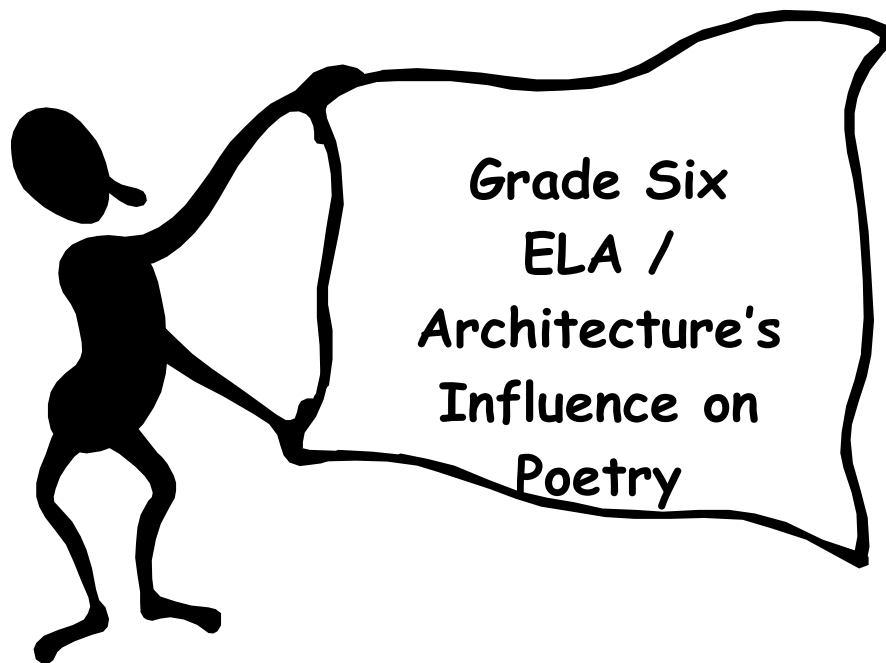


# New York City Department of Education Magnet Program District 25 & 28

School Name

JHS 185 Edward Bleeker ASPIRES Magnet  
School

By: Pamela Walsh



- **Essential Question:**
- How can structures or monuments evoke feelings and emotions from an individual?

**Suggested Time Frame:**

Four (4) to Five (5) Weeks.

