UNIT OF STUDY: Poetry

YEAR LEVEL: 7/8 Extension English

Overview

This term's unit is based around Poetry. The structure of the unit will involve some initial teaching and exploration of the poetry genre (Core activities shaded BLUE), followed by each of you negotiating a Learning Contract from the 'Elective' activities (in black and white).

Students will be awarded certain Levels of Achievement based on the number of credit points that they accumulate.

The Contract has been organised as a grid of tasks bound together by the principles of:
   a) Bloom's Taxonomy – a structure for learning which moves from the simple through to the complex
   b) Gardner's Multiple Intelligences – the idea that we all learn in different ways

You will need to complete your Learning Contract before Week 5. Bear in mind that some activities are better suited to pairs or groups, and plan accordingly. Because this is self-placed learning, you will need to remember your resourcing requirements eg computers, A/V equipment.

Contract Rules

- The learning contract will provide you with plenty of choices but you will need to use your time wisely.

- You will be given class, library and computer time as well as needing to work on certain tasks at home.

- You need to regularly conference with your teacher.

- Choose your tasks from at least 3 **Thinking Levels** and at least 3 **Different Intelligences.**

- You must have your contract with you every English lesson.

- To achieve a level of achievement you must accumulate the minimum number of points for that level. **NOTE**: Core activities do not count towards your credit points.

NAME: _____   YEAR: _____   TEACHER: _____

I intend to undertake the following poetry tasks throughout this term. Assessment will be on-going (I will confer with Mrs French about this), and a balance of tasks will be undertaken (my Electives will include at least one Spoken). All work will be completed by Thursday 9th July, 2009.

DATE	ACTIVITY	POINTS GAINED						COMMENTS
		1	2	3	4	5	6	

Total Points achieved		Level of Achievement	

Overall Comments: _____

_____

_____

Signed: _____   **Sighted:** _____

NAME: YEAR: TEACHER:

LEARNING CONTRACT RUBRIC

CRTIERIA	SCALES OF ASSESSMENT					TEACHER COMMENTS
	A Outstanding	B High	C Sound	D Satisfactory	E Elementary	
Respond to a variety of texts	Able to make an outstanding critical and imaginative response to a wide variety of texts	Able to respond competently to a variety of texts critically and imaginatively	Able to make an sound response to a variety of texts showing some critical and imaginative skills	Able to make an satisfactory response to a variety of texts	Able to make an basic response to a variety of texts	
Compose texts for a variety of audiences	Compose accurate, clear and coherent texts for a wide variety of audiences	Compose accurate, clear and coherent texts for a variety of audiences	Compose accurate and clear texts for a variety of audiences	Compose accurate, clear and coherent texts for a variety of audiences	Compose accurate, clear and coherent texts for a variety of audiences	
Uses a range of processes for responding to and composing texts	Excellent understanding of the form and features of language and the structure of texts	Very sound understanding of the form and features of language and the structure of texts	Sound understanding of the form and features of language and the structure of most texts	Understands some of the form and features of language and the structure of some texts	Basic understanding the language forms and the structure of some texts	
Responds to and composes texts in different technologies	Express a personal point of view, give words and images to their imaginings, and compose logical argument	Express a personal point of view, give words to their imaginings, and compose logical argument	Express a personal point of view and compose logical argument	Express a personal point of view and compose some logical arguments	Express a personal point of view	

Makes informed language choices to shape meaning with accuracy, clarity and coherence	Produces outstanding spoken, written and visual texts for specific purposes	Produces competent spoken, written and visual texts for specific purposes	Produces sound spoken, written and visual texts for a range of purposes	Produces satisfactory spoken, written and visual texts for a range of purposes	Produces basic spoken, written and visual texts for some different purposes	
Experiments with different ways of imaginatively and interpretively transforming experience, information and ideas into text	Competently plan, draft and edit to produce very polished texts	Plan, draft and edit to produce polished texts	Plan, draft and edit to produce many polished texts	Plan, draft and edit to produce some polished texts	Plan, draft and edit to produce basic texts	
Demonstrates understanding that texts express views of their broadening world and their relationships within it	Engage confidently, competently and efficiently with print, film, electronic texts and interactive texts	Engage competently and efficiently with print, film, electronic texts and interactive texts	Engage with print, film, electronic texts and interactive texts	Engage with some print, film, electronic texts and interactive texts	Engage with a few print, film, electronic texts and interactive texts	
Uses, reflects on and assesses individual and collaborative skills for learning						

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         Student Signature   **Parent/Guardian Signature**   **Teacher Signature**

PROMOTING LEARNING INTERNATIONAL (56 GRID) PLANNING MATRIX
(This matrix was devised by Ralph Pirozzo in 1997 & updated in 2004)

