Grade 7: Module 3A: Unit 1: Lesson 14
Poetry Analysis: Small Group Practice

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can analyze the impact of rhymes and repetitions of sound on a specific section of poetry. (RL.7.4.)
I can determine the figurative meaning of words and phrases in literary text. (RL.7.4)
I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5)
I can analyze how a poem's form or structure contributes to its meaning. (RL.7.5)

Supporting Learning Targets	Ongoing Assessment
• I can analyze the impact of rhyme and repetition in a specific section of poetry. • I can determine the figurative meaning of words and phrases in a poem. • I can analyze how a poem's structure contributes to its meaning.	• Exit Ticket: Poetic Tools in the Narrative

Agenda	Teaching Notes

1. Opening
   A. Entry Task: "Black Woman" (10 minutes)
 2. Work Time
   A. Partner Reading of "slaveships" (30 minutes)
 3. Closing and Assessment
   A. Exit Ticket: Self-Assessment #2 (5 minutes)
 4. Homework
   A. Complete Poetry Analysis Practice #2 and review the Poet's Toolbox reference sheet.".
   B. Bring your independent reading book to class in case you finish the assessment early.
	• In this lesson, students continue to build their poetry analysis skills. They analyze poetry individually and with a partner or small group. The How to Read a Poem anchor chart guides their analysis and provides structure for their thinking and conversations.
	
	 • Students work with a complex poem today—"slaveships" by Lucille Clifton. Be sure to give students ownership of this intellectual challenge by not guiding discussion too much. Instead, allow them to rely on the How to Read a Poem anchor chart to guide their thinking.
	
	 • You may wish to show students a picture of a slave ship to help them better understand Clifton's poem. An internet search will yield many possibilities.
	
	 • Use students' responses on the Entry Task: "Black Woman" and the Exit Ticket: Self-Assessment #2 to identify questions that need to be addressed at the onset of the next lesson.
	
	 • Review: "Black Woman" by Georgia Douglass Johnson, "slaveships" by Lucille Clifton.
	
	 • Post: Learning targets.

Lesson Vocabulary	Materials
still, rhyme scheme, allusion, apostrophe	• Entry Task: "Black Woman" (one per student and one to display) • Document camera • Poetry Analysis Practice #1 (homework, from lesson 13) • Entry Task: "Black Woman" (answers, for teacher reference) • "slaveships" by Lucille Clifton (one per student and one to display) • How to Read a Poem anchor chart, student version (from Lesson 12, one per student) • Picture of slave ship (locate in advance; see Teaching Notes) • Equity sticks • "slaveships" Close Reading Guide (for teacher reference) • Exit Ticket: Self-Assessment #2 (one per student) • Poetry Analysis Practice #2 (one per student)

Opening	Meeting Students' Needs
A. Entry Task: "Black Woman" (10 minutes) • Distribute one copy of the **Entry Task: "Black Woman"** to each student and display one copy using the **document camera**. • Instruct students to take out their **Poetry Analysis Practice #1** from homework and use it to complete the entry task. • After a few minutes, debrief students on Poetry Analysis Practice #1 and the **Entry Task: "Black Woman."** Use this as an opportunity to gauge how comfortable students are with poetry analysis. See Entry Task: "Black Woman" (answers, for teacher reference) for suggested answers, but let the students' answers lead discussion. • Point out that this poem, "Black Woman" by Georgia Douglass Johnson, is a good example of a rhyme scheme: the pattern of end rhyme in a poem. Point out that many poems do not rhyme—but when they do, it's good to pay attention to it. A rhyme scheme can do two things: It can help create rhythm and can contribute to mood. It can also make a poem "sing," or come alive to the reader. Some poems are easier to remember and more enduring because they rhyme. Consider quoting your favorite lines of rhyming poetry as an example. • Direct students' attention to the posted learning targets. Point out that the learning targets for poetry emphasize repetition of sound. Rhyme is a kind of repetition of sound. • Point out the rhyme scheme of "Black Woman" (ABCBDEAB/ABCBDEFE). • Explain that rhyme scheme is particularly important to note when the author breaks the pattern as she does in the second stanza. This further reinforces the importance of those last, powerful lines. • Use this time to teach any concepts you identified as challenges from the Exit Ticket: Poetic Tools in the Narrative and today's Entry Task: "Black Woman."	• Developing self-assessment and reflection supports all students, but research shows it supports struggling learners most. • Checking in with learning targets helps students self-assess their learning. This research-based strategy supports struggling learners most.

