

# Poetic Devices and Japanese Culture

## A 3-day Unit

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**RATIONALE:** The ELA department at my school works closely with the StudySync textbook and online program. This program offers an immense amount of materials and tools for units based on themes and genres. The beauty of it however, is that StudySync offers what is called the “library” to explore texts outside of the structured units. We are currently studying the unit of “Destiny” in the 10<sup>th</sup> grade and to tie in the East Asia culture, we are analyzing the poem *Gaman* by Christine Kitano from our library selection. Using this text, students will need to consider the following essential question from our unit: *how much of our destiny do we actually control?*

**REQUIRED PRIOR KNOWLEDGE:** Students must know how to identify/discuss poetic terms/devices, use context clues for unknown words, cite textual evidence, and write well-organized argumentative essays.

**ASSESSMENT:** Students will be assessed on their quality of writing, organization, purpose, and knowledge of the poem and Japanese culture. Students knowledge in these aspects will deepen as the three day lesson continues. The culminating project will determine students’ ability to use textual evidence, provide an in-depth interpretation of the poem, and general use of empathy towards the speaker.

**STANDARDS ADDRESSED:** RI.9-10.1, RI.9-10.2, RI.9-10.4, RI.9-10.6, W.9-10.1, W.9-10.4, WI.9-10.6

### REQUIRED MATERIALS:


- [Graphic Organizer](#)
- [Poem](#)
- Colored Pencils
- Construction Paper

## LESSON 1 – DAY 1

<b>Objective</b>	Use textual evidence to support claims about the text.
<b>Warm-Up</b>	<u>Discussion Post</u> Students will type a 4-5 sentence response to the following question on a Schoology discussion forum. <i>Agree, disagree, or qualify with the following statement: People often avoid talking about things that have happened to them because they are afraid of the outcome.</i>

	<p>Students will need to respond to one other student's post by expanding on their peers' ideas and/or presenting their own ideas.</p> <p>Conclude activity by choosing 2-3 students to share what they came across in their posts.</p>
<b>Direct Instruction</b>	<p><u>Japan and U.S. Intro</u></p> <p>Students will be asked what they know about U.S. and Japan affairs in a class discussion. To spark conversation, students may be asked what they know about Japan's culture and what they know about USA's culture individually before being asked to compare the two side-by-side.</p> <p>Teacher will play a short video introduction of Japan and U.S. affairs to set the foundation of the setting explored in the poem. *video provided via StudySync</p> <p><u>Main Ideas</u></p> <p>Students will watch the teacher demonstrate how to break down a poem's main ideas by annotating and highlighting main ideas and key details (repetition, main characters, events, etc.). Teachers should ask students why the highlighted portions are crucial to understand the meaning/significance. The first 4 stanzas will be used to directly instruct and guide students.</p> <p>After the annotations, the teacher will demonstrate how to effectively summarize the stanzas by main idea.</p>
<b>Group Work</b>	<p><u>Main Ideas</u></p> <p>In groups of 3 or 4, students will continue to annotate and highlight the remainder of the poem.</p> <p>To bring the groups back, students will be chosen (by groups) to tell the class what they highlighted and a rationale to support their answer.</p>
<b>Independent Work</b>	<p><u>Summarizing</u></p> <p>Students will need to write a summary of the key details on the margin of the stanzas they annotated in groups.</p>
<b>Wrap-Up</b>	<p><u>Python Paragraph (claim, evidence, elaboration)</u></p> <p>Students will conclude the day by answering the following question in a Python paragraph:</p> <p><i>What is one reason the speaker may have remained silent about her past?</i></p> <p>*Teachers, collect and store work for unit project</p>

