NINTH GRADE BELLWORK

SpringBoard Unit 4

Use of bellwork:

- **To activate student engagement in preparation for upcoming activity, utilize the preview column.**
- **To review and/or add closure to the activity, utilize review column.**
- **3 to 5 minutes**

ACTIVITY #: 4.1: Preview the literary terms and poetic devices introduced in this unit; Analyze the skills and knowledge needed to complete Embedded Assessment 1 successfully.	
Preview: Scan the titles of the upcoming activities in unit 4. Which title seems most interesting to you? Explain.	**Review/Closure:** Summarize with a partner the "big picture" of unit 4. With your partner, select one word to share with the whole class that captures what this unit is all about. Share out.

ACTIVITY #: 4.2: Read and analyze a free verse poem closely to interpret meaning; Analyze one author's creative approaches to writing poetry to find ideas for poems; Write an original free verse poem.	
Preview: Use a visual prompt: Authors write poetry about a variety of subjects. What do you see in this image that might inspire a poem?	**Review/Closure:** How does writing free verse poetry allow for creativity?

ACTIVITY #: 4.3: Work with a group to learn literary terminology; Apply literary terminology while analyzing and creating poetry.	
Preview: Is music and poetry similar? In what way? Do they have anything in common? Explain your thoughts with a partner.	**Review/Closure:** As students complete the QHT activity, check to see that every student has, at a minimum, completed the entire Definitions column and added examples for imagery and anaphora. CFU or CFA opportunity.

ACTIVITY #: 4.4: Analyze and write an autobiographical catalog poem; Conduct a close reading of a poem by generating and answering levels of questions; Identify how sound and structural elements create an effect in a poem.	
Preview: Quickwrite: In your Reader/Writer Notebook, make a list of memorable childhood experiences.	**Review/Closure:** Use the TAG sentence stem to write an analytical statement connecting Brooks's use of form or imagery to theme and tone. (Example: In "Poetry," a poem by Neruda, the imagery and verse form convey a sense of surprise and pleasure at the discovery of poetry in his life.) In " _____ ," a poem by _____ , the imagery and verse form convey _____ .

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ACTIVITY #: 4.5: Read a poem to understand how diction and imagery create effect and tone; write a poem in the style of "Fast Break" that conveys appreciation of a favorite pastime.	
Preview: Look at the title "Fast Break." Do these two words create effect? Explain.	**Review/Closure:** Exit Ticket: Explain the effect diction and imagery have on poetry from a reader's perspective.

ACTIVITY #: 4.6: Explain the relationship between the title of a poem and its central images; Analyze a poem to understand how hyperbole and allusion enhance the meaning of a literary text; Write a poem using an extended metaphor.	
Preview: With a partner, discuss the purpose of a title. Does the purpose ever change? Be ready to discuss.	**Review/Closure:** Write an interpretive sentence that explains how the title of the poem relates to the hyperbole and allusions in "Ego Tripping."

ACTIVITY #: 4.7: Develop a thematic statement to use as a topic sentence in an analysis of a poem; Write a paragraph that connects the effect of literary devices to the theme of the poem.	
Preview: Recall: Define the word theme in your own words. Share your definition with a partner.	**Review/Closure:** As a group, develop a thematic statement that can be used as a topic sentence in an analysis of the poem "Hanging Fire."

ACTIVITY #: 4.8: Analyze odes for figurative language; Create an original ode.	
Preview: An ode is a poem written to formally praise a person, event, or object. Based on this definition, how or why is an ode to socks somewhat unexpected?	**Review/Closure:** Odes have a long tradition and in ancient times were accompanied by music and dance. How are odes similar to songs in the way they express their "lyrics" and emotions?

ACTIVITY #: 4.9: Examine the structure of a sonnet to infer the relationship between structure and meaning; Write an original sonnet.	
Preview: What do you already know about a sonnet? Discuss this with a partner and be ready to share.	**Review/Closure:** How do the couplets and quatrains in a sonnet help the poet express a theme or main idea?