Promoting Learning International www.pli.com.au	Bloom's Taxonomy: Six Thinking Levels						
	Pre-Knowing	Knowing 1 points	Understanding 2 points	Applying 3 points	Analysing 4 points	Creating 5 points	Evaluating 6 points
Verbal I enjoy reading, writing & speaking	What poetry is? (Mind map) Consider feeling, emotions and language as a means of conveying messages	**Poetical devices** Exercises, notes and discussion on poetic devices: - metaphor - simile - personification Students complete provided sheets.	How to evaluate a poem	My favourite poem - Revision centre	How to respond to a poem	Create a book of poetry containing • acrostics • couplets • quatrain • cinquain • diamante • haiku	Construct a response to a poem of your choice. Discuss language and style features.
Logical/Mathematical I enjoy working with numbers & science	**Poetic types** • acrostics • couplets • quatrain • cinquain • diamante • haiku	**Poetic devices** Exercises, notes and discussion on poetic devices: - alliteration - onomatopoeia - repetition	Write a headline poem	Cracking open words – better words than good, nice etc	Create a timeline of one poet's life	Compose your own - quatrain - cinquain - diamante poems	Examine a number of poems by one poet and identify the poetic, style and language features
Visual/Spatial I enjoy painting, drawing & visualising	**Poetic types** • free verse	**Poetic devices** Exercises, notes and discussion on poetic devices: - sibilance - hyperbole - oxymoron.	How to write a picture book	Prepare a picture book for Year 3 students or for adults based on a poem and illustrate it with approp. images	Design a CD cover for a class poetry anthology. Compose the text and image on computer.	Design an advertising brochure for a poetry reading by your favourite poet (TAP)	Review a poetry book of your choice.

Kinaesthetic I enjoy doing hands-on activities, sports & dance	**Performance poetry** Louder Than a Clap of Thunder	**Poetic devices** Exercises, notes and discussion on poetic devices: - Rhyme - Rhythm	Poetry Treasure hunt	Show brief excerpts from film *Dead Poets Society* (PG)	Explore a poetry picture book	Research the life and times of one poet and write a biographical report on him/her	Review the film "Dead Poet's Society
Musical I enjoy making & listening to music	**Poetic Types** • ballad	**Ballads** Recognise the importance of structural features such as - punctuation - word choice - rhyme and - enjambment in controlling the pace of the reading and the relation of this to the narrative elements of climax and rising tension.	Find some examples of ballad songs. Collect the text version of some of these songs.	Create a PPT presentation of some ballad songs. Include music and animation.	Spend time reading a range of ballads by poets such as Banjo Patterson and Henry Lawson. Complete the questions on the structure, and poetic/language features.	Research the story behind Patterson's writing of the ballad "Waltzing Matilda". When? Where? Why?	Locate a short poem and present a performance of it to the class using two different ways of reading to emphasise different interpretations or emotions
Interpersonal I enjoy working with others	**Humorous poetry** Watch excerpts from the Pam Ayres video	Listen to Pam Ayres' poem, *Oh, I wish I'd looked after me teeth.* Students share their reaction to the poem with the class in a brief reflection. Focus on discussing how the humour is created in the poem. What did they find funny> Why?	Poetry Scavenger hunt	In pairs read other humorous poems and explore the humorous images. Why is the poem amusing? How is the humour similar or different to the Ayers' poem?	Pam Ayres often writes about small incidents in her life. Watch a *Simpsons'* episode and, in pairs, write a poem based on events in that episode.	In pairs generate a guide to writing narrative poetry. They will use this guide to evaluate the poetry that they encounter in this unit.	In pairs evaluate a ballad using the guide you have generated

Intrapersonal I enjoy working by myself	Poetic types - Sonnets	Sonnets Read sonnets by poets such as John Donne and Wilfred Owen. Discuss how poetry can reflect the times of the poet.	Find three sonnets about the one theme	Select one of the poems most enjoyed and record a reading of the poem. Add sound effects and/or theme music.	Internet research - find three examples of poems with different poetic structures and content.	Read more sonnets by a variety of poets such as Shakespeare and then compose a sonnet. Edit it carefully and seek feedback from peers, family members and the teacher.	Evaluate the two war poems composed by Wilfred Owen (including drafts)
Naturalist I enjoy caring for plants & animals	Poetic types - Sense poems	Poetic devices Exercises, notes and discussion on poetic devices: - imagery - The music of words – sounds eg smooth bumpy sharp	Close your eyes and listen to the sounds outside the room. Construct a list of words to describe what you heard.	Add similes and /or metaphors and sound devices such as onomatopoeia to the list.	Find and read a poem about nature that you like. Explore and discuss how the poet appreciates the value of nature and notices the beauty of the world. Evaluate the contribution of the poet to society today.	Compose a sense poem about nature and or animals.	Evaluate the contribution of the poet to society today, especially in relation to the environment. Include discussion about the concept of the "voice of the poet".

Outcomes, 1.1, 1.2, 1.3, 1.7, 1.9, 1.10, 2.1, 2.2, 2.5, 2.6, 2.8, 2.13, 2.14, 3.1, 3.2, 3.3, 3.6, 3.7, 3.8, 3.10, 4.2, 4.7, 5.2, 5.4, 5.11, 6.1, 6.2, 6.7, 6.8, 6.12, 8.1, 8.2, 8.5, 11.1, 11.3, 11.4, 11.5, 11.12, 11.13, 11.14,11.19, 11.20