

# Pack of Poetry 7th Grade

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Interactive links to support resources, handouts, and other useful tools for this lesson can be found throughout this document. Links are underlined and only active if viewing this document as a PDF. The interactive PDF can be accessed at [ELAOKTeachers.com/packofpoetry](https://ELAOKTeachers.com/packofpoetry). Mental tags are provided with each day to encourage students to create a brain bookmark. Mental tags can be identified by the # symbol followed by a one or two word summary of the day. You are encouraged to use them on social media to brag about your students' progress as appropriate.

<b>UNIT OVERVIEW</b>	Students will inspect pictures, lyrics, and poetry for the meanings behind them. Students will be able to analyze various poems for meaning and write a summary of a poem's meaning. Expected Time: 6-8 class days		
<b>ESSENTIAL QUESTIONS</b>	How do authors/artists use elements of poetry <b>to create meaning?</b>	<b>LEARNER OBJECTIVES</b>	<ul style="list-style-type: none"><li>❖ I can define and analyze figurative language devices.</li><li>❖ I can identify literary devices in a poem and analyze the impact of those devices on the meaning of the text.</li><li>❖ I can independently analyze the meaning of a poem and give the analysis in written form.</li></ul>

## Activities At-A-Glance: based on the 5E Instructional Model

Engage	Explore	Explain	Extend	Evaluate
Writing using a running document for: <input type="checkbox"/> Image <input type="checkbox"/> Poem <input type="checkbox"/> Lyrics	Small group poems and questions	Poetry term mini posters	Cornell Notes for poems as: <input type="checkbox"/> Whole class <input type="checkbox"/> Small groups <input type="checkbox"/> Partners	Independently analyze "Flint" for the essential question

## Audio Walkthrough

An audio overview is provided thanks to Juli Gatlin!

It can be accessed via **SoundCloud** by scanning the QR code to the right or by visiting [ELAOKTeachers.com/packofpoetry](https://ELAOKTeachers.com/packofpoetry)! You can also leave comments on the *SoundCloud* audio stream or [ELAOKTeachers.com](https://ELAOKTeachers.com) page.




## Bundled Standards

Reading		Writing	
7.1. R.1	Students will actively listen and speak clearly using appropriate discussion rules with awareness and control of verbal and nonverbal cues.	7.4. W.2	Students will select appropriate language to create a specific effect according to purpose in writing.
7.3. R.3	Students will analyze literary devices to support interpretations of literary texts: <i>simile, metaphor, personification, onomatopoeia, hyperbole, imagery, symbolism, tone, irony</i>	7.8. W	Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and / or draw and justify appropriate conclusions
7.7. R.1	Students will compare and contrast effectiveness of techniques used in a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal, interpretive, and applied questions to create new understandings.		
7.7. R.2	Students will analyze the impact of selected media and formats on meaning.		

**Instructional Goal:** I can recognize meaning within text and media and give written response.

Materials	Bundles	
	Reading	Writing
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <u>DOWNLOAD</u> the <u>Ambiguous Visual</u></li> <li><input checked="" type="checkbox"/> <u>DOWNLOAD</u> the <u>Reversible Poem</u></li> <li><input checked="" type="checkbox"/> lined paper or a digital tool to write</li> <li><input checked="" type="checkbox"/> writing utensils,</li> <li><input checked="" type="checkbox"/> access to display images and play music</li> <li><input checked="" type="checkbox"/> Review the <u>Give Me Five</u> strategy</li> </ul>	<p>7.7. R.1 Students will compare and contrast effectiveness of techniques used in a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal, interpretive, and applied questions to create new understandings.</p> <p>7.7. R.2 Students will analyze the impact of selected media and formats on meaning.</p>	<p>7.8. W Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and /or draw and justify appropriate conclusions.</p> <p>7.4. W.2 Students will select appropriate language to create a specific effect according to purpose in writing.</p>

**Directions**

 Students will use a **running document** (i.e., one paper that the students use for all of the writings) to **record responses to a visual, a poem, and a song**. Each of the examples provided - *the visual, the poem, the song* - is two sided (i.e., contains a dual meaning based on the audiences' perspectives). Students will analyze and identify the dual meaning of each example.

First, DOWNLOAD and display this image. Ask students to **observe and then write** about what they see for 3-5 minutes.



After students have had **independent writing time**, use the Give Me Five strategy to have students share out and observe students' understanding.

