

Writing Workshop – Interpretive Essay of Poem
Language of Literature
pp 238-242
(Multiple day Unit)

Teaching Points: Read and interpret a poem and write an effective response to that poem.
Standards: CC1.4.7.F CC1.4.7.S
Materials: <ul style="list-style-type: none">• <i>Language of Literature</i>, text pp. 238-242• <i>Language of Literature</i> – for student model – page 202• PDF Handouts for Poetry Interpretation, step by step, to give to students if desired from the <i>Language Network</i> ancillaries.• Selected poem or poems for interpretation
Connection: <p><i>Some people say that reading a poem is like peeling an onion, with every layer there is another underneath. When we read poetry, we have to look beyond the face value and dig deeper into the meanings of the poems. When you write an interpretation of a poem, you are informing the reader of the messages that you have discovered and are encouraging others to explore as well.</i></p>
Modeling (I do): <p><i>Read to yourself while I read aloud.</i></p> <p><i>Let's see how this is done.</i></p> <p><i>First look at the "Basics in a Box": for an interpretive essay on page 238. There is a graphic organizer that shows how you could formulate the interpretive essay. Evidence and examples are key to support your ideas on what the elements of the poem mean.</i></p> <p><i>Some things to include</i></p> <ul style="list-style-type: none">• <i>Identify the title and author of the work</i>• <i>Give a clearly stated interpretation of the work's message at or near the beginning of the essay</i>• <i>Present examples to support the interpretation</i>• <i>Use transitions to guide the reader</i>

- *Summarize the interpretation in the conclusion*

The greatest portion of the essay is the evidence. So as we read the poem, choose the evidence carefully and thoughtfully!

Guided Practice (We do)

Read the poem p. 202 in text of the poem “The World is not a Pleasant Place to Be”

Read the model out loud, and discuss the rubric in action with the students.

Identify the key words that were mentioned in the rubric as well as in the analysis.

Have the students answer the following questions:

1. Why is it important to include the statement of interpretation in the introduction?
2. What does the stanza by stanza organization method does to show what the writer should include in each paragraph?
3. With your group, include examples from the text that support the interpretation of the metaphor. Turn and talk, listening to the others examples and provide feedback to their opinions.
4. Why is it important to include the direct quotations from the poem in the analysis?
5. What details does the writer use to support the interpretation?
6. What other ways could the writer have ended the discussion and how does the author use his or her own words to discuss the main idea of the poem?

Independent Practice (You do)

1. Choose a poem from the list of poems from the text or other source to analyze.
2. Read the poem multiple times both to yourself and out loud to another, taking time to pause and reflect on the meaning.
3. After reviewing either the questions from the handout of Ideas for Literary Analyses, or the reference sheets in the appendix, jot down responses and reactions to one the following literary elements of the poem: Theme, Character, Plot, Setting, Imagery, or Symbols.

Sharing/Closure The students will share with a partner or conference with the teacher about what poem and element they have chosen to analyze. And will then proceed to write the analysis, following the *Language Network Resources*.

Assessment – check for understanding

Grade 7 Quarter 2 Unit 2- General Literary Analysis - Poetry

Reflection

Example poem (page 202)

The World is not a Pleasant Place to Be

By Nikki Giovanni

the world is not a pleasant place
to be without
someone to hold and to be held by

a river would stop
its flow if only
a stream were there
to receive it

an ocean would never laugh
if clouds weren't there
to kiss her tears

the world is not
a pleasant place to be without
someone

Think about literature: how would you describe the feelings that the speaker expresses in the first stanza?

How the examples from nature help you understand the speaker's feelings?

Why do you think the poet chose the word "pleasant" instead of something else?