

Unit Title: Poetry

Lesson Title: Introduction Poetry

Curriculum Area: English Language Arts	Author: Larissa Coombs, Laura Noble, Ashley Brockway, Michelle Chisholm, Elizabeth Howlett
Grade Level: Grade 7	Author Contact: hclhw@stu.ca
Time Required: 2 x 80 minute classes	Instructional Groupings: Combination whole group, small group, pairs and individual work
Standards: Listen attentively to grasp the essential elements of a message, and recognize and consider supporting details	
Materials: Katy Perry Youtube Video, Lyrics and Interpretation handout sheet, Poetry Choice Board handout, Literary Devices reference sheet, Large paper and coloring utensils for posters	
Overview: Learning how to dissect poetry and examine literary devices to look beyond the literal meaning.	
What will I differentiate:	Content Process Product
How will I differentiate:	For readiness interest learning profile affect/learning environment combination
As a result of this lesson/unit students will...	
Understand: That poetry exists in many forms, traditional and non-traditional	
Know: A variety of literary and poetic devices (metaphor, simile, alliteration, true rhyme, hyperbole, anaphora, internal rhyme, assonance, onomatopoeia, irony and personification)	Do (Skills): Analyse poetry to look beyond the literal meaning to uncover deeper/hidden figurative meaning
Pre-Assessment: Have students listen to a song (<i>Firework</i> – Katy Perry) and write down what they interpret from the lyrics	
Steps in the Lesson: <ul style="list-style-type: none">• Hand out the <i>Lyrics and Interpretation</i> sheet and Play the Katy Perry – <i>Firework</i> music video and have students jot down their interpretation (10 minutes)• Once the students have had a chance to reflect individually, have them pair up with a classmate to share their ideas (5 minutes)• Open the discussion up to a wider class discussion: Ask them <i>what</i> they interpreted from the song and <i>where/why</i> they think that’s what the song means. (10 minutes)• Walk the class through the song stanza by stanza pointing out the literary/poetic devices (refer to the <i>Lyrics and Poetic Devices</i> handout). Distribute the <i>Literary Reference Sheet</i>. (15 minutes)	
Closure Activity/Wrap up: <ul style="list-style-type: none">• Have the students pick an assignment from the <i>Poetry Choice Board</i>. They will need to choose a song (subject to teacher approval) and, depending on the assignment they choose, work either individually or in small groups to demonstrate their interpretation of the song’s deeper meaning and/or point out the use of at least 5 literary devices (25	

minutes)

- In the following class, students will continue to work to finalize their project (25 minutes)

Post-Assessment: Students will present their assignments to the class and explain why they chose the song they chose, and what they think the deeper meaning is and/or identify at least 5 literary devices used.

Additional Resources:

Dodge, Judith. *Differentiation in Action*. New York: Scholastic Inc, 2005. Print.

- Choice Board – pg. 69
- Pre-, During-, and Post-Learning Activities – pg.36

Perry, Katy. "Firework." YouTube.com. KatyPerryVEVO. October 28, 2010. VEVO. September 17, 2012. <<http://www.youtube.com/watch?v=QGJuMBdaqIw> >.

Scribd.com. June 2, 2011. *Using Katy Perry's Firework to Identify Figurative Language Poetry Devices*. September 14, 2012.

