uses elements of poetry and plays to analyze, interpret, and compare and contrast styles, genres, topics, and themes; debates using text evidence to justify position.

### Writing

**W.12.1** Analyzes and assesses word choice to convey meaning; incorporates transitions, correct grammar, syntax, and style.

**W.12.3** Uses creative writing styles to produce poems and other literary forms.

## Big Ideas/Enduring Understandings:

- Societal, cultural, and institutional change and growth come from our personal journeys over time.
- A variety of methods are used to communicate thoughts, feelings and ideas effectively.
- Actors or those sharing oral interpretations use their voices and bodies to convey the mood and tone of a piece and help us better understand the written and spoken word.
- The intended meaning in poetry and drama is influenced by culture and the world around us.

## Essential Questions:

- How do our personal journeys shape society and culture?
- How do drama and poetry help us better understand ourselves and the world?
- How do word choice, tone, and body language affect intended meaning?
- How are cultural differences and world views represented in the arts—specifically poetry and drama?
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Content (Students will know...)
- Dialogue
- Tone, voice, and mood
- Styles of poetry and plays
- Theme
- Creative writing styles for poetry
- Elements of poetry and plays

Content Vocabulary
- Dialogue
- Metaphor, Simile, figurative language
- Justice
- Tableau
- Dramatic expression
- Voice inflection

Skills (Students will be able to...)
- Listen carefully during a read aloud, presentation, or performance from a variety of literature, periods, genres, and styles to interpret and analyze dialogue.
- Evaluate tone, voice, and mood in poetry and plays.
- Analyze, interpret, and compare and contrast styles, genres, topics, and themes.
- Analyze and assess word choice to convey meaning.
- Use creative writing styles to produce poems.

Stage 2 - Assessment Evidence

Performance Tasks

Poetry Analysis Project
- Students will choose a Latino poet and a favorite poem by the poet. Students will research the poet’s background and culture to analyze how the poet’s history has influenced his or her poetry.
- Students will use attachment 12.6 Performance Task – Poetry Analysis to examine the poem and prepare to write the Poetry Analysis Essay.
- Students will be assessed using a rubric.

Bringing Text to Life: Tableau Poetry Presentations
- Student groups will apply their learning of poetic writing techniques and dramatic expression techniques to create a tableau from a poem of their choice.
- In small groups, students will select a poem and analyze the stylistic devices, tone, and mood. Students will then read the poem aloud many times to experiment with various

Other Evidence
- Literacy Journals:
  o Daily Quick-Writes
  o Reading Log – Students will record titles and pages read of books read individually. The teacher may choose to add response questions to the daily log or the response questions can be answered in the Response Log.
  o Reading Response Log – Students will respond to what they read individually and what they listen to in the read alouds in this section of the Literacy Journal.
  o Personal Word Wall – Students will record new words learned throughout the unit.
- Anecdotal evidence of comprehension of topics during group work and class discussions
- Six Room Image poem
- Poetry and Drama Terms dictionary – students use the class word wall and their personal word wall to make a dictionary of vocabulary, including examples from the poems and plays read.

1 Source: https://www.georgiastandards.org/Frameworks/GSO%20Frameworks/8%20Unit%20Poetry.pdf
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<table>
<thead>
<tr>
<th>Reading speeds, voice inflections, pauses, etc.</th>
<th>Figurative language quiz (to be written by the teacher based on the terms taught during the unit)</th>
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</thead>
<tbody>
<tr>
<td>The student group members will then compose a written description of the tableau they will perform (see attachment: 12.6 Performance Task – Poetry Tableau for an example).</td>
<td></td>
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<tr>
<td>While student groups are performing their tableaus, audience members will record examples of poetic writing techniques and dramatic expression techniques.</td>
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</tbody>
</table>

#### Stage 3 - Learning Plan

### Learning Activities

**Poetry Read Aloud**

- The teacher will spend time during each class period reading poems aloud, especially those with a theme of social justice and social change (examples available here: [http://www.sojust.net/poetry.html](http://www.sojust.net/poetry.html)). This is an opportunity for the teacher to model appropriate technique for presenting poetry orally and to expose the students to a variety of poetry styles, figurative language, rhythm, rhyme, etc.

