**Lesson Plan 1: Poetry**

**Standards:**

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

4. Interpret words and phrases as they are used in a text, including determining technical connotative and figurative meanings; analyze how specific word choices shape meaning or tone

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take

**Objective:** Use poems “i carry your heart,” by e.e. cummings and “A Tranquil Night,” by Li Bai, to unravel how themes in literature (here, of love and family) can be both similar and different. Use technology (Google Earth via SmartBoard) to help students concretely conceptualize the geographical differences of the works and aid in their discussion.

**Lesson Procedure:**

* Teacher plays popular songs with similar themes right at beginning of class. Ask students to think about what the songs mean (leave it open-ended). *(10 min.)*

“Don’t Forget to Remember Me”, by Carrie Underwood -**http://www.youtube.com/watch?v=lmAi\_qJoPbU&ob=av2e**

“My Boo”, by Usher & Alicia Keys - **http://www.youtube.com/watch?v=oRG333BZHeg**

Quick *(1 min.)* class discussion: What are the main messages in these songs?

* Teacher passes out handout with both poems to students.
* Teacher reads both poems out loud to class.
* Teacher uses SmartBoard to show students Google Earth images of where in the world each poet/artist writes/wrote from. Look at local scenes/monuments for each area. (Carrie Underwood – Oklahoma, U.S.A.; Usher/Alicia Keys – New York City, U.S.A.; e.e. cummings - Massachusetts, U.S.A.; Li Bai – China)
* Teacher splits up students into groups and assigns one of the poems to each group.

*Group objective:* Students will choose which song they feel their poem resembles more closely.

Students will then discuss poem and come up with its central theme(s), draw a picture representing poem, and write its theme(s) at bottom. Teacher walks around groups and answers questions that students have. *(10 min.)*

* Each group is paired with a different group who worked on the other poem. Groups explain drawings to each other. *(10 min.)*

Teacher poses questions for the groups to discuss:

1. Why did you choose the song that you did to be more similar to your poem?
2. What are the common themes/images in both poems? How do they compare to the songs?
3. How do these themes/images change meaning in the different poems? Do the songs have similar differences in meaning? What could be the reasons for the differences? (examples: different cultures, time periods, emotions behind words)
* Each larger group presents their picture and answers to previous questions in front of class. Pictures are taped to chalkboard. *(15-20 min.)*
* Teacher facilitates ongoing whole-class discussion as/after each group presents.

(Are common themes/answers developing? Suggest other reasons for differences. Provide author/culture background information where relevant.)

* Homework: Journal entry – Are these themes relevant in your own life (modern-day time period) and culture? How or how not?

**Assessment:**

2. Use students’ drawings, responses, and discussion to indicate their levels of understanding of the ideas in the texts.

4. Look at groups’ drawings to indicate students’ understanding of the imagery/words/connotative meanings used in the texts.

9. During group and whole-class discussion, students will demonstrate their ability to analyze and draw conclusions relating both texts.

A really helpful artifact that could be created by the teacher to aid learning by supporting the lesson’s technology resources would be a VoiceThread presentation giving some background/cultural information and photos/videos about each geographical area featured on Google Earth. After its creation, the teacher would invite students to comment on it, adding their own prior knowledge about the areas and offering opinions as to whether or not the poem’s/song’s themes are affected by the region it was written in. This VoiceThread project could be worked on during visits to the school computer lab, and, even better, it could be posted to the class website for students to show off to their families.