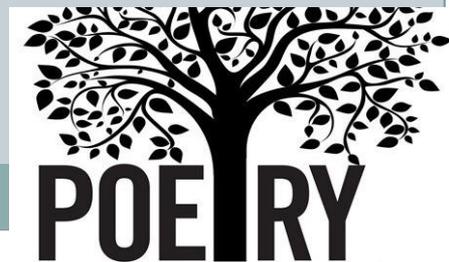


Monday, September 10<sup>th</sup>/Tuesday, September 11<sup>th</sup>

## Lesson Plan

- Today is the first day of our poetry unit! [Students smile with joy in their eyes].
- Since there is a substitute, **please follow the prompts and directions on this slideshow to ensure you are meeting the expectations and completing the homework!**
- Please remember to be respectful and responsible 😊
  - You may work with a partner on this together, but if you are off-task, the sub may tell you to do it independently.
- We will follow-up about all of the information in the slideshow, but please complete the work to the best of your ability!
- Have a great day!



# Inquiry Question/Skill-based: **How do you effectively read and understand a poem?**



- What do you DO to make sense of it?
  - ✦ Brainstorm a list of helpful strategies in your notebook (not on the handout yet!)



# Do Now: UW-Madison Writing Center

## *How to Read a Poem*

### Go to Google

Type in “UW-Madison Writing Center”

Click on “The Writer’s Handbook” on the left hand side

Scroll down to “Literary Analysis Papers” and select “Reading Poetry”

Read it!

Record one or two strategies for each category on your handout that will be helpful for you!

### The Writing Center @ THE UNIVERSITY

[Locations & Hours](#) | [Ev](#)

#### Home

#### Individual Help with Writing

Onsite and online

#### Workshops

Free workshops for UW-Madison

#### Writing Fellows

Information & applications

#### The Writer's Handbook

Handouts, APA style, & more

#### For Faculty, Staff, & TAs

Class visits, Writing Fellows, & more

#### Writing Across the Curriculum

Teaching advice for faculty & TAs

#### New Media @ The Center

Podcasts, Twitter, iTunes U & more





## Homework:

*Read and annotate “Musée des Beaux Arts”*

**Develop your thesis statement on the template with all boxes completed!**

### **ACT College & Career Readiness Learning Intentions:**

- **READING/Supporting Details (33-36):**
  - Locate and interpret details in complex passages. Understand the function of a part of a passage when the function is subtle or complex
- **READING/ Main Idea & Author’s Approach (33-36):**
  - Identify clear main ideas or purposes of complex passages

### **IB Literature Success Criteria:**

- **Excellent appreciation of the ways in which language, structure, technique, & style shape meaning in the poem.**

# College and Career Readiness IB Learner Profile Trait & ATL Skill

## IB Learner Profile Trait: Communicators

- We ***express ourselves confidently*** and creatively in more than one language and in many ways. ***We collaborate effectively, listening carefully to the perspectives of other individuals and groups.***

## ATL: Thinking Skills

- **Practice observing carefully** in order to recognize/notice author's choices while close reading
- **Gather and organize relevant information** to formulate an argument

