

## TEACHING ENGLISH ACROSS THE CONTENT AREAS IN LITERATURE: POETRY

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Theme: Poetry (Literature)

Topic: Metaphors (Rhetorical Device)

Target: Adult Learners, International Students: Proficient Level (Intermediate)

Rationale: This is the first lesson of the Unit. Students will read “I carry your heart with me [“*I carry it in my heart*”] by E.E. Cummings. Students will learn about metaphors and how to create their own in order to write their own poem at the end of the unit.

Focus Skill: Reading

Content Area: English Language Arts

### Language Objective:

Students will be able to (SWBAT) identify the rhythm of the poem by reciting it aloud after the teacher reads it to them.

1. Though reading is the main focus skill, students will also practice listening in pair/turn-and-talk activities, whole-class share and as individual students present metaphors and their meanings aloud.
2. Speaking will be practiced in *pair and turn-and-talk activities*. Student will also practice speaking during the *whole class recital of the poem*.
3. Writing will be practiced on leveled and differentiated graphic organizers. Students will also write the meaning of a metaphor on an *exit slip*.
4. Therefore, the four language-learning skills will be practiced even though the main focus of this lesson is reading.

This lesson will lead up to the unit’s final project in which students will create (write) original poems with original metaphors (writing) and original rhythms.

Instructional Objective: SWBAT create metaphors after identifying metaphors in the poem “*I carry your heart with me [I carry it in my heart]*” by E.E. Cummings.

Key Vocabulary: metaphor, rhythm, poem, poetry, poet, lyrics, rhetoric, rhetorical device(s), comparison, verse(s), voice's pitch or cadence (intonation), musical tone.

Materials: The poem "I carry your heart with me [I carry it in my heart]" by E.E. Cummings (typed on a paper handout), pens, sheets of paper, leveled and differentiated graphic organizers, index cards, etc.

Motivation:

- ✓ The teacher will distribute the handout with the typewritten lyrics of "Firework" by Katy Perry.
- ✓ The teacher will play this song for the students.
- ✓ The teacher will highlight a metaphor and ask the students what this means.
- ✓ The teacher will explain that a metaphor compares a person or thing to an object without using the words "like" or "as".
- ✓ The teacher will explain this type of comparison called a metaphor (rhetorical device) in more detail.
- ✓ The teacher will invite students to *Turn and Talk* to a partner. Each pair will find three or more metaphors in the song "Firework".
- ✓ The teacher will have students share what they found in *all class share*.

Procedure:

- ✓ The teacher will distribute the handout with the typewritten poem "I carry your heart with me [I carry it in my heart]" by E.E. Cummings to each student.
- ✓ The teacher will read the poem aloud having students listen carefully to the varied *intonation*—varied *intonation* (pitch or cadence) of her voice adding *musicality* to the poem.
- ✓ The teacher will ask students what they notice about the way she reads the poem.
- ✓ The teacher will then explain that she uses *a musical tone* in reading poetry aloud by altering the *pitch or cadence of her voice*.
- ✓ The teacher will explain that this is known as *intonation* which is important in noting the *rhythm of verse in poems and lyrics of songs*.
- ✓ The teacher will invite all students to read the poem aloud in *whole class share* in order to experience the rhythm.
  - Students will then be able to experience the varied intonation and rhythm by listening to the whole class recital of the poem.
  - Students will also experience how to vary their voice's pitch or cadence (intonation) in order to have a musical rhythm in reciting the poem.
- ✓ The teacher will review the poem line-by-line, analyzing the meaning with students.

- ✓ The teacher will ask the students what they notice about the poem.
- ✓ The teacher will explain that the poem is made up of *many metaphors*.
- ✓ The teacher will ask students to find the metaphors with their partners (from the earlier *Turn-and-Talk* activity). She will ask students to explain what they think each metaphor means.
- ✓ The teacher will give a graphic organizer (*leveled and differentiated*) to each pair of students.
  - The teacher will demonstrate this activity by doing the first one as an example. She will write the example on the board.
  - The teacher will ask students to write the metaphor on one side of the graphic organizer and the meaning on the reverse side of the graphic organizer.
  - The teacher will also have a graphic organizer with the metaphors and meanings listed for students who are not as advanced and need more help. These students will have to match the metaphors and meanings.
- ✓ The teacher will demonstrate this activity by doing the first one as an example for students.
- ✓ The teacher will have each *pair share aloud* a metaphor and its meaning.
- ✓ The teacher will ask the *pairs* to create their own metaphors.
  - The teacher will provide an example before students work in *pairs* creating their own metaphors.
  - Each pair will have to explain the meaning of their metaphor.
  - Each pair will change the pitch or cadence of their voice to develop a rhythm.
- ✓ The teacher will invite students share their metaphors aloud.
  - She will invite students to play with the *intonation* so that they develop a *rhythm* in the *oral presentation of their metaphors*.
- ✓ The teacher will write a *metaphor* on the board at the conclusion of the lesson.
  - The teacher will ask students to write the meaning of the metaphor on an index card (*exit slip*) before leaving.
  - As students exit the classroom they will submit their index card (*exit slip*) to the teacher.

Assessment:

1. The students *will recite* the poem aloud to show understanding of the rhythm.
2. The students *will analyze and explain* the meanings of metaphors.
3. The students *will identify* metaphors in the poem (E.E. Cummings) and the song (Katie Perry).
4. The students *will create* metaphors and *explain* their meanings.

5. The students *will explain* the meaning of a metaphor on an *exit slip*. They *will submit* the *exit slip* to the teacher as they exit the classroom.
6. At the end of the unit, the students *will create* an original poem using their own metaphors. Students *will also create* original rhythms to their own poems.

BY E. E. CUMMINGS

*i carry your heart with me (i carry it in  
my heart) i am never without it (anywhere  
i go you go, my dear; and whatever is done  
by only me is your doing, my darling)*

*i fear  
no fate (for you are my fate, my sweet) i want  
no world (for beautiful you are my world, my true)  
and it's you are whatever a moon has always meant  
and whatever a sun will always sing is you*

*here is the deepest secret nobody knows  
(here is the root of the root and the bud of the bud  
and the sky of the sky of a tree called life; which grows  
higher than soul can hope or mind can hide)  
and this is the wonder that's keeping the stars apart*

*i carry your heart (i carry it in my heart)*

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