**Poetry**

**Grade 10**

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| **Lesson Title** | **PLOs** | **Lesson Objectives** | **Activities/Methods** | **Resources** |
| Lesson One  Introduction to Poetry |  | Students will be able to understand the basics of poetry. | -Silent Reading  -Ask what is poetry? Where can we find poetry? What are general opinions on poetry?  -Explain what a found poem is. Have students go through magazines, pulling one word from every page. Make a poem using JUST those words.  -Homework, go home and find a song, that is school appropriate, bring it next class. | -Old magazines |
| Lesson Two |  | Students will be able to understand the concept of theme. | -Silent reading.  -Go over theme, and how it relates to fiction. How to find theme in poetry?  -Have students pull out their songs, and write down what they think the song is about, and why they think that.  -Have students write a small paragraph on the theme of the song, provide examples. | -Extra Songs |
| Lesson Three |  | Students will be able to provide examples of types of poetry. | -Silent reading  -Go over types of poetry, make a list on the board.  -Talk about the essence of a Bio-Poem. Show an example, and ask if someone knows what it actually is saying.  -Hand out worksheet on bio poem, and have students create a biopoem. They are to decorate it! | -Example of Bio Poem  -Worksheet for Bio Poem |
| Lesson Four |  | Students will be able to label literary devices. | -Silent Reading.  -Make a list of all the literary devices, and have students provide what they are, in some cases an example.  -Hand out a set of poems, have students got through, underlining the terminology, and explaining the “meaning”, where applicable. | -A set of poems from Scope and Sequence. |
| Lesson Five |  | Students will be able to understand the importance of imagery. | -Silent reading  -Read a poem, that is specifically visual. Ask students to draw what they see. Colour when they are done.  -Ask students what they think the point in doing this was?  -Why is imagery so important?  -Have students go through the poems given yesterday, and pick out the imagery. | -Poem that has vivid Imagery. |
| Lesson Six |  | Students will be able to understand the difference between allusion and apostrophe. | -Silent reading.  -Place poem on overhead and ask students what poem is about.  -Have students see if they can make reference to things of the past.  -Explain different of allusion and apostrophe, and show examples.  -Have students go through several poems, labeling either allusions and apostrophes. | -Dover Beach |
| Lesson Seven |  | Students will be able to understand the importance of hyperboles, oxymorons, and paradoxes. | -Silent reading  -Define Hyperboles, Oxymorons and Paradox.  -Hand out copies of Shakespeare’s 130, and have students read the poem aloud. Ask what the poem is about, and how we know this? Ask if thy think the woman is good looking? Does she really look like the description or is it just a hyperbole? What does the speaker think? Who is the speaker?  -Have students write a poem with all three devices. | -Shakespeare’s 130 |
| Lesson Eight |  | Students will be able to write an essay based on a poem. | -Test, this is from the poetry section of former English 10 provincial exams. | -Old provincial exams.  -Computer labs |