# Pieter Bruegel's "Fall of Icarus" Painting

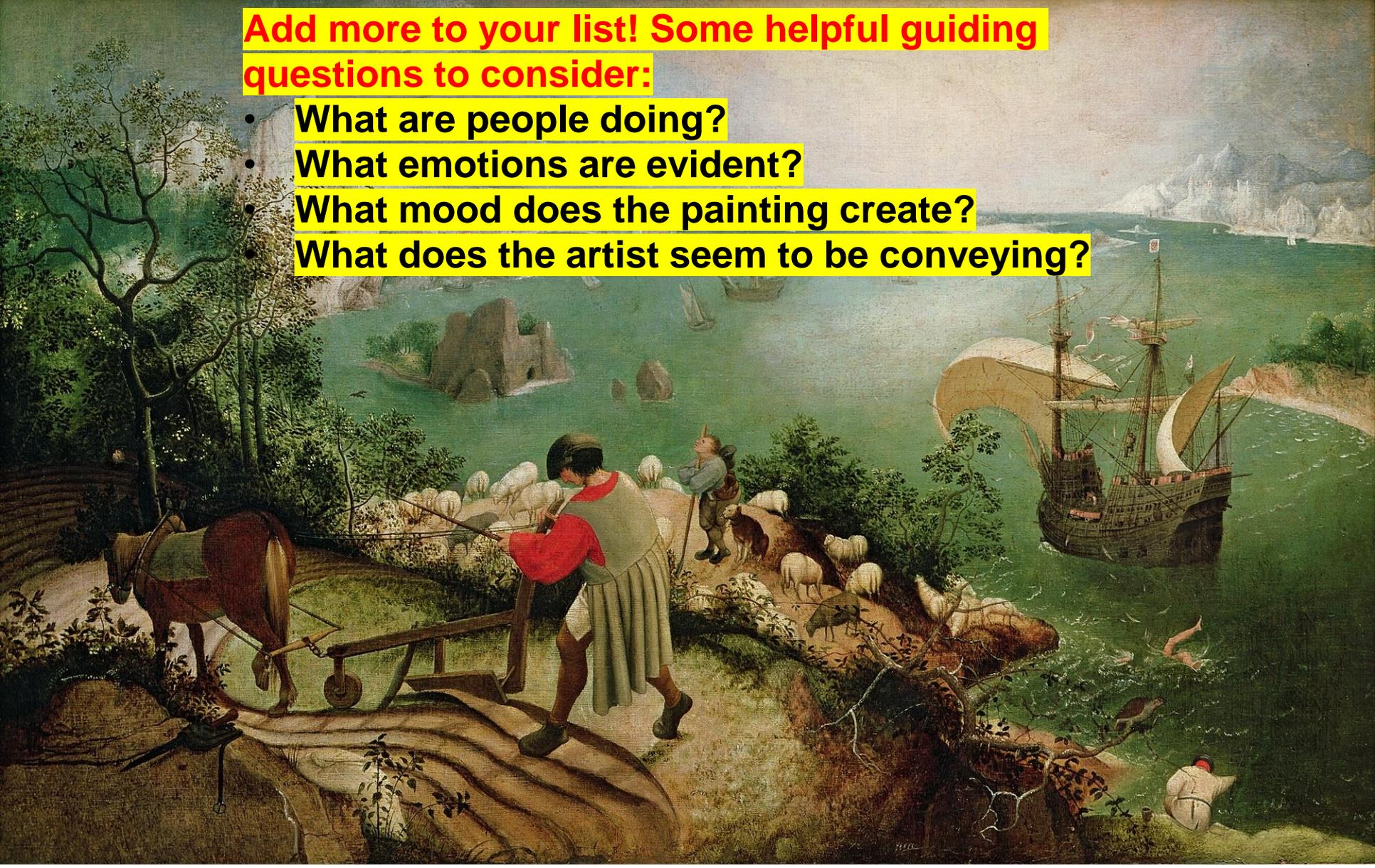
**Make a list in your notebook of all of the details you notice in this painting!**  
**\*Remember to practice observing carefully**



