

# Lesson Plan

**Author:**

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**Grade Level:**

9-12



## Mrs. Biechler's Story City Adapted POL Lesson Plans

### Scope

Number of sessions:

6-8 depending on  
class size

Time of sessions:

45 minutes

NCTE Standards:

1, 2, 3, 4, 6, 8, 9, 10,  
11, 12

### Introduction

For this unit, students will be participating in and completing assignments that will ultimately lead to a poetry recitation contest in the classroom. For this contest, and for a grade, each student will memorize at least one poem. We will follow the schedule below. We may not do these consecutively, giving students time to explore the poetry anthologies in the room and on the Web site.

### Learning Objectives

Students will:

- Read at least four poems from the Poetry Out Loud Web site
- Learn the definition of author's tone
- Define and use at least 5 new words from the Tone List
- Learn and identify at least 3 qualities of a ballad
- Create a tone map for at least one poem
- Select and memorize one poem of at least 14 lines from the Poetry Out Loud web site

### Classroom Sessions

Session 1

Introduction to the assignment and competition. Discuss appropriate times and situations for the recitation of poetry. Look at some examples from media. Assignment: Select three passages from three different poems available at [www.poetryoutloud.org](http://www.poetryoutloud.org) that fit the situation students discussed. Have students write their justification for choosing those passages. This will be worth a total of 15 points (5 points per passage). Students will be asked to share one of their justifications in class.

Session 2

Spend time sharing the situations and lines the students selected. Have them tell why they selected the lines. Have them turn in their assignments.

Iowa Poetry Out Loud



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## Session 3

Review ballads. Listen to some ballads being read. Reference [www.poetryoutloud.org](http://www.poetryoutloud.org), one of the anthologies or your text for ballads. Choose three ballad qualities from the one you selected and discuss how it fulfills these qualities. 10 points.

### Ballads:

- Tell a story
- Have little or no narration/exposition
- Use dialogue
- Repeat refrain lines (could be nonsense)
- Have stanzas that typically alternate between 4-beat and 3-beat lines
- Rhyme the second and fourth lines

## Session 4

Using the Terms for Tones list, have the students select five words they do not know and look up the definitions. Write the meaning next to the word. Have them share with others near them. 5 points participation. Listen to "Jenny Kissed Me." Ask: Where in the poem do you hear the shift in mood? Have them cite words or phrases. Encourage them to listen for how the performer shifts her voice to change the mood. Refer to the Tone map. Now listen to "Miniver Cheevy." Ask: What would be some words to describe this poem? Listen to Hamlet's speech and "The World Is Too Much With Us." Discuss various tones; compare and contrast.

## Session 5

Have the students choose a poem of at least 14 lines to recite for the classroom Poetry Out Loud. The poem must come from [www.poetryoutloud.org](http://www.poetryoutloud.org). Have them format the poem as a two-column "map" (see "Jenny Kissed Me"). Have them practice their poem with a partner. The partner who is listening should explore how the recitation conveyed the tones noted on the map or if the tone chosen was appropriate for the poem. For a final grade on the recitation, see the Contest Evaluation Sheet.

## Session 6

Classroom Poetry Out Loud Recitation Contest.