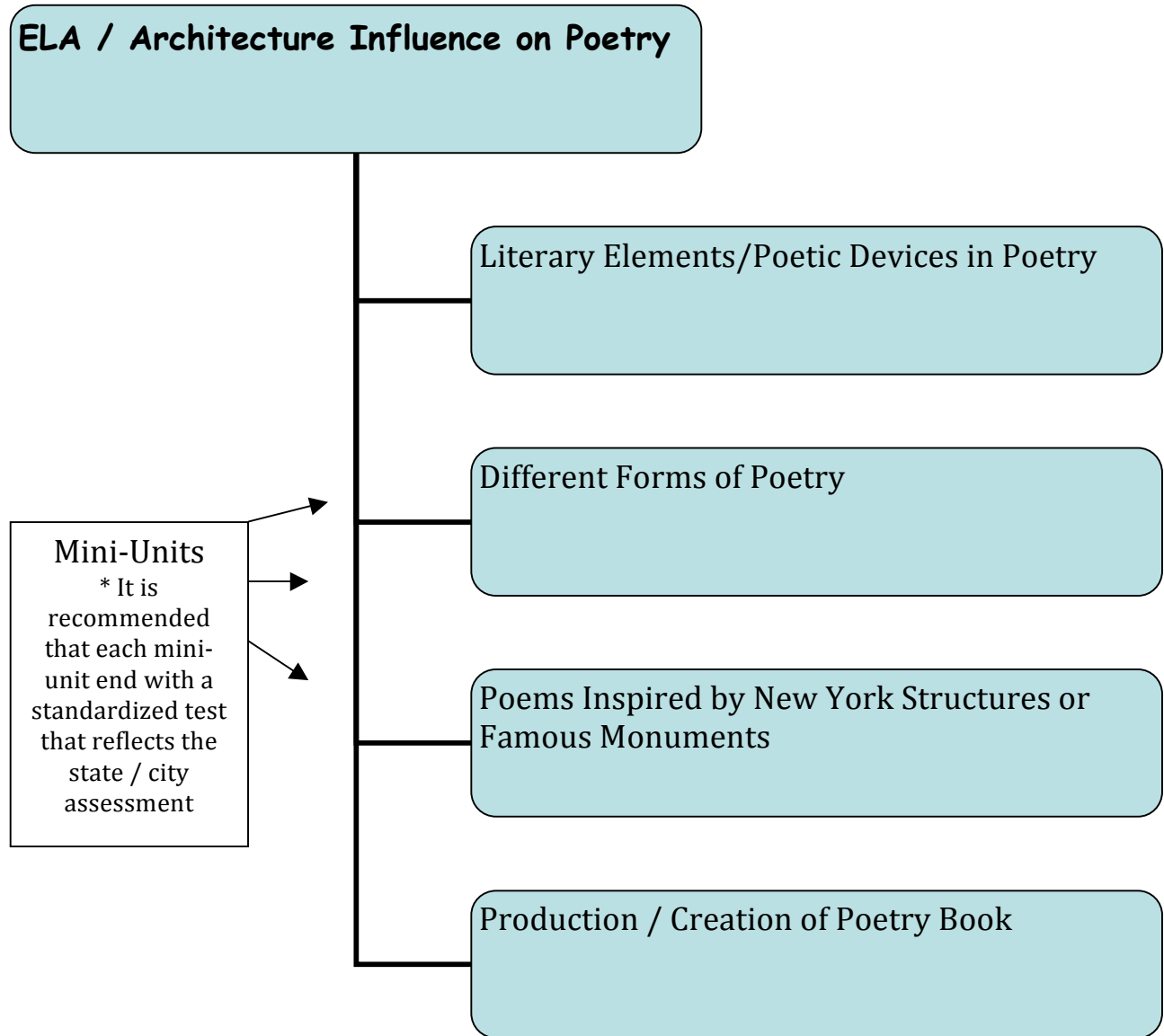
**Theme:**

Architecture through Poetry

## Graphic Overview of Unit

Suggested Time Frame: 4-5 weeks

- **Essential Question:** How can structures or monuments evoke feelings and emotions from an individual?



**Unit's Culminating Project: (briefly explain in 2-3 sentences):**

Students' will make a poetry book collection. The collection will include five poems on famous monuments or New York buildings and structures.



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Ms. Walsh/M.S. /JHS 185 Edward Bleeker

Stage 1- Desired Results	
<p><b><u>Standards-Based Learning Goals:</u></b>  <b>Reading: E1</b> Read and comprehend informational materials.  <b>Writing: E2:</b> Produce a response to literature  <b>Speaking Listening and Viewing:E3:</b> Prepare and deliver an individual presentation  <b>Conventions, Grammar, and Usage of the English LanguageE4:</b>Analyze and subsequently revise work to improve its clarity and effectiveness  <b>Literature: E5:</b> Students will respond to non-fiction, fiction, poetry, and drama using interpretive and critical processes.</p>	
Concepts	
<p><b>Big Ideas for this Unit</b>  <b>Concepts:</b>  <b>Communication</b> (looking/ reading the buildings)  <b>Interaction</b> (with the buildings, structures or monuments)  <b>Interpretation</b> (what you see/your view)  <b>Environment</b> (how the environment effects literature and evokes feelings)  <b>Paradox:</b></p> <ul style="list-style-type: none"> <li>• Small/short poems can convey big ideas and feelings.</li> <li>• How can a structure or monument convey a larger meaning?</li> </ul> <p><b>Debate:</b></p> <ul style="list-style-type: none"> <li>• Can a structure or monument evoke feelings and emotions just by sight?</li> <li>• Does architecture evoke feelings?</li> </ul>	<p><b>Magnet School Theme:</b>            Architecture</p> <p><b>Relevant/Connected Big Idea:</b></p> <ul style="list-style-type: none"> <li>• Communication stretches the boundaries of language because you are able to create communication from buildings and structures.</li> <li>• The communication with the building surpasses the limits of language because you are able to identify with feelings and emotions.</li> <li>• .Architecture means different things to different people (different views, perspectives).</li> </ul>
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Students will understand how the environment influences writing.</li> <li>• Students will understand that structures and monuments influence writing</li> <li>• Students will understand how structures and monuments evoke feelings and emotions from people.</li> </ul>	<p><b>Overarching Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• <b>What compels and inspires people to write?</b></li> <li>• How can architecture or monuments (the environment) influence/compel, inspire poetry?</li> <li>• How can structures or monuments evoke feelings and emotions from an individual?</li> <li>• Why might a person feel inspired</li> </ul>

