# Poetry in America: The City from Whitman to Hip Hop
## ENGLISH 194 | FALL 2020

Poetry in America, in partnership with the National Education Equity Lab, Arizona State University, and ASU Prep Digital, is pleased to offer a for-credit English course to high-school students, **Poetry in America: The City from Whitman to Hip Hop**. Students who successfully complete the course will receive 3 widely transferable undergraduate credits from ASU.

## WHAT YOU'LL LEARN

In this course, we consider those American poets whose themes, forms, and voices have given expression to visions of the city since 1850. Beginning with Walt Whitman, the great poet of nineteenth-century New York, we explore the diverse and ever-changing environment of the modern city—from Chicago to London, from San Francisco to Detroit—through the eyes of such poets as Carl Sandburg, Emma Lazarus, Edna St. Vincent Millay, Langston Hughes, Marianne Moore, Frank O'Hara, Gwendolyn Brooks, Allen Ginsberg, Robert Hayden, and Robert Pinsky, as well as contemporary hip hop and spoken word artists. This course introduces content and techniques intended to help students and educators learn how to read texts of increasing complexity. Readings and activities were chosen and designed with the Common Core English Language Arts (ELA) standards in grades six through 12 in mind.

**Watch course trailer:** bit.ly/2SYi4NT
**Preview learning objectives:** bit.ly/2TiMgly

## WANT TO REGISTER A GROUP?

- Fill out this form: **https://forms.gle/tnqq5GzpjieCE1os9**
- We will send you a registration spreadsheet that will need to be completed by **Monday, August 3**.
- We will follow up with next steps once your students' ASU accounts have been created!

## KEY DETAILS

- **Course Start Date:** Monday, September 14
- **Course End Date:** Friday, December 18
- **Group Registration Deadline:** Monday, August 3
- **Cost:** $250 per student

## POETRY IN AMERICA: THE CITY FROM WHITMAN TO HIP HOP
### Standards & Learning Goals

**PILLAR ONE: MAKING OBSERVATIONS**
**Standards & Learning Goals**

> **Standard: Students cite textual evidence to support analysis of what a poem says explicitly as well as inferences drawn from the text [drawn from CCSS ELA-LITERACY 6-12.1]**

- Notice emotional / affective responses to a literary text, connecting those responses to specific content and formal elements within the text
- Make specific observations about the content of a literary text (with a focus on who, what, where, when, why, how)
- Make specific observations about the formal evidence available in a literary text (e.g. imagery, word choice, sound, syntax, structure, etc.)
- Analyze how content and formal elements reinforce or contradict one another within a poem

> **Standard: Students identify and analyze the themes / central ideas of a poem, as well as how those themes / ideas develop across the text [drawn from CCSS ELA-LITERACY 6-12.2]**

- Extend observations about emotion, content & form into thematic analysis of a literary text

> **Standard: Students analyze speaker's point of view and how it develops across a poem, with particular attention to how point of view colors meaning [drawn from CCSS ELA-LITERACY 6-12.6]**

- Describe the speaker(s) and known or implied background/characteristics of the speaker(s)
- Describe the speaker's tone and track changes in tone across the poem
- Isolate formal elements of the poem that produce the speaker's voice
- Describe the explicit / implicit audience(s), if any, and how the speaker engages with them

# PILLAR TWO: UNDERSTANDING STRUCTURE AND FORM
## Standards & Learning Goals

**Standard: Students analyze how the division of a poem into structural subunits and the arrangement of those units contributes to its meaning [drawn from CCSS ELA-LITERACY 6-12.5]**

- Identify structural subunits of a poem (e.g. section, stanza, sentence, line) and analyze their relation to one another as well as to the whole text
- Analyze the impact of section, stanza, sentence, and line lengths in a poem
- Analyze the impact of line, stanza, and section breaks in a poem
- Analyze the sequencing of structural subunits, with particular emphasis on formal and thematic juxtapositions across lines, stanzas, and sections
- Analyze the impact of repetition in a poem (e.g. repeated words, phrases, lines, syntax)
- Distinguish between narrative and non-narrative poetic modes
- Compare and contrast poetic structures with real life structures (e.g. architecture, the body)

**Standard: Students analyze how poetic form contributes to its meaning [drawn from CCSS ELA-LITERACY 7.5, 7.7]**

- Identify and analyze the impact of fixed poetic forms (e.g. sonnet, ballad, rhyming couplet) on a poem's meaning
- Compare and contrast the impact of fixed poetic forms to that of free verse
- Discover and analyze the formal elements characteristic of Whitmanian verse

