

Kaitlin Hughes
Final Exam Lesson Plan
Professor Gust
December 9, 2008

Lesson: Poetry

Length: 50 minutes plus take home

Age or Grade Intended: 10th grade

Academic Standard(s):

10.5.2 Write responses to literature that:

- Demonstrates a comprehensive grasp of the significant ideas of literary works.
- Support statements with evidence from the text.
- Demonstrate awareness of the author's style and an appreciation of the effects created.
- Identify and assess the impact of ambiguities, nuances, and complexities within the text. Extend writing by changing mood, plot, characterization, or voice.

Performance Objectives:

Given a piece of literature, groups of students will discuss the poem with all students participating.

Using the same piece of literature, each student will write a 500 word essay regarding the poem with a 100% accuracy of understanding and error free.

Assessment:

The class will be divided up into groups and given a poem and discussion questions regarding the poem. They will talk amongst themselves and then talk with the entire class. They will also work in their groups to add two new stanzas to the poem and present it, in front of the class. For homework, each student must write a 500 word essay concerning the poem and questions discussed in class, including statements from the text to match their opinions.

Advanced Preparation:

Make enough copies of the poem and discussion questions for each student in the class.

Procedure:

Introduction/Motivation:

Begin by telling the class that we read all the time and when we read, we have to comprehend and sometimes read "between the lines" with pieces of literature. Ask

the class what their favorite type of reading is, whether it is books and if so, what kind of books, poetry, magazines, etc. **(Bloom: Knowledge)** Tell the class, today we will be looking at a very popular poem by Robert Frost called “The Road Not Taken”.

Step-by-Step Plan

1. Pass out the poem and discussion questions to each member of the class.
2. Divide them into groups of three or four.
3. Have them read the poem as a group and answer the discussion questions together. **(Bloom: Comprehension)**
4. Walk around as the groups are discussing, listening in to their conversation and adding your own thought if you feel it is necessary. Ask the groups other questions about the poem, other than the ones that are on the paper.
5. Let them talk for about 10 minutes. **(Gardner: Interpersonal)**
6. Bring the class back together and have each student say something they discussed about the poem in their small group. **(Bloom: Analysis)**
7. After talking together for 10 minutes divide them back into their groups and have them add two new stanzas to the end of “The Road Not Taken”, changing the mood, plot or character of the poem but keeping the poetic style the same. **(Gardner: Verbal/Linguistic; Bloom: Synthesis)**
8. Give the students 15-20 minutes and bring the class back together and have each group present their additional stanzas to the rest of the class.
9. Have the class return to their original seats and tell them they will have an essay to do for homework. Have them write a 500 word essay (about a page or page and a half) about the poem and the questions they discussed within their groups. Tell them to be sure to include statements from the text for evidence. Also, include whether they liked or disliked the poem, why or why not. **(Gardner: Intrapersonal)**

Closure:

Tell the class that understanding literature and what you are reading is very important. Today we looked at a poem more in-depth. Next time, we will take a look at a fun type of poetry such as lyrics to your favorite song and break those up and discuss.

Adaptations/Enrichment:

Student with a Learning Disability in Reading Comprehension: Group this person with a very understanding group or person who will go through the

poem slowly and clearly with them. Continually check on this student and ask them questions about the reading.

Student with ADHD and Emotional Disabilities: Group this student with a calm and supportive group who could keep the student talking and being interactive but not being put on the spot. You could also ask the student if they would rather work alone.

Student with Gifts/Talents in Math and Reading: Have them participate in the group work but for homework, give the student an extra piece of literature that is more of a challenge, and have them answer the same questions to that piece.

Self-Reflection:

I would consider my lesson plan to be closely related to the information-processing theory. They would have already learned the basic knowledge of how to read and beginning to comprehend what they are reading. This lesson only carry's on that knowledge in a broader sense. The students being able to discuss the literature as a group and hearing other people's opinions of it, helps the students in ways that they have not yet learned and a teacher may not be able to point out to their class.

The Road Not Taken

By Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth.

Then took the other, as just as fair
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that, the passing there
Had worn them really about the same.

And both that morning equally lay
In leaves no step had trodden black
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I
I took the one less traveled by,
And that has made all the difference.

Discussion Questions:

- 1.) What is Frost talking about in this poem?
- 2.) Compared to other poetry, are there any significant features in this poem?
- 3.) Discuss Frost's style he uses and what mood his style sets for this poem.