

Teacher Directions and Notes

Lesson Objective

Students will review poetry terms and use them and a graphic organizer to analyze a chosen poem.

Time: One class period (if necessary, taking up the TP-CASTT can be completed the following class)

Purpose

- By analyzing a poem using a step-by-step method, students are strongly guided through key elements, including poetry terms, to establish an understanding of a poem.

Materials Needed

- Tech to play an episode of the podcast Poetry Unbound
- Poetry Terms handout (included in this resource)
- TP-CASTT handout (included in this resource) 2 copies per student
- Copy of a poem to analyze as a class
 - We suggest: [Paul Laurence Dunbar's "We Wear The Mask"](#)
- Poem options to analyze individually - return to list of poems from day 1 or check out www.poets.org or www.poetryfoundation.org to search for suitable options. (Poets.org has a great search tool to find poems based on theme, type, etc.)

Step-By-Step Directions

1. Introduce the day's lesson by letting your students know that you'll be talking about poetry and focusing on key terms and analysis today.
2. Start with an episode of the podcast Poetry Unbound. The episodes are short - usually 10 minutes or less - and focus on a reading and some analysis of a poem (see suggestions in this resource). Have students record their own observations of the poem featured in the episode on their Bell Ringer Handout that they can use for three different episodes (included in this resource). Once complete, provide students a few minutes to discuss the poem in pairs, small groups, or as a whole class.
3. Give students a copy of the Poetry Terms handout (included in this resource). The handout features 15 definitions of poetry terms that students can use throughout the unit. There is space on the handout for students to add their own examples.
 - OPTION 1: Provide students some time to review the handout and make notes about examples.
 - OPTION 2: In small groups, give students the copies of the poems they used in the previous lesson to search for examples to fit the definitions.
 - OPTION 3: Ask students to continue to refer to and add their own examples throughout the unit.
4. Once students have reviewed the definitions, share a copy of the text of [Paul Laurence Dunbar's "We Wear The Mask"](#) and a copy of the TP-CASTT handout (included in this resource). Review what the letters in TP-CASTT stand for: Title, Paraphrase, Connotation, Attitude, Shift, Title, Theme.
5. Read the poem and review the rhyme scheme as a class. Mark out the rhyme scheme of the poem. This means to identify each line with a letter and to repeat that letter for a line whose rhyme matches. This poem's rhyme scheme is AABBA AABC AABAC. Discuss the role of rhyme - to give the poem a flow but even more it's to draw attention to lines and thus connected ideas.
6. Let students work solo or in pairs to analyze a poem using their TP-CASTT handout. You may assign [Emily Dickinson's "Hope is the thing with feathers"](#) as this poem is suitable for most high school students.
7. Leave time at the end of class to take up the handouts to ensure student understanding. (An answer key is provided for [Emily Dickinson's "Hope is the thing with feathers"](#).) As a full class have students share their responses.
8. If time allows have students complete an independent TP-CASTT of another poem.
9. Wrap-up the class by having students discuss when a TP-CASTT might be useful for poetry and/or return to the class definition of poetry and see if they'd add any updates to it based on their learning today.

Ways To Differentiate This Lesson

If you have emergent learners or ESOL students, try this:

- Spend time reviewing the poetry terms handout and working with students to create an example for each term - this will help to solidify knowledge and understanding.
- Provide students with the TP-CASTT handout. Review what the letters in TP-CASTT stand for in the graphic organizer.
- Choose a poem and read it aloud to the class. Define any unknown words. Work together as a class to complete the TP-CASTT using the poem. [Emily Dickinson's "Hope is the thing with feathers"](#) is a fairly straightforward poem with a single extended metaphor/symbol with the bird as hope so it could be a great choice for emergent learners or ESOL students or you can do the poem "We Wear The Mask" by Paul Laurence Dunbar, but you should give them some context for the poem ([see this link for context](#)).

If you have pre-AP or AP students, do this to challenge them:

- For the Poetry Terms handout, give students, in small group, copies of the poems they used in the previous lesson to search for examples to fit the definitions.
- Once complete, shift to the TP-CASTT and provide students with a variety of poems rather than a single class poem. Students might complete this on big paper to use as a gallery walk or short class presentation of their findings.

Suggested recent episodes of [Poetry Unbound](#):

- [Wo Chan — the smiley barista remembers my name](#)
- [dg nanouk okpik — In a Lock of Hair](#)
- [Rumi — You wake the dead to life](#)
- [Victoria Adukwei Bulley — not quiet as in quiet but](#)
- [Dunya Mikhail — Eva Whose Shadow Is a Swan](#)
- [Kevin Goodan — We give...](#)
- [Laura Villareal — My Worries Have Worries](#)