



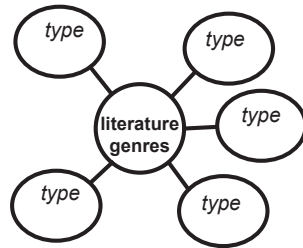
<p>Subject: Language Arts Grade: 9th Grade Standard: CCLA - Standard: 2. Reading for All Purposes Unit of Study Description: Writing with the Masters: The Activist Poet in All of Us Number of days: 3 Owner: Robert Seth Price</p>	
<p>STARTING AND ENDING POINTS</p>	
<p>Defining Excellence</p>	<p>By completing this unit your learning will have a deeper understanding of poetic expression, connecting with your personal experiences. Your study will study the special intensity that is given to the expression of feelings and ideas by the use of distinctive style and rhythm with poetry. You will explore and discover two important poets whose expression will connect you to your world, and the deeper understanding of poetic expression. You will learn methods for comparing, classifying and sequencing to enjoy and deeply understand poetry and literature.</p>
<p>Activities</p>	<p>Starting Point:</p> <p>1. Read the June Jordan poem <i>A Short Note to My Very Critical and Well-Beloved Friends and Comrades</i> or at the end of this unit of study. After reading the poem, write the June Jordan poem in your composition notebook in your own handwriting or printing. Respond to the following:</p> <ul style="list-style-type: none"> • How does the author make effective use of repetition? • What is the poem’s message and purpose? • Does the speaker maintain a consistent voice throughout the piece? <p>2. Read the <i>Walt Whitman poem I Hear America Singing</i> which can be found on the Poetry Foundation website. After reading the poem, write the Walt Whitman poem in your composition notebook in your own handwriting or printing. Respond to the following:</p> <ul style="list-style-type: none"> • How does the author make effective use of repetition? • What is the poem’s message and purpose? • Does the speaker maintain a consistent voice throughout the piece?
	<p>Ending Point:</p> <p>Today you will be knowledgeable of and understanding authors perspective and meaning. You will compare, classify and sequence the information to have a deeper appreciation and understanding of effective writing.</p> <p>Read through the Learning Objectives box below, determine if you completely understand the objective, and plan how you are going to accomplish the learning for this unit and apply your learning with reading poetry and understanding a wide range of perspectives through personal experiences and reflections.</p>
<p>Learning</p>	<p>CCLA - Standard: 2. Reading for All Purposes</p>



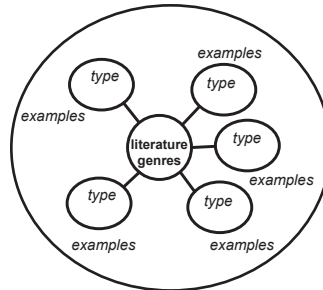
<p>Objectives</p>	<p>You will be able to read a poem or text understanding it's main idea and be able to analyze how the writer uses detail in its development to the central idea. (CCSS: RL.9-10.2)</p> <p>You will be able to analyze a particular point of view or cultural experience reflected in an author's work of literature drawing from other readings and personal experiences. (CCSS: RL.9-10.6)</p> <p>Standards:</p> <ol style="list-style-type: none"> 1. Colorado HS Language Arts Standard 2. Reading for All Purposes CCSS: SL.9-10.5 2. Evidence Outcomes: You the student will be able to share reflections on your reading of literature and poetry through methods of comparing, classifying and sequencing, and writing. 3. 21st Century Skills: <ol style="list-style-type: none"> 1. Inquiry: How does reading a wide variety of literature (by origin, type, gender) support our understanding about the world around us? 2. Relevance/Application: How can regularly reading a wide variety of literature influence our writing, reading and our conversations? 3. Nature of Discipline: How do regular readers influence their choices with conversations, with writing, and with all communication?
<p>RESEARCH</p>	
<p>Resources</p>	<p>Your resources</p> <ol style="list-style-type: none"> 1. A mobile phone for taking still photos to photograph ideas and as a tool to share work with your educator.  using 2. Composition Notebook. 3. Reference Resources: <ul style="list-style-type: none"> online visual thesaurus www.visualthesaurus.com online dictionary www.oxforddictionaries.com online visual mapping creator https://venngage.com 4. Websites for literature resources. <ul style="list-style-type: none"> poetry.com www.poetryfoundation.org Library of Congress Poetry 180 https://www.loc.gov/poetry/180/p180-howtoread.html 5. Online Literature Discussion Groups <ul style="list-style-type: none"> The Literature Network www.online-literature.com/forums/forum.php Good Reads Literature Groups http://www.goodreads.com/group 
<p>Activities</p>	<p>Activity 1: Read the brief biography of Walt Whitman on the Poetry Foundation website. After reading the biography respond to the following:</p>

1. In your composition notebook create a brainstorm map to write 5-10 important aspects about Walt Whitman's life (figure 1 below);
2. For each important aspect, expand on the important aspects with details of each of the aspects (figure 2 below);
3. Sequence the aspects in the order they happened in the authors life (figure 3 below).

