

## Sub Lesson Plans( 3 lessons)

### B. D'Amato English Dept. for E5R and AP English

#### Learning Objectives

- Discuss poetic meter and rhythm and its relationship to theme.
- Compare and contrast poems theme via active class discussion.
- Provide a well-supported, written analysis of the relationship between a poem's form and its content

**Aim:** How do Robert Hayden and Theodore Roethke incorporate poetic devices to convey meaning in "Those Winter Sundays" and "My Papa's Waltz"? How does the form of each poem relate to its content?

**Texts:** The Poem "Those Winter Days" by Robert Hayden, "My Papa's Waltz" by Roethke

<p>"Those Winter Days" by Robert Hayden</p> <p>Sundays too my father got up early and put his clothes on in the blueblack cold, then with cracked hands that ached from labor in the weekday weather made banked fires blaze. No one ever thanked him.</p> <p>I'd wake and hear the cold splintering, breaking. When the rooms were warm, he'd call, and slowly I would rise and dress, fearing the chronic angers of that house,</p> <p>Speaking indifferently to him, who had driven out the cold and polished my good shoes as well. What did I know, what did I know of love's austere and lonely offices?</p>	<p><b>My Papa's Waltz</b></p> <p>The whiskey on your breath Could make a small boy dizzy; But I hung on like death: Such waltzing was not easy.</p> <p>We romped until the pans Slid from the kitchen shelf; My mother's countenance Could not unfrown itself.</p> <p>The hand that held my wrist Was battered on one knuckle; At every step you missed My right ear scraped a buckle.</p> <p>You beat time on my head With a palm caked hard by dirt, Then waltzed me off to bed Still clinging to your shirt.</p> <p>Theodore Roethke</p>
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Skills:

- Compare and contrast
- Critical thinking
- Discussion
- Interpretation
- Poetry analysis

## Lesson 1 Agenda

Do Now: Describe three images that portray your relationship with your parent/guardian. Avoid using straightforward adjectives to tell your relationship such as “devoted, respectful, et.” Use imagery to show.

**Teaching Point-** How to read a poem?

- **Does the poem have an argumentative (or logical) organization,**
- **Who speaks (in) the poem?**
- **Does the poem use artificial, high, or elaborate diction,** more common language, or a mixture of both?
- **What verse or stanza forms characterize the poem?**
- **What forms of alliteration** (repetition of consonant sounds) and **assonance** (repetition of vowels) characterize the poem and how do they create mood, tone, and so on? How does rhyme affect the poem?

## Meaning Making-

Step 1: Read the poem “Winter Days” and generate 6-10 questions after reading the poem. Prioritize the questions. Select the top three and bring them to the small group for discussion. Also consider the following questions-

- What is this poem about?
- How would you describe the speaker's father and the relationship between the poem's speaker and his father?
- How do you define the words "offices" and "austere"? Do these words seem appropriate to the poem? Why or why not?

Step 2: Analyzing Poetic Devices: Consonance, Assonance, and Repetition

Copy and paste the poem into a document and use the highlighter and/or text coloring tools to highlight the alliteration and consonance in the poem. Point out specific details from "Those Winter Sundays" that led you to your assessment of the poem's meaning and, specifically, your description of **the father/son relationship**.

A. Concentrate on the first stanza. Which words stand out when you hear the poem.

*blueblack cold,  
cracked hands that ached  
banked fires blaze*

What have you noticed about these words? Hints: the recurring hard "c" sounds using the poetic device of **alliteration**(the repetition of initial consonant sounds in a sequence of words and that repetition of consonant sounds other places in a sequence of words is also called **consonance**) Identify other recurring hard "c" or "k" sounds in the poem-

clothes ...black  
cold  
cracked  
ached  
weekday  
banked  
thanked

Share your discovery and respond -

- How do these hard "c" and "k" sounds (consonance) contribute to the mood of this opening stanza?
- What effect does this example of consonance have on the speaker's characterization of his father? Why or how?
- Why do you think "No one ever thanked him" ?
- When you hear this stanza, what do these sounds inherently sound like (despite the words' meanings)?

Hints: hard sounds mimic the sound of the fire that the father has started to warm the house before he wakes his son; the hard sounds also indirectly contribute to an impression of the father as, perhaps, somewhat harsh despite the lack of any direct mention in this stanza of a harsh father.

