

AP English Literature and Composition

Unit 5: Poetry II - *The Search for Identity*

Reading Schedule and Assignments

Day One Wed 12/11: Identity Poster (Analysis and Creation through Modeling)

- Project Overview
- Final Project (*The Identity Poster* – see student samples on website)
- Sample Poetry Modeling:
 - “Meditation on a Bone” (1956) by A.D. Hope
 - “Meditation on a Grapefruit” (2009) by Craig Arnold
 - “Meditation on a Hoofbeat” (2015) by Kristin Williams
- Homework: an *honest* 15 minutes of creation (in Writer’s Notebook).

Day Two Thurs 12/12: Poem Analysis and Creation

- Poems to Analyze:
 - “My Father’s Gift” (2004) by Edwina Trentham
 - “The Self-Unseeing” (1901) by Thomas Hardy
- Homework: Select one of these poems as a mentor (Feeling ambitious? Use both!) and spend an *honest* 15 minutes of creation (in Writer’s Notebook).

Day Three Fri 12/13: Poem Analysis and Creation

- Poems to Analyze:
 - “Still I Rise” (1978) by Maya Angelou
 - “Invictus” (1875) by William Earnest Henley
- Homework: Select one of these poems as a mentor (Feeling ambitious? Use both!) and spend an *honest* 15 minutes of creation (in Writer’s Notebook).

Day Four Mon 12/16: Poem Analysis and Creation

- Poems to Analyze:
 - “Autobiography of Eve” (2015) by Ansel Elkins
 - “Theme for English B” (1949) by Langston Hughes
- Homework: Select one of these poems as a mentor (Feeling ambitious? Use both!) and spend an *honest* 15 minutes of creation (in Writer’s Notebook).

Day Five Tues 12/17: Poem Analysis and Creation

- Poems to Analyze:
 - “Black Lace Bra Kind of Woman” (1994) by Sandra Cisneros
 - “Remember” (1983) by Joy Harjo
- Homework: Select one of these poems as a mentor (Feeling ambitious? Use both!) and spend an *honest* 15 minutes of creation (in Writer’s Notebook).

Day Six Wed 12/18: Writing Workshop

- Flexible seating: Solo Work, Pairs, Reading Group with Teacher.
- Homework: Continue work on your “*after So-and-So*” poems.

Day Seven Thurs 12/19: Writing Workshop

- Flexible seating: Solo Work, Pairs, Reading Group with Teacher.
- Homework: Continue work on your “*after So-and-So*” poems.

Day Eight Fri 12/20: Conference Day

- Last chance to work with Writing Groups *before* Winter Break.
- Conference with Teacher.

***Winter Break 12/21-1/1: Creation and Reflection Time**

- Spend time with friends and family and really appreciate these days together.
- Rest and Recuperate: You need to take care of yourself too!
- Consider a little “me-time” through creative writing: I hope you use this poetry project to open yourself to some thoughtful reflection and introspection.

****Day Nine Thurs 1/2/2020: Independent Reading Assessment Due Date**

- Timed Essay (In-Class) – You select your prompt.
- Prepared Essay (uploaded to Turnitin by 11:37am) – You select your prompt.
- MindMap/SketchNote Poster (theme, thesis, evidence, analysis, connection to human nature) – Due in class and posted in room by 11:37am.

Day Ten Fri 1/3: Conference Day

- Last chance to work with Writing Groups *before* Due Date.
- Conference with Teacher.
- Peter Elbow’s “Tips on Getting Feedback from Friends or Fellow Students”

***Day Eleven Tues 1/7: The Search for Identity Poster**

- Review Peter Elbow’s tip sheet.
- Gallery Walk with stickie notes.

Identity Poster (Due Tuesday, January 7th, 2020)

For each day of reading poetry, you need to select one poem to use as a mentor text for your own writing. This doesn’t mean that you must follow the same exact format or the same themes (though you can do this) but you should be writing as a personal response to one particular poem. Perhaps you’re composing a poem to respond to a specific poet’s writing, or maybe you’ll write a variation on one of their poems. It could be that you want to use a similar format but change the topic to fit your own personal experiences. That is up to you!

Here is the process I would like you to take:

- Each day, we will briefly analyze two poems. Select one of these to model using your own experiences and voice (see notes above). After class, *in a quiet environment*, set a timer for 15 minutes and write in your Writer’s Notebook. Once the time is up, you can stop (or keep going if you really want). I don’t want to make this too much of a burden on you, so all I’m asking is that you take at least 15 minutes to write each day after class. The only parameter that I’m asking for is that your work be based in your own experience and *identity*. At its heart, *Poetry* is an essential truth illuminated through emotion using figurative language and tone.
- By the end of the unit, you will have at least five poem “hearts” from which to select. Take some time to consider which of these really “speak” to you. You may, of course, select different poems from our unit to model if you want to switch, but you must decide upon *three* of these poems to polish into a final work.
- Once you have created, revised, edited, and selected each word carefully for your three poems, you need to create an identity poster that includes these three finished pieces: typed on white copy paper (12 point font, Times New Roman or Ariel, with a title) along with visuals (your own or fabricated from magazines or other mediums) that help connect the poems together. **This will be a physical poster and I can supply large (24”X36”) black construction paper as a background or you may use paper/posterboard of your own if it is of the same color and size for uniformity during presentation.**
- On the Due Date, please come to class with posters COMPLETED BEFOREHAND (NO taping poems to posters the day of... in fact, NO tape visible anywhere. This is not middle school!). Desks will be in a circle and, having read Peter Elbow’s tips for feedback the night before and armed with stickie notes, we will perform a Gallery Walk to appreciate, admire, and congratulate each other’s hard work. Writing poetry exposes our soft underbellies, so it is important to be gentle with one another.