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ACTIVITY #EA1: Your assignment is to create a poetry anthology that will include an introduction to the collection, seven or eight original poems with complementary visuals, and a reflection that explains the style and content of the work presented. Use technology to create your anthology and to present it in a polished format.	
Preview: How will you show your use and understanding of literary devices and their effects as part of your original collection?	**Review/Closure:** Describe how you have grown as a writer in the process of creating this poetry anthology. Have you discovered anything new about yourself as a writer? If so, what? If not, why?

ACTIVITY #: 4.10: Identify the knowledge and skills needed to complete Embedded Assessment 2 successfully and reflect on prior learning that supports the knowledge and skills needed; Examine tone and write an analysis of the way tone is created.	
Preview: How would you change your answer to the Essential Question: "What is poetry?"	**Review/Closure:** What have you learned by studying an author's craft and style?

ACTIVITY #: 4.11: Identify and interpret key ideas and tone in a poem; Write a paragraph analyzing how imagery and diction create tone.	
Preview: In this activity, you will read a persona poem in which a poet writes from the perspective of his mother. As a reader, how might this information help you to better understand key ideas in the poem?	**Review/Closure:** Write a thematic statement about how diction and imagery create tone in "In Response to Executive Order 9066."

ACTIVITY #: 4:12: Analyze a poem using the vocabulary of literary analysis; Use the TP-CASTT strategy to analyze a poem.	
Preview: Poets use figurative language— including metaphors, similes, personification, and hyperbole—to create images in the mind of the reader. What strategy do you use to help you read and understand poetry?	**Review/Closure:** Considering Sexton's diction and structure of the poem "Young", Write a thematic statement about the poem.

ACTIVITY #: 4.13: Independently analyze a poem for its poetic elements; Present an oral interpretation that demonstrates an understanding of the structure and ideas of a poem.	
Preview: Model an oral interpretation of a poem and set expectations for students' oral deliveries.	**Review/Closure:** Write an analysis of a poem of your choice. Identify the key ideas and tone. Include an explanation of all of the poetic elements.

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ACTIVITY #: 4.14: Identify elements of an author's style; Connect biographical information to an understanding of a poet's work; Compose a thesis connecting style and meaning.	
Preview: When you hear the word "style" what images come to mind? Create a quick list and be ready to share.	**Review/Closure:** Using TWIST (tone, word choice/diction, imagery, style, theme), compose a thesis that conveys your understanding of the connection between Silko's style and the meaning of her poetry.

ACTIVITY #: 4.15: Choose a poet and a selection of his or her poetry to study and analyze in depth; Make stylistic and thematic connections among the poet's poems.	
Preview: Based on your own interests and the directions provided, find a poet whose work you would like to study in more depth. Then, select three to five of their poems. List them.	**Review/Closure:** Students complete their graphic organizer on their author's style and share and discuss their findings with a partner/group.

ACTIVITY #: 4.16: Create a strong thesis statement for an essay of analysis; Unpack the thesis statement to develop a plan for an essay of analysis.	
Preview: Review the following criteria for a thesis statement: Include author and genre; Identify stylistic techniques and their connection to meaning.	**Review/Closure:** Compare your thesis to the sample thesis below. Does your thesis include all of the necessary criteria? Sample Thesis: *Giovanni's unique use of line breaks, punctuation, capitalization, and imagery reflects her persona as unconventional and unrestrained by rules.*

ACTIVITY #EA 2: Your assignment is to analyze a collection of work from a poet and write a style-analysis essay. You will then select one of the poems you analyzed and present an oral interpretation of the poem to the class.	
Preview: Brainstorm: How will you select poems for close analysis? What criteria will you use to choose a poem for oral interpretation?	**Review/Closure:** Exit Ticket: Describe how you used prior knowledge from the overall unit of study to create your style-analysis essay. Which activity (s) was most helpful to you?