Next, DOWNLOAD and display this poem. Students are to first read the poem starting from the top-down and then reread from the bottom-up. Ask students to think about the meaning of poem and add to their running document by writing their thoughts about the poem.



Utilize the Give Me Five strategy again.

Finally, have the students listen to a widely known song (ex: "What a Wonderful World" or a song that students would be familiar with; not a current pop song, so that the focus will be on the context) and **write what they feel/think about the song on their running document**.



Utilize the Give Me Five strategy for students to share out and to observe their understanding.

Lead a class **discussion to identify** the two sided meanings to each item and conclude with **writing a class-generated sentence** on the board or electronically **that states how the author/artist created meaning** within the image/poem/song.



**Notes To Teachers**

**Differentiation** *Students can be paired with peer tutors.*

**Pre-AP option** - require text to be cited for evidence from the poem and lyrics in their writing or allow time for students to research and find a different image, song lyrics, or a poem that has a dual meaning to share with the class.

**EL Students** *The image, poem, and song lyrics can be given to EL students prior to the lesson for pre-reading and annotating for vocabulary and understanding.*

**Technology Integration** **GAFE (Google Apps for Education)** - Post the image, poem, video on Google Classroom, use a Google Doc to create a digital assignment for the students responses.

*Post image, poem, and video on SmartBoard/Projector, have students record responses on **Show Me app**.*

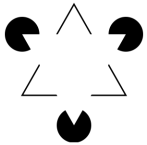
**Notes**

Lined writing area with multiple horizontal lines for student notes.

**Instructional Goal:** I can work in a group to identify a meaning in a given text and give a written explanation.

Materials	Bundles	
	Reading	Writing
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>DOWNLOAD</b> and print copies of the <b>Poetry Pack</b> for each student</li> <li><input checked="" type="checkbox"/> <b>DOWNLOAD</b> Illusion Image</li> <li><input checked="" type="checkbox"/> writing utensils</li> <li><input checked="" type="checkbox"/> notebook paper or digital writing tool</li> <li><input checked="" type="checkbox"/> Review the <i>I Notice, I Wonder</i> strategy</li> </ul>	7.1. Students will actively listen and speak clearly using appropriate discussion rules with awareness and control of verbal and nonverbal cues.  R.1	
	7.7. Students will analyze the impact of selected media and formats on meaning.  R.2	

**Directions**



Show the Illusion Image as an engagement piece at the beginning of class. After a few minutes of observation time, have students compose a **quick write** about the two sides (dual meanings) represented in the visual.

Have a few students share out their writing. Their writing can be turned in digitally or on paper.

Divide students into small groups (4 to 5 each) depending on the class size. Give each group a set of the **Poetry Pack** and the accompanied questions.

Students will work as groups to read the poems, discuss, and answer the questions together.



When the questions are completed, use poem #1 to model the writing element as a class. Students then will choose poem 2 or 3 to complete the writing element independently.

Once the students finish their writing element, have students share their writing with a partner and use the *I Notice, I Wonder* strategy to provide each other feedback about their writing. Students will edit and revise from the notice and wonder feedback.

Students will turn in their writing as a **formative assessment of their understanding.**

**Notes To Teachers**

**Differentiation** *Groups can be preassigned based on abilities.  
Pre-AP option - have students create a comprehension question for each poem and an answer.*

**EL Students** *Annotated copies of the poems and annotated questions can be provided for struggling learners. The poems and questions can also be given prior to the lesson for students to annotate for vocabulary and understanding.*

**Technology Integration** **GAFE** - *Poem and questions can be posted via Google Classroom, turned in digitally.*

**Notes**

Lined area for taking notes.

**Instructional Goal:** I can define and analyze figurative language devices.

Materials	Bundles	
	Reading	Writing
<ul style="list-style-type: none"> <li>✓ blank white paper</li> <li>✓ writing utensils</li> <li>✓ tape</li> <li>✓ 2 pieces of lined paper per student</li> <li>✓ <a href="#">DOWNLOAD</a> Illusion Image 2</li> <li>✓ <a href="#">DOWNLOAD</a> Poetry Terms handout</li> <li>✓ <a href="#">DOWNLOAD</a> the Mini Poetry Poster Assignment</li> </ul>	7.3. Students will analyze literary devices to support interpretations of literary texts: <i>simile, metaphor, personification, onomatopoeia, hyperbole, imagery, symbolism, tone, irony.</i>  R.3	7.7. Students will select, organize, or create multimodal content to complement and extend meaning for a selected topic.  W.1  7.7. Students will utilize multimedia to clarify information and strengthen claims or evidence.  W.2

**Directions**



Show [Illusion Image 2](#) to use as an engage piece. After a few minutes of observation time, have students do a **quick write** about the two sides. Have a few students share out their writing. Their writing can be turned in via digital or paper.