1.



2.



3.



Activity 2: Read the brief [biography of June Jordan](#) on the [Poetry Foundation website](#). After reading the biography respond to the following:

1. In your composition notebook create a brainstorm map to write 5-10 important aspects about June Jordan's life (figure 1 above);
2. For each important aspect, expand on the important aspects with details of each of the aspects (figure 2 above);
3. Sequence the aspects in the order they happened in the authors life (figure 3 above).

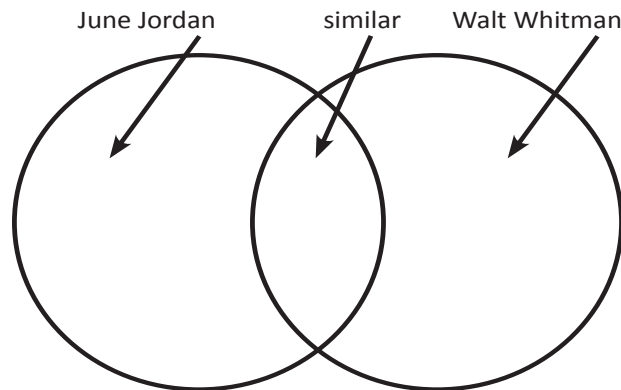
3. The Organizational Grid: Based on the author's biographies and poetry.

<i>Respond to the several paragraphs from the opening sentence until the next one...</i>	What are the key aspects of Jordan's life shared in this paragraph that influences her writing?	What are some characteristics of Jordan's writing style in her poems?	What are some of June Jordan's topics of interest?	Relating: if you had the opportunity to speak up in your community, what concern would you choose and how would you do it?
One of the most widely-published and highly-acclaimed...				
Born July 9, 1936, in Harlem, New York, Jordan...				
Throughout her long career,				

Jordan gained considerable...

SKILL DEVELOPMENT

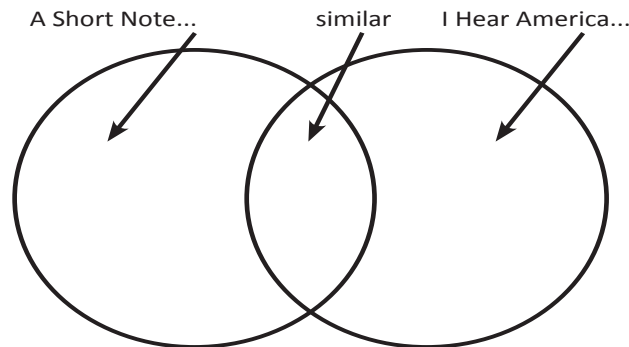
Activity 1: In your composition notebook you will use a visual compare and contrast map to compare [June Jordan's life](#), and [Walt Whitman's life](#).



After doing the visual maps, write a brief 1-2 page(s), three paragraph narrative about the two poet's lives. The first paragraph is specifically about one poet, the second paragraph what is specific to the other poet, and the third paragraph is what is similar. Write an opening sentence and closing sentence after writing the three paragraphs.

Activities

Activity 2: In your composition notebook you will use a visual compare and contrast map to compare the two poems: [A Short Note to My Very Critical and Well-Beloved Friends and Comrades](#) and [I Hear America Singing](#). You will consider the poem style, use of repetition, the author's voice, intended audiences, time and place, gender, ethnicity, era when written, and other aspects of the poems you find of interest.



Activity 3: Go to Youtube and search for watch video clips of [June Jordan reciting poetry](#) including a [very short clip at Harvard](#), and interpretations of [Walt Whitman's I Hear America Singing](#) including [one for two voices](#). Additional video cliops can be found on the [June Jordan website](#). After viewing several video clips respond in your composition notebook to the following questions:

1. Can you clearly imagine what the speaker is saying?
2. Is the language precise and does it establish a mood?
3. Does the speaker maintain a consistent voice throughout the piece?

