Theme

How can citizens innovate, manage, and use technology in ways that are socially responsible?

STEM Innovation Academy Unit 2 Plan

Subject: Political Studies (Honors ELA 10) Unit Title: Poetry and Politics: Opening a Dialogue Grade: 10	Teacher: Ms. Buske Duration: 10 Weeks

Summary of Unit

Poetry and journalism are guided by distinct styles and structures, but both can be used to examine controversial historical and contemporary issues. Poets, journalists, and audiences alike can examine the array of stories that can be told about a specific person, event, or place. The second unit will focus on the intertextual nature of poetry and journalism, and throughout the unit, we will examine authors from Tagore, to Neruda, to Langston Hughes and will develop a conversation between these renowned individuals and the most reputable news sources in society. We will create our own "found" poems that demonstrate our interpretation of the most pressing political issues, and will subsequently open a dialogue with our class community and the outside community of Orange.

Standards/Outcomes:
Standards: NJ CCSS Grade 9-10

Targeted Standards:

RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).
RI.9-10.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2 Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9-10.7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
SL.9-10.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL.9-10.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
L.9-10.5 Demonstrate understanding of word relationships and nuances in word meanings

21st Century Career Ready Practices
CRP1. Act as a responsible and contributing citizen and employee.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Stage 1 – Desired Results

Essential Questions:

How can literature be used to consider conflicting perspectives?

How does literature erase conflicting points of view?

How can writers lead us to understand ideas without explicitly stating those ideas?

How can an author manipulate an event through language?

How can poetry be used to encourage discourse over controversial issues?

How can language be used to express experiences, thoughts, and ideas?

Stage 2 – Assessment Evidence

Unit Pre-assessments:

1) Students will complete a gallery walk based upon Titus Kaphar's "Redactions" piece and will examine a poem and article. Students will write a response analyzing each element and synthesizing the three components.

Presentation: Spoken Word Performance Poem/Gallery Formal Presentation

Description: Students will present their poem and their visual piece for an authentic audience.
*Note: Students will invite other poets from the community to recite their poetry/show their art/poetry pieces. Students will submit poems to writing competition.

Performance Task(s):

Research Paper
	Students choose a topic related to poets/poetry or how poetry is used to address a social justice/political issue and conduct research into the topic. Students complete a literature review as well as a final paper to present, and create their own original work of poetry based upon this research.

Writer's Notebook
	Students will write 5 REFLECTIONS (minimum) per week. Each response should be at LEAST 7 sentences and should include SPECIFIC examples/evidence to support ideas. There will be specific prompts on certain days.
(Note: Writer's Notebooks will eventually be used during Creative Writing Series)

Writer's Notebook: Creative Writing Series
	In writer's notebooks, students will respond to prompt based upon mentor text (class texts: poems). After analyzing writer's techniques and linking techniques to the theme of the text, students will apply the techniques to their own creative writing and will participate in peer revision process.

Current Event Presentations
	Each student pair must choose one current event and construct a "Found Poem" from a two articles linked to event (articles must be from accredited news sources). Students must present poem and analysis of the journal article (compare and contrast two poems and two journal articles) and must lead discussion panel based upon event.

Vocabulary Activities
	Students will create games based upon weekly vocabulary terms (based upon weekly readings). Students will play the games in class.

Role-Play: Journalists and Poets
   A current event simulation will take place (including photographs, documents, videos, and other research materials). Students are journalists, some are poets, some are involved in the actual simulation/event. Students must construct either article or poem and students must attend a "Socratic-Seminar" style meeting where they discuss current event through the lens of written works.

Visual Component/Letter to Guests
   Students write a letter to guest from the community (will invite poets from Orange HS and local artists/poets to attend and share their work as well). In letter, students must explain context for Spoken Word Night and the types of poems that will be read.

Playlist
   Students select reading literature standard, a text, and a personalized "activity" to address that particular standard. This serves as a means of differentiation, as well as way for students to expand their own self-designed inquiry for a research project.

