

Wildflower Wayside Shrine

English Curriculum: Analyzing and Writing Nature Inspired Poetry

Timeframe: one week

Grade level: 9-12

Objective: Students will read and analyze nature inspired poetry by E.E. Cummings and Robert Frost before they write their own nature poetry inspired by the Wildflower Wayside Shrine.

Language Arts Standards:

LA.910.3.2.3

- analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression.

LA.910.2.1.3

- explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position);

LA.910.3.1.1

- generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;

LA.910.3.3.1 - evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;

LA.910.3.5.1 - prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);

Activities:

The teacher will introduce each of the following poems to the class. Students should refer to the instructions on the worksheet (scroll down for copy) for interpreting detail and implications to understand the poem.

The class will read the first poem together, and the teacher will model how to complete the details/interpretation worksheet.

Assign the next three poems for the students to complete with a partner, or individually.

somewhere I have never traveled, gladly beyond by E.E. Cummings

<http://www.poets.org/viewmedia.php/prmMID/15401>

also found on page 810 of Holt Elements of Literature, Fifth Course

Design by Robert Frost

<http://www.poets.org/viewmedia.php/prmMID/15718>

also found on page 815 of Holt Elements of Literature, Fifth Course

Nothing Gold Can Stay

<http://www.poets.org/viewmedia.php/prmMID/19977>

also found on page 817 of Holt Elements of Literature, Fifth Course

Birches by Robert Frost

<http://www.poets.org/viewmedia.php/prmMID/15729>

also found on page 820-821 of Holt Elements of Literature, Fifth Course

Next Step: on the trail

Students will observe nature on the Wayside Shrine Trail using the mindset of a poet.

Instruct the students to silently observe the location while focusing on the five senses: sight, sound, touch, smell, taste.

Students will write these examples while they are on the trail.

The following day(s): Students will use the list of their observations on the trail to write their own nature inspired poetry.

The teacher should remind the students of the previous poetry discussed in class. Encourage deeper meaning by having the students analyze their own, and peers' poems for interpretation.

Students will type their poems to be displayed in the classroom. The class will select the best poems to be featured in a student created newsletter and website.

Interpretation Worksheet

Name _____

Date _____ Period _____

Name of poem or story _____

After reading a piece of literature or poetry, you need to figure out what it means. You need to THINK about it before you can write about what you have seen or read. We are going to practice slowing down and thinking before we begin writing.

1. Individually, LIST all the details you notice in the poem. Do NOT decide what the details mean. Just LIST them.
2. With your partner, LIST all the details you notice in the poem. Avoid creating ANY story surrounding the poem. Focus on what you see.
3. With your partner, group the details that belong together and complete the Details column on the back of this sheet.
4. As a class, we will talk about details and their implications. We'll practice a few together and you'll return to your groups to complete the rest of the chart on the back of this paper.

As homework (or at the end of class), write a short paragraph about the poem we read in class. Use the interpretation structure below to make sure you have included all THREE parts.

Interpretation:

1. **Interpretative claim** - The poem is about...
2. **Detail and/or evidence** - Quotes, super short summaries, the author says... in the poem or story.
3. **Commentary or Explanation** - This is where you explain why you came up with what you did. How did you put the details together to form an opinion or understand the story?

Draft AREA for homework:

What was the poem about:

What details did you put together:

How did the implications come together to help you see what is happening in this poem:

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