



Bridge to English 11

Teacher: Ms. Restak

Live Class Times: Mondays, Wednesdays and Fridays, (tbd) (EST)

Offline Check-In times: Mondays, Wednesdays and Fridays 10-11am (EST)

Tuesdays and Thursdays 10-1pm, (EST)

Week 1: *What is Poetry/ Open Form poetry*

Class 1:

Opener: pen-to-page for 60 seconds: What is a poem?

Mini Lesson: “How is a poem different from a paragraph?”

Introduce: *enjambment, line breaks*, our five senses

Read and listen to three Open Form poems [*selections to come*] using our understanding of enjambment and line breaks and our five senses to fill out a chart of what I see, hear, smell and feel as I read.

Discussion: Share

Closer: engage in the guided instruction for writing one 10 minute poem: 10-10 Poets House www.poetshouse.org

Prep for next class: READ “Where to Break a Line”



Class 2:

Opener: Record in one sentence an experience you had yesterday in as much detail as possible. Break up that sentence according to how you would like it to communicate in a poetic way.

Discuss in pairs.

Mini Lesson: Poems as Songs

Discussion: Poetry as song.

Can a song be a poem? Listen to *Sad Eyed Lady of the Lowlands* by Bob Dylan.

Quick Write: What do you think? Should he [or any songwriter] have the Nobel Prize for Literature?

Share.

Read highlights from two articles discussing the controversy of his award as a musical artist/ songwriter for the Nobel Prize in Literature.

Closing: Watch Dylan's acceptance speech for the Nobel.

Prep for next class: Bring in a song that you believe is a poem.

Class 3:

Opener: Share our songs that are poems and our reasons why.

Mini Lesson: Emily Dickinson and Confessional Poetry

Closer: She is known as "The Belle of Amherst." Based on what you've learned and read, what title would you give her?

Prep for next class: engage in writing another 10 minute poem: 10-10 Poets House
www.poetshouse.org



Week 2: **Closed forms of Poetry: the Cinquain, the Haiku and Tanka, the Villanelle**

Class 4:

Opener: What is the point of rhyme? Where do we see it? Why use it? What effect does it have?

Mini Lesson: The Cinquain

To Helen by Edgar Allan Poe

Discussion: How to TWIST a poem to analyze its form and meaning

Closing: Reflect on the TWIST: which category did I find the most challenging to complete, and why?

Prep for next class: Use your TWIST of *To Helen* to write a paragraph of 5 sentences analyzing how Poe uses the cinquain to convey the meaning of his poem.

Class 5:

Opener: Is brevity the soul of wit?

Mini Lesson: The Haiku and Tanka: the image and its associations

Discussion: Take-aways: how are a Haiku and a Tanka greater than the sum of their parts?

Closing: Concrete Poetry: the image and the symbol.

Prep for next class: create a Haiku, Tanka or Concrete Poem

Class 6:

Opener: Reflect on what it was like to create your Haiku, Tanka or Concrete poem.



Mini Lesson: The Villanelle

Do Not Go Gently into That Good Night by Dylan Thomas

Discussion: What is the effect of the repetition in a Villanelle?

Closing: Take the poet's refrain in today's poem and break it up differently: how does your line-break change its emotional impact or meaning?

Prep for next class: Read through Shakespeare's Sonnet No. 116 and underline any words or phrases you do not know.

Week 3: **The Sonnet in Depth: Shakespearean, Plutarchian: how to read and analyze a Sonnet in depth for the AP Exam.**

Class 7:

Opener: Jot down three observations about the Shakespearean Sonnet you were given: use your TWIST to guide you.

Mini Lesson: Iambic Pentameter, key traits and rhyme scheme of a Shakespearean Sonnet.

Discussion: Together read *Sonnet 18* and *Sonnet 73* and TWIST them.

Closing: How does a Sonnet convey meaning differently than an open verse poem?

Prep for Next Class: Read Sonnet 12 from *Sonnets from the Portugese*, by Elizabeth Barrett Browning. Underline any words or phrases you do not know.

Class 8:

Opener: Jot down three observations about the Petrarchan Sonnet you were given: use your TWIST to guide you.



Mini Lesson: The key traits and rhyme scheme of a Petrarchan Sonnet.

Discussion: Together read John Milton's *When I Consider How my Light is Spent* and *How do I Love Thee* by Browning and TWIST them.

Closing: To you, what are the key differences between the Shakespearean and the Petrarchan Sonnet?

Prep for Next Class: Read *America*, by Claude McKay and in a five paragraph essay analyze how the poet uses poetic form and structure to communicate meaning in his poem. *This is an AP Question! Use your notes on the poetic forms we've learned and your understanding of the poetic devices we have analyzed.*

Class 9:

Opener: Can poetry be a catalyst for political change?

Mini Lesson: Slam Poetry: My Brother's Keeper poetry performance, Obama.org

Amira Baraka performance, You Tube

Discussion: How did the poet convey meaning through his poem and through his performance of the poem?

Closing: Return to your response to the Warm-Up on the first day of class: What is a poem?

How has your understanding of poetry changed from the first day?