- Students will keep a log of the poems they hear as well as those they read during the unit. Students will choose one poem each class period on which to write a response identifying the elements of poetry exemplified and their personal reaction to the poem. ([http://homepage.mac.com/mseffie/assignments/poem-a-day/PRJ.pdf](http://homepage.mac.com/mseffie/assignments/poem-a-day/PRJ.pdf))

**Six Room Image Poem**

- The teacher will give students attachment 12.6 Learning Activity – Six Room Image. The teacher will then lead the students through completing the boxes as follows:
  - Room 1: Think of something you have seen that is amazing, beautiful, interesting, or that has just stayed in your mind. Simply describe and write down what comes to your mind. Close your eyes and try to visualize it clearly. Notice details, and describe it as accurately as you can.
  - Room 2: Look at the same image, but just focus on the quality of light. Is the sun bright? Is it a dull, flat day? Are there any shadows? Describe any colors you see.
  - Room 3: Picture the same image and focus only on sounds. Are there any voices? Rustling of leaves? Sound of rain? If it’s silent, what kind of silence—empty, lonely, peaceful?
  - Room 4: Write down any questions you have about the image. Anything you want to know more about? Anything you wonder about?
  - Room 5: Write down any feeling you have about this same image.
  - Room 6: Look over the five rooms and select one word, or a few words, a phrase, a line, or a sentence that feels important and repeat it three times.

- After the boxes are completed, the students will use the words and phrases to create a free verse

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2 Adapted from Georgia Heard’s *Awakening the Heart*
poem. They may eliminate information, change the order, or add words.

Mood Collage

- Students will make a list of various moods (anger, excitement, anxiety, happiness, etc.). Students will choose one mood and look through various poems for lines to record demonstrating the mood. (The teacher may need to model how to choose lines to reflect a mood.) Students will make a collage of the lines from the poem to demonstrate their knowledge of how a mood can be a recurring theme across texts.

Dialogue Study

- Dialogue and character – The teacher will explain that a reader can tell a lot about characters from what they say and how they say it. Dialogue reveals a character’s values and personality. The teacher will share a passage of dialogue from a play and discuss what the dialogue reveals about the characters. Students will record their observations in their response logs.
- Dialogue and plot – The teacher will explain that dialogue advances the plot. As the characters talk, the viewer/reader gets clues as to what might happen in the future and an explanation of what has happened in the past. Dialogue can build tension and suspense. The teacher will share a passage of dialogue that illustrates clues as well as tension and suspense and discuss with students.
- Dialogue and theme – The teacher will explain that dialogue can reveal the theme of a play. Usually one character serves as the moral voice. Through these “good,” moral characters, the playwright reveal the theme or message of the play. The teacher will share examples of dialogue that illustrate this point.

Sample Lessons


Additional Resources

- Use As reference:
  - Unit 7.3 Poetry: ODE to Puerto Rico
  - Unit 8.5 Using Poetry to Express Myself
  - Unit 9.6 Figuratively Speaking
  - Unit 10.5 Create!
  - Unit 11.6 Poetry
- Full-text books, short stories, poems, etc. [http://searchlit.org](http://searchlit.org)
- Poetry and Social Change [http://poetsrespond.org/theoretical_framework.htm](http://poetsrespond.org/theoretical_framework.htm)
- Social Justice Poems [http://www.sojust.net/poetry.html](http://www.sojust.net/poetry.html)
- **Reading writing and Rising up: Teaching about Social Justice and the Power of the Written Word** by Linda Christensen

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3 Source: [https://www.georgiastandards.org/Frameworks/GSO%20Frameworks/5%20Unit%207%20Drama%20Dialogue.pdf](https://www.georgiastandards.org/Frameworks/GSO%20Frameworks/5%20Unit%207%20Drama%20Dialogue.pdf)

