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| **Lesson Plan** | | Poetry to analyze Charlie’s progression | Cycle 2, Level 2 |
| **Inquiry:** | | **By the end of this lesson, the students will be able to:**  Students will be able to build on their knowledge from last class, to analyze the poem featured in *The Perks of Being a Wallflower.*This lesson will serve as a stepping-stone for the next class, in which students will have to create their own concrete poems (details to follow). | |
| **Group Size & Materials** | | Individual work for journal prompt.  Peer-to-peer work for activity.  Class discussion at the end for debrief.  Materials needed: Projector and screen for PowerPoint presentation, 25 copies of poem analysis questions, and 25 copies of poem. | |
| **Subject Competency:**  #2 Reading   * Draws on discussions with peers to extend, reshape and clarify own responses * Makes connections between reader, text and context to justify own interpretations | | | |
| **Cross Curricular Competencies:**  #3 Critical Judgement  – Quality of expression of his/her point of view  – Ability to refine his/her judgment  #7 Achieves his/her potential  – Ability to clearly express his/her perceptions and values  – Autonomy in expressing his/her opinions and choices  #8 Cooperates with others  – Degree of respect for the rules of procedure  – Degree of sensitivity to the needs and characteristics of others  – Extent of contribution to discussion | | | |
| **Time** | **Lesson** | | |
| 5 minutes  15 minutes  5 mins  10 mins  5 mins  25 mins  10 mins | **Attendance**  **Silent Writing to Journal Prompt**  Display Journal Prompt on the PowerPoint.   * Pick one of the issues Charlie or another character has had to deal with so far and write back to him/her, offering your advice.   **Students are encouraged to share their responses.**  **Introduction to activity**   * Explain to students that, in this lesson, we will be analyzing the poem that Charlie reads to his friends at the Secret Santa Gift Exchange on pages 70-72. * Distribute handout of poem to students (appendix A) * Read the poem aloud. * Have students share their initial reactions: what they think it means, and how it is relevant to the novel or to Charlie’s progression.   **Background information on real author of the poem**   * Information is on PowerPoint.   **Students answer the questions in pairs.**   * Distribute handout with questions for poem analysis (appendix B). * Make sure to circulate around the class to ensure that all students are actively participating.   **Close**   * Advise students that we will discuss as a class tomorrow   **Assign pages 122-145 for next class.** | | |

**Appendix A**

**A person, A paper, A promise by Dr Earl Reum**

Once on a yellow piece of paper with green lines

he wrote a poem

And he called it "Chops"

because that was the name of his dog

And that's what it was all about

And his teacher gave him an A

and a gold star

And his mother hung it on the kitchen door

and read it to his aunts

That was the year Father Tracy

took all the kids to the zoo

And he let them sing on the bus

And his little sister was born

with tiny toenails and no hair

And his mother and father kissed a lot

And the girl around the corner sent him a

Valentine signed with a row of X's

and he had to ask his father what the X's meant

And his father always tucked him in bed at night

And was always there to do it

Once on a piece of white paper with blue lines

he wrote a poem

And he called it "Autumn"

because that was the name of the season

And that's what it was all about

And his teacher gave him an A

and asked him to write more clearly

And his mother never hung it on the kitchen door

because of its new paint

And the kids told him

that Father Tracy smoked cigars

And left butts on the pews

And sometimes they would burn holes

That was the year his sister got glasses

with thick lenses and black frames

And the girl around the corner laughed

when he asked her to go see Santa Claus

And the kids told him why

his mother and father kissed a lot

And his father never tucked him in bed at night

And his father got mad

when he cried for him to do it.

Once on a paper torn from his notebook

he wrote a poem

And he called it "Innocence: A Question"

because that was the question about his girl

And that's what it was all about

And his professor gave him an A

and a strange steady look

And his mother never hung it on the kitchen door

because he never showed her

That was the year that Father Tracy died

And he forgot how the end

of the Apostle's Creed went

And he caught his sister

making out on the back porch

And his mother and father never kissed

or even talked

And the girl around the corner

wore too much makeup

That made him cough when he kissed her

but he kissed her anyway

because that was the thing to do

And at three a.m. he tucked himself into bed

his father snoring soundly

That's why on the back of a brown paper bag

he tried another poem

And he called it "Absolutely Nothing"

Because that's what it was really all about

And he gave himself an A

and a slash on each damned wrist

And he hung it on the bathroom door

because this time he didn't think

he could reach the kitchen.

**Retrieved from:** <http://www.angelfire.com/sd/winter/perks.html>

**Appendix B**

**Questions for Analyzing Poetry**

1. Can you paraphrase the poem?
2. Who is the speaker (persona) in the poem? How would you describe this persona?
3. What is the speaker’s tone? Which words reveal this tone? Is the poem ironic?
4. What heavily connotative words are used? What words have unusual or special meanings? Are any words or phrases repeated? If so, why? Which words do you need to look up?
5. What images does the poet use? How do the images relate to one another? Do these images form a unified pattern (a motif) throughout the poem?
6. Are there any symbols? What do they mean? Are they universal symbols or do they arise from the context of this poem?
7. What is the theme (the central idea) of this poem? Can you state it in a single sentence?
8. How important is the role of sound effects, such as rhyme and rhythm? How do they affect tone and meaning?
9. Why do you think Charlie chose this poem? How does it relate to the themes in the novel?



*The Elements of Writing About Literature and Film* by Elizabeth Mc Mahan, Robert Funk and Susan Day. Longman Publishing, 1998 Retrieved from: http://www.uta.edu/faculty/kulesz/Poetry%20Analysis.htm