Authentic Experiences:

1) Skype with Poet

2) "Poetry Night" at STEM Innovation Academy (Poets, artists, and community members invited to listen to student work and to present their own creative pieces)

Extensions (Tier I):	Differentiation (Tiers 2 and 3)
Content: Articles and Novel -Students will be asked to use articles from Google Scholar as part of their research. Students will be required to assess at least THREE primary sources, whether this includes data from research OR primary historical document -Students must choose "mentor novel" to read alongside poems (books of poetry below are suggested) -Students will be allowed to choose topic of interest	***Content: Poetry*** -Students will be provided with audio version of text to listen to alongside readings of poetry. ***Content: Article Choices*** -Students will be given choice of current events, and articles/poems, to present to class during Current Event presentations.
Process: Flipped Classroom -Students will choose ONE language standard to teach the class *Students must develop a simulation or a game to teach the concept	***Process*: *Juicy Sentences*** -Small group instruction will take place during writing process to help students address targeted standards, particularly language standards
Process: Political Issue Study -Students will choose one political issue at the	***Process: Organizer*** -Students will be given a writing organizer before writing articles, poetry, and letter ***Process: Kinesthetic Learning Activities***

beginning of the unit. Students will "track" that issue over the course of the unit, gathering articles from at least five credible news sources.
-Students will create a multimedia presentation demonstrating their research and will create their "found" poem, the final piece, from this research

Product: Literature Review/Mini Thesis
-Students will construct a "mini thesis" with a well-developed literature review (from Google Scholar, commentary on at least three literary theories) connected to the connection between poetry and journalism. Students will be asked to choose one poet OR one journalist and examine how that author contributed to a political movement. Students must present information to peers and respond to panel questions.
http://www.public.asu.edu/~kroel/www500/Mini-Proposal%20Guidelines.pdf

-Students will engage with content and will enhance reading/writing skills using kinesthetic activities
https://docs.google.com/document/d/1SMOBnH3LItK1n0XIkgg0XU1XHsMYiEUmcRw6_yMlkrs/edit

Product: Media
-Students will be given the option to (in addition to written piece) to create a visual piece using iMovie, YouTube, etc.

Stage 3 – Learning Plan

Vocabulary
phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute), clauses (independent, dependent; noun, relative, adverbial), nuance, antithesis, juxtaposition, caesura, iambic pentameter, rhyme, meter, half-rhyme, alliteration, assonance, consonance, metonymy, synecdoche

Resources:

Materials
Writer's Notebooks
Chromebooks
Chart Paper
Recording Devices (Podcasts)

Media

Titus Kaphar
http://community.bowdoin.edu/news/2017/09/visiting-artist-titus-kaphar-rediscovers-the-joy-of-printmaking/

Art for Justice Fund
https://artforjusticefund.org/2018-spring-grant-recipients-announced/
(Creative Writing Ideas Pertaining to mix of Art and Articles)

UniVerse of Poetry

http://www.universeofpoetry.org

Texts

Literature Circles: Books of Poetry

Emily Dickinson, Alice Walker's Revolutionary Petunias and Other Poems
https://www.poemhunter.com/i/ebooks/pdf/alice_walker_2012_3.pdf

The Collected Poems of Langston Hughes
http://library.globalchalet.net/Authors/Poetry%20Books%20Collection/The%20Collected%20Poems%20of%20Langston%20Hughes.pdf

In this Blind Alley
https://www.pbs.org/wgbh/pages/frontline/tehranbureau/2010/07/in-this-blind-alley.htm

Quiz
https://www.poetryfoundation.org/poems/53802/quiz

Citizen
https://www.kcrw.com/news-culture/shows/bookworm/claudia-rankine-citizen-an-american-lyric/excerpt-from-citizen

Gwendolyn Brooks, "The *Chicago Defender* Sends a Man to Little Rock"

 Oliver Rice, "Timely Enumerations Concerning Sri Lanka"

Brian Turner, "Ashbah."