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Literature Connections

- **Home of the Brave** by Katherine Applegate
- **Cinnamon Girl: Letters Found Inside a Cereal Box** by Juan Felipe Herrera
- **A Fire in My Hands** by Gary Soto
- **I Thought I Heard the City** by Lilian Moore
- **Until I Saw the Sea: A Collection of Seashore Poems** by Alison Shaw
- **American Drama 1900-1990** by Don Shiach
- **Drama for Reading and Performance: Collection 1** by Aurand Harris, Horton Foote, Gary Soto and Wendy Wasserstein
- **Novio Boy: A Play** by Gary Soto
- **Nerdlandia: a Play** by Gary Soto
- **Puerto Rican Dramatists And Playwrights** by Hephaestus Books
- **Nuestro New York: An Anthology of Puerto Rican Plays** edited by John V. Antush

- **Literature Timeless Voices, Timeless Theme, Silver**
  - The Road Not Taken by Robert Frost page 34 (The Speaker in a Poem)
  - All But Blind by Walter de la Mare page 36 (The Speaker in a Poem)
  - The Choice by Dorothy Parker page 37 (The Speaker in a Poem)
  - The Old Grandfather and His Little Grandson by Leo Tolstoy page 74 (Sensory Language)
  - Grandma by Amy Ling page 75 (Sensory Language)
  - Old Man by Ricardo Sanchez page 76 (Sensory Language)
  - Poets to Come by Walt Whitman page 90 (Poetry, Repetition)
  - Winter Moon by Langston Hughes page 91 (Poetry, Repetition)
  - Ring Out, Wild Bells by Alfred Lord Tennyson pages 92 (Poetry, Repetition)
  - Columbus by Joaquin Miller page 144 (Stanzas in Poetry)
  - Western Wagons by Stephen Vincent Benet by page 146 (Stanzas in Poetry)
  - The Other Pioneers by Robert Felix Salazar pages 148 (Stanzas in Poetry)
  - Prospective Immigrants by Adrienne Rich page 194 (Use Your Senses, Imagery)
  - Much Madness by Emily Dickinson page 195 (Use Your Senses, Imagery)
  - This We Know by Chief Seattle page 196 (Use Your Senses, Imagery)
  - Hard Questions by Margaret page198 (Use Your Senses, Imagery)
  - The Secret Heart by Robert P. Tristram Coffin page 809 (Strategies for Reading Poetry)
  - The Wreck of the Hesperus by Henry Wadsworth Longfellow page 816 (Narrative Poetry)
  - The Centuar by May Swenson pages 820 (Narrative Poetry)
  - Harlem Night Song by Langston Hughes page 828 (Narrative Poetry)
  - Blow Blow, Thou Winter Wind by William Shakespeare page 829 (Lyric Poetry)
  - Love is a place by E.E. Cummings page 830 (Lyric Poetry)
  - The Freedom of the Moon by Robert Frost pages 831 (Lyric Poetry)
  - January by John Updike page 836 (Poetic Form)
  - Two Haiku by Basho and Moritake page 837 (Poetic Form)
  - Identify by Julio Noboa Polanco page 838 (Poetic Form)
  - 400-Meter free Style by Maxine Kumin page 839 (Poetic Form)
  - Silver by Walter de la Mare page 856 (Make Inferences, Sound Devices)
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- Forgotten Language by Shel Silverstein page 857 (Make Inferences, Sound Devices)
- Drum Song by Wendy Rose page 858 (Make Inferences, Sound Devices)
- If I can stop one Heart from breaking by Emily Dickinson page 859 (Make Inferences, Sound Devices)
- New World by N. Scott Momaday page 864 (Imagery)
- One Time by William Stafford page 866 (Imagery)
- Lyric 17 by Jose Garcia Villa page 867 (Imagery)
- For My Sister Molly Who in the Fifties by Alice Walker pages 868 (Imagery)
- The Dark Hills by Edwin Arlington Robinson page 876 (Figurative Language)
- Solar by Philip Larkin page 877 (Figurative Language)
- Incident in a Rose Garden by Donald Justice page 878 (Figurative Language)