

**Unit Title: Poetry with Poetry in Motion**

**Grade Level: (example: 9, 10, 11, 12 or 7-8) 11**

**Subject Area: (example: Science, Physics; English, Short Stories) ELA**

**Duration/Length/Number of class periods: (example: 5 class periods) 5**

**Description:**

Students will discover that meaning is impacted by the tone of the speaker or presenter, and can be further manipulated (both positive and negative) with audio and visual components, such as those seen in the Poetry in Motion project.

**Established Goals (Minnesota):**

**Poetry =**

Reading Literature Standards 11.4.7

11.4.7.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Reading Literature Standards 11.4.10

By the end of grade 11, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

- a. Self-select texts for personal enjoyment, interest, and academic tasks.
- b. Read widely to understand multiple perspectives and pluralistic viewpoints.

By the end of grade 12, read and comprehend literature and other texts including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

- a. Self-select texts for personal enjoyment, interest, and academic tasks.
- b. Read widely to understand multiple perspectives and pluralistic viewpoints.

**Reflection of poem =** Writing 11.7.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Presentation of poem =** Writing 11.7.6.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

--

<p><b>What <u>Enduring Understandings</u> are desired?</b>          Meaning is manipulated in several ways, including nonverbal communications such as tone, pace, volume, music, video, and others. The way in which a speaker chooses to present information impacts how the listener will interpret it.</p>
<p><b>What <u>Essential Questions</u> will be considered?</b>          How is meaning created?          How does verbal communication affect meaning?          How does nonverbal communication affect meaning?          How can speakers communicate information clearly?          How can it be beneficial to communicate using ambiguity?          In what ways can meaning be modified through the use of technology manipulation?</p>
<p><b>Students will know / be able to:</b>          Students will be able to analyze how the meaning of a poem can shift with audio and visual interpretations.          Students will be able to analyze a poem, then enhance it with audio and visual interpretations.          Students will be able to reflect on their interpretation of the poem and the choices they made.          Students will be able to present their poems to classmates.</p>

Description	<a href="#">For ma tive</a>	<a href="#">Su m ma tiv e</a>	Intro duct ory Acti vity	Lear ning Acti vity	Stud ent Tec hno logy Use d	Teac her Tec hno logy Used	ISTE Stand ards
Read “How Do You Raise A Black Child” by Cortney Lamar Charleston. Course discussion and annotation to include poetry terms to discuss student understanding of poem (imagery, repetition, allusions, speaker, voice, tone, mood, message, audience, purpose, etc). <ul style="list-style-type: none"> <li>- Students: use printed sheet or shared document to annotate text.</li> <li>- Teacher: use interactive whiteboard</li> </ul>	x		X	x	x	x	2 4
Watch “ <a href="#">How Do You Raise A Black Child</a> ” film interpretation on motionpoems.org 2x. <ul style="list-style-type: none"> <li>- Students: add notes to your annotations about how the film modified or added to your understanding of the text.</li> <li>- Discuss in think-pair-share how interpretations were modified. Specifically highlight video and musical influences on the text. Discuss narrator’s voice, tone.</li> </ul>	x		x	x		x	2 4

<ul style="list-style-type: none"> <li>- Address essential questions.</li> <li>- Teacher: use interactive whiteboard to annotate and note important concepts to demonstrate note-taking for students</li> </ul>							
View also <a href="#">“How Do You Raise A Black Child” Bonus</a> . <ul style="list-style-type: none"> <li>- Address essential questions again.</li> </ul>	<b>x</b>		<b>x</b>				<b>2</b> <b>4</b>
Read and watch several examples of poems and motion poems from <a href="http://motionpoems.org">motionpoems.org</a> .	<b>x</b>						<b>2</b> <b>3</b> <b>4</b>
<a href="#">Project: Motion Poems</a> Review Motion Poems project (below) and grading rubric. Break students into small groups. Assign poems (may be from teacher-selected list).  Student groups will: <ol style="list-style-type: none"> <li>1. Read the poem several times.</li> <li>2. Annotate the poem.</li> <li>3. Access the Motion Poems Schoology discussion board for project check-in.</li> <li>4. Summarize the group’s understanding of the poem via Schoology discussion post. Posts may be video recordings or typed entries. Include scan or photo of annotation with discussion post.</li> <li>5. Plan how the poem can be presented in a video format. (Not simply a recording of a person standing and reading the poem). Video must include narrative audio of the poem, video or image slideshow. Be sure to cite all non-original content. Use Creative Commons licensing sources where possible.</li> <li>6. Meet with class teacher to discuss ideas and how they will be implemented.</li> <li>7. Film, record, and produce the video.</li> <li>8. Share the video to the discussion board to show progress.</li> <li>9. Summarize your group’s initial idea for the video and how it was implemented in the video. Posts may be video recordings or typed entries.</li> <li>10. Class day to read poems and view videos. Students will comment to peer work via Schoology discussion board. Comments to address: <ul style="list-style-type: none"> <li>- Option 1: Use a blended-learning scenario where students read, watch, and comment independently.</li> <li>- Option 2: Read poems and view videos as a class. Discuss briefly. Provide course time for students to post comments. Move on to next video.</li> </ul> </li> <li>11. Reflect on the group success or struggles on Schoology discussion. Especially address whether the audience interpreted the poem the way you expected and why, and what modifications could be made to adjust audience interpretation. Also address at least two of the essential questions in your post.</li> </ol>	<b>x</b>			<b>x</b>	<b>x</b>	<b>x</b>	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b> <b>6</b>

Teacher will: <ul style="list-style-type: none"> <li>- Moderate discussion posts</li> <li>- Meet with student groups</li> <li>- Offer encouragement and technology assistance</li> </ul>							
--	--	--	--	--	--	--	--

<b>Materials, tools and resources</b>
<b>Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page)</b> Robyn Lampert RTR High School <a href="mailto:lampert_robyn@hotmail.com">lampert_robyn@hotmail.com</a> <a href="http://rlampert.weebly.com/">http://rlampert.weebly.com/</a> @lampert_robyn
<b>Additional credit given to</b> <a href="http://motionpoems.org/">http://motionpoems.org/</a>