RELATION

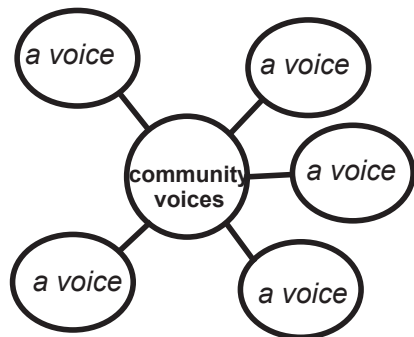
Do Activities 1 and 2.

Activity 1: You will use a visual map to develop ideas, then write a poem in the style of *I Hear America Singing* for your community. If you live in Denver, it could be *I Hear Denver Singing*.

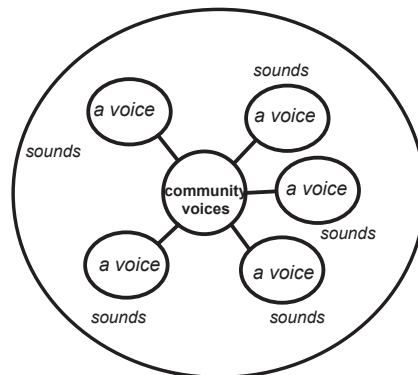
1. create a brainstorm map with 'voices' you hear in your community.
2. in the frame analysis oval, you will write what 'singing' and 'sounds' you hear for each of the 'voices'.
3. you will then use your brainstorm map with the frame analysis oval to write a poem about your community.
4. review Walt Whitman's opening and closing lines. Then create an opening line, and closing line for your poem.

Activities

1. brainstorm map



2. brainstorm map with frame analysis oval



Activity 2: You will practice reading aloud both *A Short Note to My Very Critical and Well-Beloved Friends and Comrades* and *I Hear America Singing*. Go to the [Library of Congress Poetry 180 website](#) for tips on reading poetry aloud. After practicing, you will perform and record yourself on video with your phone or a digital camera. After watching the first recordings, note what you can improve on, and record the video again.

Please respond to the following in your composition notebook:

- what do you do well on the performance?
- what would you like to improve on with your performances?
- how would you best succeed with your areas to improve?



Unit of Study Criterion Checklist

Adapted for CO Implementation

Subject/Area: Unit #: Revised by:	Excellent	Revision Required
STAGE 1: Starting/Ending Points		
Defining Excellence field is aligned with the Learning Objectives, paraphrased in the most explicit and clear way, within reach for the Student		
Starting Point includes questions/activities that access student's prior knowledge, hooks his/her attention and will later relate to the overall objective		
Ending Point indicates the goal and focus of the unit of study and asks student what he/she wishes to gain from the learning objective		
Learning Objectives align with CO standards: Evidence Outcomes and 21 st Century Skills		
STAGE 2: Research		
Includes beyond the minimum resources required		
Includes a variety of material forms (videos, articles, slide presentations, etc.)		
Requires the student to produce his/her own tools to organize the information (rather than copy-paste material)		
STAGE 3: Skill Development		
Includes at least one activity to develop each element of the unit's objective(s).		
Students are provided choices within the required activity work		
Includes activities that promote higher order thinking via 1) analysis, 2) connection/application between objectives (synthesis), 3) open ended questioning and 4) creative (multisensory) tasks		
STAGE 4: Relating		
Includes activities/questions that relate the content learned with student's life		
Includes activities/questions that relate with previous unit of study objectives		
OVERALL UNIT OF STUDY DESIGN		
The title of this unit of study uses key words from the learning objectives		
The grade-level and Subject-Area are identical to those indicated in units of study that coincide with this one		
The overall workload is manageable within the goal completion date stated		
Wording is student-friendly; avoids complexities that could cause confusion		
Formatting is neat; and text within the 4 stages clearly outlines task directions and is chunked appropriately based on task		
Task directions state exactly what materials to use & how to access them		
Guidelines are provided for certain activities to indicate itemized expectations for work production		

**"A Short Note to My Very Critical and Well-Beloved Friends and Comrades" By
June Jordan**

**First they said I was too light
Then they said I was too dark
Then they said I was too different
Then they said I was too much the same
Then they said I was too young
Then they said I was too old
Then they said I was too interracial
Then they said I was too much a nationalist
Then they said I was too silly
Then they said I was too angry
Then they said I was too idealistic
Then they said I was too confusing altogether:
Make up your mind! They said. Are you militant
or sweet? Are you vegetarian or meat? Are you straight
or are you gay?
And I said, Hey! It's not about my mind.**

From *Passion: New Poems, 1977-1980*. Published by Beacon Press.
<http://junejordan.com/>