Sequencing Rationale

 This poetry unit is organized according to the concept-related pattern of logical prerequisite. As implied by its name, this organizational pattern is the most logical of all the patterns because, in this unit, each new concept builds upon the last. This is effective because students will be able to better understand each new concept as they build on prior knowledge. The unit is organized and connects each lesson logically to the next; for example, the students start by examining basic poetic terms then move on to studying poetic forms, reading poetry and, finally, using this knowledge to write studious responses to poetry.

 The first subunit, “Terms,” is the most logical starting point because students need to be able to identify the common poetry terms and understand them. This subunit will serve as an adequate foundation for subsequent units.

 The second subunit, “Forms,” is appropriate because students will learn about the various poetic forms in order to more thoroughly understand the poems when students read them. After learning about the forms of poetry, students will be motivated to learn more about how the format of a poem affects its meaning.

After arriving at the third subunit, “Reading,” students will be ready to read poetry because they have studied important terms and forms. In other words, they have studied the technical elements of poetry and now students are ready to read whole poems. At this stage, students will be eager to put their knowledge to use. They will want to find examples of the terms utilized in each poem. They will also want to apply their knowledge of poetic forms by distinguishing between each and identifying the format technique for each poem.

Finally, the fourth subunit, “Writing,” is suitable at this phase of the unit because students will be prepared to write responses to the poetry they have been studying. They will be ready to write responses since they have spent much time studying and thinking about poetry.