**Partner Activity:** Assign students a partner. Assign pairs of students a poetry term from the **Poetry Terms** handout. Depending on class size, some words may need to be assigned more than once.

Pass out the **Mini Poetry Poster Assignment**. Each partnership will use their assigned word to create a mini poster. Once the posters are created, tape them around the classroom for the next individual application portion.

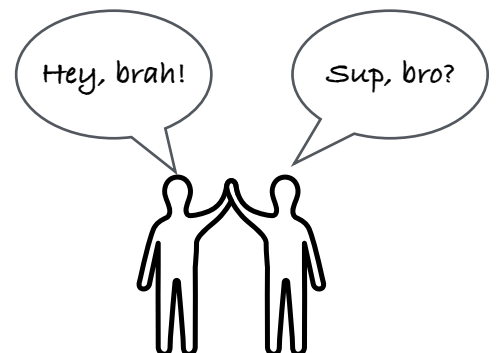
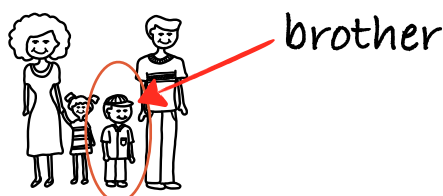
**Individual Application:** Give each student two pieces of blank white paper. Instruct the students to draw a cross on each side to divide their paper into four pieces on both sides, equalling 16 total boxes.

Students now participate in a [Gallery Walk](#) strategy. They will walk around the classroom and read each mini poster to fill in each of their own boxes with a different poetry term, the definition, an example or additional examples, and a drawing that reflects the meaning of the word.

**Have the students keep the Poetry Terms handout for the next portion of this unit.**

EXAMPLE

1. Vocal Word: connotation
2. Definition: the feeling/emotion beyond the dictionary meaning
3. Written Example: brother/sibling/bro
4. Visual Example:



## Notes To Teachers

<b>Differentiation</b>	<i>Students can be assigned partners and poetry terms based to ability.</i> <b>Pre-Ap option</b> - on the individual application portion, have students create two examples of each term.
<b>EL Students</b>	<i>The poetry term that is assigned to the EL students can be given a day before for the EL students.</i>
<b>Technology Integration</b>	<i>GAPE - Post the poetry terms to the Google Classroom, students can then search for images as examples for the terms.</i> <b>Show Me</b> could be used to create student Mini Posters in a digital format. <b>Kahoot It</b> used to review the vocabulary for lower-level students.

## Notes

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**Instructional Goal:** I can identify literary devices in a poem and analyze the impact of those devices on the meaning of the text.

Materials	Bundles	
	Reading	Writing
<ul style="list-style-type: none"> <li>☑ lined paper</li> <li>☑ copies of the different poems</li> <li>☑ writing utensils</li> <li>☑ <a href="#">DOWNLOAD</a> Illusion Image 3</li> <li>☑ <a href="#">Access</a> to "Where The Sidewalk Ends" by Shel Silverstein</li> <li>☑ <a href="#">Review</a> the Cornell Notes method</li> <li>☑ <a href="#">DOWNLOAD</a> Blank Cornell Notes Template</li> <li>☑ <a href="#">Access</a> to "The Road Not Taken" by Robert Frost</li> <li>☑ <a href="#">Access</a> to "Mother to Son" by Langston Hughes</li> </ul>	<p>7.3. R.3 Students will analyze literary devices to support interpretations of literary texts: simile, metaphor, personification, onomatopoeia, hyperbole, imagery, symbolism, tone, irony</p>	<p>7.4. W.2 Students will select appropriate language to create a specific effect according to purpose in writing.</p>
	<p>7.7. R.1 Students will compare and contrast effectiveness of techniques used in a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal, interpretive, and applied questions to create new understandings.</p>	<p>7.8. W Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and /or draw and justify appropriate conclusions.</p>
	<p>7.7. R.2 Students will analyze the impact of selected media and formats on meaning.</p>	

**Directions**



Show **Illusion Image 3** to use as an engage piece. After a few minutes of observation time, have students do a **quick write** about the two sides. Have a few students share out their writing using the *Give Me Five* strategy. Their writing can be turned in digitally or on paper.