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	<p>by writing about a structure or monument?</p> <ul style="list-style-type: none"> <li>• How do we use literary elements to make a poem on a structure or monument?</li> <li>• How do we choose a poem that will effectively convey our emotions and feelings about a structure or monument?</li> </ul>
<b>Content and Skills</b>	
<p><b>Content</b> Students will know...</p> <ul style="list-style-type: none"> <li>• <b>Types of graphic organizers, charts, and organizer.</b></li> <li>• <b>Figurative language, symbolism, imagery, alliteration, symbolism, rhyme, meter, personification, onomatopoeia, metaphors, similes and repetitious phrases.</b></li> <li>• <b>Meaning of a poem.</b></li> <li>• <b>Different forms of poetry: (analyze and sort) acrostic, found, haiku, couplet, cinquain, and free verse etc...</b></li> <li>• <b>Moods, author's purpose, and themes in poems</b></li> <li>• <b>Poet study: How poets use tones and voice?</b></li> </ul>	<p><b>Skills</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>• <b>Use graphic organizers to help them understand a poem's meaning.</b></li> <li>• <b>Recognize and use figurative language, symbolism, rhyme, meter, personification onomatopoeia, metaphors, similes and repetitious phrases to craft their poem.</b></li> <li>• <b>Craft different forms of poetry: acrostic, found, haiku, couplet, cinquain, and free verse etc.</b></li> <li>• <b>Create mood, author's purpose and tone in their poems.</b></li> <li>• <b>Craft and apply their poem using literary elements learned.</b></li> </ul>



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## Stage 2- Summative Assessment Evidence

If students understand, know and are able to do the items in Stage 1, they should be able to show their understanding by completing an authentic task found in the world beyond the classroom.

➤ Design the Culminating/Summative Task:

G- (goal)

**One:**

Students will write a memorialized poem plaque on a New York structure or famous monument. This plaque needs to have poetic devices and description of the structure or monument. The name must be left out for students and classmates to guess the structure or monument you memorialized.

**Two:**

Students will write a collection of five different poems on New York structures or famous monuments. The students need to include poetic devices, and different poetry forms. They need to convey an emotion and feeling on the structure that allows others to understand or identify the structure. The book needs to have descriptive poems on the structure or monument and pictures on the structure or monument.

R- (role)

**One:**

You are a poet who is asked to memorialize a structure. You are to write a poem /plaque on this monument or famous New York structure. It must include the historical facts and message of that time, but be linked to your own message on the structure. The poem must include literary elements, such as, simile and metaphor in a variety of poetic forms.

**Two:**

As a poet who wrote an excellent plaque, you are now asked to create a collection of poems on a few New York structures or famous monuments that are interesting or speak to you as an individual viewing the architectural structure. Included in this collection must be a cover page, content page, a few different

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styles of poems (forms), and pictures of the structures. These poems and pictures are for younger students to match the poem to the picture of the structure.

A:(audience)

### **One:**

Each student will make a poem book collection that will allow younger students, teachers, and other classmates to view and match the poem to the picture of the structures you wrote about.

### **Two:**

Each student will present their poetry book on New York structures or famous monument to their classmates and teacher. The students will listen to the poems and try to guess the structure or monument was written about.

S- (situation)

### **One:**

You are a poet asked to make a book of poems on different architectural structures or monuments. Your audience must be able to match your poem to the picture of the structure you wrote about.

### **Two:**

You are a poet asked to present your memorized poem/plaque of your structure. Your audience must be able to identify your monument or structure.

P- (purpose and product)

The students' purpose of this unit is to analyze different poems and forms and understand how architecture can influence poetry. Students will then demonstrate and convey their expression (feelings and emotions) on architectural structures.

S- (standards for performance)

Your collection of poems and the plaque notation need to include:

- Poetic devices (similes, metaphors)

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- Different forms of poetry.
- Plague and poetry book needs to be on an architectural structure that people will be able to identify.
- Significance and history needs to be included

### **Poetry book:**

Cover page, content page, few different poem forms, and pictures of structure for matching purposes.

