**Poetry – Beauty**

**In this unit, the third of six, students encounter a “new” literary genre--poetry--and focus on poetic forms, rhyme, and meter.**

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**Overview**

* + Having studied both the short story and the novel, students now consider why poetry is different than prose, and in particular they examine the power and expressive potential of imagery and other kinds of figurative language. They are exposed to poetry from a variety of cultures, noting the ways in which the poetic form is universal. As a way of being introduced to literary criticism, students read several authors’ reflections of poetry and discuss whether they agree or disagree with their critiques. Finally, the unit is an opportunity to introduce students to the idea of “form” in art, examining masterpieces of art and architecture that exhibit an excellent distillation of visual elements (e.g., line, color, space, tone, weight, etc.).
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**Focus Standards**

* + These Focus Standards have been selected for the unit from the Common Core State Standards.
		- **RL.9-10.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of several word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
		- **RI.9-10.2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
		- **W.9-10.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
		- **SL.9-10.5:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
		- **L.9-10.3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

[Common Core State Standards, ELA](http://commoncore.org/free/resources/CCSSI_ELA_Standards.pdf) (1.5 MB)

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**Suggested Student Objectives**

* + - Define and offer examples of various forms of poetry.
		- Identify the form, rhyme scheme, and meter of poems studied.
		- Define and explain poetic devices, such as alliteration, assonance, consonance, and enjambment, and describe the ways in which they help reveal the theme(s) of the poem.
		- Recognize and explain the distinguishing characteristics of various kinds of poetry, such as ballads, odes, lyric poetry, blank verse, haiku, and sonnets.
		- Describe how poetry differs from prose and explain why authors would choose one form over another for a particular purpose.
		- Complete a literary research paper, citing at least three sources.
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**Suggested Works**

* + (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

**Literary Texts**

**Poems**

* + - “Ozymandias” (Percy Bysshe Shelley) (E)
		- “The Raven” (Edgar Allan Poe) (E)
		- “Sonnet 73” (William Shakespeare) (E)
		- “Ode on a Grecian Urn” (John Keats) (E)
		- “We grow accustomed to the Dark” (Emily Dickinson) (E)
		- “Mending Wall” (Robert Frost) (E)
		- “Homecoming” (Julia Alvarez) (EA)
		- “Love Is” (Nikki Giovanni) (EA)
		- “A Lemon” (Pablo Neruda) (EA)
		- “Saturday’s Child” (Countée Cullen) (EA)
		- “Dream Variations” (Langston Hughes) (EA)
		- “In Time of Silver Rain” (Langston Hughes) (EA)
		- “I Ask My Mother to Sing” (Li-Young Lee)
		- “The Gift” (Li-Young Lee)
		- “Phantom Limbs” (Anne Michaels)
		- Psalm 96 (King James Bible)
		- “Lord Randall” (Anonymous)
		- “Campo di Fiori” (Czeslaw Milosz)
		- “The Darkling Thrush” (Thomas Hardy)
		- “Poetry” (Marianne Moore)
		- “Elegy Written in A Country Churchyard” (Thomas Gray)
		- “The Sound of the Sea” (Henry Wadsworth Longfellow)
		- “I wandered lonely as a cloud” (William Wordsworth)
		- “The Lady of Shalott” (Alfred, Lord Tennyson)
		- “The Underground” (Seamus Heaney)
		- “In Trackless Woods” (Richard Wilbur)
		- “The Reader” (Richard Wilbur)
		- “Walking Distance” (Debra Allbery)
		- “Morning Glory” (Naomi Shihab Nye)
		- Haiku selections

**Informational Texts**

**Informational Text**

* + - Excerpts from *Faulkner in the University: Class Conferences at the University of Virginia 1957-1958* (William Faulkner, Frederick L. Gwynn, ed.)
		- Excerpts from “Crediting Poetry,” the Nobel Prize Lecture, 1995 (Seamus Heaney)

**Art, Music, and Media**

Prompt: "What similarities can we find between great poems and masterpieces of other kinds?"