# Pieter Bruegel's "Fall of Icarus" Painting

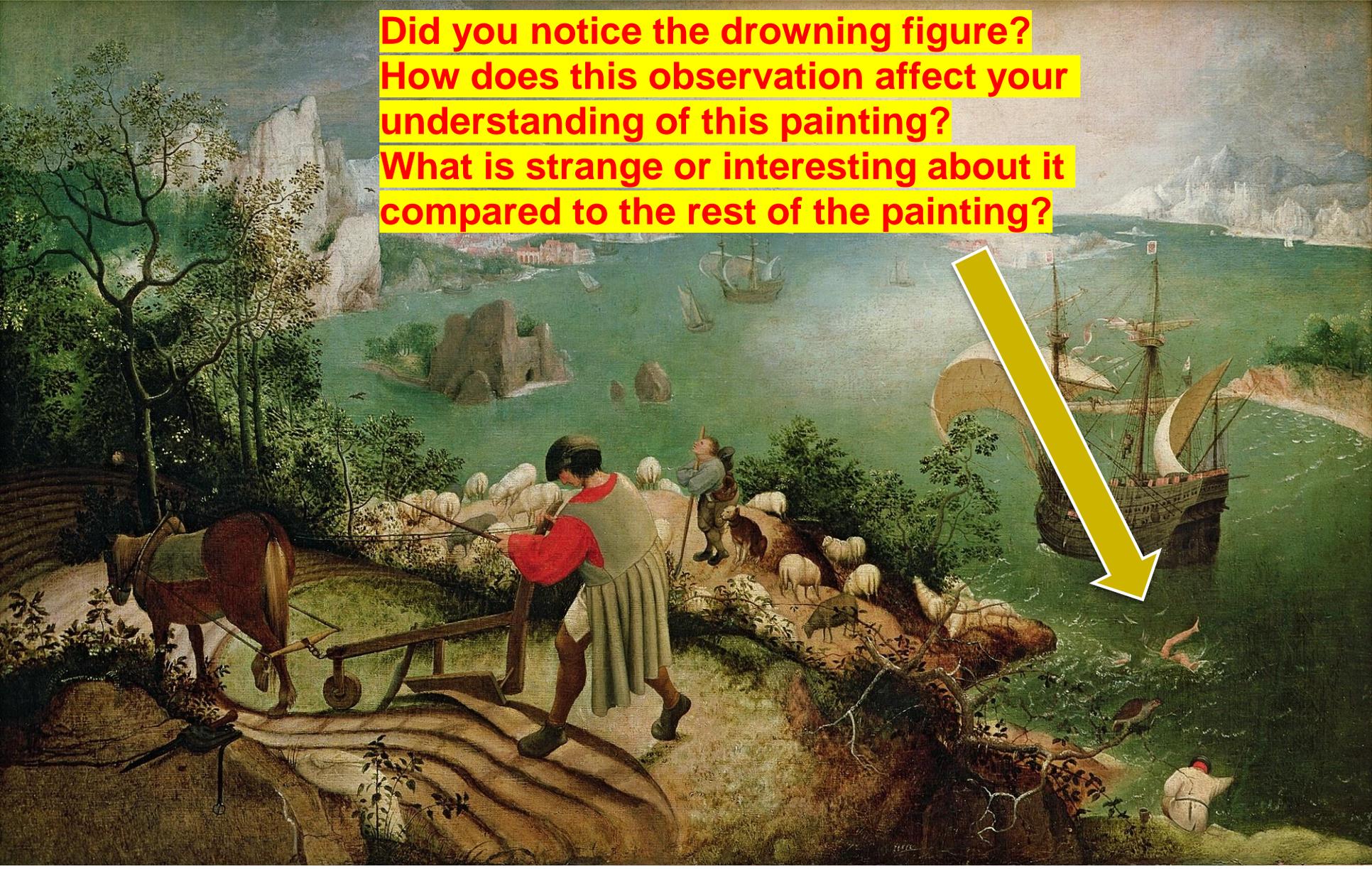
**Add more to your list! Some helpful guiding questions to consider:**

- **What are people doing?**
- **What emotions are evident?**
- **What mood does the painting create?**
- **What does the artist seem to be conveying?**



