

SPI Project Planning Template: A Publication Unit Plan

Young Artists & Imagination: An Exploration in Prose Poetry

A Unit Plan Overview

Publication Project Title: Young Artists & Imagination: An exploration in Prose Poetry

1.) Project Summary: What is the purpose or motivation for this project? What are the essential questions driving this project?

Goal: Engage in a multi-disciplinary unit designed to teach the genre of prose poetry, introduce the work of young artists and authors to model unit goals, inspire creative writing (in the form of prose poetry) while promoting key social emotional and student voice related inquiry.

Essential Question: What is the role of prose poetry in cultivating a voice of empowerment and sense of agency for students?

Key Questions (Genre): What is prose ? What is prose style poetry ? Where does this poetic form come from ?

Key Questions (Readings): After reading selected prose poetry what are the commonalities we're discovering ? What themes are emerging ? How do we relate to these themes ? Which writers do we connect with ?

Key Questions (Writings): What will prose poetry be like in our voice ? What will prose poetry be like in the voice of another character ?

2.) Learning Goals (Objectives, Enduring Understandings, "I Can Statements"): What are my overall goals for the unit?

I can describe in my own words what a prose poem is.

I can describe the differences in the genre of poetry, prose poetry, and prose.

I've written a prose poem from either my perspective or through the lens of a person or character I've come across / imagined.

I've shared my writing with my peers and provided feedback on their creative work.

I've published my prose poem alongside the work of my peers.

I've learned the ways poets have used writing as a way to confront injustice, cop with hardship, and celebrate life.

3.) I

READING:	WRITING:	LISTENING/SPEAKING:	LANGUAGE:
<input type="checkbox"/> R.1 – Specific Details	<input type="checkbox"/> W.1 – Write Arguments	<input type="checkbox"/> SL.1 – Wide ranging conversations	<input type="checkbox"/> L.1 – Grammar conventions
<input type="checkbox"/> R.2 – Central Ideas & Themes	<input type="checkbox"/> W.2 – Write Information	<input type="checkbox"/> SL.2 – Integrate/Evaluate info.	<input type="checkbox"/> L.2 – Punctuation & Spelling
<input type="checkbox"/> R.3 – Analyze events/ideas	<input type="checkbox"/> W.3 – Write Narrative	<input type="checkbox"/> SL.3 – Evaluate Point of View/bias	<input type="checkbox"/> L.3 – Language in new contexts
<input type="checkbox"/> R.4 – Interpret words/phrases	<input type="checkbox"/> W.4 – Audience/Purpose	<input type="checkbox"/> SL.4 – Present information	<input type="checkbox"/> L.4 – Identify meaning of words
<input type="checkbox"/> R.5 – Analyze structure	<input type="checkbox"/> W.5 – Edit, Revise, Publish	<input type="checkbox"/> SL.5 – Use technology to present	<input type="checkbox"/> L.5 – Figurative Language
<input type="checkbox"/> R.6 – Asses point of view	<input type="checkbox"/> W.6 – Use technology	<input type="checkbox"/> SL.6 – Adapt speech to context	<input type="checkbox"/> L.6 – Academic/Content vocabulary
<input type="checkbox"/> R.7 – Evaluate multi-media	<input type="checkbox"/> W.7 – Conduct research		
<input type="checkbox"/> R.8 – Evaluate argument in texts	<input type="checkbox"/> W.8 – Gather relevant info		
<input type="checkbox"/> R.9 – Analyze 2+ perspectives	<input type="checkbox"/> W.9 – Draw evidence from text		
<input type="checkbox"/> R.10 – Read Complex Texts	<input type="checkbox"/> W.10 – Write routinely over time		

4.) Publication: How will students demonstrate they have met the expectations of the Unit?

Topic	Intended Audience	Detailed Traits of the Genre	Publication Assignment Requirements: (length, depth, use of evidence/research, etc)
Write a prose poem 200-400 words in length.	The audience should be determined by students. For example, students may choose to write on a current social issue, to their community, school, etc....	“Prose poetry is poetry written in prose instead of using verse but preserving poetic qualities such as heightened imagery, parataxis and emotional effects.” OR poetically put: “Just as black humor straddles the fine line between comedy and tragedy, so the prose poem plants one foot in prose, the other in poetry, both heels resting precariously on banana peels.”	Reading of <i>Great American Prose Poems: From Poe to the Present</i> alongside mentor text <i>Halfway to Infinity (An Anthology of Eight Graders’ Thoughts and Writings)</i> with selected multimedia on poetry readings and artists discussing their life / work.
5.) Scaffolding Topic: What are the individual pieces of information in this unit, and how can I break it down? (facts, vocabulary, key ideas)		6.) Scaffolding the Genre: What are ALL of the specific attributes of the genre that students need to experience (through observation, modeling, and inquiry), in order to succeed on the final product?	
<p>Examine and breakdown the prose poetry form by using examples from unit texts.</p> <p>Identify the unique qualities of prose poetry and how artists use this form to express their ideas / creativity.</p> <p>Explore the ways writing prose poetry can be inspiring and empowering.</p>		<p>Teach the differences between poetry, prose, and prose poetry in order to truly understand the unique qualities of prose poetry and delve into the genre meaningfully.</p> <p>Watch videos of poetry in performance and the stories that inspired writing followed by discussion.</p> <p>Discuss mentor text in context of how NYC students conceptualized prose poetry and the publication process.</p>	
7.) Learning Activities: What various instructional activities will facilitate learning the topic and the genre? (ex: journals, stations, reading logs, etc)			

Could a poem change the world ? (circle activity)
Writing / discussing the feeling and experiences we have toward poetry in general (circle activity)
Students read a few prose poetry examples. Facilitators describe the origin of these poems. Discuss.
Mini-lesson on how to structure a prose poem.
Read artists’ definitions of prose poetry / students come up with their own.
Begin creative writing. Break into peer editing groups toward the end. Prepare for publication.
Share !

8.) **Timeline:** How long should this unit(s) last? (Use the Calendar)

6–8 Weeks.

9.) **Mentor Texts:** What texts will I use to drive this project?

Text: Title, Author, Pages	How will you use this text? What do you want students to learn from this mentor text?
Nest +M Halfway to Infinity NYC Lab School: Over the Counter Great American Prose Poems: From Poe to the Present Gary Young: No Other Life	Provide specific examples of students / artists engaging in poetry, prose, and prose poetry.