# Unit Plan

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| **Unit Author** | | | | | | |
| First and Last Name | | | | | Sametta Jackson-Parker | |
| School District | | | | |  | |
| School Name | | | | |  | |
| School City, State | | | | | Huntsville, AL | |
| **Unit Overview** | | | | | | |
| **Unit Title** | | | | | | |
| Exploring Point of View in Literature | | | | | | |
| **Unit Summary** | | | | | | |
| As students read poetry, it is important to understand the author’s point of view to evaluate his or her ideas. Students explore the question, “How does life experience shape one’s world view?” and consider how time and place impact perspectives on the same idea or theme. They then create an original poem that retells a familiar or classic poem from a different point of view. The poems are presented as short videos/slideshows that can be featured at an assembly of peers or as a part of a web page. This can be done as an integrated unit on poetry, drama and literary elements. | | | | | | |
| **Subject Area** | | | | | | |
| Creative Writing, Literature | | | | | | |
| **Grade Level** | | | | | | |
| Grade 7 | | | | | | |
| **Approximate Time Needed** | | | | | | |
| Approximately 3-4 Weeks | | | | | | |
| **Unit Foundation** | | | | | | |
| **Targeted Content Standards and Benchmarks** | | | | | | |
| Relate literary elements and devices to each other, including point of view. (COS: 7.2.c)  Interpret the author's message in various literary, informational, and functional texts. (COS: 7.7)  Compare selections of culturally diverse literature and their characteristics. (COS: 7.8)  Compose in descriptive, narrative, expository, and persuasive modes with a thesis sentence and introductory, supporting, and concluding paragraphs when appropriate. (COS: 7.9)   * Composing various genres of literature by imitating an author's style, form, and purpose * Using figurative language when writing in various genres   Demonstrate listening skills, including identifying the main idea, detail, purpose, and bias in group discussions, public speeches, and media messages. (COS: 7.15) | | | | | | |
| **Student Objectives/Learning Outcomes** | | | | | |
| The students will demonstrate the meaning of point of view with 75 % accuracy by creating original poetry as part of a video/slideshow that examines a poetic theme from a modern point of view. | | | | | |
| **Curriculum-Framing Questions** | | | | | |
|  | | **Essential Question** | | How does life experience shape one’s world view? | |
|  | | **Unit Questions** | | How does the meaning of a piece of literature depend as much on *who* is telling it as *what* is being told? | |
|  | | **Content Questions** | | Define first-person point of view, third-person-limited point of view, third-person-omniscient point of view and second-person point of view.  Define theme and author’s purpose.  What does it mean to “defer?” | |
| **Assessment Plan** | | | | | |
| **Assessment Timeline** | | | | | |
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| **Assessment Summary** | | | | | |
| Journaling through the moodle forum will be used throughout the unit to respond to the informal questions as well as provide continuous focus on the essential and unit questions. Additionally, student observation will be used to monitor students as they work. The teacher will introduce the unit with a unit planning guide during the first module. As students progress through the unit, various forms will be available to download so that students can assess their understanding and their progress throughout the project—especially the Project Poem Interpetation Guidde and the Poem Scoring guide. The students will also have access to the Video Presentation Scorign Guide that the teacher will use to evaluate the projects. | | | | | |
| **Unit Details** | | | | | |
| **Prerequisite Skills** | | | | | |
| * Keyboarding * Word processing * File management * Basic Internet use * Citation of electronic sources * Basic knowledge of Windows Movie Maker | | | | | |
| **Instructional Procedures** | | | | | |
| **Lesson One: Analyzing Point of View—** As students explore point of view, they will realizet hat the meaning of a story depends as much upon who is telling it as upon what it is about. Students will identify the speaker in various literary situations and recognize the difference between first-and third person narration.  **Lesson Two: Introduction to Poetry--**Students will define poetry and its elements, Rhyme, Meter, Theme, Mood, Point of View. Students will examine the poem “Harlem” by Langston Hughes. As a class, discuss the theme and mood of the poem.  **Lesson Three: How Point of View affects Theme and Author’s Purpose--** Try to determine, from the point of view (omniscient), what the author’s message might be. Listen to the negro spiritual “Motherless Chile” by Sweet Honey in the rock.  Ask students to identify this point of view. (first person) How does the point of view affect your understanding of the lyrics of these poems?  Encourage students to use their Interpretation Guides to help them identify the author’s meaning and point of view.  **Lesson Four: Creating an original poetic presentation (Using Windows Movie Maker)**  After students have an understanding of how poetic elements combine to convey the author’s meaning, explain the process of creating their original “re-styling” of a classic poem. It should convey the same essential meaning as the classic poem that they have chosen or examined, but the students’ poems will be written from a different point of view.”  Before they begin, have the students complete the “Rewriting for Point of View” worksheet to understand how to retell a poem in one’s own words.  Students will use the Author’s Choice Intrepretation Guide to help them unearth the meaning of the poem they have chosen. They can refer to this when they begin drafting their own poems.  Demonstrate for students how to use Windows Movie Maker/Windows Live Movie Maker (windows7) to create their videos. If necessary, include lab or class time to guide students as they use the program and provide necessary assistance. | | | | | |
| **Accommodations for Differentiated Instruction** | | | | | |
|  | **Special Needs Students** | | Students will the “Rewriting for Point of View” worksheet to understand how to retell a poem in one’s own words. Students with Special Needs can use the poem they created here as the poem for their final project. Extra time will be provided for the students to complete tasks. These students may pair up to create their project. | | |
|  | **Nonnative Speakers** | | Students will gain a greater umderstanding of poetic rhythms and cadences by hearing the poems read aloud. First read each poem in its entierety, emphasizing the central images. Then read the poems again, pausing to have students echo teacher. Finally, ask individuals to take turns reading the entire selection aloud.  Students are encouraged to bring in a poem written in his or her native languauge. Have the student translate the poem form their native tongue into English. Have the student identify poetic elements being used bu the writer of the poem and the basic meaning of the poem in English, identifying cultural connections in the poem. They may elect to create their original poem in their native language and include English language captions on the video. | | |
|  | **Gifted/Talented Students** | | These students have an opportunity to team up to create a more elaborate presentation, including filming themselves reciting the poetry and incorporating more advanced techniques into their video presentations. They also have the option of selecting two-to three poems that express the same idea and incorporate a slightly longer video. | | |
| **Materials and Resources Required For Unit** | | | | | |
| **Technology – Hardware** (Click boxes of all equipment needed) | | | | | |

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| xCamera  x Computer(s)  Digital Camera  x DVD Player  X Internet Connection | Laser Disk  x Printer  x Projection System  x Scanner  Television | VCR  x Video Camera  Video Conferencing Equip.  Other |
| **Technology – Software** (Click boxes of all software needed.) | | |
| Database/Spreadsheet  xDesktop Publishing  E-mail Software  Encyclopedia on CD-ROM | Image Processing  x Internet Web Browser  x Multimedia | Web Page Development  X Word Processing  Other |

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| **Printed Materials** | untitled2 |
| **Supplies** | n/a |
| **Internet Resources** | [www.poets.org](http://www.poets.org), [www.google.com](http://www.google.com), [www.msn.com](http://www.msn.com), <http://moodle.hsv.k12.al.us> |
| **Other Resources** | Local movie theater may become involved, if the film festival is feasible. |

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