*English Instructional Plan – American or British Romantic Poetry Analysis*

*[Lesson Duration: Approximately 3-5 days depending on poetry selections.]*

**Primary Strand:**

* **Reading 11.4, 12.4**

**Integrated Strand/s: Multimodal Literacy 11.1, 11.2 12.1, 12.2, Research 12.8**

**Essential Understanding:**

Students will:

* understand how a writer’s choice of words reveals the content of a poem and the speaker’s attitude regarding the content of the poem.
* close reading that entails close observation of the text, including annotating, determining all word meanings including connotations, syntax, and structure. It also involves paying close attention to figures of speech, and other features that
* understand how the subject and mood of the poem are supported or reinforced through the use of sound structures.
* understand a reader’s response to poetry is manipulated by imagery and figures of speech.
* understand characteristics and cultures of historical periods and how the literature reflects those characteristics and cultures.

**Essential Knowledge, Skills, and Processes:**

* use reading strategies to improve comprehension and to achieve the purposes for reading: predicting and adjusting predictions; questioning the text; restating main ideas and summarizing supporting details; and close reading.
* analyze texts to identify the author’s attitudes, viewpoints, and beliefs and critique how these relate to larger historical, social, and cultural contexts.
* identify the literary characteristics of the Romantic era of British literature (specifically poetry)
* recognize major themes and issues related to memory and historical perspective

**Primary SOL:**

* 11.4f, 12.4b: Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.

**Reinforced (Related Standard) SOLs:**

* 11.1a, 12.1a: Select and effectively use multimodal tools to design and develop presentation content.
* 11.4g, 12.4e: Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader’s senses.
* 11.8d, 12.8d: Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

**Academic Background/Language:**

* Students should have a basic understanding of context clues, figurative language, characterization, connotation, and authorial purpose.
* Students should have an understanding of poetic devices, such as meter, rhyme scheme, imagery, apostrophe, figurative language, and personification.
* Students should have an understanding of essay organization and structure particularly analytical skills of constructing a thesis, making assertions supported by plausible and persuasive evidence, and providing in-depth commentary.
* Students should demonstrate elements of persuasion, including rhetorical strategies and control of elements of language during oral presentations.

## Materials

[Teacher Note: Text selections should have similarities that students can identify. This unit plan may be adapted for other units on poetry, including American romanticism, transcendentalism, and so on.]

* Recommended readings for British literature:
	+ “Tintern Abbey” by William Wordsworth
	+ “Ode to a Grecian Urn” by John Keats
	+ “Ozymandias” by Percey Bysshe Shelley
	+ “London” by William Blake
	+ “She Walks in Beauty” By Lord George Byron
* Recommend readings for American literature:
	+ “Thanatopsis” by William Cullen Bryant
	+ “To Helen” and/or “Sonnet - To Science” by Edgar Allen Poe
	+ “Old Ironsides” by Oliver Wendell Holmes
	+ “When I heard the learn’d astronomer” by Walt Whitman
	+ “Snowbound” by John Greenleaf Whittier
* Recommended reflective questions for journals or formative assessments:
	+ What are some repeating patterns, recurrent themes, similar imagery, shared symbolism, figurative language, mood, tone, and characterization?
	+ How does the poet use poetic devices to convey\_\_\_\_\_\_\_\_?

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

* Teacher should review literary and poetic devices, including figurative language, personification, meter, and so on. Consider having students provide examples from texts that have already been examined or having them construct their own simple examples as a creative writing task. [Note: A list of poetic elements and techniques and literary devices is included in the *Essential Knowledge, Skills, and Processes* column for English SOL 9.4.
* Read and analyze a variety of poems from the list above or other selected poems of the Romantic era. [Note: Teachers should include literary texts that fulfill a social or cultural function depending on the time, location, theme, and purpose of the author(s) across texts.]
* Teacher will assign reading responses with open-ended, provocative questions. Consider:
	+ Choose three symbols the poet uses and explain the symbolism
	+ What mood is the author trying to invoke? Explain why you think this?
	+ Which poem is most successful at creating its intended mood? Explain why citing the text as evidence.
* Teacher will assign students (consider partner or paired collaborative work) a particular literary and/or poetic device to analyze throughout each poem. Students should be able to analyze similarities between the poems. For example, the shared symbolism of Tintern Abbey (in “Tintern”) and the urn (in “Grecian Urn”) or the theme of “Sonnet – To Science” and “When I heard the learn’d astronomer.”
* Students will construct a lecture presentation in the form of a podcast, a simulated “talk show” with interviewer and interviewee, PowerPoint, or other presentation in which they present a lecture to the class on their analyses of the assigned device. Students must also conduct research analyzing how the historical and/or cultural context in which the poems were composed impacted the meaning of the poems.
* Student research on context should subscribe to a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.
* Students will present their work to the class.

**Assessment (Diagnostic, Formative, Summative)**

* As a diagnostic assessment, teacher should ask questions to check for understanding of poetic devices and their function at the beginning of the unit, and confirm that understanding throughout the unit.
* As a formative assessment, teacher assesses students’ understanding of poetic devices and how these devices augment authorial purpose. Teacher should review students’ annotations.
* As a summative assessment, the lecture presentation functions to demonstrate an understanding of how poet’s use a variety of literary and/or poetic devices to convey meaning, intent, authorial purpose. The assessment demonstrates students’ understanding of how context, including historical and/or social, relate to the text.

**Writing Connections:**

* Students can construct an analytical response weighing differences and similarities between American and British romanticism or within American or British romanticism

**Extensions and Connections (for all students)**

* Students can read examples of early 20th century American poetry and compare/contrast across three movements of poetry.

**Strategies for Differentiation**

* Consider pairing students collaboratively.
* Consider assigning pairs specific texts based on readability of the text. Assign more challenging texts to pairs with a generally higher aptitude for poetry analysis, while assigning more readable texts to pairs with generally lower aptitude for poetry analysis.
* Consider extended deadlines for students that need extended time to turn in the assessments.

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*