

Analyze

Sixth Grade + ELA and Music

CORE SUBJECT AREA

ELA

ART FORM + ELEMENTS

Music

Rhythm

Form

Expression

MSCCR STANDARDS

RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.6.5: Compare and contrast the structure of two or more texts and analyze how the differstructure of each text contributes to its meaning and style.

MSCCR CREATIVE ARTS STANDARDS

MU: Cr1.1.8a: Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.

RECOMMENDED RESOURCES

Computers- 1 per every 4 students

LESSON SEQUENCE

TTW introduce the lesson by having a guest speaker come in and read the poem "Mother to Son" by Langston Hughes. The guest speaker can be a parent of one of the students or a faculty member in the school.

TTW have the learners reflect on the poem that was read. They will quietly think about it and then share within their groups what they believe the poem was saying.

DURATION

Two 55-minute classes

OBJECTIVES

TLs will analyze a poem and a song.

TLs will analyze the different components of a poem.

TLs will create a poem or song.

MATERIALS NEEDED

Chart paper

Markers, pens, pencils

Computers- Chromebooks

Langston Hughes" poem- Mother to Son

Tupac's song- Dear Mama

Graphic organizers- comparing and contrasting

VOCABULARY

poems

lyrics

structure

stanzas

rhyme

meter

repetition

form

1. After the guest speaker has read the poem and the learners have initially analyzed what the poem is trying to say, TTW then explain that we are going to learn the different components of a poem and how we can break it down to better understand it.
2. TTW then play the song "Dear Mama" by Tupac. Most of the learners should be very familiar with this song and should know what the song is playing.
3. Once they have listened to the song, they will share in their groups what the song is trying to say.
4. TTW then ask the learners why it is easier to analyze the meaning of a song versus the meaning of a poem. TLs will respond.
5. TTW explain that a song's lyrics and a poem are basically the same. They share similar structures, rhyme patterns and form.
6. TTW explain that we are going to compare and contrast the two pieces of work.
7. Before they can compare and contrast the two pieces of work, TLs must first learn the components of a poem.
8. TTW explain that different components of a poem using a PowerPoint (attached). The PowerPoint will go over the different components and provide examples.
9. Once TTW feels the learners have a grasp on the different components of a poem, TTW have the learners complete a venn diagram that will compare and contrast the poem to the song.
10. Once each group has completed the Venn Diagram, TTW then have the learners identify the 4 different elements (rhyme, sound, imagery, and form) using large chart paper. TTW walk around to each group helping them with the different elements.
11. Once they have completed this piece of the lesson, TTW have the learners share the information that they have collected.
12. TTW then explain that we are now going to create their own poem or song using the elements that they have learned. TTW explain that she would like their song or poem to follow the theme of parents or parenthood.
13. TLs will write their song or poem. TLs will only have 35 minutes to work together to write it.
14. TLs will then perform their poems or songs to the class.

EXTENDED LEARNING ACTIVITIES

You could have the groups share their poems to another younger class and have them teach the elements to them.

SOURCES

Adapted from Krystal Harrison (an English teacher)

TIPS + FREQUENTLY ASKED QUESTIONS

Make sure you refresh your memory on poetry.

Allot enough time for your learners to creatively think.