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| Subject: | **English Creative Writing and Literary Studies:**  Exploring Identity Through Poetry | Grade: | 11 | Duration: | 8-10 lessons |

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| Big Ideas: | Summative Assessment: |
| LS/CW – Language shapes ideas and influences others.  CW – Creative writers are observant of the world.  LS/CW – The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.  LS – People understand text differently depending on their worldviews and perspectives. | G – you must present a picture of your identity to a university or company.  R – you are a prospective university student, or a candidate for a position at a very progressive company. You will be trained, or taught, all the relevant content, but they instructors/employers are curious about your concept of identity.  A – university instructors in a specialized program or potential employers of progressive company  S – You have applied for a spot in a university program that looks beyond grades. OR You have applied for a job in a company that values character over knowledge. You have been tasked with creating YOUR version of the concept of identity using poetry.  P – poetry anthology  D – The format of the poetry anthology can take many forms, including oral, musical, written, performed, or video, and the types of poetry represented in the anthology will be chosen by the student. |

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| Unit Understandings: | | |  | Content: |
| Students will understand that identity can be explored and reflected in literature, specifically, in poetry.  Students will understand that personal identity evolves over time, place, and experience.  Students will understand that supporting individual identities supports the health of our communities. | | |  | Content: Creative Writing & Literary Studies  Texts features and Structures   * Form function and genre of text * narrative structures found in First Peoples texts   Strategies and Processes   * oral language strategies * writing processes * design processes   Language Features   * exploration of voice literary elements and devices * literal meaning and inferential meaning |
| Transfer: | | |  | Essential Questions: |
| Students will practise empathy and demonstrate respect of diverse identities.  Students will recognize the importance of structure in different literacy contexts.  Students will use structure in poetry to convey meaning and identity.  Students will explore the evolving relationship between literature and personal identity. | | |  | What is identity? What aspects contribute to a person’s identity?  What can poetry teach us about ourselves?  How are identity and literature connected?  How does structure impact meaning? |
|  | Concepts: |  |  | Curricular Competencies: |
|  | diversity, exploration, identity, structure, voice |  |  | Curricular Competencies: LS   * Recognize and understand how different forms, formats, structures, and  features of texts enhance and shape meaning and impact * Think critically, creatively, and reflectively to explore ideas within, between,  and beyond texts * Recognize and understand how language constructs personal, social,  and cultural identities * Transform ideas and information to create original texts, using various genres, forms, structures, and styles * Reflect on, assess, and refine texts to improve clarity, effectiveness, and impact * Respond to text in personal, creative, and critical ways   Curricular Competencies: CW   * Recognize and identify the role of personal, social, and cultural contexts, values,  and perspectives in texts * Recognize and understand how language constructs personal, social, and cultural identities * Construct meaningful personal connections between self, text, and world * Evaluate how text structures, literary elements, techniques, and devices enhance  and shape meaning and impact * Recognize an increasing range of text structures and understand how they contribute  to meaning * Manipulate language purposefully |
| First People’s Principles of Learning: | | |  |
| Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place.)  Learning is embedded in memory, history, and story.  Learning involves patience and time.  Learning requires exploration of one’s identity. | | |  |
| Core Competencies: | | | |
| **Critical Thinking**   * I can reflect on and evaluate my thinking, products, and actions. * I can make choices that will help me create my intended impact on an audience or a situation.   **Creative Thinking**   * I get ideas when I use my senses to explore. * I can develop a body of creative work over time in an area I’m interested in or passionate about.   **Communication**   * I am an active listener. I support and encourage the person who is speaking. * I can present information and ideas to an audiences I may not know.   **Positive Personal & Cultural Identity**   * I understand that my identity is made up of many interconnected aspects (such as life experiences, family history, heritage, peer group). * I understand that learning is continuous and my concept of self and identity will continue to evolve. * I can understand how my values shape my choices. * I can describe/express my attributes, characteristics, and skills. | | | |
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| Lesson Planning | | | |  |
| Suggested Lessons: | | | | Resources: |
| 1 “Why are we studying this anyways?”   * Post the question “What is Identity?” * “How do we know who we are?” * Engage in a class discussion. Key words: values, roles, hobbies, etc. define us * Teacher shares some fact / video etc. about their identity * Why poetry? “Can you see yourself reflected in art, media, and literature?” - the power of literature * Display “Identity” by Cathleen George and discuss aspects of the text * Discuss “the ways we know who we are.” * Discuss what methods are used, what is the message * “Can a six year old express themselves through poems, songs, and stories?” * Have students split off into smaller groups and discuss again. Collaboration. * Return to the class and share newly discussed ideas.   Formative Assessment: Participation and engagement in class and group discussion | | | | * Discussion question guiding questions * “Identity” by Cathleen George (First Nations resource) |