Work Time	Meeting Students' Needs
A. Partner Reading of "slaveships" (30 minutes) • Distribute a copy of **"slaveships" by Lucille Clifton** to each student and display one copy using the document camera. • While you are doing this, ask students to take out their **How to Read a Poem anchor chart, student version**. • Explain that Clifton makes an *allusion* in this poem that they may not know. She is saying that the slave ships, which brought over the slaves, were named "Jesus," "Angel," and "Grace of God." In this poem, she sometimes refers to the ironically named ships; other times, she uses an *apostrophe* and talks to Jesus or an Angel. It is ambiguous and purposefully so. • You may want to display a **picture of a slave ship**. • Invite students to follow along and read the poem silently in their heads while you read it aloud. • Assure students they will get plenty of time to discuss this poem with a partner, but first they will do some analysis on their own for 7 quiet minutes. Tell students this is similar to what they will do in the End of Unit 1 Assessment in the next lesson, and express your confidence in their abilities. • Ask students to follow the How to Read a Poem anchor chart, student version and annotate "slaveships." Explain that the Partner Read section of their "slaveships" handout is where they will report out on their conversation with a partner, and they should leave it blank for now. • After 7 minutes, arrange the students in pairs or triads. Consider using the Exit Ticket: Self-Assessment from Lesson 12 to identify a small group of struggling students to work with. • Ask students to read "slaveships" aloud with their partners. Then, using the How to Read a Poem anchor chart, they should share how they annotated the poem with their partners. Once they have discussed their ideas, they are to record their most brilliant pieces of analysis for each category at the bottom of the "slaveships" handout. • Circulate to help as needed. • After 10 minutes, use **equity sticks** to call on students to share out their analyses. See **"slaveships" Close Reading Guide** for some suggested responses. • If time allows, ask students to rewrite lines of the poem using different poetic techniques. The following lines would be particularly good for this exercise:	• Consider partnering ELL students who speak the same home language when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their native language. • Encourage students to annotate their texts so they can "see" their thinking. • Working independently and silently before working with a group will give students a chance to gauge their own learning. Also, if they have a chance to generate ideas, students will be more able to contribute to discussion.

Work Time (continued	Meeting Students' Needs
— "loaded like spoons/ into the belly of Jesus" (use alliteration instead) — "chained to the heart of the Angel/where the prayers we never tell/are hot and red as our bloody ankles" (use personification instead) — "can these be men/who vomit us out from ships" (use a metaphor instead)	

Closing and Assessment	Meeting Students' Needs
A. Exit Ticket: Self-Assessment #2 (5 minutes) • Distribute the **Exit Ticket: Self-Assessment #2** to each student and ask them to complete it by reflecting on their learning process today.	• Developing self-assessment and reflection supports all students, but research shows it supports struggling learners most.

Homework	Meeting Students' Needs
• Complete **Poetry Analysis Practice #2** and review the Poet's Toolbox reference sheet. You will read and analyze "Harriet Tubman" by Eloise Greenfield. Remember that you will be asked to complete a poetry analysis during the next class for your End of Unit 1 Assessment. Write down any questions you have so we can discuss them before the assessment.	

Grade 7: Module 3A: Unit 1: Lesson 14
Supporting Materials

Entry Task:
"Black Woman"

Name:

Date:

Directions: Reflect on your homework assignment.

1. What parts of the Paint Job Read were difficult for you? Why?

2. Could you identify the speaker? What words or clues helped you?

3. What words or phrases "pulled" you? Why?

4. Can you identify three examples of repetition in this poem?

Black Woman
by Georgia Douglas Johnson

Don't knock at the door, little child,
　　I cannot let you in,
You know not what a world this is
　　Of cruelty and sin.
Wait in the still eternity
　　Until I come to you,
The world is cruel, cruel, child,
　　I cannot let you in!

Don't knock at my heart, little one,
　　I cannot bear the pain
Of turning deaf-ear to your call
　　Time and time again!
You do not know the monster men
　　Inhabiting the earth,
Be still, be still, my precious child,
　　I must not give you birth!

Johnson, Georgia Douglas Camp. "Black Woman." Bronze: A Book of Verse. Eds. Georgia Douglas Camp Johnson and William Edward Burghardt Du Bois. Harvard University. Print.

Directions: Reflect on your homework assignment.

1. What parts of the Paint Job Read were difficult for you? Why?

Accept all reasonable responses.

2. Could you identify the speaker? What words or clues helped you?

The title of the poem tells us who the speaker is. But after we read about a child knocking at the door of the world, we suspect that she is pregnant. The last line, "I must not give you birth," confirms this.

3. What words or phrases "pulled" you? Why?

Accept all reasonable responses. Be sure to lead discussion to the use of the word "still," which is powerfully ambiguous. In this case it could mean "quiet," but when coupled with "birth," it heightens the desperate, heartbreaking feeling in this poem as it hints that the woman may wish for a stillbirth.

4. Can you identify three examples of repetition in this poem?

"I cannot" (Lines 2, 8, 10—note that it changes to "mustn't" in Line 16); "cruel, cruel" (Line 7); "m" sound (alliteration) in "monster men" (Line 13); "be still, be still" (Line 15). Point out the way repetition emphasizes these phrases and helps the reader pay special attention to them. If the reader just read these phrase, she would have a good idea of the theme of the poem—the world of a slave is heartbreaking if a mother would rather have her baby die than bring her into this world.