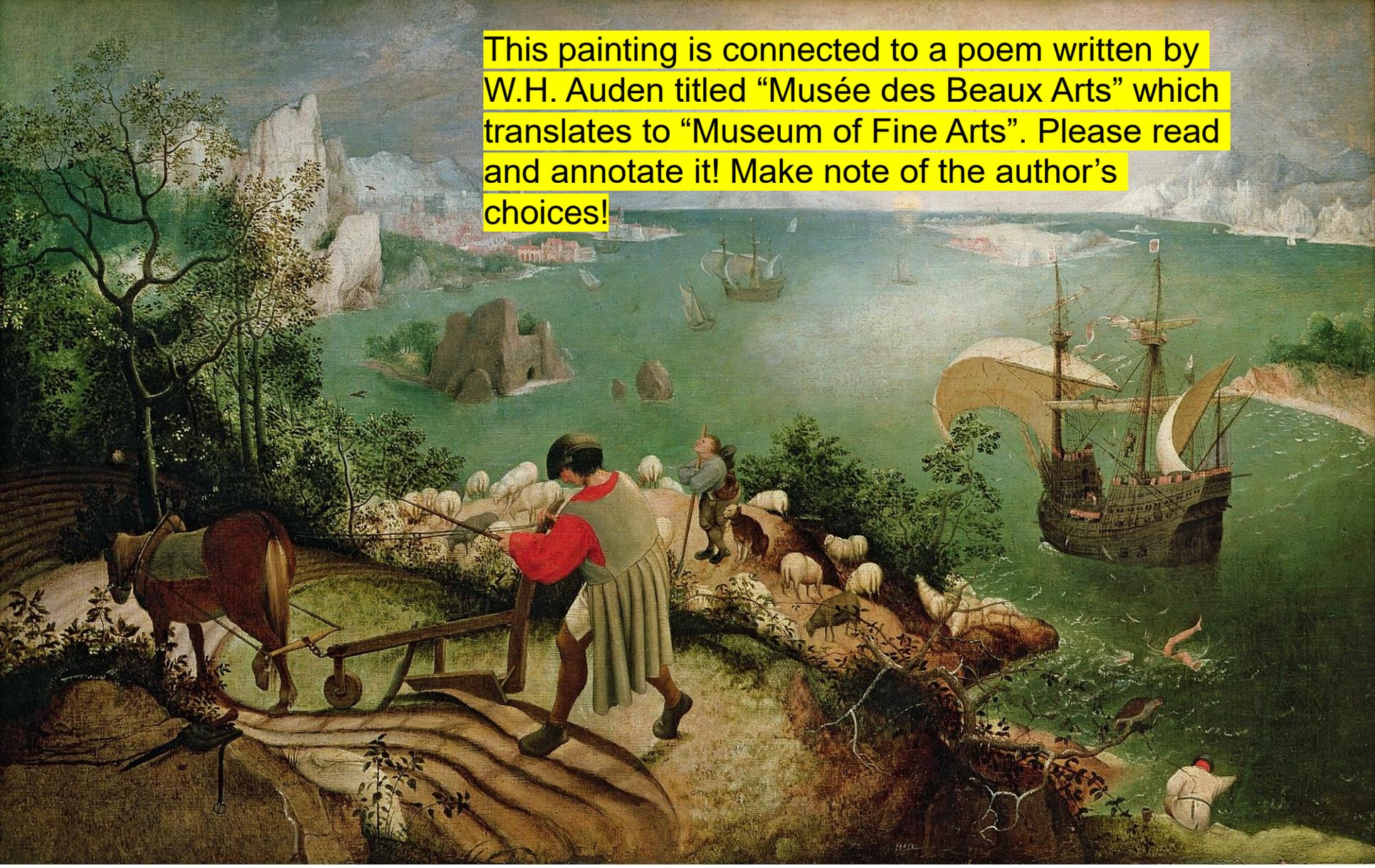
# Pieter Bruegel the Elder's "Fall of Icarus" Painting

**Did you notice the drowning figure?**  
**How does this observation affect your understanding of this painting?**  
**What is strange or interesting about it compared to the rest of the painting?**



# Painting to Poem: “Musée des Beaux Arts”

This painting is connected to a poem written by W.H. Auden titled “Musée des Beaux Arts” which translates to “Museum of Fine Arts”. Please read and annotate it! Make note of the author’s choices!



# W.H. Auden's "Musee Des Beaux Arts" Poem



About suffering they were never wrong,  
The old Masters: how well they understood  
Its human position: how it takes place  
While someone else is eating or opening a window or just walking dully along;  
How, when the aged are reverently, passionately waiting  
For the miraculous birth, there always must be  
Children who did not specially want it to happen, skating  
On a pond at the edge of the wood:  
They never forgot  
That even the dreadful martyrdom must run its course  
Anyhow in a corner, some untidy spot  
Where the dogs go on with their doggy life and the torturer's horse  
Scratches its innocent behind on a tree.

In Breughel's Icarus, for instance: how everything turns away  
Quite leisurely from the disaster; the ploughman may  
Have heard the splash, the forsaken cry,  
But for him it was not an important failure; the sun shone  
As it had to on the white legs disappearing into the green  
Water, and the expensive delicate ship that must have seen  
Something amazing, a boy falling out of the sky,  
Had somewhere to get to and sailed calmly on.

On your printed copy  
of the poem, please  
annotate!

