**Content Attainment Lesson Plan**

**Author: Kara Buchanan**

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**Subject(s): English III American Literature**

**Topic or Unit of Study (Title):**  UNIT 2 American Romanticism – The Fireside Poets

**Grade Level:** 11

***Materials:*** Course textbook (Holt McDougal American Literature), Concept Map Graphic Organizer

**Summary (*and Rationale*):** Students will learn to identify the poetic language and rhyme scheme of poetry in the era of Romanticism by analyzing the fireside poets and their work in order to build students’ analytical skills and to introduce them to multiple forms of literature and how ambiguity is used in multiple forms of literature.

**I. Focus and Review (Establish Prior Knowledge):** [10] We have looked at ambiguity in literature such as The Scarlet Letter, now we will look at how authors use ambiguity in poetry. REVIEW: Give examples of words with ambiguous meanings (bark-the sound a dog makes versus bark on a tree, sink-a ship sinks versus the sink in a bathroom) have students use the word in a sentence for each meaning.

**II. Statement of Instructional Objective(s) *and Assessments*:**

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| **Objectives** | **Assessments** |
| *After having read The Chambered Nautilus by Oliver Wendell Holmes students will build a better understanding of the meaning of meter and rhyme scheme by exploring the meaning of meter and the various meters used in poetry followed by identifying which meter is used in the poem, how the rhyme scheme works with the meter, and the effect they have on the poem.* | After reading *The Chambered Nautilus*, students will first show their understanding of meter by modeling the two common poetic meters (iambic pentameter and trochaic trimeter) by pairing up and clapping out the rhythm of each meter while their partner identifies which type of meter it is. Partners will mark whether or not the other got the meter correct or incorrect. Once students properly identify the two types of meters, they will regroup individually and list which meter is used in the poem, how the rhyme scheme works with the meter used, and the effect these poetic strategies have on the interpretation of the mood created in the poem. |
| *After reading Snowbound by John Greenleaf Whittier, students will determine meaning of the words and phrases in the context of the poem by identifying and analyzing the mood created by the poetic language and by exploring how textual meaning can be found through making inferences.* | After reading *Snowbound,* students will determine the mood of the poem and explore how ambiguous words and phrases are used in creating this mood by making inferences from the text using a concept map to connect a minimum of eight different words, phrases, and/or themes to the identified mood. |

State the objective: [5]

Assessment: [35] Interactive Multiple Choice Meter Assessment (partner) , Meter and Rhyme Scheme Assessment (Individual), Concept Map Assessment (Individual)

**III. Teacher Input (Present tasks, information and guidance):**  [10]

* Teacher will go over the common poetic meters and rhyme schemes:
* Iambic: Unstressed syllable, followed by a stressed syllable
* Trochaic: Stressed syllable, followed by an unstressed syllable
* Anapaestic: Two unstressed syllables, followed by a stressed syllable
* Dactylic: A stressed syllable, followed by two unstressed syllables
* Spondaic: Two stressed syllables
* Paeonic: A stressed syllable, followed by three unstressed syllables
* Students will be paired according to assignments previously determined by teacher and will disperse far enough from each other so as not to influence other groups’ listening for the exercise (some may go into another room or hallway if available).
* Interactive Multiple Choice Assessment: One partner will clap out each type of rhyme scheme while other identifies which rhyme scheme is being heard. Each student will note whether their partner got the meters correct and will turn in to teacher.
* Students will regroup back to their seats and will individually determine which meter and rhyme scheme is used in the poem and how that contributes to the mood and tone created by the author.

Ambiguity:

* Students will use the concept map attached below to identify a minimum of 8 ambiguous words or phrases from the poem Snowbound and connect with the mood and theme of poem by clarifying the meaning of the word in the context of the poem versus the meaning outside the context of the poem.
* Students will turn in to teacher upon completion.

Concept Map Handout

<http://www.teachervision.fen.com/graphic-organizers/printable/4306.html?detoured=1>

**IV. Guided Practice (Elicit performance):** [20] Interactive Multiple Choice Meter partner Activity, Ambiguity Concept Map,

***V.* Closure (Plan for maintenance):** [5] Collection and brief review of assessments, address any questions

***VI.* Independent Practice: [5 - end of class]** For extra practice students will describe the “mood” of two of their family members using three (per family member) poetic words or phrases with ambiguous meanings. What is not completed at the end of class will be completed for homework.

**STANDARDS:**

**RL 4: Exploring traditional poetry and the mood created within the text**

**RL 5: Studying stanza and rhyme scheme through meter and allusion**

**RL 1: Making inferences when analyzing poetry in order to create a deeper understanding of the meaning behind the text.**

**Plans for Individual Differences:**

\*Differentiation: Independent Study: For those who are behind on the assigned reading or are struggling with understanding the text, the teacher will work with the students and guide a review and independent study of the text while other students work in pairs to identify the mood and tone of the poem.

For students who struggle with vocabulary I will create a vocabulary list of the more advanced words in the poem and provide a meaning for each of those words.

**References (APA style):**

Houghton Mifflin Harcourt Publishing Company. *Literature*. Teacher’s Edition. 2012. p350-361.

Teacher Vision. Concept Map. <http://www.teachervision.fen.com/graphic-organizers/printable/4306.html?detoured=1>