

Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p style="text-align: center;"><b>Unit 5</b> Figurative Language</p> <p style="text-align: center;"><b>15 Days</b></p>	<p><b>Overarching learning goals:</b></p> <ul style="list-style-type: none"> <li>- I can identify literary devices, figurative language, and sound devices in poetry and other texts</li> <li>- I can evaluate the author’s purpose for using literary devices and the overall effect it has on the text</li> </ul> <p><b>Overarching language goals:</b></p> <ul style="list-style-type: none"> <li>- I can write to create literary devices, figurative language, and sound devices</li> <li>- I can discuss similarities and differences of particular paintings and poetry</li> </ul>	<p>p. 110 – “To my dear and loving husband”</p> <p>p. 114 – “Upon the burning of our house”</p> <p>p. 116 – “Huswifery”</p> <p>p. 437 – “The Raven”</p> <p>p. 512 – “Song of Myself”</p> <p>p. 516 – “Noiseless Patient Spider”</p> <p>p. 524 – “Because I could not stop for death”</p> <p>p. 531 – “I heard a Fly buzz – when I died”</p> <p>p. 838 – “Harlem”</p> <p>p. 842 – “The Negro Speaks of Rivers”</p> <p>p. 843 – “I, too”</p> <p>p. 844 – “The Weary Blues”</p> <p>p. 850 – “If we must die”</p> <p>p. 855 – “Storm Ending”</p> <p>p. 856 – “Black Man Reaping”</p> <p>p. 903 – “The Death of the Hired Man”</p> <p>p. 912 – “In a station of the metro”</p> <p>p. 920 – “Anyone lived in a pretty how town”</p> <p><b>Optional Texts:</b> Current rap music / lyrical music</p> <p><b>Referenced Paintings:</b> “Trials and Triumphs “ by Aaron Douglas [<i>pair with “The Negro Speaks of Rivers” or “Storm Ending”</i>] (<a href="http://graphics8.nytimes.com/images/2008/09/12/arts/12doug.large1.jpg">http://graphics8.nytimes.com/images/2008/09/12/arts/12doug.large1.jpg</a>)</p> <p>“Into Human Bondage” by Aaron Douglas [<i>pair with “Black Man speaks of Reaping”, “The Weary Blues”, “The Negro Speaks of Rivers”, or “I, too”</i>] (<a href="http://4.bp.blogspot.com/_69I-F-4T-qk/SiLqTYn2trl/AAAAAAAAAGk/YsYyAhUlaeU/s1600/aaron-douglas-intohumanbondage-1938%2520(Small).jpg">http://4.bp.blogspot.com/_69I-F-4T-qk/SiLqTYn2trl/AAAAAAAAAGk/YsYyAhUlaeU/s1600/aaron-douglas-intohumanbondage-1938%2520(Small).jpg</a>)</p> <p>“The Dove” by Romare Bearden [<i>pair with “Harlem”</i>] (<a href="http://www.wetcanvas.com/Community/images/01-Sep-2010/96638-Bearden - The Dove -.jpg">http://www.wetcanvas.com/Community/images/01-Sep-2010/96638-Bearden - The Dove -.jpg</a>)</p>

<p><b>PASS Content Standards</b></p>	<ul style="list-style-type: none"> <li>- <b>1.0 Vocabulary-</b> Roots, prefixes, and suffixes to determine word meaning; word origins; reference materials; connotative and denotative meaning; context clues.</li> <li>- <b>2.1.c Literal Understanding-</b> Use study strategies such as note taking, outlining, and using study guide questions to better understand texts.</li> <li>- <b>3.1 Literary Genres-</b> Demonstrate a knowledge of and an appreciation for various forms of literature</li> <li>- <b>3.2.d Literary Elements-</b> Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal</li> <li>- <b>3.3.a Figurative Language and Sound Devices-</b> Identify and explain figurative language including analogy, hyperbole, metaphor, personification, and simile</li> <li>- <b>3.3.b Figurative Language and Sound Devices-</b> Identify and explain sound devices including alliteration and rhyme</li> <li>- <b>3.3.c Figurative Language and Sound Devices-</b> Analyze the melodies of literary language, including its use of evocative words, rhythms and rhymes.</li> <li>- <b>2.1 Writing/grammar/mechanics and usage-</b> Compose fictional, biographical, or autobiographical narratives...</li> <li>- <b>3.1.i Standard Usage-</b> Identify and use coordinating, correlating, and subordinating conjunctions</li> <li>- <b>3.1.j Standard Usage-</b> Identify and use appositives and verbals</li> <li>- <b>3.3.c Sentence Structure-</b> Correct run-on sentences</li> <li>- <b>3.3.d Sentence Structure-</b> Correct fragments</li> <li>- <b>3.3.e Sentence Structure-</b> Correct comma splices</li> </ul>		
<p><b>PASS Plus</b></p>	<p><b>RL.11.2-</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p><b>RL 11.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>		
<p><b>Possible Learning Activities</b></p>		<p><b>Possible Assessments</b></p>	<p><b>Essential Questions</b></p>
<ul style="list-style-type: none"> <li>- TPCASTT</li> <li>- Analysis of Picture in comparison to the text</li> <li>- TWIST (tone, word choice, imagery, symbolism, and theme)</li> <li>- SOAPSTone</li> <li>- Prose to Poetry – write a paragraph, that is prose, and then take parts of the paragraph that is created into a poem.</li> <li>-</li> </ul>		<ul style="list-style-type: none"> <li>- Exit Tickets</li> <li>- QuickWrites</li> <li>- Community Collage with poem attached</li> <li>- Poetry Portfolio</li> <li>- Poetry Composition</li> </ul>	<p>How do sound and form impact a poem’s meaning?</p> <p>What strategies can readers use to increase comprehension and appreciation of poetry?</p> <p>How can writing and discussing our own poems enhance our experience of reading and studying poetry in general?</p>
<p><b>Academic Vocabulary/Concepts</b></p>		<p><b>Proficiency Scales</b></p>	
<p>Poetry, style, tone, theme, symbolism, rhyme scheme, poetic devices, stylistic techniques, metaphor, simile, alliteration, main idea, Harlem Renaissance</p>			