

Please complete and return no later than 2 weeks before the start of your unit.

This guide is available on the SmartARTS Google Drive in the SmartARTS Unit Planning Folder where you may print, or you may fill out the Form located on the Drive.

1. Teacher (name/grade): Sarah Monson, Teresa Blankenship/eighth grade
2. Artist (name/discipline): Kimberly Simms Gibbs/poetry
3. Subject Area: ELA (Communications)
4. Number of Students Per Class: 120 students total-five classes
5. Inquiry Question: How can I personally connect with a historical figure through poetry?

Academic Standards Addressed:

(Include subject area, standards and objectives)

All standards are ELA

I-1.1: How do I develop a range of questions to frame inquiry?

I-3.3: How do I gather information from a variety of primary and secondary sources?

W-3.1b: How do I engage and orient the reader by establishing a context and point of view and introducing a narrator and characters?

W-3.1f: How do I develop and strengthen writing as needed by planning, revising, and editing, building on personal ideas and the ideas of others?

W-3.1g: How do I use imagery, precise words and phrases, relevant descriptive details, and sensory language?

C-1.3: How do I apply effective communication techniques based on a variety of contexts and tasks?

Artistic Standards Addressed:

(What are the SC Standards in your art form that will be addressed?)

Artistic standards are the same as the academic standards.

Academic Vocabulary Addressed	Artistic Vocabulary Addressed
Point of view	Point of view
Context	Context
Imagery	Imagery
Figurative language	Figurative language
Sensory language	Sensory language
Primary and secondary sources	Primary and secondary sources
Resilience	Resilience

CONNECTIONS

List relevant connections between the content area and art form that will be addressed in the unit plan. Include personal connections students might make.

As they research historical characters who have shown resilience in their lives, students will make personal connections about the need for resilience in their own lives, as well recognizing and honoring resilience in the lives of people around them.

INQUIRY QUESTION

How will you explore the inquiry question in this unit? Include other questions that might fall under your inquiry question.

Students will research historical characters who have demonstrated resilience and will use the results of their research to write poems about their historical characters.

Describe the techniques students will use to explore the inquiry question.

- Students will define and discuss the word resilience, offering examples from personal experience.
- Students will choose a historical figure and conduct research about how that person demonstrated resilience in his or her life.
- Students will use the results of their research to write a poem from their chosen character's point of view.
- Poems will be performed for their classmates, culminating with a poetry slam.

List the information students must know before beginning this exploration.

Students must know basic techniques of research, the writing process, and presentation skills.

PROCESS

Beginning: How will the unit start?

The unit will begin with an introduction by the artist.

Middle: How will the unit proceed?

Students will conduct research and use the results to draft/revise poems through several craft lessons and the writing process.

End: How will the unit conclude?

The unit will conclude with presentation of poems to the class and a poetry slam.

ASSESSMENT

What will be your indicators of learning for this unit? Please provide copies of any rubrics or assessments you implement.

Student learning will be evident through the results of research, growth and development of writing through craft lessons and the writing process, and communication skills used in presentations.

REFLECTION/DOCUMENTATION

How will students, teachers, and artists document the process throughout the unit?

The process will be documented through teacher notes and observations, photographs, student writing, and other artifacts.

How will use of this documentation inform student reflection and learning?

Students will reflect on their own writing/performance, as well as the writing and performances of their peers.

UNIT SUPPORT

This unit is a partnership between teacher and artist.

What are active strategies you will use for working together in the classroom?

There will be active discussion and reflection at the end of each lesson.

Will there be an observation date for this unit? (Artist comes to observe the classroom prior to the first day of the unit). If so, what date?

No-we have worked together before!

What will be the roles for teacher and artist each day and before the unit begins?

We have planned thoroughly for the unit. Each day the artist is in the classroom, the teachers will assist and coach students in writing and speaking. Between the artist's visits, the teachers will lead the students in research and development of writing.

How can SmartARTS support your process to ensure a successful experience?

SMARTARTS PLANNING GUIDE

2016 - 2017

TEACHER:

- Describe your classroom management approach. What tools do you implement for discipline and rewarding good behavior?

Students are disciplined through constant supervision and use of the school's discipline plan.

- What do your students need to know in order to be prepared for the artist to enter your classroom environment?

Students will know expectations for the content of the project, as well as expectations for behavior.

- What would you like the artist to know about being in your classroom?

The artist knows that our classrooms are places where poetry is taught and celebrated.

ARTIST:

- What are your classroom management strategies?

I will utilize the teachers call to quiet. I will also utilize the "noise barometer" strategy, as well as proximity and other non-verbal cues.

- What will you be looking for during your observation? n/a

- What else do you need to know before beginning the unit with your teaching partner?

