

Unit Syllabus

DAY 1

1. 10 min. Dialogue #1: What is religion? Is it okay to talk about it in the classroom? Can we define it? Can we describe it? It can be analyzed by comparing and contrasting, by breaking into parts, and by trying to understand the whole without judging right or wrong. We can seek to understand without agreeing. We can study how religions have affected history. It's about teaching about religions, and not about preaching a religion.
2. 40 min. Guided-Note Taking Introduction: Show chart of religious distribution today, but explain that it has changed much throughout our history. All religions have things in common: Creed, Code, Cultus, & Community. (Explain) Discuss groups: Muslim, Puritan/Protestant and Catholic Christian, African American, Jewish, Asian, Folk/Pop, and Non-religious (Outline important historical issues faced by or influenced by each group). Civil religion brings us together in a patriotic way by linking God and country together. So, even though all religious groups have differences, they also share similarities. What is important is to study the impact of these similarities and differences upon our history.
3. (after break) 40 min. Poetry Terms Word Wall Project, share, and flashcards review
4. 10 min. Dialogue #2/Homework Explanation: One way to look for evidence of the historical impact on or from religious groups is to study their poetry. Has anyone ever heard a song or seen a poem or greeting card that mentioned or referred to God? What kind of religious topics do we see in songs, poems, and cards? How can a poem reflect the religious views of the individual and/or the historical events of the period? Examples? Homework: Bring in a modern song's lyrics, a greeting card, or a modern poem that reflects the religious views of today.

DAY 2

1. 10 min. Flashcards review.
2. 20 min. Share my homework: Conversational Poem (read by two student volunteers). Analyze poem based on vocabulary terms. Discuss: Why is religion mentioned here? What historical event(s) might have affected the speakers in this poem? How does this poem help relieve suffering, for both its writers and their audience? (Handout)
3. 20 min. Now, analyze your homework poem in the same way! If any of the discussion questions don't apply to your poem, write new ones to replace them!
4. (after break) (15 min.) Share your poem and discussion questions with a partner of your choice. See if they agree with your answers. (Turn in)

- (35 min.) Review related notes. Then read and discuss “Upon the Burning of My House” by Anne Bradstreet and “Battle Hymn of the Republic” by Julia Ward Howe, whose father was a strict Puritan. Compare/Contrast Chart of Puritan Religion & Civil Religion

DAY 3

- (30 min.) Review related notes. Then read and discuss “God speed the year of jubilee” by William Lloyd Garrison and “The Delight Song of Tsoai-Talee” by M. Scott Momaday. Compare/Contrast African American and Native American Religious/Historical Experiences.
- (20 min.) After reviewing your notes on Native American Religious History, freewrite about one or more of the following quotes:
 - “To ignore or violate, to lose the customs of the old days . . . (would be) to bring misfortune . . . even extinction, upon themselves.”
(Spanish Missions, Cultural Conflict, and the Pueblo Revolt of 1680)
 - “America had the infinite privilege of fulfilling her destiny and saving the world.” (Woodrow Wilson)
 - “Injustice anywhere is a threat to justice everywhere.” (Dr. Martin Luther King, Jr.)
- (after break) (10 minutes) Review Flashcards
- (15 min.) Discuss freewrites
- (25 min.) Introduce Group Poetry Project (Approximate class of 30; 10 Groups of 3 chosen by low-mid-high) Groups are given rubric (5 min. explanation), choice of religious group and choice of poems within that religious group (5 min.) For remaining time (15 min.) they read their poem and discuss it amongst their group.

Native American	Leslie Marmon Silko’s “It Was a Long Time Before” p.280	Pat Mora’s “Gold” p. 559	Joy Harjo’s “Equinox” (handout)
African American	Lucille Clifton’s “the earth is a living thing” p.556	Gwendolyn Brooks’s “Cynthia in the Snow” p. 545	Nikki Giovanni’s “The World is Not a Pleasant Place to Be” p. 566
(Puritan/Protestant)	Anne Bradstreet’s “By Night When	Emily Dickinson’s “A Little East of	Natalie Grant’s

or Catholic) Christian	Others Soundly Slept” handout	Jordan” (handout)	“Held” (handout)
Jewish	Emma Lazarus’s “1492” (handout)	Emma Lazarus’s “The New Colossus” (handout)	Samuel Menashe’s “Adam Means Earth” (handout)
Muslim	Naomi Shihab Nye’s “Different Ways to Pray” (handout)	Sholeh Wolpe’s “I have never seen such days as these” (handout)	Mahmoud Darwish’s “In Jerusalem” (handout)
Asian	Garrett Hongo’s “What For” (handout)	Phillip Appleman’s “Somber Girl” (hndt)	Chuang Tzu’s “Action and Non-Action” (hndt)
Civil Religion	“Song to greet George Washington” (handout)	“Washington Monument by Night” p. 848 by Carl Sandburg	Alfred Lord Tennyson’s “The Charge of the Light Brigade” p.570

Religion in Poetry 3

DAY 4

1. (50 min.) Groups read poet’s background information (provided), analyze poem based on vocabulary terms, and religious, historical, and author background influences.
2. (after break) (50 min.) Groups create their visual aid and organize their presentation (very informal). Groups will have up to 10 minutes to present, which means everyone will present on the next day.

DAY 5

1. (100 minutes) Presentations will include one person reading the poem aloud and showing visual aid, another leading discussion of Vocabulary analysis, and another leading discussion of religious, historical, and author background influences.
2. (Review flashcards if time allows)

DAY 6

1. (50 minutes) Hallmark Card (Poetry in Practice): Explanation, Rubric, Hallmark Video with discussion questions about general purpose for greeting cards, occasions, and the term “Universally Specific.” (special speaker from a Hallmark store come in to watch the video and lead the discussion) Hallmark suggestions for greeting card verse/poetry, etc. Then I would have students brainstorm ideas. Demonstration of scrapbooking tools & card-making methods. Homework: write a greeting and poem with a specific market and occasion in mind. Optional: students can take home *Stampin’ Up* ideas booklets
2. (after break) (50 minutes) Poetry Unit Review (review flashcards & lecture notes, and discuss possible short answer questions)

DAY 7

1. (50 minutes) Poetry Unit Test
2. (after break) (50 minutes) Students make a rough draft design and then create two final copies of their own greeting card, with the intention of sending one to a Hallmark store for comments and possible store display, and keeping the other for school hallway display until the end of the year.

*Unit requires at least 700 minutes of class time total.