

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - LA, Reading	Cognitive Skill Level - Analysis	Correlation to Framework - 04.01/04.06	Lesson Number - 12
<p>Activity Title - Poetry</p> <p>Goal/Objective</p> <p>To use analysis skills to evaluate poetry.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>GED students often have trouble understanding poetry. Many student lack the literal and figurative language skills needed to understand how the poet has created images that affect the reader emotionally. Students should understand the basic characteristics of poetry and methods for reading poems to improve comprehension and analysis skills.</p> <p>Activity</p> <p>Distribute the Poetry handout. Review with students the main characteristics of poetry. Discuss with students the importance of reading and re-reading a poem several times to better grasp its meaning. Compare poems to lyrics in music to help students get a better understanding of the layout or format of a poem and how it is written in stanzas. Distribute copies of the handout of The Road Not Taken. Have students follow the steps for reading poetry and read the poem.</p> <p>Debriefing/Evaluation Activity</p> <p>Ask students to describe in their own words what the poem means to them. Discuss the different interpretations given by each student. Explain how a poem can effect difference people in different ways and that is one of the wonderful and unique things about poems. Just like music, poems impact people's emotions and everyone will respond differently.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Handout—Poetry • Handout—The Road Not Taken • Paper and pencil
			<p>Extension Activity</p> <p>Have students write a paragraph about what the poem, The Road Not Taken means to them.</p>
			<p>ESE/ESOL Accommodations</p> <p>Provide an audio version of the poem</p> <p>Highlight key words in the poem</p> <p>Provide a dictionary for the student to look up unfamiliar words</p>
<p>Real-Life Connection</p> <p>Have students search the Internet for poetry. They can try several search engines to look for specific types of poems. Have students use Poet's Corner at http://www.theotherpages.org/poems/ or How to Search for Poetry at http://www.netpoets.com/search/poetry-search.htm as two starting points. Have students find poems about topics in which they are interested.</p>			

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - LA, Reading	Cognitive Skill Level - Analysis	Correlation to Framework - 04.01/04.06	Lesson Number - 12
Activity Title—			
Introduction			
<p><i>Ask:</i> How many of you enjoy listening to music? How many of you enjoy listening to poetry? <i>Say:</i> Poems are very much like the lyrics to a song. Both touch the emotions of people. Sometimes people have problems understanding poetry, because they do not have the literal and figurative language skills they need. Today, we are going to discuss the characteristics of poetry and also learn some strategies for reading and analyzing poetry.</p>			
Main Activity			
<p>Distribute the Poetry handout. Review with students the main characteristics of poetry. Discuss with students the importance of reading and re-reading a poem several times to better grasp its meaning. Compare poems to lyrics in music to help students get a better understand of the layout or format of a poem and how it is written in stanzas.</p>			
<p>Distribute copies of the handout of The Road Not Taken. Have students follow the steps for reading poetry and read the poem. Ask students to describe in their own words what the poem means to them.</p>			
Debriefing/Evaluation Activity			
<p>Discuss the different interpretations given by each student. Explain how a poem can effect difference people in different ways and that is one of the wonderful and unique things about poems. <i>Say:</i> Just like music, poems impact people's emotions and everyone will respond differently.</p>			

Poetry

Common Characteristics

- Sentences are divided into lines.
- Lines are sometimes grouped into stanza to create a musical effect.
- Poems use descriptive language, creating images that can affect the reader emotionally.
- The tone of a poem can expose the poet's feelings and attitudes about or toward a given issue or subject.
- Poems can cover a wide range of subjects, both serious and everyday experiences.

Reading and Understanding Poetry

- Read the poem several times to get a feel for the way the poet uses language.
- Look up unfamiliar words in a dictionary.
- Read the poem slowly.
- Notice where sentences begin and end.
- Apply what you understand about the poem to parts that may be difficult to understand.
- Read the poem aloud.
- Listen to the sound and rhythm of the words.
- Look for what the poet is trying to tell you.
- Let the poem paint pictures in your mind so you can visualize what the poet is talking about.

The Road Not Taken

Robert Frost (1874–1963). Mountain Interval. 1920.

**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.**