

Grade Level: Grade 11

Subject(s) Area: English Language Arts: American Poetry

Materials Needed: Computer, projector, paper, pencil/pen, textbook or copy of poetry

Standards:

- RL.1 Comprehend texts: a) Read closely to determine what the text says explicitly and implicitly. b) Identify and analyze ambiguities in the text. c) Provide an objective summary of the text. d) Cite strong and thorough textual evidence.
- RL.2 Determine and analyze themes and/or central ideas of texts: a) Analyze in detail the development of the themes or ideas over the course of the text, including how they interact and build on one another to produce a complex account. b) Cite strong and thorough textual evidence.
- RL.6 Determine purpose or point of view by distinguishing what is really meant from what is directly stated.

Objectives

1. *TLW* **engage** in structured discussion and reading of poetry concentrating on literary devices present within Emily Dickinson.
2. *TLW* **connect** previous study of literary devices within literature to the current activity, drawing **comparisons**.
3. *TLW* **determine** purpose or point of view within the poetry.
4. *TLW* **analyze** themes, central ideas, and ambiguities within the poetry of Emily Dickinson.
5. *TLW* **read, retell, relate, and respond** to the poetry of Emily Dickinson, focusing on literary devices, theme, and tone.

Learning Activity

- **Vocabulary:**
 - Lyrical Poetry
 - Slant Rhyme
 - Common Meter
 - Imagery
 - Alliteration
 - Metaphor
 - Diction
 - Tone
 - Theme

- The teacher will introduce the topic of Emily Dickinson by asking students whether or not they have heard of her poetry and making the connection between John Green, Emily Dickinson, and the biography video.
- The teacher will present the video on Emily Dickinson's life to introduce the biography of the author.
- The teacher will read through the Power Point presentation, engaging the students in conversation on literary devices, reading through a poem of Emily Dickinson's with the class, and modeling how the students will analyze the poem during their group activity.
- Students will split into groups in order to analyze a poem by Emily Dickinson.
- Students will engage in a learning activity in which they will be asked to read, retell, relate, and respond. The students will read Emily Dickinson's poem *The Fly* jotting down the most important ideas including any figurative language, diction, themes, style, etc. Then, they will retell the poem in their own words, summarizing the poem based on their notes. Next, students will relate the poem to other topics, authors, or poems they have read. Finally, students will respond to the poem by expressing their own thoughts about the poem.
- The small groups will be called back to their desks and each group will share what they have discussed, review the learning outcomes, and close the discussion.

Accommodations:

- Within my future classroom, students will be grouped with their classmates based on ability level. This means that each group will have students of various levels and understandings of literary analysis in each group in order to benefit both the highflyers and those who may be struggling with the material.
- Students with visual impairments may receive a copy of the power point in a large print.
- Students with hearing impairments will be placed in the front of the room or given the appropriate device in order to best serve their needs.

Assessment:

- Each of the objectives above are addressed within discussion and assessed through observation. This is an introductory lesson for the poetry unit, so further assessment will result during the study of other poets. Reflective questioning will allow the teacher to further assess where students are in terms of understanding and application. Additionally, the learning activity includes a 'relate' component in order for the teacher to see if the students can apply their knowledge to other authors/works as well.

Reflection

- This lesson went over fairly well with students and they seemed to appreciate the connection I made with John Green and *The Fault in Our Stars*. The discussion at the beginning of class went well and the students seemed engaged. In the future, I would like

to fix most of the glitches with the Power Point and slow down my reading of the poem, possibly stopping to ask some reflective questions as we go through it. As the students split off into groups, I heard some great discussion of the poetry, but there were some groups that eventually got off topic. I would like to abate any off-topic conversation by splitting the groups up in a different way. This group arrangement may be based on ability, random, etc. However, I feel that the majority of the groups were able to pick out many of the literary devices, the theme, the tone, and make connections by relating the piece to other works/authors. It was a bit difficult to make this activity work exactly as I wanted it to simply because I do not know the students well enough. If this activity were to take place in my classroom I would make it a part of a larger unit with a bigger assessment (rather than observation) at the end of the unit.