

MODULE 2

MARCH 3 – S.W.I.F.T PRACTICE (POETRY ANALYSIS)

Estimated time

1 class period (64 minutes)

Links/materials needed

- laptops
- copy of "I grew up" poem
- copy of S.W.I.F.T practice sheet
- link to S.W.I.F.T video
- link to "Words" video

Assessment

Formative - assessing for:

- group work/collaboration involvement and skills
- understanding the S.W.I.F.T process with a specific focus on "W" and "F"
- articulation of group process (class discussion on "W" and group conferencing with "F")
- time management skills

Purpose of module

- review 2 specific aspects of analyzing poetry (the aspects that students struggle with the most)
- collaborative analysis as a scaffolding step to analyzing poetry individually
- discuss group analyses for well-rounded understanding of how interpretation plays a part in poetry analysis

Facilitation

Note:

- Students will have already watched and practiced S.W.I.F.T poetry analysis earlier in the semester, so this information is simply a refresher
- they are also aware the S.W.I.F.T video(s) are on Teams
- daily "menu" with time approximations for time management and focus are written on board

1. As students enter the classroom, they will get their laptops (school provided or personal device) in preparation for today's lesson [not included in time allotment of module]
2. Students will be pre-assigned groups (strategic grouping done by me), which will be displayed on the screen beam at the front of the classroom. The classroom desks will be arranged in groups and a physical copy of the poem and a S.W.I.F.T practice sheet will be on each desk for efficiency (a digital copy will also be available on Teams for reference and/or use if preferred). Once they get their laptop, they will seat themselves with their groups and open Teams. [approximately 2 minutes]

S.W.I.F.T practice sheet:

[file:///Users/jacqueie/Downloads/SWIFT%20practice%20\(1\).pdf](file:///Users/jacqueie/Downloads/SWIFT%20practice%20(1).pdf)

Copy of "I grew up":

http://marcialalonde.weebly.com/uploads/9/3/8/2/9382401/i_grew_up.pdf

3. Students will be instructed to and will rewatch the "Words" video (available on Teams) in their groups . [approximately 2 minutes]

Link to "Words" video:

https://www.canva.com/design/DAFdwXzM9vo/Q0XskriEvXNHfWf3XLSNiA/watch?utm_content=DAFdwXzM9vo&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

Link to entire S.W.I.F.T breakdown:

https://www.canva.com/design/DAFdnCx62EM/V1wUHklri2NGYqnt5HO0w/watch?utm_content=DAFdnCx62EM&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

these 2 document are still a work in progress - examples will be made for each component of S.W.I.F.T. I am just learning Canva and this video took me way longer than I'll ever admit to make, but I am pretty proud of it

4. Students will be instructed to, within their groups, find 1 meaningful word from the poem to dissect, mirroring the process from the "Words" video. They will be encouraged to work as a team and then monitored for such behaviour - some members might look up a definition, some may look up the historical context of the word, etc. in order for this to be efficient and a group effort. Each student is responsible for annotating their own copy of the poem, a skill they've practiced previously so it is familiar to them. [approximately 10 minutes]

5. As a class, we will hear each group's focus word dissection. Each group will get approximately 1 minute to informally "present" - which includes praise, follow up questions, or insights by me/other groups. [approximately 5 minutes].

6. A) Students will be instructed to then complete as much of the S.W.I.F.T sheet as a group before class ends (whatever they don't complete, can be completed asynchronously as a group OR individually depending on the schedules/availability of the group members).

B) They will be specifically instructed that when they reach the "F" portion of the sheet, they need to rewatch the "Figurative Language" video as a group if needed. They are encouraged to use their figurative language reference sheet (completed at the beginning of the semester) if needed.

C) They will also be specifically instructed that once they complete 1 example of figurative language in the "F" portion of the sheet, they need to call me over to conference* it with them

*conferencing = they "present" it to me and together we rework and revise it until it achieves what is being asked of them in the task (I do this with paragraph/essay writing as well, so it is a familiar concept to my students)

-depending on their time management skills, I will be monitoring groups for progress on the worksheet. If a group is working at a slower pace, I will direct them to work on one "F" example in order for me to conference with them before class ends and them having to complete the sheet asynchronously

[approximately 40 minutes/remainder of class]

7. If they complete their S.W.I.F.T as a group, they can use the remainder of class time to preview the Parlay question posted today (original post and interparlay due in 1 week)
-they will be reminded that their SWIFT practice is due March 7 (either a physical or digital copy is acceptable for submission - each student must submit but mention group members' names)

S

structure

How is the poem structured/formatted?

W

word
choice

What specific word choices by the poet elicit emotion? To what effect? *at least 5*

I

imagery

What picture does the poet paint with words? *at least 2*

<p data-bbox="277 512 331 604">F</p> <p data-bbox="212 737 391 842">figurative language</p>	<p data-bbox="430 470 1393 569">Are there any common uses of figurative language? How does the figurative language used enhance the poem? *at least 2* (provide the example, properly identify the figurative language, explain how it enhances the poem X2 examples)</p>

T

theme &
tone

What is the poet's message? (should be broad enough to apply to other texts → one sentence that universally applies to life) *only 1*

What is the poet's attitude/the poem's vibe? Why? (one adjective) *only 1*