

12th Grade English

[Unit 1:](#)

Poetry Unit- John Donne

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# of Days	One Day- 50 minutes		
LP Prior Knowledge		Enrichment	
Lesson Objective	SWBAT to define, spot, and analyze metaphysical poetry in order to better understand metaphors, early 17th century English and annotating poems for meaning.	Accommodations	Allow ESL students to pair up and find vocabulary together, Hand-out a copy of a fully annotated poem with a guide for students who struggle with understanding English lectures, tell students that really struggle with English the day before about the poem activity and allow them to have the night to think about it. Maybe even give them the poem a day earlier
Lesson Assessment	SW create a short group poem that is an example of metaphysical poetry and present to class	Changes for Next Time	
Benchmarks or Standards		(Dates)	
Materials Needed	Multiple sheets of paper, pen, highlighter, copy of the poem (worksheet provided), color markers if you are feeling creative		
Time	Student Learning Task or Activity	METHOD	Teacher Activity
1 minute	Briefly go over the days objectives-ask questions and settle down into seats	Hook	Pass out worksheets with the poem on them, talk about the objectives of the lesson
2 minutes	Go over as a class the new topic of Metaphysical poetry. Go over definition	lecture	First ask students if they have any idea or guesses what "Metaphysical" means. Then go over definition slide (read aloud). Ask if a student would like to rephrase the slide to the class in their own words.

4 minutes	Go over modern examples and take notes, create own example	Class Discussion	Go over modern example slide and have students read the song lyrics that were chosen. Then ask students, "How are these lyrics an example of metaphysical poetry? (wait time) And can anybody think of another song that they like that is a good example of this?" Let a few students answer with explanation
2 minutes	Go over worksheet and how to annotate text and what to look for.	lecture	The next slide on the worksheet is a picture of the start of the workseet. Go over with students what you are looking for on the lines. That students should write down words they don't understand, phrases that confuse them, the provided definitions if they needed them or ideas that stand out to them,
6 minutes	Students make annotations on worksheet, copy down deffinitions, and read along	Read aloud	The next three slides the poem text, with annotated VOCAB on the side. The words provided are not the only confusing words but words that seem like they would trip up students, or concepts that might help them understand the poems meaning.
4 minutes	Go over as a class words that were confusing or things that didn't make sense in the poem	Class Discussion	Let students with questions raise hands (if nobody does, call on students you saw writing) "Is that what everyone else thought?" "Does anybody have a different view of this same line?" "Did anybody else mark this line?") If a student simply wants a definition than ask the class for help defining the word in context
5 minutes	Create a table with the class comparing the flea's characteristics to what they represent in the poem.	Group Work/annotation	"Great job, loved some of the ideas you guys are having. Now that we understand THE FLEA we are going to take a deeper look at this poem. Why do you think Donne picked a flea?" Make the table (on the next slide) with students, having the students help you fill it in (may not look exactly the same)
2 minutes	Listen to directions and count off. Then take notes and make a list.	Lecture/Actiivty	Ask students to count off 1,2,3,4 and then ask them to take out a piece of paper and write down their group number and insect - then go through insect slides and read off everyones group. At this point ask students to create a list of 5 characteristics of their insect before they get into their groups. Show example
3 minutes	Create list of charateristics	Activity	Walk around and talk to students, help them if they are struggling
3 minutes	Listen and write	Activity	Before students move into groups tell students you have a surprise for them and announce each groups topic. (through to slide 18) Then say that each group will be writing a short 5 line poem using metaphysical poetry techniques we learned about and show example. Ask students if they have any questions
11 minutes	Students will talk, go over lists, and creatively write poems together	Group Work	Move to slide 20 and walk around and talk to students, help them if they are struggling
5 minutes	Students will read poems and share with class	Class share	ask students to explain how they came up with their ideas

2 minutes | review, ask questions and write down hw

Wrap-up | Annouce HW and review days activites (this is the last slide)