## LESSON 2 – DAY 2

<b>Objective</b>	Use visual texts to interpret the meaning and significance of a poem.
<b>Warm-Up</b>	<p><u>Image Descriptions</u></p>  <p>Students will be asked to analyze the front image of the poem provided by StudySync. Students will be asked what they feel, where they think the image is from, and what it reminds them of. *It's best if teachers refrain from mentioning the poem to allow students the opportunity to make the connections themselves first.</p> <p>Students will be asked to jot down responses on paper; teacher will write their comments on the board.</p> <p>Teacher will ask them to connect their responses to the poem by asking the following questions: <i>How might this image be influenced by the poem we have read? Is there anything in the image that reminds you of Japan? What effect do the colors have in terms of the mood of the poem?</i></p>
<b>Direct Instruction</b>	<p><u>Visual Texts Interpretation</u></p> <p>Teachers will model how to “dissect” a set of stanzas (at least two) by referencing poetic devices in each stanza. After annotating, the teacher will emphasize how mood is reflected in the stanzas by using the poetic devices found. The teacher will ask that students pay close attention to the setting of the poem.</p> <p>With the support of students, the teacher will use the board to sketch an image that represents the stanzas using the annotations. Students will determine the images, colors, and a title.</p>

	The teacher will then provide an interpretation connecting both the image and the poem. The teacher will ask the students the following questions to ignite interpretations: <i>What are the connections between our drawing and the poem? Do you think this image is an accurate representation of the stanzas we read or is something missing?</i>
<b>Group Work</b>	<p><u>Visual Texts</u></p> <p>With a partner, students will be assigned a set of stanzas from the poem (2-3 stanzas at most) and asked to draw an image that reflects the message being conveyed using the same annotation techniques. Teacher will remind students to set the setting of the poem.</p> <p>Students will receive a blank white sheet of paper to sketch, perfect, and present their image along with colored pencils.</p>
<b>Independent Work</b>	<p><u>Interpretation</u></p> <p>Students will independently work on their interpretation of their image and stanzas.</p> <p>Students will paste their work (image and both interpretations) on a larger sheet of construction paper to serve as a background.</p> <p>Students will place their work on the walls once they are finished.</p>
<b>Wrap-Up</b>	<p><u>Gallery Walk</u></p> <p>Students will use the remainder of the period to roam the class and look at their work as class.</p> <p>*Teachers, collect and store work for unit project</p>

### LESSON 3 – DAY 3

<b>Objective</b>	Use a graphic organizer to write a Python paragraph (claim, evidence, elaboration).
<b>Warm-Up</b>	<p><u>Prompt Breakdown</u></p> <p>Students, independently or with a partner, will be given a prompt provided by StudySync to conclude the mini unit. Students will be asked to highlight the verbs and underline the action statement.</p> <p>After a few minutes, students will be asked to share what they think they are being asked to write about.</p> <p>The prompt is:</p>

	<p><i>LITERARY ANALYSIS: Analyze how the characteristics of poetry are used to communicate the author’s purpose and lend structure to “Gaman.” Are the stanzas constructed similarly or do they vary? Who is the speaker? How do they allude to Japanese culture? Be sure to cite evidence from the text and specifically address stanzas, speaker, speaker, and sound devices in your analysis.</i></p>
<p><b>Direct Instruction</b></p>	<p><u>Graphic Organizer</u></p> <p>Students will see the teacher model how to organize a well-structured Python paragraph. Students will received a “Concept Web” organizer to follow along.</p> <p>The teacher will do the center bubble “Characteristics of Poetry” with the class to show students how to gather relevant ideas from the text.</p>
<p><b>Group Work</b></p>	<p><u>Organizing Paragraph</u></p> <p>Students will be asked to first, reread the poem in its entirety and consider the several annotations we’ve made. After, students will continue using the poem for textual evidence to fill in the graphic organizer with. Students may work with a partner to work on this assignment.</p> <p>Students should be asked to create a strong claim and a piece of evidence to support that idea.</p>
<p><b>Independent Work</b></p>	<p><u>Python Paragraph (claim, evidence, elaboration)</u></p> <p>Students will independently write their Python paragraph using their graphic organizer.</p> <p>Students need to be told to closely read the prompt before writing to ensure that there is focus on the speaker and setting of the poem.</p>
<p><b>Wrap-Up/Assessment</b></p>	<p><u>Submission of Unit Project</u></p> <p>Students will be given their work from the past 2 days to combine and staple for submission.</p> <p>Students will be told that their work will be posted on the walls to display.</p>