Literary Device Reference Sheet

	<i>Definition</i>	<i>Example</i>
Parts of Speech		
<i>Noun</i>	a person, place, or thing.	<i>Book, school, Mom.</i>
<i>Verb</i>	shows action or movement.	<i>Run, walk, eat, play.</i>
<i>Adverb</i>	describes action or movement.	<i>Quickly, tiredly, softly.</i>
<i>Adjective</i>	describes a noun.	<i>Slow, large, soft, deep.</i>
<i>Pronoun</i>	replaces a noun or another pronoun	<i>He, which, you, me.</i>
<i>Preposition</i>	Links nouns, pronouns, and adverbs to the rest of a sentence. Usually indicates location.	"The book is on the table."
<i>Conjunction</i>	Links words, phrases, and clauses	"I ate pizza and pasta."
<i>Interjection</i>	Conveys emotion; not grammatically related to the rest of the sentence.	" Ouch , that hurt!"
Literary Devices		
<i>Alliteration</i>	the repetition of usually initial consonant sounds in two or more neighboring words or syllables	"bouncing ball"
<i>Metaphor</i>	a word or phrase where one kind of object or idea is used in place of another to suggest a likeness or analogy between them	"Life is a bowl of cherries."
<i>Simile</i>	compares two unlike things introduced by <i>like</i> or <i>as</i>	" <i>Life is like a bowl of cherries.</i> "
<i>True Rhyme</i>	the later part of the word or phrase is identical sounding to that of another	<i>Sky and high</i>
<i>Hyperbole</i>	<i>extravagant exaggeration</i>	" <i>I have a million bug bites.</i> "
<i>Anaphora</i>	<i>the repetition of a sequence of words</i>	" In time the savage bull sustains the yoke, In time all haggard hawks will stoop to lure,"
<i>Internal Rhyme</i>	<i>Rhyme that occurs in a single line of verse</i>	"Once upon a midnight dreary , while I pondered, weak and weary "
<i>Personification</i>	<i>the representation of a thing or idea by a person or human form</i>	"The stars danced playfully in the moonlit sky."
<i>Assonance</i>	<i>resemblance of sound in words or syllables, especially vowels</i>	<i>stony and holy</i>
<i>Onomatopoeia</i>	<i>the naming of a thing or action by a vocal imitation of the sound associated with it</i>	<i>buzz, hiss</i>
<i>Irony</i>	the use of words to express something other than and especially the opposite of the literal meaning	"What a beautiful view," he said, as he looked out the window at the alley.

Poetry Choice Board

Key Understandings: To reinforce comprehension of poetry within a song of the student's choice.

<p>Write Your Own Song/Poem:</p> <p>Create your own song to sing/read it to the class that demonstrates your understanding of literary devices within poetry.</p>	<p>Powerpoint Presentation:</p> <p>Create a Powerpoint that will be presented in front of the class that demonstrates the literary devices found in the song you chose.</p>	<p>Make A Poster:</p> <p>Create a poster in response to your chosen song that demonstrates your own interpretation of what the lyrics are saying. Submit one paragraph explaining your choices.</p>	<p>Music Video:</p> <p>Create a short music video that accompanies your chosen song. Submit one paragraph explaining your choices.</p>
<p>Put on a Skit:</p> <p>Choose a group of 2-3 people and create a skit based on the song you chose and preform it in front of the class.</p>	<p>Write a Paper:</p> <p>Write a one-page paper on your own interpretation of your chosen song. Please include any literary devices you've found.</p>	<p>Write a Letter:</p> <p>Write a creative letter to the artist of your chosen song explaining how their song influenced you.</p>	<p>Your own choice:</p> <p>Create a project to do of your own choice. Idea must be submitted in writing and approved by teacher.</p>

Katy Perry – “Firework”	Poetic Devices/Your Own Interpretations
Do you ever feel like a plastic bag Drifting through the wind, wanting to start again?	
Do you ever feel, feel so paper thin, Like a house of cards, one blow from caving in?	
Do you ever feel already buried deep? Six feet under scream but no one seems to hear a thing	
Do you know that there's still a chance for you 'Cause there's a spark in you? You just gotta ignite the light and let it shine Just own the night like the 4th of July	
Chorus: Cause baby, you're a firework Come on, show 'em what you're worth Make 'em go, oh As you shoot across the sky Baby, you're a firework Come on, let your colors burst Make 'em go, oh You're gonna leave 'em falling down	
You don't have to feel like a waste of space You're original, cannot be replaced If you only knew what the future holds After a hurricane comes a rainbow	
Maybe you're reason why all the doors are closed So you could open one that leads you to the perfect road Like a lightning bolt, your heart will blow And when it's time, you'll know Repeat Chorus:	
Boom, boom, boom Even brighter than the moon, moon, moon It's always been inside of you, you, you And now it's time to let it through	