*Make note of the  
author's choices!*

*What is interesting?*

*Weird? Noteworthy?*

*What do certain  
words mean? What  
is the topic of the*

*poem? What  
message is the  
author conveying?*

*Remember to use  
your "How to Read a  
Poem" strategies  
from the start of  
class!*

# Steps to Understanding Theme:



- 1. Identify a topic that stands out in the text
  - Hint: You have a resource of “75 common thematic topics” that was given out in the WFG unit – check that!
  - Examples of topics: nature, racism, war, wealth, power, suffering, time, social classes, ignorance, loss of innocence, identity, etc.
- 2. Ask yourself, what is the author saying about that topic?
  - For help writing the theme, see the half-sheet handout
  - Double-check you are meeting the requirements of what a theme IS and IS NOT.

# Homework: Complete the template/chart



## 1. State a thesis with the poem's theme.

1. The author's central idea/message

## 2. Provide textual evidence and analysis

1. Choose 5 important pieces of textual evidence that contribute to or develop the theme
2. Make sure to explain what the textual evidence means in relation to the theme

• See example on the next page!

Thesis: In _____			
	"Title of Poem"	Author's Last Name	Analytical Verb: communicate suggest highlight exemplify convey emphasize reveal show demonstrate etc.
<p><b>THEME:</b> explain the central idea/theme of the poem ("Remember NOT" to simply state a one-word topic. "Make sure to explain what the poem reveals about that topic." "Focus on the theme/central idea")</p>			
Category Examples Listed	Identify Device/Technique	"Textual Evidence" (Line #)	Poet's Purpose So what? How does it contribute to or develop the theme?
<b>Sense</b> •Diction •Mood •Tone •Syntax •Repetition •Analogy <b>Senses</b> •Imagery •Symbol			
<b>Style</b> •Metaphor •Simile •Personification •Hyperbole •Irony			
<b>Structure</b> •Stanzas •divisions •line breaks •Pattern •End-stopped •Enjambement			
<b>Sound</b> •Alliteration •Assonance •Onomatopoeia •Rhythm			
<p><b>Conclusion:</b> Provide your overall interpretation in different words.</p>			

Thesis: In "Musée des Beaux Arts"

Auden

portrays

"Title of Poem"

Author's Last Name

Analytical Verb: communicates/suggests/highlights/exemplifies/conveys/emphasizes/reveals/shows/demonstrates/etc.

Insert theme here

THEME: explain the central idea/theme of the poem (\*Remember NOT to simply state a one-word topic. \*Make sure to explain what the poem reveals about that topic \*Focus on the theme/central idea)

Category Examples listed	Identify Device/Technique	"Textual Evidence" (Line #)	Poet's Purpose So what? How does it contribute to or develop the theme?
<b>Sense</b> •Diction •Mood •Tone •Speaker •Repetition •Analogy	<b>Diction</b>	"how it takes place / While someone else is eating or opening a window or just walking dully along" (3-4)	Auden uses "it" to refer to suffering and the emphasis on "takes place / while" highlights misery as something always occurring, though it may not be noticed or recognized if it is not happening to oneself. While it takes place, other mundane or routine activities such as "eating" or "walking dully" suggest a sense of unimportance or lack of urgency towards others' pain, misfortune, or misery.
<b>Senses</b> •Imagery •Symbol			
<b>Style</b> •Metaphor •Simile •Personification •Hyperbole •Irony			
<b>Structure</b> •Stanza divisions •Line breaks •Pattern •End-stopped •Enjambment			
<b>Sound</b> •Alliteration •Assonance •Onomatopoeia •Rhythm			

SAMPLE

Conclusion: Provide your overall interpretation in different words.

# Today's Checklist



- Brainstormed a list of strategies in your notebook that you use
- Recorded UW-Madison's strategies for reading a poem on your handout
- Made a list of details you noticed in the painting "The Fall of Icarus"
- Read and annotated Auden's "Musee Des Beaux Arts" poem
- Read the "What is a theme?" handout and recorded the theme on your template (included in thesis)
- Completed the chart or will complete the chart for homework with five varied examples of textual evidence. \*Note: if you struggle to find an example of "sound", then just examine a different literary device.

# Extra Fun Stuff (if you already finished your homework): Another poem about that same painting!

## **Landscape with the Fall of Icarus**

William Carlos Williams

According to Brueghel  
when Icarus fell  
it was spring  
a farmer was ploughing  
his field  
the whole pageantry  
of the year was  
awake tingling  
with itself  
sweating in the sun  
that melted  
the wings' wax  
unsignificantly  
off the coast  
there was  
a splash quite unnoticed  
this was  
Icarus drowning