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**Student Task**

**In the space below, write the task exactly as students will see it.**

**ASSIGNMENT**

**Part One:**

**You are a poet who is asked to memorialize a New York structure or famous monument. You are to create a poem plaque that includes some poetic devices (simile, metaphor, personification etc). The poem plaque needs to incorporate the structure's history. Your classmates must be able to identify the structures you are memorializing through your use of descriptive words (you can not use the structure's name in your plaque.) The plaque needs to have your own personal feeling, perspective, or emotion of the architectural structure. Your classmates need to understand your emotional connection to the structure.**

**Part Two:**

**You are still a poet. Your poem from the first assignment was so good that now you are asked to approach and write a poem book of a few architectural structures. This time you are going to look and study different architectural structures of New York or famous monuments. Pick a few structures that speak to you or that you find interesting. You are going to take those few structures or monuments and create a collection of poems. Your collection of poems needs to include different poetic forms, and poetic devices. Your poems need to have your personal connection, feeling, or perspective of the structure or monument chosen. Your book must have a cover page, content page, 3 to 4 poems, and 3 to 4 pictures of the structure you have chosen. This book will be given to younger children so the poems you write and the pictures of the structure you include will have the children match the poems to the pictures. The collection of poems needs to be expressive and descriptive of the structure using the poetic devices and literary elements you have learned. The book needs to be visually appealing to your audience.**

**Rubric for Culminating Project**

***Collection of Poem Book/Memorial Plaque***

Level	<b>Understanding 60% Meaning of Poem</b>	<b>Product 30% Literary and Poetic Elements</b>	<b>Presentation 10% Structure of Book</b>
4	High level of understanding is demonstrated through evidence of independent application, subtle connections, and extensive and valid evidence to support all major claims and assertions.	Composition is extremely well organized and fully developed; with extensive evidence of original ideas and assertions supported by consistent evidence of independent research.	Culminating presentation is characterized by highly effective attention to the needs of the audience as well as creative use of visual aids to reinforce coherence, development, and persuasiveness.
3	Adequate level of understanding is demonstrated through some original insights and sections that are well developed; other sections need additional evidence to support fully with evidence all major claims and assertions	Composition is generally clearly organized, with some sections fully developed through original analysis, but other sections would benefit from greater attention to supporting details and elaborations.	Culminating presentation is characterized by a straight forward but underdeveloped approach, with some use of visual aids and generally a clear understanding and responsiveness to audience needs.
2	In complete level of understanding is demonstrated through an account that contains some sections with original insight supported with adequate evidence; many aspects need much more development and evidence to make a convincing, complete, and insightful argument.	Composition is somewhat superficial in its approach, with a tendency towards summary and highlights and with little attention to original analysis; much greater attention to supporting details, relevant evidence,	Culminating presentation is brief and lacks overall evidence of attention to the needs of the audience; there is little use of visual aid to lend coherence to the presentation's organization, and there is a consistent need for further

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		and coherence of organization.	explanation and elaboration through supporting evidence.
1	Little evidence of deep understanding is demonstrated as a result of a generally superficial account that tends to summarize rather than analyze key ideas; many aspects of the argument are sketchy or underdeveloped with little, if any, attention to balance and reliable evidence to support claims and assertions.	Composition is extremely superficial in its approach to presenting and supporting and original thesis and related supporting evidence claims; there is little evidence of original analysis for insight; and overall writing is poorly organized, with little, if any, attention to and overall organizational plan or use of transitional expressions.	Culminating presentation is inadequate, lacking any attention to the needs and background of the audience. Ideas are consistently summarized with no attention to the need to support and express them with power and conviction. No evidence is presented of the need to organize information and claims visually.

<b>Stage 2- Formative Assessment Evidence</b>	
<b>Throughout the unit how will you check to make sure students are mastering the knowledge, skills, and understandings they need to be successful at the summative/culminating task?</b>	
<p><b>Assessment Formats on the State Test</b></p> <p><b>Read and interpret a poem</b></p> <p><b>Answer multiple choice</b> <b>And/or</b> <b>Write an interpretative short response or essay</b></p>	<p style="text-align: center;"><b>Weekly Formative Assessments</b></p> <p><b>For Content...</b>                      Students will be given a few multiple choice questions (2/3 times) to answer on an architectural or regular poem. (Example: They are to identify where the poem includes poetic devices such as simile or metaphors or interpret the meaning of the simile or metaphor).                      Students will be given a few short ended response questions (EX: a short answer response based on the poem) and essay questions. EX: They will be asked to compare and contrast the poem to a regular writing piece.</p> <p><b>Questions must be factual!</b></p>
	<p><b>For Skills...</b>                      The students' skills on poetry meaning and interpretation will be based on their writing short ended responses and essay questions.</p>

	<p><b>For Understandings...</b> <b>Through students writing of the short ended response questions and essay, the teacher will be able to give feedback to assess how they are able to identify and interpret poetry and poetic devices. The feedback is crucial on the student's drafts to assess if their writing needs to respond with more description or emotions.</b></p>

