

# American Poetry

## Level One Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week One</b>	Read pages 9 – 11 Activity 1 Work on memorization	Activity 2 – 6 pages 12 – 16; Work on memorization	Activity 7 – 10 pages 17 – 24 Prepare for test	Test 1A Read pages 25 – 26 top half	Review Test 1A errors; Complete Steps 1 – 7 on pages 26 – 30
<b>Week Two</b>	Study for test Work on essay from page 30	Study for test Work on essay	Hand in essay Take Test 1B Read pages 31 – 40 Begin Unit 2, #1	Work on #1 and #2	Complete #1 Complete #2 Work on #3 Poetry discussions
<b>Week Three</b>	Work on #3 Study for Test	Complete #3 Take Test 2	Review Test 2 errors; Read pages 41 – 46 Begin #1	Complete #1 Work on #2	Complete #2 Work on #3 Poetry discussion
<b>Week Four</b>	Work on #3 Study for Test	Complete #3 Take Test 3	Review Test 3 errors Read pages 47 – 56 Begin #1	Work on #1 and #2	Complete #1 Complete #2 Begin #3 Poetry discussion
<b>Week Five</b>	Work on #3 Study for Test	Complete #3 Take Test 4	Review Test 4 errors Read pages 57 – 72 Begin #1	Work on #1 and #2 Begin 1 <sup>st</sup> project for #3	Work on #1 and #2 Work on 1 <sup>st</sup> project for #3 Poetry discussion
<b>Week Six</b>	Work on #1 and #2 Work on 1 <sup>st</sup> project for #3	Work on #1 and #2 Complete 1 <sup>st</sup> project for #3	Work on #1 and #2 Work on 2 <sup>nd</sup> project for #3	Complete #1 and #2 Work on 2 <sup>nd</sup> project for #3	Work on 2 <sup>nd</sup> project for #3 Poetry discussion
<b>Week Seven</b>	Complete 2 <sup>nd</sup> project for #3 Study for Test	Take Test 5	Review Test 5 errors Begin Unit 3	Compose poetry	Compose poetry
<b>Week Eight</b>	Compose poetry Study for final exam	Compose poetry Study for final exam	Compose poetry Study for final exam	Take final exam Finish compositions	Review test errors Share compositions

The above lesson plan is a suggestion for advanced students, working at a high skill level, two or more hours each day, as required by college level classes or advanced placement high school classes. This plan cannot be completed in an hour a day. Lessons should not be compromised in order to keep up; either more time should be allotted each day, or more than eight weeks should be spent doing this module. Essays should be typed, double-spaced, with references provided. Additionally, poetry discussions should reveal the student's understanding and appreciation of poetry. Topics for discussion may be found following the assignments in units 2 through 5. Most students will choose the Level Two Lesson Plan.

## Level Two Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week One</b>	Read pages 9 – 11 Activity 1 for Group A Memorize A	Review A Activity 1 for Group B Memorize B	Review A & B Activity 1 for Group C Memorize C	Review A – C Activity 1 for Group D & E Memorize D & E	Review A – E Activity 1 for Group F Memorize F
<b>Week Two</b>	Review A – F Complete Activity 2 – 4 on pages 12 – 14	Review A – F Complete Activity 5 – 7 on pages 15 – 17	Review A – F Complete Activity 8 – 10 on pages 18 – 24	Review A – F Study for Test 1A	Take Test 1A Read page 25 and top half of 26
<b>Week Three</b>	Review Test 1A errors; Complete steps 1 – 7 pages 26 – 30	Take Test 1B Begin Unit 2: Read pages 31 – 33	Unit 2: Read pages 35 – 40 Work on #1 and #2 (page 31)	Complete #1 and #2	Work on #3 Poetry discussion
<b>Week Four</b>	Work on #3 Study for Test	Complete #3 Take Test 2	Review Test errors; Read pages 41 – 46; Begin #1 page 41	Complete #1 and #2	Work on #3 Poetry discussion
<b>Week Five</b>	Work on #3 Study for Test 3	Complete #3 Take Test 3	Review Test errors Read pages 47 – 56; Begin #1 page 47	Work on #1 and #2	Complete #1 and #2 Poetry discussion
<b>Week Six</b>	Work on #3	Work on #3 Study for Test 4	Complete #3 Take Test 4	Review Test errors Read pages 57 – 72	Work on #1 & #2 (page 57) Poetry discussion
<b>Week Seven</b>	Work on #1 and #2 Begin first #3 project	Work on 1 – 3	Complete first #3 project	Work on #1 and #2 Begin second #3 project	Complete #1 and #2 Poetry discussion
<b>Week Eight</b>	Work on #3	Complete #3	Study for Test 5	Take Test 5 Begin Unit 6	Review test errors Poetry discussion
<b>Week Nine</b>	Compose poetry	Compose poetry	Compose poetry	Compose poetry	Compose poetry Poetry discussion
<b>Week Ten</b>	Compose poetry Study for final	Compose poetry Study for final	Study for final	Take final	Share compositions

The above lesson plan is a suggestion for high school students, working at an average skill level, one – two hours each day. Lessons should not be compromised in order to keep up; either more time should be allotted each day, or longer time should be spent doing this module. Essays should be typed, double-spaced, with references provided. Additionally, poetry discussions should reveal the student’s understanding and appreciation of poetry. Topics for discussion may be found following the assignments in units 2 through 5. Most students can complete this lesson plan in ten weeks, if they spend 1-1/2 hours daily on their assignments.