| Simple form, complex meaning   * Students will explore the structure of blank and free verse poetry * Discussion about “modern” poetic forms as explored through Spoken Word * Students will be introduced to poetic devices * As a class we will discuss poetic elements in these poems – to be later used in a kahoot review in preparation for a quiz * Students will read, listen to, and write a draft free verse poem or blank verse style poem; two poetic devices (metaphor and paradox) will be highlighted and encouraged to use in writing the poem   Formative Assessment: Rough draft of free verse (Can be Spoken Word), blank poem  Poem will be revised and edited then will be used towards summative assessment | | | | * “If” by Rudyard Kipling * “Recipe for a Bad Day” by Shane Koyczan; YouTube Video (local Vancouver poet) * List of poetic devices * Discussion Questions |
| Can objects symbolize identity?   * Students will explore the structure and historical purpose of odes * Students will listen to example odes and discuss the authors intention for writing such a poem   Students will write a draft ode on an object that reveals/ represents them (connection to identity) modeled after “Ode on a Bicycle”; students will explore “tone” as a poetry element – as they will be asked to be reflective of something integral - “symbolic” of their identity  Formative Assessment: Rough Draft Ode – focus on tone and symbol | | | | * “Ode on a Grecian Urn’ by Keats * “Ode to a Bicycle” by Ronald Joe Record * “Fiere” by Jackie Kay (Scottish, feminist writer) * “Girlfriends” by Elizabeth Woody (First Nations Resource) |
| Find your Joni Mitchell or Ed Sheeran   * Students will explore the structure and history of Ballads * Students will read ballad poems * Students will listen to a modern pop ballad * Students will explore the authors reasoning for writing a poem of this nature and subject matter through group discussion * Relationships and places shape us and who we are * Students will be asked to highlight hyperbole and mood in writing their ballad   Formative Assessment: Students will create a rough draft of a ballad that could be performed as part of their final poetry anthology | | | | * “Ballad of Forgotten Places” by Olga Orozco (Spanish poet, original Spanish text and English text provided) * “Do not go gentle into that good night” by Dylan Thomas * “Annabel Lee” by Edgar Allan Poe * “Lego House” by Ed Sheeran – YouTube of music video |
| Having fun with the poetry of an old, dead, white man…   * Students will explore the structure of Shakespearean sonnets * Teacher will review iambic pentameter in sonnet structure * Students will identify “Pop Sonnets” – songs rewritten in sonnet structure through a game * Students will practice reading sonnets and stomp/clap out the sonnet iambic pentameter rhythm * End Rhyme, quatrain, will be explored in this lesson * Students will be encouraged to use onomatopoeia and personification in the writing of their own pop sonnet   Formative Assessment: Students will create their own “Pop Sonnet” – the song chosen must reveal something about who they are (identity).  Students will share their pop sonnets with the class without revealing the title – class will guess which song it is  Can be edited and revised and used in their poetry anthology | | | | * Sonnet 43 -William Shakespeare * Sonnet 138 – William Shakespeare * Collection of pop sonnets from “Pop Sonnets: Shakespearean Spins on your Favourite Songs” |
| The Importance of Voice and Oral Tradition   * Students will understand (by prior front-loading) that lyrics are in fact, poetry * Analyzing poetry will play a significant role in the activity * Students will choose a song from their childhood that was integral and reflect upon and analyze the lyrics of the song * Students will look at an accompanying music video for said song and compare the message that comes across * Students will identify poetic devices in the song of choice * Students will present their findings to the class   Formative Assessment: Presentation – informal | | | | * Teacher example to share * Student’s choice |
| Self-Reflection in Poetry   * Students will be introduced to the idea of perspective in this exercise * Students will listen to and view “A Single Leaf out of a Tree” & “Petals” & “Flight” * Review TPCAST: 7 Steps to analyze poetry * Students will be encouraged to explore POV in this exercise * The class will go outside and take a photo of something they find in nature * Students will engage in “Interview with a Rock” Activity with the object in nature they have taken a photo of – prompting questions provided * Students will be encouraged to use imagery in their reflective poem * Formative Assessment: Students will write a poem through the perspective of the rock/object in nature they had an interview with an object in nature - this is a reflective activity in which participants will generally reveal something about themselves (identity)   Can be revised and used in poetry anthology | | | | * “Interview with a Rock” guidelines * “Petals” by Amy Lowell * “A Single Leaf out of a Tree” by Anthony Scandrick * “Flight” by Elizabeth Woody (First Nations resource) |
| Does an elegy reveal the subject or the poet?   * Students will explore the structure and tone in Elegies * Students will read and listen to various elegies * Students will experience mood and tone   Formative Assessment: Students will create a rough draft elegy modelled after “Jack’s Lament” which will be revised and possibly included in their Poetry Anthology | | | | * “Elegy” by Dylan Thomas – follow up poem to “Do not go gentle into that good night” * “O Captain, My Captain” by Walt Whitman * “Jack’s Lament” by Danny Elfman |
| Your Top 30   * Students will explore poetry and create a list of the 30 of their favourite poems * This will encourage students to read poems or reflect upon poems they have read in the past * Students will write reasoning for why they have chosen these 30 poems * Practice reading poems in various ways: 2x, aloud, silently, with focus on context, collaborate   Formative Assessment - Initial rough draft – this draft should evolve over the course of the unit. Start this assignment early in unit. | | | | * Student’s choice * How to read a poem * Look for poetry anthologies in a local public library |
| Resources / Related Books | | | | |
| Recommended Anchor Books:  *Pop Sonnets: Shakespearean Spins on Your Favorite Songs* - by Erik Didriksen  *Tea and Bannock Stories: First Nations Community of Poetic Voices* – various authors (available pdf online) | | | | |