

<b>Grade/Content Area</b>	<b>Grade 7/ Reading</b>
<b>Title</b>	<b>Poe's "The Bells"</b>
<b>GLEs/GSEs</b>	<p><b>R-7-4.5 Demonstrate initial understanding of elements of literary texts by...</b>Identifying literary devices as appropriate to genre: rhyme schemes, alliteration, simile, dialogue, imagery, metaphors, flashback, onomatopoeia, repetition, or personification</p> <p><b>R-7-6.2 Analyze and interpret author's craft, citing evidence where appropriate by...</b>Demonstrating knowledge of use of literary elements and devices (e.g., rhyme schemes, alliteration, simile, dialogue, metaphors, onomatopoeia, repetition, or idioms) to analyze literary works</p>
<b>Context of the Lesson</b>	<p>Previous state testing results indicated that an area of general weakness among our students is literary analysis. The English Language Arts Department has noted a weakness in the area of poetry – both comprehension and analysis. For this reason, we are incorporating more poetry into the curriculum and focusing upon deeper analysis.</p> <p>Throughout the school year, my seventh grade heterogeneously grouped classes have read and analyzed many poems. They have had a lot of practice defining and identifying examples of stanza, rhyme, rhyme scheme, repetition, alliteration, personification, similes, metaphors, onomatopoeia, and personification in literary works. They have also written several simple poems, incorporating some of these literary elements. Many of the poems we have read have been light and silly in nature – like Shel Silverstein and Bruce Lansky; I have interspersed some more serious poems by poets I want my students to know, like Robert Frost and Langston Hughes.</p> <p>This lesson, because it includes so much prior learning, would take place towards the end of the year.</p> <p>This lesson is from Day 1 of a three-day lesson plan. Once Day 1 is completed, Day 2 and 3 might encompass the following:</p> <p>Day 2</p> <ol style="list-style-type: none"> <li>1. Review yesterday's discussion. Put brainstorming transparency from yesterday on overhead. Tell students that teacher will model writing one stanza of a modern-day "Bells" poem, using an alarm clock as the sound.</li> <li>2. Remind students that Poe used a lot of onomatopoeia in his poem. On a piece of chart paper, class will brainstorm onomatopoeic words resembling an alarm clock.</li> <li>3. Remind students that Poe chose his words carefully to create a mood. Ask the students how they feel when the alarm clock goes off each morning. On another piece of chart paper, brainstorm "mood words."</li> <li>4. On the overhead projector, display one stanza of Poe's poem. Set up the transparency beforehand so that the words are displayed on the left half of the transparency, and the right half is blank to write on. Together, modeling Poe's style and using the words the students have brainstormed, write a stanza of the poem about an alarm clock. It may look something like this:</li> </ol>