Creative Writing Lesson: Poetry

SECE3210F: Creative Writing Workshop
Fall 2021 - Nova Southeastern University
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LAFS.1112.RL.2.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

Standards-Based Goals

★   Students will be able to interpret figurative language featured in poetry

★   Students will be able to distinguish the difference between connotation and denotation

★   Students will be able to utilize stylistic techniques featured in writing in order to determine the larger purpose of the piece

★   Students will be able to to utilize stylistic devices and explain the reason of their use within their own writing
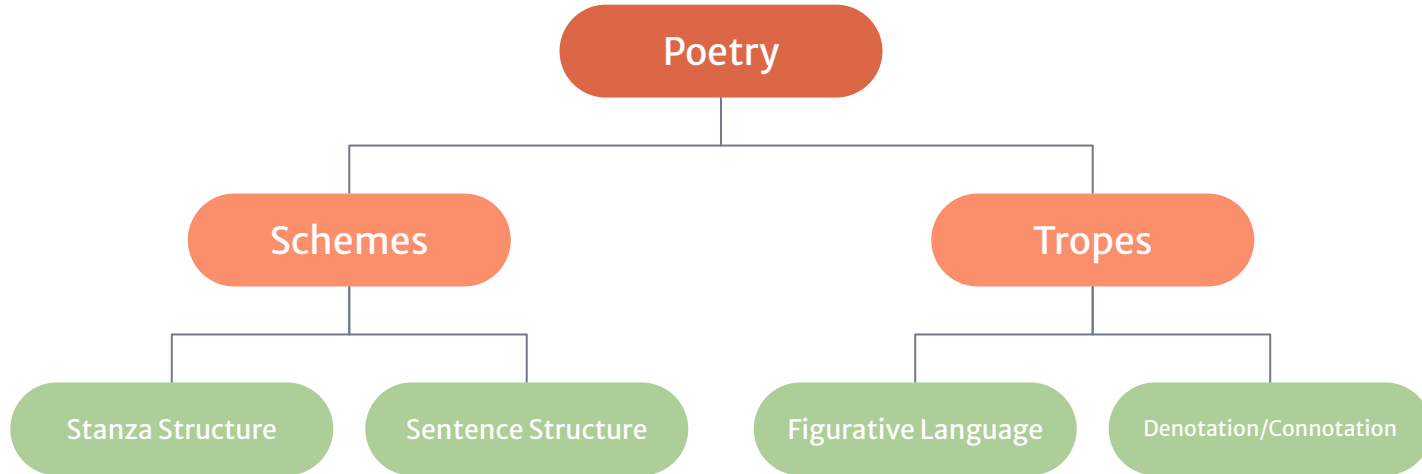
Shakespeare's Sonnet 130

My mistress' eyes are nothing like the sun;
Coral is far more red than her lips' red;
If snow be white, why then her breasts are dun;
If hairs be wires, black wires grow on her head.
I have seen roses damasked, red and white,
But no such roses see I in her cheeks;
And in some perfumes is there more delight
Than in the breath that from my mistress reeks.
I love to hear her speak, yet well I know
That music hath a far more pleasing sound;
I grant I never saw a goddess go;
My mistress, when she walks, treads on the ground.
   And yet, by heaven, I think my love as rare
   As any she belied with false compare.

Reasoning for Inclusion of Sonnet 130

- ★ "…many teachers stated that they select poems for the class that they personally enjoyed reading…" (Sigvardsson 2020).
- ★ Sonnet 130 is an enjoyable piece for me, and the satire used in it with engage students more so than a poem that is more straightforward and requires less thought.

Lesson Plan

- ★ Students will read Shakespeare's "Sonnet 130" individually, annotating any literary devices and stylistic techniques (both schemes and tropes) used
- ★ Students will have a small group discussion (4–5 students per group) and determine 2–3 choices they feel were most significant to the larger meaning of the piece
- ★ The class will reconvene and a representative from each group will present which choices they felt were most important

Lesson Plan (Continued)

★ Students will have the opportunity to write their own piece of poetry

★ They should choose schemes and tropes, along with diction and structure with intention

★ Once they have finished their poems, students will be asked to write a short reflection paper (1–2 pages) explaining the choices they made and how they contribute to the larger meaning of the poem.

Accommodations

★ Students with learning disabilities and ESOL students will be placed in groups with students who are capable of helping them to reach them the same conclusions from the text.

★ ESOL students will also be provided a translated version of this work if necessary

★ Audio versions of the text will also be provided for different learning styles

Summary of Lesson

1 — Students will individually read "Sonnet 130," annotating any devices.

2 — Students will discuss the poem as a small group, and determine 2–3 devices of significance.

3 — One representative will present the group's decision to the class in a larger group discussion.

4 — Students will write their own piece of poetry.

5 — Schemes and tropes utilized in students' work should be chosen intentionally.

6 — Students will write a 1–2 page reflection discussing their techniques and how they demonstrate the larger meaning

Assessment

★ Formative:
  ○ Participation in small group discussion
  ○ Presentation of findings in classroom discussion
★ Summative:
  ○ Final poem submission
  ○ Poem reflection

Authentic Assessment Rubric

	3	2	1
Participation in Class Discussion	**3** Student contributed original ideas.	**2** Student followed the thought process of discussion but could have contributed more.	**1** Student did not contribute to the discussion, nor seem to understand.
Presentation of Group Research	**3** Group presented an extensive amount of research on the subject.	**2** Group presented an adequate amount of research on the subject.	**1** Group presented little or no research on the subject.
Final Poem Submission	**3** Student wrote a poem that successfully implemented poetic devices to represent a larger idea.	**2** Student wrote a poem that either used poetic devices or represented a larger idea.	**1** Student wrote a poem that did not implement the use of poetic devices or embody a larger idea.
Reflection	**3** Student was able to reflect upon and discuss their poetic devices and their connection successfully.	**2** Student explained portions of their poetic devices in connection to a larger idea.	**1** Student did not explain the connection their poetic devices held to the larger idea.

References

Sigvardsson, A. (2020). Don't fear poetry! secondary teachers' key strategies for engaging pupils with poetic texts. Scandinavian Journal of Educational Research, 64(6), 953–966. doi:http://dx.doi.org/10.1080/00313831.2019.1650823