

**Jennifer Dickey and Erin Sciscione**  
**Superior Elementary, fifth grade**  
**Poetry Analysis**

**Desired Results**

**BVSD Standard(s)/Essential Learnings**

**5<sup>th</sup> grade Language Arts Standard 1**

*Students read and understand a variety of materials.*

**5LA5 Demonstrates an appreciation for reading a variety of texts according to specific purposes**

- a. Selects a variety of genres and literature that reflect diversity and various cultures

**5<sup>th</sup> grade Language Arts Standard 4**

*Students use reading, writing, speaking, observing, and listening to synthesize information to analyze and evaluate arguments and to develop and defend argumentative positions.*

**5LA17 Uses the structure of texts to make, confirm, or revise predictions, draw inferences and conclusions**

- a Distinguishes between cause and effect relationships
- b Relates ending parts of stories to earlier parts to describe cause and effect situations
- c Uses compare and contrast relationships to defend a position

**5<sup>th</sup> grade Language Arts Standard 6**

*Students read, understand, and interpret literature as a record and expression of human experience.*

**5LA25 Compares types of literature**

- a Recognizes the characteristics of free verse (poetry with neither regular meter nor rhyme scheme), rhymed poetry, patterned poetry and narrative writing

**Unit Enduring Understandings**

Quality literature provides rich and timeless insights into the key themes, dilemmas, and challenges we all face. Critical readers question the text, consider various perspectives and look for author’s bias in order to think, live and act differently.

**Unit Essential Questions**

- How does literature from other places and times connect to me?
- From whose viewpoint am I reading?

**Students will know...**

Poetry, as a genre, often reveals personal, biographical, or historical information. Additionally, poetry can elicit unique responses from each reader.

**Students will be able to.....**

- Discuss their perspective to the inquiry question: “Why poetry?”
- Analyze the meaning behind “The Bus” by: Petit
- Research to connect the meaning of “The Bus” to the biography of Frida Kahlo

## Academic Vocabulary

Foreshadowing, Symbolism / Allegory, Metaphor, Simile, Flashbacks, Free verse

## Language Objectives

P1B5 Understand key words and familiar phrases

P1I3 Respond to simple and some complex questions with words or phrases, e.g., either/or, who/how

P1I4 Comprehend stories, key concepts of content area information and oral presentations with contextual support, e.g., graphic organizers, posters, diagrams, charts

P1A7 Generate questions to focus listening for purpose of predicting or to find specific information

## Assessment Evidence

### Performance/Transfer Tasks

- Students will research biographical information and share this with group members
- Students will share their perspective on the inquiry question with the class

### Other Evidence

- Graphic organizer- for the relevance biographical facts and analysis of the poem
- Journal entry to answer inquiry question. Check for full explanation of perspective and ideas

## Poetry Analysis and Response Rubric

	4	3	2	1
<b>What is the author's message?</b>	Students are able to apply their background knowledge to discover the author's purpose and theme by thinking beyond the text.	Students are able to apply their background knowledge to discover the author's message based on the text.	Students are able to apply their background knowledge to partially discover the author's message based on the text.	Students are not able to apply their background knowledge or cannot discover the author's message based on the text.
<b>What is your response to the poem?</b>	Students can clearly articulate their feelings and thoughts about the poem based on the author's message and poetic features.	Students can articulate their feelings and thoughts about the poem based their interpretation.	Students can partially articulate their feelings and thoughts about the poem based on their interpretation.	Students cannot articulate their feelings and thoughts about the poem based on their interpretation.

## Unit Design Template (continued)

### Learning Plans

#### Learning Activities

##### **Lesson 1: Why poetry?**

Show the inquiry of the day- “Why Poetry?” Have students turn and talk to discuss their ideas with each other. (3-5 minutes, Bloom’s levels- Analysis, Evaluation)

##### ***Anticipatory Set:***

(5-10 minutes, Bloom’s levels- Analysis, Evaluation)

Post Frida Kahlo art work on chart paper like a gallery around the room or in the hallway. Students visit each station and write “WHY” questions on the chart paper about the pieces of art.

##### ***Inquiry:***

(10 minutes, Bloom’s levels- Comprehension, Analysis)

Give students the poem “The Bus” by: Pascale Petit, which corresponds to the Frida Kahlo piece titled “The Bus.” First, students read it silently and write questions next to the poem. Next, they talk about their questions in their groups to determine the meaning of the poem.

##### ***Guided Practice:***

(15-20 minutes, Bloom’s levels- Comprehension, Analysis, Synthesis, Evaluation)

- Kids are placed in groups of four. Each member of the group goes to a different station to research Frida Kahlo, which will provide additional background information about the poem. Each station has a different source of information.
- Students will use segments from the MediaCAST Videos entitled “South of the Border” and “The Life and Times of Frida Kahlo.” (Locate the video, find the segments tab, and play the video from the desired pre-planned segments)
- They record facts on a graphic organizer to share with their group (My question, what my group discusses, my research, my groups’ research, what we think this poem is about, why poetry). Kids meet back with groups to share- their individual sources come together like a puzzle to reveal the necessary background information to fully understand the poem and the art piece.
- Students discuss and record what they believe the poem is about with group members.

##### ***Independent Practice:***

(10 minutes, Bloom’s levels- Application, Analysis, Synthesis)

Students journal about the original inquiry question (Why poetry?) and share with the class.

**Materials**

- Frida Kahlo art pieces and chart paper
- “The Bus” by Pascale Petit
- Articles about the life of Frida Kahlo
- MediaCAST videos- “South of the Border” and “The Life and Times of Frida Kahlo”
- Graphic organizer to record facts
- Journal entry sheet

**Differentiation Strategies (including specific accommodations)**

- Provide students with different sources of biographical information depending on their reading level
- Flexible grouping
- Provide frequent “check-ins” with specific students to monitor understanding and on-task rate

**Technology and Information Literacy Integration**

- Students are using MediaCAST videos and biographical articles to research Frida Kahlo
- Instructor will use the SMART board and document camera to display visuals