UNIT PLAN: Poetry: Identity and Voice  
Number of Lessons: 12  
Time: 5 weeks  
Name: Tiffany Chen  
Subject: ENGLISH  
Grades: 12

Rationale:
Poetry is an ideal medium through which to explore matters of identity, self-exploration, and global awareness. This unit is designed to engage students in both the craft of creating poetry and the practice of literary analysis. Students will explore language through historical, social, and cultural contexts, and explore the ways in which language contributes to the construction of identity.

Overview:
Through the course of 12 lessons (5 weeks), the themes of identity, language, culture will be explored through the reading of a variety of poetry and other media. Students will:

- practice responding personally and creatively to texts, as well as improve critical analysis and close-reading texts
- learn how to identify and use conventions of language to increase the effectiveness of their writing
- Correctly identify and use poetic conventions
- Write poetry that reflects their own feelings, thoughts, beliefs, and lived experiences
- Analyse and critique various poems on the effectiveness of both the poem’s form and content

Prescribed Learning Outcomes (BC IRPs for ENG 12):

- Develop coherent and plausible interpretations of sophisticated or abstract materials
- Interpret and synthesize information from more than one source to develop and explain positions
- Interpret ambiguities in written, oral, or visual works and support their interpretation with evidence from that work
- Make connections between their own values, beliefs, and cultures and those reflected in literature and mass media
- Demonstrate a willingness to explore diverse perspectives to develop or modify viewpoints
- Demonstrate an appreciation of the power and beauty of language, past and present
- Select, adapt, and apply a range of strategies to generate, develop, and organize ideas for writing and representing
- Write meaningful personal texts, purposeful information texts, effective imaginative texts
- Express ideas and information in a variety of situations and form through oral language

Prerequisite Concepts and Skills:
Poetic Devices and literary techniques as studied from previous years
Teacher Preparation Required:

- Guest Speaker: Ryan Erwin (Heiltsuk Nation, BA in Canadian Studies, currently working on Masters in Journalism and Juris Doctor law degree (with a focus on Indigenous law)

Cross-Curricular Connections:

- Connection to Social Studies 10 (First Nations topics, Canadian immigrants)

Extensions to Unit:

Gifted students, in addition to the regular work assigned throughout the unit, may be given the additional assignment of examining the life and work of the poets studied. They may also conduct an in-depth study of poetry relating to social commentary on the issues discussed in class (i.e. First Nations poetry as advocacy). GENERAL EXTENSION FOR EVERYONE: Encourage students to enter submissions to local poetry slam.

Differentiated Instruction:

All of these lesson plans can be “tweaked” to account for the various demands of the classrooms, including exceptional students and ELL students. For students who are struggling with the course material (special needs, ELL), a more scaffolded approach to the unit would be required, with a more explicit and concrete explanation of concepts, a slower pacing, and, naturally, realistic expectations that reflect the students’ abilities.

Summative Assessment / Evaluation:

Assessment and evaluation for this unit are both formative and summative and is, for the most part, criterion-referenced in nature. For more details on implementation, see Lesson Plans. For more details (of quiz, assignments, etc.), see Appendix—Assessment and Evaluation

- Participation (Homework): /10
- Song of Myself Worksheet: /10
- In-Class Literary Paragraph: /6 (Based on 6 point rubric)
- In-Class Essay: /12 (Based on 6 point rubric)
- Compare/Contrast worksheet: /10
- VOICES Project (Poem & Presentation): /20 (10 for poem, 10 for presentation)
Overview of Lessons:

