**Subject area/course**: English/Language Arts

**Grade level/band**: 9–10

**Task source**: Summit Public Schools

**Poetry Comparison Essay**

**TEACHER'S GUIDE**

1. **Task overview**:

In this task, students will learn how to read and annotate a poem to understand its message and the way that the poet is conveying that message. After practicing poetry analysis on a variety of poems as a class, students will explore several poems that describe the experiences and effects of war. As a final project, students write a poetry analysis essay comparing and contrasting two poems that deal with the topic of war.

1. **Aligned standards:**
2. **Primary Common Core State Standards**

[CCSS.ELA-LITERACY.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-LITERACY.RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2/) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-LITERACY.RL.9-10.4](http://www.corestandards.org/ELA-Literacy/RL/9-10/4/) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

[CCSS.ELA-LITERACY.W.9-10.2](http://www.corestandards.org/ELA-Literacy/W/9-10/2/) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

[CCSS.ELA-LITERACY.W.9-10.4](http://www.corestandards.org/ELA-Literacy/W/9-10/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-LITERACY.W.9-10.5](http://www.corestandards.org/ELA-Literacy/W/9-10/5/) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

1. **Critical Abilities**

Analysis of Information:Integrate and synthesize multiple sources of information (e.g., texts, experiments, simulations) presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to address a question, make informed decisions, understand a process, phenomenon, or concept, and solve problems while evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Communication in Many Forms:Use oral and written communication skills to learn, evaluate, and express ideas for a range of tasks, purposes, and audiences. Develop and strengthen writing as needed by planning, revising, editing, and rewriting while considering the audience.

Interpersonal Interaction and Collaboration**:** Develop a range of interpersonal skills, including the ability to work with others, to participate effectively in a range of conversations and collaborations.

1. **Time/schedule requirements:**

This task will take approximately 3 weeks to complete, depending on your schedule and the amount of time allocated for students to work on their analysis and essays both inside and outside of class.

1. **Materials/resources:**

* Item A. Poems List
* Item B. Why You Should Read Poetry
* Item C. Introduction to Poetry
* Item D. How to Identify Tone
* Item E. TPS-FASTT Annotation Strategy Cards
* Item F. Poem Analysis Paragraph Assignment Sheet
* Item G. Poetry Socratic Prep
* Item H. Socratic Seminar Peer Observation
* Item I. Poetry Exploration Graphic Organizer
* Item J. Venn Diagram for Poetry Comparison
* Item K. Outline Template
* Item L. Peer Feedback Form

1. **Prior knowledge:**

None listed.

1. **Connection to curriculum:**

None listed.

1. **Teacher instructions:**

Launch Activity

* Have students read the handout and answer the questions on *Item B: Why You Should Read Poetry*. Once students have completed the questions, discuss as a class.
* Have a student read out loud the poem, "Introduction to Poetry," by Billy Collins. (*Item C. Introduction to Poetry*). As a class, identify the metaphors and consider what each means.
* Have students consider the tone in the Collins poem. Have them fill out the handout *Item D: How to Identify Tone.* Discuss as a class.

Step 1 – Poem Analysis Paragraph

* Give students printed (on card stock if possible) copies of *Item E: TPS-FASTT Annotation Strategy Cards*
* Have students use the TPS cards to annotate Neruda's poem, "Ode to Some Yellow Flowers," and write a paragraph analyzing the poem. If necessary, they may use the template on the handout (*Item F: Poem Analysis Paragraph Assignment Sheet*).

Step 2 – Socratic Seminar

* Introduce the concept of a Socratic Seminar. Review requirements of a seminar leader; review the peer review rubric. Put students in groups of four. Assign each student in the group one of the four poems on the handout (*Item G: Poetry Socratic Prep*). Using the handout, each student should prepare a Socratic seminar on his or her poem for homework (or as a class assignment).
* Once each student has prepared his or her seminar individually, the group of four will meet and take turns sharing their analyses. Each student will receive feedback from the other three members of the group using *(Item H: Socratic Seminar Peer Observation*).

Step 3 – Essay Pre-Writing

* Next, on their own, students will find three poems addressing the subject of war. The teacher should guide them in where they might locate the poems. They will then fill out *Item I: Poetry Exploration Graphic Organizer*.
* Using the poems they have located, students will fill out the graphic organizer, *Item J: Venn Diagram for Poetry Comparison*.

Step 4 – Essay Rough and Final Draft

* Using *Item K: Outline Template*, students will draft an essay outline. Using the outline, they will draft an essay. In pairs, students will peer review the essays, using

*Item L: Peer Feedback Form*. Once the essays have been peer-reviewed, students will revise using, as appropriate, the feedback they have received.

1. **Student support:**

None listed.

1. **Extensions or variations:**

For step three, students can be given sets of poems in lieu of their locating their own.

1. **Scoring:**

Student work can be scored using the Summit Public Schools Poetry Comparison Essay Rubric.