Lesson Plan by: Erin Klepfer
Lesson: Poetry Unit (Vocab and Barbie Doll) Approx. length: 3 Days
Age or Grade Intended: 8th

Academic (IN State) Standards:

Standard 3
READING: Comprehension and Analysis of Literary Text

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html), which illustrate the quality and complexity of the materials to be read by students. At Grade 8, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, mysteries, adventures, folklore, mythology, poetry, short stories, dramas, and other genres.

Structural Features of Literature

8.3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (including ballads, lyrics, couplets, epics, elegies, odes, and sonnets).
- Ballad: a poem that tells a story
- Lyric: words set to music
- Epic: a long poem that describes heroic deeds or adventures
- Ode: a poem of praise
- Sonnet: a rhymed poem of 14 lines

Performance Objectives:
Students will display knowledge of our vocabulary by completing the homework of comparing and contrasting two forms of poetry.

Assessment:
The students will be graded on if they have stated the main points we gave them over each form of poetry.

Advanced Preparation by Teacher:
☞ Give the students the vocabulary terms.

Procedure:
Introduction:
The day before we finished the session on the Holocaust and The Diary of Anne Frank and now we are going to begin a unit over poetry.
How many of you listen to rap, hip-hop, or any other form of music?
Why might I bring up music? How does it have anything to do with poetry?
I will then explain to the students that music is a form of poetry. I will also be honest with the students that I am not a lover of poetry, it’s not my favorite form of writing but also be clear that I respect it because it does offer us some truly amazing imagery and viewpoints.

**Step-by-step:**
1. First, I will have each of the students draw one of the terms off their list out of a hat. They are each in charge of defining this word for the class once we reach it in the lesson.
2. After each student has a word and I have recollected the papers, we will begin the power point.
   a. As we come to each word I will ask who’s word it is and they are expected to give me the answer on their paper or if they don’t have it they are in charge of finding it right then for us.
   b. After they define the word, I will also give them the definition I have. If the students don’t have this definition down or they have a different one they are expected to write it down.
   c. Finally, before we move on to the next word, I will give them an example to help me describe the word that we are discussing at that point.
3. Once we have completely gone through the power point I will pull out a poem that we will read together and talk about stanza by stanza.
4. Stanza one:
   a. Why might it be stereotypical to give a little girl the gifts she was given? What thought might this cement in her mind?
   b. Why is it wrong for a classmate to critique her body? How might this affect her?
5. Stanza two:
   a. What do the first three lines tell us about the girl?
   b. Why are these so important to know?
   c. But if she is fine and normal, why is she apologizing? What societal ideal is she not adhering to? (I may have to answer this for them or give them hints to look back up at stanza one)
6. Stanza three:
   a. She is told to flirt, diet, exercise, smile, and wheedle...why? Why is a girl told to do this?
   b. Her good nature wore out like a fan belt...what figure of speech is this?
   c. Why would she cut off her nose and legs?
7. Stanza four:
   a. So she’s dead, and the last three lines are disturbing. Why?
b. How can death be a happy ending for every woman? Is that what they are saying there?

8. Give the students their homework:
   a. Write a paragraph, at least five sentences, comparing and contrasting two of the forms of poetry on your vocabulary list. Make sure that you are pointing out the similarities and differences between each of the forms.
   b. For example: A narrative poem is a poem that tells us a story. An epic poem is very similar to a narrative poem. The difference between an epic and a narrative poem is in the characters and occurrences. The epic poem always has a hero that performs superhuman works that adhere to the societies values. A narrative poem does not have this, they simply tell the story as it happens.

**Closure:**
Ask the students a few review questions over the topic covered in class.
☞ What form of poetry do you think this is?
☞ Thing about how this poem is set up? Does it rhyme? Does it have a set rhythm? Does it hold a message for us all?

Most poetry will hold some form of message. It may not even be the same message for everyone, yet there is a message. It may not be meaningful, it may be boring, but it is a message that the poet needed to release to the world. Some poems like Barbie Doll address serious societal issues and pin point the problems in a beautiful way. So in all poems that you read, always look for what message the poet is sending you.

**Adaptations/Enrichment:**
I can ask my integrated class more questions and stop more often. I can also ask more often if they have questions or if they understand everything.

**Self Reflection:**
☞ This lesson could get a bit boring for those students who wish to have more action taking place in the classroom.
☞ It could be very difficult for those with ADD to focus and sit still during the readings.
☞ Am I asking enough questions? Do the students really understand the poem?