

The Peace of Wild Things Week 7

Compelling questions:

1. What do writers mean when they *show* instead of *tell*?
2. How do writers often reveal their intended meaning through imagery or showing?
3. What does good imagery/showing look like?

Big Idea:

Those who write about the natural world often *show* much more than they *tell*; they allow their imagery to reveal their intended meaning.

Reading focus: *Analyzing author's poetic craft*

LA 10.1.6.b/LA 12.1.6.b Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).

LA 10.1.6.c/LA 12.1.6.c Analyze the function and critique the effects of the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, dialect, tone, mood). **LA 10.1.6.d** Summarize, analyze, and synthesize the themes and main ideas between a literary and informational work (print, digital, and/or other media).

Writing focus: *Writing poetry using mentor texts*

LA 10.2.2.a/LA 12.2.2.a Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

LA 10.2.2.e/LA 12.2.2.e Analyze various mentor texts and/or exemplars in order to create a similar piece.

Students will understand that:

1) good writers often study mentor texts to learn more about a particular genre and writer's craft; 2) writing poetry about the natural world often relies heavily on a poet's ability to use strong, relevant imagery; 3) poets often show first and tell later

Students will be able to:

1) analyze a mentor text and explain the use of poetic devices; 2) draft their own poem, using what they have learned from various mentor texts; 3) revise their poem, using a scoring guide for help

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Formative assessment:

- 1) Students will draft and revise a second poem about the natural world.
- 2) Students will submit their strongest poem (from either Week #6 or #7) for summative evaluation.

Possible texts for this week (*choose mentor texts which work best for you and your students*)