"Strange Fruit" by Billie Holiday https://www.npr.org/2012/09/05/158933012/the-strange-story-of-the-man-behind-strange-fruit

"The Sunset of the Century"
http://tagoreweb.in/Render/ShowContent.aspx?ct=Essays&bi=72EE92F5-BE50-40D7-8E6E-0F7410664DA3&ti=72EE92F5-BE50-4A47-3E6E-0F7410664DA3

Pablo Neruda and Gabriela Mistral
https://theculturetrip.com/south-america/chile/articles/making-poetry-out-of-politics-gabriela-mistral-and-pablo-neruda/

Nadia Anjuman's "Light Blue Memories"
http://www.universeofpoetry.org/afghanistan.shtml

Anthology for Social Justice Poems
https://docs.google.com/document/d/1okrX4p_4wn8ocfX6_ajKhCxq1TLGuwoHFTNbYj2N52E/edit

I Dream a World: Collegial Analysis
https://www.academia.edu/14930255/BLACK_AMERICAN_DREAM_IN_I_DREAM_A_WORLD_AND_DEMOCRACY_BY_LANGSTON_HUGHES_POEMS

Model Research Papers
https://docs.google.com/document/d/1ZkqQzPbuwAMBAWWFu9MlAlgVrAwT6HLZDnHiz5A4rrk/edit

Discussion Templates

Cooperative Concept Attainment Activity
https://docs.google.com/document/d/1qqQKbdckrfSTjEDtxIOdCqWr-Cfc92ltmTU_mQuhh4k/edit

Final Project Poetry
https://docs.google.com/document/d/1WxWBd64_pPkV7S9CN22TEBV1tLIc7b3kbqTyTegc080/edit

Design Thinking
https://www.interaction-design.org/literature/article/5-stages-in-the-design-thinking-process

TQE Question Stems
https://docs.google.com/document/d/1O2KLm_8AiWmQG3Z0jTAEpKUaKuWOOt_vZ0JYO71Akms/edit
Ongoing Conversations Document
https://docs.google.com/document/d/1aLIvKHCSDb5q5lZ2Y3lSD0gNy7tvbx5As6e_yhwlyJ0/edit

Playlist Materials: Differentiation

Playlist: Explanation and Template
https://www.cultofpedagogy.com/student-playlists-differentiation/

Playlist
https://docs.google.com/document/d/1HgVHUDeznegOvTkzk3Cpt8QABbXbP3xq3nQ3gfsDj1k/edit

Article/Poem Pairings for Playlist
https://docs.google.com/document/d/1-x1hzX1stt1nZ6gUnYitqmaDzWHEO_-7Af3uJ2sKRXY/edit

Daily Poetry Analysis Rubric
https://docs.google.com/document/d/1ixjwx5v5MTanWEAuoD5HcWKeAvuUWDypBF1wonLKSak/edit

*Utilizes Google Classroom

Expert/Field Experience(s)

-Skype with Poet

-NJPAC Geraldine R. Dodge Poetry Festival https://www.njpac.org/events/detail/the-geraldine-r-dodge-poetry-festival-1

-Lewis Center for the Arts (Princeton)

https://www.newjerseystage.com/articles/2017/12/14/lewis-center-for-the-arts-at-princeton-announces-five-hodder-fellows-for-2018-2019/

Literacy Connections/Research

- Students will conduct daily research during the last 40 minutes of class (for final poem/journal article presentation)

-Students will complete a daily Journal, where they will either respond to designated writing prompt related to specific daily lesson OR writing prompt option (given at the beginning of the project)

Teacher Notes:

- Wrote to oppose Iranian dictatorship, was constantly threatened by government but decided to write despite threats

- protest poem: idea of nationalism being dangerous

- Addresses effects of racism and violence on young children

- Protest lynching

- Social commentary--how the social divide (and economic divide) changes the way we see the world

- Addresses politically enforced silence after rule of the Taliban