**Standard: Students compare and contrast how texts in different forms or genres (e.g. poem, story, nonfiction prose, drama) approach similar themes [drawn from CCSS ELA-LITERACY 6.9]**

- Compare the organization and structural divisions of a poem (stanza, line, etc.) to those of prose text (chapter, paragraph, etc.) or a dramatic text (act, scene, etc.)
- Compare the formal features of a poem to prose and/or dramatic texts that address a similar theme

- Compare the tones of a poem and to prose and/or dramatic text that address similar themes, and identify how each produces its respective tone

## PILLAR THREE: SITUATING A TEXT IN HISTORY
## Standards & Learning Goals

Standard: Students analyze the ways in which poetry portrays historical events, places, persons, and beliefs, with attention to meaning and tone [drawn from CCSS ELA-LITERACY 7.9]

- Analyze speaker's point of view on historical phenomena portrayed in the text
- Discover historical allusions in a poem, analyzing why and how the speaker uses them
- Analyze how various elements (e.g. word choice, syntax, allusion, imagery) date a poem's composition and the world it portrays to a particular historical moment(s)
- Discover ideas and images that would have been clear to a historical reader of the poem but are not clear to the modern reader (and vice versa)

Standard: Students compare and contrast the portrayal of a time, place, or character in poetry with a historical account of the same period, to understand how poets use or alter history [drawn from CCSS ELA-LITERACY 7.9]

- Discover historical details that aspects of the poem's content specifically address
- 4.2.2 Compare the treatment of historical references in the poem with factual evidence

## PILLAR FOUR: ENJOYING LANGUAGE
## Standards & Learning Goals

Standard: Students come to enjoy the act of reading poetry, learning how to cultivate the pleasure and fun of poetry in the classroom

- Learn how to 'loafe' with a poem, reading not once in a single sitting but many times over the course of many sittings
- Experiment with reciting poetry aloud, both for oneself and for an audience
- Discover favorite poems, lines, images, words, and consider what makes them favorites

- Explore and play with poetic language through creative activities in multiple mediums (e.g. writing, music, visual arts)
- Explore the integration of poetry in various aspects of daily life

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**Standard: Students analyze the impact of word choice on the meaning and tone of a poem [drawn from CCSS ELA-LITERACY 6-12.4]**

- Observe and analyze how specific vocabulary choices produce meaning and tone, by isolating words and comparing possible alternatives
- Observe how the denotative meaning of a word is similar to and different than its connotative significance
- Observe and analyze how the poem uses different parts of speech: nouns, verbs, adjectives, adverbs, etc.
- Observe and analyze patterns, regularities, and irregularities in the poem's punctuation
- Analyze the impact of repeated words and phrases in a poem
- Observe and analyze the complexity of the poem's language and vocabulary
- Observe and analyze the relative formality of the poem's language and vocabulary (e.g. colloquial versus 'poetic' language)
- Observe and analyze language specific to a particular occupation or population
- Connect word choice to the content, theme, and enjoyment of the poem

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**Standard: Students identify and analyze the impact of figurative language in the text (e.g. simile, metaphor, apostrophe, etc.) [drawn from CCSS ELA-LITERACY 6-12.4]**

- Define figurative devices common to literary texts, especially to poetry
- Observe and analyze the impact of figurative language used in a poem
- Compare images and descriptions that deploy figurative language with those that do not
- Connect figurative language to the content, theme, and enjoyment of the poem

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**Standard: Students analyze the impact of rhyme and other sound patterns (e.g. alliteration, assonance, consonance) within a poem [drawn from CCSS ELA-LITERACY 6.4]**

- Discover rhyme schemes and other patterns (e.g. internal rhyme) within a poem

- Discover patterns of alliteration, assonance, and consonance within a poem
- Connect sound patterns to content, theme, and enjoyment of the poem

**Standard: Students analyze the impact of rhythmic patterns within a poem**

- Master basic metrical terminology and scansion of a poetic line
- Discover and analyze the metrical scheme of lines and stanzas within a poem
- Connect rhythmic patterns to content, theme, and enjoyment of the poem

**Standard: Students compare and contrast a written poem with its audio, filmed, staged, or multimedia version [drawn from CCSS ELA-LITERACY 7-12.7]**

- Compare the meaning and tone of a written text with the meaning and tone created in a version of the same text in a different medium