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EDUC 3310-02

Instructional Design Project

Instructional Design Project Backwards Design

Part One: Five Essential Questions:

1. Is all poetry depressing?
2. Can poetry be fun?
3. Who is your favorite poet or song writer?
4. What was Dr. Seuss' real name?
5. Do you have stage fright?

Part Two: Assessments

The pre and post-test for this unit are one in the same. The test consists of three sections: basic poetry terms, types of poems, and poetic devices. Each section is a matching section that contains a list of terms that you must match to the proper definition. Each section contains more possible answers than terms to avoid the students getting the correct answer by just guessing. The first section, basic poetry terms, consists of terms such as poem, stanza, theme, etc. These are basic terms that they might already be familiar with before we start the lesson. The second section contains a list of different types of poems. Since in this unit we will be covering various types of poems I need to know if my students have already been acquainted with a particular poem or not. The final section contains a list of poetic devices such as metaphor, simile, imagery, etc. These are terms that we will be using throughout the unit to evaluate various poems so I need to know if my students know what these words mean.

I decided to have my **pre and post test** be the same because I think that is one of the best ways to measure student progress, to assess them on their knowledge before teaching and then assess them again on the same content after instruction. I also think that this would best inform my teaching decisions because if the students are completely lost on the poetic devices then we need to slow down and spend more time introducing them because the students must know those concepts at least at a basic level in order for us to build on those skills and use them when analyzing and writing poetry.

I also have in the unit three **poems** that the students must write. The first is a concrete poem, then a bio poem, and next a cinquain poem. All three of these poems will be evaluated on the same criteria for the most part. I will be looking to see if the student has been able to write a poem with clear language that is organized and follows the style of the poem as well as if it is appropriate to the task, purpose, and audience. The bio poem will also be graded on the creativity based on the accompanying pictures. I will be looking to see if the student has conveyed the metaphors, symbolism, and imagery that is present in the poem in the pictures. All three of these are performance based assessments that I thought was very important because if the students are able to use the poetic devices in a poem this demonstrates a much higher level of thinking and understanding.

Another assessment that I have in this unit is the **farcebook page** that the students must create after conducting research on a famous poet. I chose the farcebook page because it allows you to display all of the information that you would normally see in a research paper but does not take as much time and is more enjoyable for the students to do. The contents of the page will demonstrate whether the student is capable of conducting a short research project to answer various questions.

The last assessment that I have for this unit is the **oral presentations**. I chose to do oral presentations because teaching a subject to someone else requires the person who is teaching the material to really understand and grasp the concepts. The presentation will demonstrate whether the student is capable of presenting information that they have gathered in a clear, coherent, organized manner. This is also a skill that students need to acquire while they are in school to prepare them for college or their working field.

Part Three: WHERE TO

W-Where and Why

In order to give my students a sense of direction when starting this unit I will first give them the pre test for the unit. After completing the test I will discuss with them the essential questions. I will then give them an outline of the activities that we will be doing and explain to them why we are doing them. I will explain that the learning targets for this unit are as follows:

- Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students will also be able to produce a clear and coherent concrete poem where the development, organization, and style are appropriate to task, purpose and audience.
- Students will be able to trace the origin of symbolism, imagery and metaphor in their art and demonstrate the use of these visual devices in their artworks as they are relevant to their poem.
- Students will be able to organize and synthesize important information from their research.
- Students will be able to use technology to produce and update individual writing products, taking advantage of technology's capacity to display information flexibly and dynamically.
- Students will be able to conduct a short research project to answer a question and demonstrate understanding of the subject under investigation.
- Students will be able to Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

I will explain the judging criteria before the students begin each project so that they do not get the grading criteria for one confused with another.

H-Hook and Hold

The first day I plan on getting the students' attention by having the essential questions written on the board when they come in. I think that the questions would draw them in because they do not give a clear indication of where I am heading them in this lesson. The second day I plan on grabbing their attention by having the art supplies displayed and magazines spread out in the room with my own bio poem on the SmartBoard for when they walk in. I think that this would grab their attention because high school students rarely get the opportunity to work with art supplies outside of art class and they will enjoy the time to be creative. They will also find it intriguing to see my bio poem on the board and to learn a little bit more personal things about their teacher. On the third day I plan on having examples of farcebook pages hung up all over the room for them to look at. I think this will catch their eye and their attention because of their close connection with the social networking site. On the fourth day I will come in dressed up as my favorite poet since they are researching one that they picked (hopefully their favorite). The final day I will draw them in by having the video recorder set up and a podium placed in the room. This will get them excited about the presentation because it will seem more professional looking.

E-Evaluate Work and Progress

Students will have the opportunity to evaluate themselves after they have presented for the class their poet. Each student will watch their own recording of their presentation and will critique themselves using the same rubric that I will use to grade them. This will give the

students an idea of where they think they are at compared to where I think they are at. It also allows them to really see some of the nervous ticks they have while presenting.

R-Reflect and Rethink

Students will be offered an opportunity to reflect on their performance during their presentation. The students will be asked to reflect in a free writing immediately after they present explaining how they believed they performed, what they would have changed, what they thought went well, how they felt, etc. This will give the students to actually think about their performance and put value to it.

E-Explore and Experience, Enable and Equip

The students will be able to experience a variety of poem creation while participating in this unit. Students will not only learn about the poetic devices but they will also gain the skills to use them in their own work. In addition students will be learning how to research which is a very important skill. Along with that students will be experiencing how to evaluate the relevance of information and synthesize it so that it is presented in a clear, organized fashion. Equally important, is the skill of learning how to present. Students will get firsthand experience about what it is like to speak about a topic to a group of people. The activities that we will do on the SmartBoard as a class will help the students prepare to complete the further activities on their own.

T-Tailor and Personalize the Work

All of the lessons will be given with both auditory and visual instructions. Kinesthetic learners will have an opportunity every lesson to be actively engaged in smartboard activities,

creating a poem, or researching. Visual learners will also enjoy the examples that are displayed on the SmartBoard as well as the SmartBoard activities. Auditory learners will enjoy the auditory instructions and examples. All students will be accommodated as necessary to meet their individual needs.

O-Organize for Optimal Effectiveness

The first lesson we discuss poetic devices and how they are used in poetry and then we also write our first poem using those devices. The next two days we practice those skills even more by writing additional poems using those devices. When we start the research component of the unit students have already read a variety of poems some by a poet that they might wish to do a research project on. By seeing some of these poems they can relate to some of these poets more. In addition when they present their poet they also have to read one of their poems and explain the poetic devices that are present in the poem.