## Level Three Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Week One	Read pages 9 – 11 Activity 1 for Group A & B	Review A & B Activity 1 for Group C & D	Review A – D Activity 1 for Group E & F	Review A – F Activity 2 – 4 on pages 12 – 14	Activity 5 – 7 on pages 15 – 17
Week Two	Activity 8 – 10 on pages 18 – 24	Review	Take Test 1A Read page 25 and top half of page 26	Review Test 1A errors Complete Steps 1 – 7 pages 26 – 30	Review vocabulary and Steps 1 – 7
Week Three	Take Test 1B Begin Unit 2: Read page 31 and 33	Unit 2: Read pages 34 – 40 Work on #1 and #2	Complete #1 and #2	Take Test 2	Review Test errors Poetry discussion
Week Four	Work on #1 and #2 page 35	Complete #1 and #2	Poetry discussion Take Test 3	Review Test errors Begin #1 and #2 on page 41	Complete #1 and #2
Week Five	Take Test 4 Poetry Discussion	Review errors Begin #1 and #2 on page 47	Work on #1 and #2	Work on #1 and #2	Complete #1 and #2 Poetry discussion
Week Six	Study for Test 5	Take Test 5	Review test errors Study for final	Take final exam	Review final exam; Share favorite poems

The above lesson plan is a suggestion for high school students, working at an average skill level, who desire an overview approach to poetry and will be completing another module in addition to this one for high school level credits. Note cards and completed assignments may be used during all the tests. Special attention should be placed on Unit 1B. Most students following this lesson plan can complete the work in six weeks by working approximately 1 hour each day.

**American Poets:** These 30 poets are included in this study.

Bradstreet, Anne (Dudley)	Lanier, Sidney	Riley, James Whitcomb
Bryant, William Cullen	Longfellow, Henry Wadsworth	Robinson, Edwin Arlington
Crosby, Frances Jane	Lowell, James Russell	Roethke, Theodore
Cullen, Contee	MacLeish, Archibald	Sandburg, Carl
Cummings, E. E.	Markham, Edwin	Taylor, Edward
Dickinson, Emily	Millay, Edna St. Vincent	Wheatley, Phyllis
Emerson, Ralph Waldo	Moore, Marianne	Whitman, Walter
Freneau, Philip	Poe, Edgar Allan	Whittier, John Greenleaf
Frost, Robert	Pound, Ezra Loomis	Wigglesworth, Michael
Holmes, Oliver Wendell	Ransom, John Crowe	Williams, William Carlos

### Resources:

*The Treasury of American Poetry*, Nancy Sullivan, Editor, published by Dorset Press; ISBN 0-88029-513-9 (offers poems for Bradstreet, Bryant, Cullen, Cummings, Dickinson, Emerson, Freneau, Frost, Holmes, Longfellow, Lowell, MacLeish, Millay, Moore, Poe, Pound, Ransom, Robinson, Roethke, Sandburg, Taylor, Wheatley, Whitman, Whittier, and Williams).

*The Norton Anthology American Literature, Volume 1*, published by W. W. Norton & Company; ISBN 0-393-95871-X (includes information on authors and poems for Bradstreet, Bryant, Dickinson, Emerson, Freneau, Longfellow, Poe, Taylor, Wheatley, Whitman, Whittier, and Wigglesworth).

*The Norton Anthology American Literature, Volume 2*, published by W. W. Norton & Company; ISBN 0-393-95872-8 (includes information on authors and poems for Cullen, Cummings, Frost, Millay, Moore, Pound, Ransom, Robinson, Roethke, Sandburg, and Williams).

A helpful website containing the authors and their poetry is: poets-corner.org. The poets and their work can also be accessed by entering each poet's name on the "google" search line.

Limitations on time and space prevent studying every distinguished American poet. The following list is of poets worthy of note, but not studied in this program. Students may wish to substitute some of these poets for some of those listed above or add some of them to the program.

Aiken, Conrad (1889 – 1973)	McGinley, Phyllis (1905 –
Auden, W. H. (1907 – 1973)	*Melville, Herman (1819 – 1891)
Barlow, Joel (1754 – 1812)	*Nash, Ogden (1902 – 1971)
*Benet, Stephen, Vincent (1898 – 1943)	Stein, Gertrude (1874 – 1946)
*Crane, Hart (1899 – 1932)	Stevens, Wallace (1879 – 1955)
*Crane, Stephen (1871 – 1900)	Teasdale, Sara (1884 – 1933)
Doolittle, H. D. (1886 – 1961)	*Thoreau, Henry David (1817 – 1862)
Dunbar, Paul Laurence (1872 – 1906)	Timrod, Henry (1828 – 1867)
*Dwight, Timothy (1752 – 1817)	Tuckerman, Frederick Goddard (1821 – 1873)
Jeffers, Robinson (1887 – 1962)	Tyler, Royall (1757 – 1826)
Johnson, James Weldon (1871 – 1938)	Very, Jones (1813 – 1880)
Kilmer, Joyce (1886 – 1918)	Wilbur, Richard (1921 –
Lindsay, Vachel (1879 – 1931)	Wylie, Elinor (1885 – 1928)
Masters, Edgar Lee (1869 – 1950)	

\*Denotes an author covered in another module (short stories, essays, etc.)