<table>
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<tr>
<th>Lesson #, Title</th>
<th>Instructional Objectives (a)</th>
<th>Lesson Activities</th>
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<th>Materials</th>
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| 1) Intro to Unit Spoken Word | Create a spoken word poem as a class based on a prompt  
Listen to, read, and analyze spoken word poetry, comparing the difference between poetry that is meant to be spoken vs. written  
Recognize and discuss literary devices as well as performance techniques employed by the speaker | Complete the sentence “I am...” to create class spoken word poem  
Lecture / class discussion about the spoken word form  
Shane Koyzcan “This is My Voice”  
  - Class discussion  
Marshall Jones: “Touchscreen”  
  - “What Do You See/Hear” exercise  
  - Small group & class discussion | “What Do You See/Hear” exercise | Youtube Videos of spoken word poetry examples  
Projector  
Printed handouts of the poems  
Chart paper for group discussions |
| 2) Spoken Word (Writing Prompt) | Complete a free-writing activity based on prompts generated as a class  
Recognize and employ literary devices to create group poems out of their individual free-writing pieces | Word Wall about “Identity”  
Free-write about “Identity”  
“Exquisite Corpse” activity  
  - Go for a couple rounds (20min)  
  - Refine & copy onto chart paper  
  - Share & Perform poems with class | Hand in group poems  
For next class, draw a Self-Portrait | Whiteboard and markers  
Chart paper for group poems |
| 3) Identity: Conformity | Respond to a text through asking questions | Share Self – Portraits in small groups and discuss activity  
Read “Self-Portrait” together (with recording). Whole class | Reflection on Questioning (exit slip) | Printed handouts of poems  
Computer and projector (with
| 4) Identity: Celebrating Self | - Respond to a poem through performance (choral reading, skit)  
- Recognize and discuss literary devices | - Teacher introduces Walt Whitman, historical context  
- In small groups, students will put together a performance of the section they were assigned.  
- Groups perform their skits / readings.  
- Discuss common themes.  
- Go over In-Class writing for next class | - Skits (participation mark only)  
- Assign worksheet for “Song of Myself” | - Computer & Projector  
“Song of Myself” worksheet |
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| 5) In-Class Writing (Synthesis Prompt) | - Write a well-developed literary paragraph on a given prompt | - Recap of last class (skits), go over the homework worksheet  
- In-Class Writing | - Hand in “Song of Myself” worksheet  
- Literary Paragraph (6-point scale rubric) | - Instructions with rubric attached |
| 6) Canadian Identity | - Explore aspects of Canadian identity based on personal experience and media representation | - Small Group charts about Canadian identity:  
- Molson ad: “I am Canadian!”  
- Shane Koyczan “We Are More” | - Exit slip  
- Group charts | - Handouts of “We Are More”  
- Computer and Projector  
- Chart paper |
| 7) Unheard Voices: Indigenous | • Become familiar with power imbalances  
• Define terms such as marginalization, Other, agency  
• Become familiar with First Nations issues | • Guest Speaker: First Nations issues, residential schools | • Exit slip regarding the presentation | • Computer & projector |
|---|---|---|---|---|
| 8) Unheard Voices: Indigenous | • Examine perspectives, alternative narratives in the texts  
• Explore how language plays a crucial role in identity | • Headband exercise (thinking about privileged vs unprivileged, marginalization, Other, agency)  
• Jeannette Armstrong: “The History Lesson”  
• Rita Joe “I Lost My Talk”  
• Marilyn Dumont “The Devil’s Language” | • Exit slip regarding headband exercise / thinking about privilege | • Headbands (with labels)  
• Computer & projector |
| 9) Unheard Voices: Immigrant Stories | • Examine perspectives and alternative narratives with respect to historical context | • Historical context: Japanese internment in WWII (Videos)  
• Joy Kogawa: “What I remember of the evacuation”  
• Historical context: Chinese immigration  
• Jim Wong-Chu: “equal opportunity” | • Compare / Contrast worksheet for Kogawa and Wong-Chu | --- |
| 10) Unheard Voices: Immigrant Stories | • Examine perspectives and alternative | • Phinder Dulai “Introduction: Exile” (Intro to Basmati Brown) | • 5 min Free-write on your own | • Outline for In-Class essay |
| 11) In-Class Writing (Synthesis) | • Write a well-developed literary essay on a given prompt | • In Class Writing  
• Leftover time: work on “Voices” project | • Literary Paragraph (6-point scale rubric)  
• Instructions / Topic with rubric attached |
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| 12) “Voices” Presentations | • Orally present (or through film) an original poem on the theme of “identity”  
** May need to take another class to finish presentations  
** Invite other teachers, admin, classes, to watch presentations | • Each student presents their original poem as a spoken word performance / video | • Submit project (original poem)  
• Presentation Rubric  
• Poem criteria |