

POETRY ANALYSIS LESSON PLAN

CHOOSE A POEM.

- ❖ Copy the poem onto a half-sheet of paper
- ❖ Use the other half for writing an analysis
- ❖ Write the poem on the board

The Swing	Write Analysis
<p style="text-align: center;">By Robert Louis Stevenson</p> <p>How do you like to go up in a swing, Up in the air so blue? Oh, I do think it the pleasantest thing Ever a child can do!</p> <p>Up in the air and over the wall, Till I can see so wide, River and trees and cattle and all Over the countryside--</p> <p>Till I look down on the garden green, Down on the roof so brown-- Up in the air I go flying again, Up in the air and down!</p>	<p><u>Identify</u> literary elements and <u>make notations</u>:</p> <ul style="list-style-type: none"> ❖ Rhyme scheme, ❖ Figurative language, ❖ Images, ❖ Symbols, ❖ Sound devices (alliteration, consonance, assonance, rhythm, onomatopoeia, off rhyme), literary devices.

READ THE POEM ALOUD. *If there is a recorded version of the poem students should read the poem out loud for themselves before listening to a variation of their own voice.

IDENTIFYING LITERARY DEVICES

Identify literary elements and make notations:

- ❖ Rhyme scheme,
- ❖ Figurative language,
- ❖ Images,
- ❖ Symbols,
- ❖ Sound devices (alliteration, consonance, assonance, rhythm, onomatopoeia, off rhyme), literary devices.

ANNOTATE POEM FOR CONTENT

Circle any part of the poem that stands out, confuses you, or seems important.

WRITE QUESTIONS IN THE MARGIN:

- ✓ Highlight unusual words
- ✓ **Mark phrases that indicate the poem's meaning**
- ✓ **Determine the poem's theme and draw arrows to the lines that support the theme**

CLASS PARTICIPATION

- ❖ Hand a white board marker to a student and instruct him or her to identify the rhyme scheme.
- ❖ Hand a marker to another student and have him or her identify figurative language.
- ❖ Choose a different student for each of the following: images, symbols, metaphors, similes, sound devices, and meaningful lines.
- ❖ Ask for volunteers to come up and add anything they wish to the board annotations. They may be shy at first. If so, throw the marker and choose the student it lands closest to.
- ❖ You may have anywhere from 1-5 students at the board at once while the remainder of the class continues writing on their own paper.
- ❖ It's important to encourage students. Acknowledge all efforts with appreciation.

WRITE THE POETRY ANALYSIS

Once the annotations are complete, it's time to write the analysis. Remind students that an analysis consists of facts and commentaries. It is not a summary, a listing of facts, or random, unsubstantiated conjecture. Use the following outline to help students:

1. Topic sentence stating the title of the poem, the author, and the poem's theme.**A. Evidence #1:** Identify an important line, poetic device, rhyme scheme, etc.

1. Analysis/Interpretation #1: Explain how the evidence supports the designated theme.
2. Analysis/Interpretation #2: Explain how the evidence supports the designated theme.

B. Evidence #2: Identify an important line, poetic devices, rhyme scheme.

- 1, Analysis/Interpretation #1: Explain how the evidence supports the designated theme.
2. Analysis/Interpretation #2: Explain how the evidence supports the designated theme.

C. Concluding Sentence

POETRY ANALYSIS LESSON & COMMON CORE STANDARDS

This poetry lesson plan satisfies the following common core standards.

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- **RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **W.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- **RL.9-10.10** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
- **W.9-10.1a** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- **W.9-10.2b** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **W.9-10.2a** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings);
- **W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of L.9-10.1-3.) **W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **L.9-10.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<http://www.elacommoncorelessonplans.com/literature-reading-standards/how-to-annotate-analyze-poem.html>