MANCHESTER COLLEGE Department of Education

LESSON PLAN by: Laura Ahnert

Lesson: #1: Introduction/ Rhyme Scheme

Length: 47 minutes

Age or Grade Intended: 10th Grade English

Academic Standard(s):

10.3.7 Evaluate the significance of various literary devices

Performance Objectives:

Given a set of questions, the students will evaluate the poem "Phenomenal Woman," by Maya Angelou for 10 participation points for the day (as discussed in the assessment section).

Assessment: I will assess the students' understanding of the poem and of the concept of rhyme scheme by having them fill out a worksheet in groups. I will give the students 10 participation points for the day by walking around from group to group with a roster, marking the students who are participating. These students will receive 5 points for participating in the group discussion. Every student whose name is on the sheet will receive 5 participation points for turning the sheet in

Advanced Preparation by Teacher:

- Make copies of "Phenomenal Woman" poem
- Do background research on Maya Angelou
- Find pictures of Maya Angelou
- Make questions worksheet
- Print enough questions worksheet for 1 per group.

Procedure:

Introduction/Motivation: Display the pictures of Maya Angelou on the screen. (M.I.

Visual) Ask if anyone knows who this woman is, and why she is important. Have the students get out a sheet of paper and quick write about who they think this woman is, why she is important, and what she has to do with poetry. (Anticipatory activity)

Step-by-Step Plan:

- 1. Hand out "Phenomenal Woman" poem.
- 2. Give background information about Maya Angelou
- 3. Tell the students that we are now going to read this poem, looking for rhyme scheme.

Rhyme scheme - a repeated pattern of end rhymes; usually marked with letters of the alphabet (ABBA would mark a rhyme scheme in the first stanza of, say, dog/man/plan/fog; CDDC would mark a rhyme scheme in the second stanza of, say, map/press/dress/slap).

Example of rhyme scheme: There once was a big brown cat

That liked to eat a lot of mice. b
He got all round and fat a

Because they tasted so nice.

- 3. Read the poem aloud to the students. (M.I. Verbal/Linguistic)
- 4. After reading the poem, ask the students to point out examples of where they saw rhyme scheme in the poem.

(ex: "secret lies/ model's size," "hips/lips," "please/ knees/ bees," "teeth/ feet")

- 5. have the students number off by 4s.
- 6. Have the students get into their number groups. (M.I. Interpersonal)
- 7. Pass out the worksheet to each group.
- 8. Tell the groups they are to fill out the sheets as a group. Everyone should put their name on it!
- 9. Give the groups 10 minutes to fill out the worksheet.
- 10. When the groups are finished, have a member from each group read their answers aloud to the class.
- 11. Collect the sheets

Closure: Today we learned about the life and poetry of Dr. Maya Angelou. What did we look for in her poem? (Rhyme Scheme) Next class we will be looking at some more vocabulary for poetry.

Adaptations/Enrichment:

For LD students who struggle in language arts, I will read the poem as they follow along with my voice. This will help to work on their reading and listening skills.

Self-Reflection:

What parts of my lesson went particularly well?

What parts did not go well?

What could I have done differently?

How do I know my students are ready to move on to other material?

Pictures of Maya Angelou





Maya Angelou

- 1. Born 1928 St. Louis, MI
- 2. Raised in Arkansas
- 3. Later moved to San Francisco
- 4. Victim of rape at the hands of her mother's boyfriend at age 8
- 5. She told her brother about the rape, and when she later learned that the man had been killed by one of her uncles, she felt like her words were what killed him, so she was silent for 5 years.
- 6. Won a scholarship to study dance and drama at San Francisco's Labor School.
- 7. Dropped out at age 14, unwed mother by age 16
- 8. Worked as a waitress and cook to support herself and her son.
- 9. Went on tour as an actress in shows like "Porgy and Bess."
- 10. Recorded her first album, Calypso Lady in 1957.
- 11. In 1960, "moved to Cairo, Egypt where she served as editor of the English language weekly *The Arab Observer*."
- 12. 1961, "moved to Ghana where she taught at the University of Ghana's School of Music and Drama, worked as feature editor for *The African Review* and wrote for *The Ghanaian Times*."
- 13. Has mastered French, Spanish, Italian, Arabic and the West African language Fanti.
- 14. Worked alongside Malcolm X and Dr. Martin Luther King Jr.
- 15. Published I Know Why the Caged Bird Sings in 1970
- 16. Has published 30 bestselling titles.
- 17. Was nominated for the Pulitzer Prize for her film Gerogia, Georgia in 1972
- 18. Has received 3 Grammy awards.
- 19. Part of the Civil Rights movement.

Phenomenal Woman

Pretty women wonder where my secret lies.

I'm not cute or built to suit a fashion model's size

But when I start to tell them,

They think I'm telling lies.

I say,
It's in the reach of my arms
The span of my hips,
The stride of my step,
The curl of my lips.
I'm a woman
Phenomenally.
Phenomenal woman,

That's me.

I walk into a room

Just as cool as you please,
And to a man,
The fellows stand or
Fall down on their knees.

Then they swarm around me,
A hive of honey bees.
I say,

I say,
It's the fire in my eyes,
And the flash of my teeth,
The swing in my waist,
And the joy in my feet.
I'm a woman
Phenomenally.
Phenomenal woman,
That's me.

Men themselves have wondered
What they see in me.
They try so much
But they can't touch
My inner mystery.
When I try to show them
They say they still can't see.
I say,

It's in the arch of my back,
The sun of my smile,
The ride of my breasts,
The grace of my style.
I'm a woman

Phenomenally.
Phenomenal woman,
That's me.

Now you understand
Just why my head's not bowed.
I don't shout or jump about
Or have to talk real loud.
When you see me passing
It ought to make you proud.
I say,
It's in the click of my heels,
The bend of my hair,
the palm of my hand,
The need of my care,
'Cause I'm a woman
Phenomenally.
Phenomenal woman,
That's me

Names:
Class:
Phenomenal Woman Questions
1. Where is rhyme scheme found in this poem? Give a specific example. (Bloom's: Knowledge)
2. How would you interpret what this poem is about? (Bloom's: Comprehension)
3. What is one question you would ask in an interview with Maya Angelou concerning her life, or this poem? (Bloom's: Application)
4. Analyze the rhyme scheme in this poem. What rhyme scheme do you think it is? Why? (Bloom's: Analysis)
5. Elaborate on the reason you think Maya Angelou wrote this poem. (Bloom's: Synthesis)
6. How would you assess the value of this poem? (Bloom's: Evaluation)

Sources:

Beacon Learning Center (2004). *Poetry vocabulary* . Retrieved from http://www.beaconlearningcenter.com/documents/2041-01.pdf

Facts about Maya Angelou:

Maya angelou: america's renaissance woman . (2011, 05 31). Retrieved from http://www.achievement.org/autodoc/page/ang0bio-1

Maya Angelou: a phenomenal woman. (2003, 02 26). Retrieved from http://www.epinions.com/content 3135873156

Maya angelou: global renaissance woman . (2011). Retrieved from http://mayaangelou.com/bio/

Photos of Maya Angelou:

(n.d.). Maya angelou . [Print Photo]. Retrieved from http://mayaangelou.com/bio/

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Poem:

Angelou, M. (2003, 01 03). *Phenomenal woman*. Retrieved from http://www.poemhunter.com/poem/phenomenal-woman