**Music**

* + - Giacomo Puccini, “Un bel di, vedremo” (*Madama Butterfly*, 1904)
		- Giacomo Puccini, “O mio babbino caro” (*Gianni Schicchi*, 1918)

**Art and Architecture**

* + - *Leonardo da Vinci, Mona Lisa (1503-06)*
		- Sandro Botticelli, *The Birth of Venus* (1486)
		- Vincent van Gogh, *Starry Night* (1889)
		- Michelangelo, *David* (1504)
		- The Parthenon (447-432 BC)
		- Frank Lloyd Wright, Frederick C. Robie House (1909)
		- Chartres Cathedral (begun around 1200)
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**Sample Activities and Assessments**

* + ***Teachers Notes:*** *Page and word counts for essays are not provided, but attention should be paid to the requirements regarding the use of evidence, for example, to determine the likely length of good essays. In future iterations of these maps, links to samples of student work will be provided.*

**Essay**

Write an essay that compares and contrasts aspects of the use of a literary device in two different poems. Discuss at least three aspects.  (RL.9-10.4, W.9-10.2)

**Essay**

Choose a painting from among those you’ve viewed and compare it to one of the poems you’ve studied. Then choose one of the following poetic elements: mood, metaphor, symbol, or pattern. Write an essay in which you compare how the author and painter develop that element in each work. Cite at least three pieces of evidence for each work. (RL.9-10.7, W.9-10.2)

**Essay**

View a reproduction of a Grecian Urn and write an essay in which you discuss the ways in which reading Keats’s rendering of the urn is a different experience than viewing it. Discuss at least three differences. (RL.9-10.7, W.9-10.2)

**Research Paper (4)**

Select a poet and write a research paper in which you analyze the development of the writer's poetry in his/her lifetime using at least three poems and citing at least three secondary sources. (RI.9-10.1, RI.9-10.5, RI.9-10.6, W.9-10.2, W.9-10.7, W.9-10.8)

**Speech**

Select a poem and recite it from memory. Include an introduction that states:

* + - Title, author, and type of poem
		- How the poem exemplifies the stated type of poetry. (SL.9-10.6)

**Seminar Question**

“Are poems better when they follow a strict rhyme or meter? Why or why not?” The seminar question may also be used as an essay topic. (SL.9-10.1, RL.9-10.3, RL.9-10.4, (RL.9-10.6, SL.9-10.1, SL.9-10.3)

**Seminar Question**

“What is a more effective form of communication, literal or figurative language?”  The seminar question may also be used as an essay topic.  (SL.9-10.1, RL.9-10.3, RL.9-10.4, (RL.9-10.6, SL.9-10.1, SL.9-10.3)

**Oral Presentation**

Discuss whether you agree with Seamus Heaney when he credits poetry “because credit is due to it, in our time and in all time, for its truth to life, in every sense of that phrase.” Say why or why not and give examples from poems studied or other poems to illustrate your position. State thesis clearly and include at least three pieces of evidence to support the thesis. (RI.9-10.4, RI.9-10.5, RI.9-10.6, SL.9-10.4, SL.9-10.6)

[Scoring Rubric](http://commoncore.org/free/resources/Socratic_Seminar_Rubric_SP.doc)

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**Additional Resources**

* + [Listening to Poetry: Sounds of the Sonnet](http://edsitement.neh.gov/view_lesson_plan.asp?id=365) (National Endowment for the Humanities) (RL.9-10.4, RL.9-10.5)

While teaching some of the formal terms used to describe sonnets will be one of the aims of this lesson, our starting point and central focus throughout will be learning to appreciate the *sounds* of poetry. At the heart of the lesson are its seven sound experiments, designed to help students understand how form, meter, and rhythm all combine to shape our experience of poetry, and the meanings we derive from it.

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**Terminology**

* + - alliteration
		- analogy
		- assonance
		- ballad
		- blank verse
		- consonance
		- diction
		- dramatic poetry
		- enjambment
		- figurative language
		- free verse
		- haiku
		- heroic couplet
		- imagery
		- lyric poetry
		- meter
		- narrative poetry
		- octet
		- ode
		- rhyme
		- rhyme scheme
		- rhythm
		- sestet
		- sonnet (Petrarchan, Shakespearean)

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