- B. Now turn to the second stanza. Identify examples of consonance and assonance (repetition of vowel sounds). Discuss how these sound device examples relate to the poem's content in the second stanza. What might Hayden mean when he writes, "fearing the chronic angers of the house"?
- C. You may have noted that the repetition conveys a greater sense of regret that the speaker never thanked his father or appreciated, until presumably later, his father's manifestations of love. The sense of longing is clear after the father's perhaps distant yet constant show of affection (building the fire, polishing the shoes).

**Homework:** Write a paragraph analyzing how the use of sound device contributes to the meaning of the poem. Be sure to include examples.

## Lesson 2 “Papa’s Waltz” by Theodore Roethke

### Agenda

**Do Now:** Create a list of words that represent your feelings at the moment. Remember you are using words to create a sound effect. What kind of sound can represent your mood right now? Words you’ll use do not have to be related.

### Teaching Point-

- Rhyme- The basic definition of rhyme is two words that sound alike. Rhyme helps to unify a poem; it also repeats a sound that links one concept to another, thus helping to determine the structure of a poem. There are varieties of rhyme: *internal rhyme* functions within a line of poetry. There are *true rhymes* (bear, care) and *slant rhymes* (lying, mine).
- Meter is the rhythm established by a poem, and it is usually dependent not only on the number of syllables in a line but also on the way those syllables are accented. This rhythm is often described as a pattern of stressed and unstressed syllables.
- How to count the beat in a poem?- The 'beat' of the poem is- the rhythm in which the syllables fall - is more traditionally referred to as the 'meter'. The term meter refers to the basic rhythmic structure in the verse.
- Count out the beat on your fingers and mark the beat on the desks. Are any lines that have more than six syllables (beats)?

### Meaning Making-

A. Use the guiding questions on “Papa’s Waltz” to help you understand the poem-

- What is this poem about?
- How would you describe the relationship between this poem's speaker and his father?
- How would you compare this father/son relationship with the relationship portrayed in the Hayden poem?

B. Analyzing Poetic Devices: Meter and Rhyme

- How is this form different from that of "Those Winter Sundays"?
- How would you describe the meter of each line? What does this meter sound like?
- What effect do these seven-syllable lines have on the poem?

**Hints:** the rhyme scheme, the shorter lines, the consistent stanzas, and fairly consistent meter within each line. The beat that you might hear is an iambic trimeter, which mimics the triple time (three beats) of a waltz. Reexamine the title of the poem. Some when measuring out beats, may notice that lines 2, 4, 10, 12, and 14 have an extra syllable. The extra syllable emphasizes the father's missteps and the fact that "Such waltzing was not easy." Point out the content of the seven-syllable lines and relation to the lines' form.

C. Map the rhyme scheme, which follows the pattern of abab, cdcd, efef, ghgh. Discuss the following questions:

- What effect does the rhyming have on the poem?
- How does the rhyming influence the mood of the poem?

- What is the relationship between the rhyme (sing-song like) and the content (characterization of the father)? What do you think of the contrast?

**Assessment-**Some readers argue that the poem presents a father who is kind and fun, but others believe the poem is about an abusive relationship. Which argument do you support? Write a paragraph to take a stand and use supporting evidence to back up your claims.

Homework: Complete the assessment piece.

## Lesson 3

### Agenda

Do Now: Revisit the two poems, “Those Winter Days” by Robert Hayden & “My Papa’s Waltz” by Roethke and make a list of words from each poem that you believe that best reveal the father-son relationship.

### Teaching Point

Use the notes from the two previous lessons to help you determine which task you will like to do to demonstrate your understanding of the relationship between poetic devices and meaning. You may discuss with a partner and share notes with each other.

\* Meaning Making-

- Choose either "Those Winter Sundays" or "My Papa's Waltz" and write a well-developed paragraph illustrating the relationship between the form of the poem and its content/meaning.
- Use some of the poetic devices you learned to write a poem about one of your parents. You should also turn in a paragraph to accompany the poem explaining how you use the meter and rhyme to depict your relationship with your parent.

Homework: Complete the assignment – a paragraph or poem.

**\*Notes: For my AP English class, students will write a complete essay to analyze how the form of the poem contributes to its meaning.**