**Whole Class and Modeling**

Read the poem, "Where the Sidewalk Ends" and model how to compose **Cornell Notes**. Model this as a class and have **students write an analysis paragraph focused on the meaning** of the poem at the bottom (3-4 sentences).

**Essential Questions:**

- I. Why did the author chose those specific figurative language elements?
- II. How do those elements impact the meaning of the poem?
- III. What is the theme of this poem?
- IV. How can you relate to this theme?



EXAMPLE of Cornell Notes for the poem, "Where The Sidewalk Ends".

## Directions (continued)

### Small Group Work:

3 to 4 Students Recommended



Assign students into groups. Together, students will read the poem and use their individual poetry terms handouts to

**complete a group Cornell Note** and analysis (3-4 sentences) of **"The Road Not Taken"**.



When groups are finished, each group will select a spokesperson to present their group's analysis paragraph to the class.

### Essential Questions:

- I. Why did the author chose those specific figurative language elements?
- II. How do those elements impact the meaning of the poem?
- III. What is the theme of this poem?
- IV. How can you relate to this theme?

### Partners:



Assign students to partners to read the poem, *"Mother to Son"*, and **compose a Cornell Note together with an analysis paragraph** at the bottom.

As students work together, monitor the partnerships for struggling students.



Collect the **Cornell Notes and use as a formative assessment** to identify understanding and struggles. These can be used for remediation if needed.

### Essential Questions:

- I. Why did the author chose those specific figurative language elements?
- II. How do those elements impact the meaning of the poem?
- III. What is the theme of this poem?
- IV. How can you relate to this theme?

Once students have finished, **present one or a combination of the following essential questions for the students to answer as Exit Tickets** either on paper or digitally.

### Essential Question for Exit Ticket:

- How are the three poems comparable?
- How are the three poems different?
- What is the explicit and/or implied theme?
- Identify a literary device present in each poem and explain how it was used.
- \_\_\_\_\_
- \_\_\_\_\_





**Instructional Goal:** I can independently compose and analyze the meaning of a poem.

Materials	Bundles			
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Copies of the poem assessment</li> <li><input checked="" type="checkbox"/> Access to "Flint" by Christina Georgina Rossetti</li> <li><input checked="" type="checkbox"/> lined paper</li> <li><input checked="" type="checkbox"/> writing utensils</li> <li><input checked="" type="checkbox"/> Analysis of "Flint" via Prezi for teacher resource</li> <li><input checked="" type="checkbox"/> Access to <i>Poetry 180</i></li> </ul>	Reading	Writing		
	7.7. R.2	Students will analyze the impact of selected media and formats on meaning.	7.4. W.2	Students will select appropriate language to create a specific effect according to purpose in writing.
	7.8. R	Students will select appropriate texts for specific purposes and read independently for extended periods of time.	7.8. W	Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and /or draw and justify appropriate conclusions.

**Directions**



Students will **review their Cornell Notes and mini posters** before beginning their independent analysis of a poem.



Students will **analyze a poem for its meaning**. Students will compose an analysis of the poem using **Cornell Notes and follow-up with a 1-2 paragraph summary report**. Students can use the suggested poem below or **may opt to research and use a poem of their choice** as long as it meets the requirements indicated in the **rubric below**.

**"Flint" by Christina Georgina Rossetti or a piece of your choice from Poetry 180.**



**Rubric**

After completing a Cornell Notes analysis, the summary report of the poem must include the following elements in 1-2 paragraphs:



- +5 points  **Title**
- +5 points  **Author**
- +45 points  Identified **figurative language** and **how the use of it creates meaning** in the poem
- +45 points  The **meaning** (*i.e., message, author's purpose, or theme*) of the poem

## Notes To Teachers

**Differentiation** *Annotated copies of the poem and annotated questions can be provided for struggling learners before hand or on the day of the assessment depending on individual need.*

**EL Students** *Annotated copies of the poem and annotated questions can be provided for EL students before hand or on the day of the assessment depending on individual need.*

**Technology Integration** ***GAFE** - Poem and Cornell Notes analysis can be posted digitally to the Google Classroom.*

***Show Me** - students video themselves analyzing the poem.*

*Use of class **Kahoot It!** will benefit the students who need a visual representation to review of the terms as well for a digital choice.*

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