

Survey of Poetry

Semesters: 1 Grade(s): 9-12

Prerequisite(s): none

Students learn about different types of poems, ranging from haiku to ballad, and the key concepts and devices of poetry, such as meter and rhyme scheme. They are exposed to a variety of poems, and learn about several poets – both classic and contemporary. Students read and evaluate poems for the various concepts specific to poetry as well as more global literary elements (i.e. theme, imagery, irony). They also have the opportunity to create original works of poetry.

Course Competencies

Survey of Poetry	
Competency 1	Be exposed to, and be able to identify and define, poetry terminology – including various types of poetry.
Sub-Topics	1. Learn and be able to identify in context common terms used in the study of poetry. 2. Learn about and be able to identify different types of poems. 3. Read a variety of works of poetry. 4. Terminology should include at least 25 of the following: Accent Alliteration Assonance Broken rhyme Chain rhyme Connotation Consonance Dactyl Denotation Foot Heptameter Hexameter Iamb Iambic pentameter Irony Metaphor Meter Octameter Onomatopoeia Personification Refrain Rhyme Rhythm Scansion Simile Stanza Stress Tetrameter Trochee Verse Versification 5. Poem types should include at least 25 of the following: Acrostic Ballad Cinquain Clerihew Diamante Didactic Epic Epigram Epitaph Etheree Fable Free Verse Ghazal Haiku Kyrielle Sonnet Lanturne Limerick Minute Poetry Mirrored Refrain Monody Monorhyme Naani Nonet Ode Ottava Rima Palindrome Pantoum Quatern Quatrain Quinzaine Rispetto Rondeau Rondel Rondelet Sedoka Senryu Septolet Sestina Shape Poetry Songe Sonnet Tanka Terza Rima Terzanelle Tetractys Triolet Tyburn Villanelle
Competency 2	Survey a varied list of poets, representing several styles, time periods, and cultures.
Sub-Topics	1. Students will be exposed to a variety of works for several different poets (25 or more), including established masters from the past and contemporary poets of today. 2. Students will learn in depth about two or more poets, at least one from the past and at least one contemporary, and note how the life and times of the poet influences his or her writings. 3. Poets should include at least 20 of the following: Sherman Alexi Maya Angelou Matthew Arnold Elizabeth Bishop William Blake Anne Bradstreet The Bronte Sisters Gwendolyn Brooks Robert Browning Lord Byron Lewis Carrol E.E. Cummings Samuel Daniel Emily Dickinson T.S. Eliot Ralph Waldo Emerson Eugene filed Robert Frost Johann Wolfgang von Goethe Ernest Hemingway Langston Hughes James Joyce John Keats Henry Wadsworth Longfellow Alfred Noyes Edgar Allan Poe Sylvia Plath Edwin Arlington Robinson William Shakespeare Percy Bysshe Shelley Robert Louis Stevenson Alfred Lord Tennyson Dylan Thomas Walt Whitman William Wordsworth William Butler Yeats
Competency 3	Understand the concept of theme, and evaluate poetry to categorize poems by theme.
Sub-Topics	1. Students will analyze poetry for, and categorize, by themes.
Competency 4	Analyze imagery found in poetry and be able to create imagery using sensory language.
Sub-Topics	1. Students analyze poetry for the use of imagery (sensory language). 2. Students produce an original work that uses sensory language.

Competency 5	Create original works of poetry, and analyze one's own work by applying terminology learned in class.
Sub-Topics	1. Students present original works of poetry. 2. Students analyze own poetry, applying terminology learned at the beginning of the class, and self-evaluate.
Competency 6	Engage in literary analysis and create products in response to literature.
Sub-Topics	1. Write responses to literature regarding style, technique, and/or affect. 2. Compare and evaluate poetry for effectiveness of one or more elements; for example, a student can evaluate and compare the use of sensory language to create imagery in two or more poems.