EXPEDITIONARY
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Name:

Date:

Individual Analysis

Directions: Using the How to Read a Poem anchor chart, analyze and annotate this poem.

slaveships
by Lucille Clifton

loaded like spoons
into the belly of Jesus
where we lay for weeks for months
in the sweat and stink of our own
breathing
Jesus
why do you not protect us
chained to the heart of the Angel
where the prayers we never tell
are hot and red as our bloody ankles
Jesus
Angel
can these be men
who vomit us out from ships
called Jesus Angel Grace of God
onto a heathen country
Jesus
Angel
ever again
can this tongue speak
can this bone walk
Grace of God
can this sin live

Lucille Clifton, "slaveships" from The Collected Poems of Lucille Clifton. Copyright © 1996 by Lucile Clifton. Reprinted with permission of The Permissions Company, Inc. on behalf of BOA Editions Ltd., www.boaeditions.org

"slaveships" by Lucille Clifton

Partner Read (continues on back)

Directions: Read the poem aloud once again. Using the How to Read a Poem anchor chart, share your ideas with your partner and then write down your most brilliant pieces of analysis for each category.

How to Read a Poem	Our Group Discussion
Paint Job Read	
Pop the Hood Read	
Mean Machine Read	

"slaveships" by Lucille Clifton Close Reading Guide
(For Teacher Reference)

slaveships
by Lucille Clifton

loaded like spoons
into the belly of Jesus
where we lay for weeks for months
in the sweat and stink of our own
breathing
Jesus
why do you not protect us
chained to the heart of the Angel
where the prayers we never tell
are hot and red as our bloody ankles
Jesus
Angel
can these be men
who vomit us out from ships
called Jesus Angel Grace of God
onto a heathen country
Jesus
Angel
ever again
can this tongue speak
can this bone walk
Grace of God
can this sin live

Instead of going through each question on the How to Read a Poem anchor chart, let students volunteer their analysis for each step. If you need to stimulate discussion, refer to the chart but keep in mind that it's fine if you don't discuss every question.

Paint Job Read
If students have not noticed it, point out that in the title the letters are crowded together—just like a slave ship.

Additional prompting question: *How is this speaker different from the speaker in "Negro Speaks of Rivers" or "If We Must Die"?*

Pop the Hood
Listen for students to identify **simile** (loaded like spoons), **personification** (belly of Jesus, the ship), **vivid word choice**, **alliteration** (sweat and stink), and **metaphor** (prayers feel like blood ankles) as well as the effect of each.

Arguably the most powerful poetic tools used are **apostrophe**, **allusion**, and **repetition**. Help students notice that Clifton is repeating "Jesus, Angel, Grace of God" throughout the poem. These words are also set apart structurally on the page, and this helps reinforce their importance. (Noticing this structure and repetition is a skill the students will need for the assessment, and this is a good opportunity to teach it.) Sometimes it is as an apostrophe (Line 6), and sometimes it is as an allusion to the name of the ship. The effect of constantly repeating the names gives this poem the feeling of a prayer or a supplication. The use of words like "sin," "protect us," "heathen," and "prayers" further reinforces this feeling.

"slaveships" by Lucille Clifton Close Reading Guide
(For Teacher Reference)

	Additional probing questions: What is the effect of repeating *"Jesus, Angel, Grace of God"? Are there other religious words? Who is the question of the last line directed to?*
	Mean Machine Read Listen for students to understand that the theme of this poem is how witnessing the horrors of slavery can lead to a crisis of faith. Additional probing questions: *What does the speaker want the reader to understand about slavery? Why does the author use a lot of religious imagery?*

EXPEDITIONARY
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Name:
Date:

***Directions:* Reflect on your learning process today and answer the following questions.**

1. What do you understand about slavery after reading the poems from today?

_____

_____

2. What part of the How to Read a Poem anchor chart did you struggle with today? Why?

_____

_____

3. What part of the How to Read a Poem anchor chart did you feel more confident with today? Why?

_____

_____

Poetry Analysis Practice #2

Name:
Date:

Directions: **Read the poem below. Annotate the text as you read and follow the How to Read a Poem anchor chart. When you get to the Mean Machine Read, record your ideas below.**

Harriet Tubman
by Eloise Greenfield

Expeditionary Learning is seeking permission for this material. We will post an updated version of the lesson once permission is granted.

Source: Greenfield, Eloise. "Harriet Tubman." Poetry.org. Web. http://www.poets.org/viewmedia.php/prmMID/16485.

Mean Machine Questions

1. What is the central idea, or theme, of this poem?

_____

_____

_____

2. Think about the author's use of figurative language, structure, and sound. Which tool(s) most helped you understand the theme? Why?

_____

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