I am excited to work with these teachers again!



Please complete and return THIS AND THE ACCOMPANYING DAILY LESSON GUIDE no later than 2 weeks before the start of your unit.



SMARTARTS PLANNING GUIDE 2016 - 2017

DAY 1 - Date: January 4, 2017

Class Times:

8:25-9:16 First Period

10:12-11:00 Third Period

11:04-11:52 Fourth Period

1:40-2:28 Seventh Period

2:32-3:25-Eighth Period

Broad Learning Goal for Day 1 Lesson: Students will be introduced to the artist, her art form, and the poetry slam.

Teacher Role: Teachers will document the project, manage behavior, facilitate, and assist as needed with guidance from the artist.

Artist Role: The artist will introduce herself and her art form.

DAY 2 - Date: January 9, 2017

Class Times:

8:25-9:16 First Period

10:12-11:00 Third Period

11:04-11:52 Fourth Period

1:40-2:28 Seventh Period

2:32-3:25-Eighth Period

Broad Learning Goal for Day 2 Lesson: Students will learn how to incorporate research into a biographical poem.

Teacher Role: Teachers will document the project, manage behavior, facilitate, and assist as needed with guidance from the artist.

Artist Role: Lead brain-break. The artist will demonstrate a model poem and lead students in group work. Artist will demonstrate the writing process, with a focus on brainstorming.

DAY 3 - Date: January 17, 2017

Class Times:

8:25-9:16 First Period

10:12-11:00 Third Period

11:04-11:52 Fourth Period

1:40-2:28 Seventh Period

2:32-3:25-Eighth Period

Broad Learning Goal for Day 3 Lesson: Students will learn to create setting and use imagery in a poem

Teacher Role: Teachers will document the project, manage behavior, facilitate, and assist as needed with guidance from the artist.

Artist Role: Lead brain-break. The artist will lead mini-lessons in setting and imagery. Artist will demonstrate the writing process, with a focus on pre-writing.



SMARTARTS PLANNING GUIDE 2016 - 2017

DAY 4 - Date: January 18, 2017

Class Times:

8:25-9:16 First Period

10:12-11:00 Third Period

11:04-11:52 Fourth Period

1:40-2:28 Seventh Period

2:32-3:25-Eighth Period

Broad Learning Goal for Day 4 Lesson: Students will use strong verbs as they draft their poems.

Teacher Role: Teachers will document the project, manage behavior, facilitate, and assist as needed with guidance from the artist.

Artist Role: Lead brain-break. The artist will instruct students in the use of strong verbs and model the drafting process.

DAY 5 - Date: January 19, 2017

Class Times:

8:25-9:16 First Period

10:12-11:00 Third Period

11:04-11:52 Fourth Period

1:40-2:28 Seventh Period

2:32-3:25-Eighth Period

Broad Learning Goal for Day 5 Lesson: Students will finish drafts, adding figurative language.

Teacher Role: Teachers will document the project, manage behavior, facilitate, and assist as needed with guidance from the artist.

Artist Role: Lead brain-break. The artist will instruct students in the use of figurative language. Students will share.

DAY 6 - Date: January 20, 2017

Class Times:

8:25-9:16 First Period

10:12-11:00 Third Period

11:04-11:52 Fourth Period

1:40-2:28 Seventh Period

2:32-3:25-Eighth Period

Broad Learning Goal for Day 6 Lesson: Students will revise their poems.

Teacher Role: Teachers will document the project, manage behavior, facilitate, and assist as needed with guidance from the artist

Artist Role: Lead brain-break. The artist will teach a revision mini-lesson. Artist will work with student individually and in small groups.

DAY 7 - Date: January 26, 2017

Class Times:

8:25-9:16 First Period

10:12-11:00 Third Period

11:04-11:52 Fourth Period

1:40-2:28 Seventh Period

2:32-3:25-Eighth Period

Broad Learning Goal for Day 7 Lesson: Students will learn techniques for performing their poems.

Teacher Role: Teachers will document the project, manage behavior, facilitate, and assist as needed with guidance from the artist.

Artist Role: Lead brain-break. The artist will lead a performance masterclass. Students will peer review.

SMARTARTS PLANNING GUIDE

2016 - 2017

DAY 8 - Date: January 27, 2017

Class Times:

8:25-9:16 First Period

10:12-11:00 Third Period

11:04-11:52 Fourth Period

1:40-2:28 Seventh Period

2:32-3:25-Eighth Period

Teacher Role: Teachers will document the project, manage behavior, facilitate, and assist as needed with guidance from the artist.

Artist Role: Lead brain-break. The artist will emcee the poetry slam.

Broad Learning Goal for Day 8 Lesson: Students will present their poems in a poetry slam.