

MIAMI-DADE COUNTY PUBLIC SCHOOLS  
Curriculum and Instruction  
Division of Language Arts/Reading  
English Language Arts (ELA) Exemplar Lesson

GRADE 10 ELA EXEMPLAR LESSON – Teacher Copy

Quarter 2, Week 20: 01/14/13 – 01/18/13

**Learning Objectives**

The goal of this lesson is to conclude a close study of selected poetry of Robert Frost. Through close, analytical examination of two of Frost's poems and the use of collaborative discussions (one-on-one, in groups, and teacher-led), students will analyze both the content and intriguing stylistic form of the poems. Vocabulary is learned from context and writing fosters deeper understanding of text. The lesson culminates in an evidentiary writing activity. Teachers may further scaffold activities to address individual students' needs depending on the intent of the lesson and specific learners.

**Rationale:** This lesson explores the intricate relationship between a poem's content and its form. Through close readings of two poems, the students will approach Frost's poetry in a new way and enhance their analytical skills for reading poetry at large. Students will write a literary analysis of both the content and poetic form of these works.

**Text Title(s):** "The Figure a Poem Makes" (Robert Frost) / "Birches" and "Mending Wall" (Robert Frost)  
McDougal Littell Literature, pp. 800 - 805  
**Genre/Text Structure:** Literary Nonfiction (Personal Essay) – Poetry

**Targeted Text Selections:**  
"The Figure a Poem Makes", "Birches" and "Mending Wall"  
Pages 802 - 805

**Common Core State Standards (CCSS):**  
RL.9-10.1; RL.9-10.5; RL.9-10.10  
<http://www.corestandards.org>

**Lesson Sequence**

**PERFORMANCE TASK/CULMINATING INDEPENDENT WRITING ASSESSMENT:**

- Write a well-supported two-page literary analysis of the relationship between the form and content of Frost's poems. Discuss how Frost's perspective on poetry is demonstrated through the poetic language, figures and form in the poems "Birches" or "Mending Wall."

**Activity 2:**

**GUIDING QUESTION(S):**

- What poetic devices are evident in "Birches"?
- What poetic devices are evident in "Mending Wall"?
- What do you notice about the rhythm in the poems?

2. Use Communication, Information and Media connections at [www.classzone.com](http://www.classzone.com), [www.discoveryeducation.com](http://www.discoveryeducation.com), or other online resources to explore images capturing the serene and idyllic vistas of New England that inspired Frost's writing. Visit [Frost Exhibit](#) to view photos of the stone wall on the Frost farm in Derry, New Hampshire.

2. Use technology connections at [www.classzone.com](http://www.classzone.com), [www.discoveryeducation.com](http://www.discoveryeducation.com), or other online resources (Robert Frost reading "Mending Wall"). Off Frost reading ("Mending Wall") to listen to different readings of "Birches" and "Mending Wall." It is essential for students to hear and/or read the poems aloud.

3. The students will read Frost's poems, first while listening to the poem read aloud, and then independently.

4. Students collaboratively (one-on-one, in groups, and teacher-led) discuss and write initial impressions and interpretations of the poems.

**Activities 2, 3 and 4:**

**GUIDING QUESTION(S):**

- What is the relationship between a poem's form and its content in Frost's poem "Birches"?
- What is the relationship between a poem's form and its content in Frost's poem "Mending Wall"?
- How do the literary stylistic techniques in "Birches" and "Mending Wall" create powerful poetic works?
- How does Frost weave his perspectives on poetry in the two poems?

2. Returning to the poems, the teacher will lead students through a set of text-dependent questions (Lines 1-20 and 28 – 47 of "Birches" and lines 12-58 of "Mending Wall") that compel closer rereading and analysis. The targeted lines and stanzas should be in front of the students as they engage in their discussions.

2. The use of graphic organizers and summation statements are essential in organizing and collecting thoughts for the culminating writing activity. Refer to week 19 for textual evidence garnered from Frost's essay and the Form and Content analysis of "Mending Wall" to prepare for the independent writing activity.

3. Respond in writing by crafting an evidentiary objective summary of Frost's perspective on poetry.

4. Explore critical commentaries about "Mending Wall," from [Modern American Poetry](#) if appropriate for your classroom.



**Activity 5:**

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**Didier Musso**

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## **Table of Contents Miami County Dade Curriculum 4th Grade**

1. Understanding the eBook Miami County Dade Curriculum 4th Grade
  - The Rise of Digital Reading Miami County Dade Curriculum 4th Grade
  - Advantages of eBooks Over Traditional Books
2. Identifying Miami County Dade Curriculum 4th Grade
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Miami County Dade Curriculum 4th Grade
  - User-Friendly Interface
4. Exploring eBook Recommendations from Miami County Dade Curriculum 4th Grade
  - Personalized Recommendations
  - Miami County Dade Curriculum 4th Grade User Reviews and Ratings
  - Miami County Dade Curriculum 4th Grade and Bestseller Lists
5. Accessing Miami County Dade Curriculum 4th Grade Free and Paid eBooks

- Miami County Dade Curriculum 4th Grade Public Domain eBooks
- Miami County Dade Curriculum 4th Grade eBook Subscription Services
- Miami County Dade Curriculum 4th Grade Budget-Friendly Options

6. Navigating Miami County Dade Curriculum 4th Grade eBook Formats

- ePUB, PDF, MOBI, and More
- Miami County Dade Curriculum 4th Grade Compatibility with Devices
- Miami County Dade Curriculum 4th Grade Enhanced eBook Features

7. Enhancing Your Reading Experience

- Adjustable Fonts and Text Sizes of Miami County Dade Curriculum 4th Grade
- Highlighting and Note-Taking Miami County Dade Curriculum 4th Grade
- Interactive Elements Miami County Dade Curriculum 4th Grade

8. Staying Engaged with Miami County Dade Curriculum 4th Grade

- Joining Online Reading Communities
- Participating in Virtual Book Clubs
- Following Authors and Publishers Miami County Dade Curriculum 4th Grade

9. Balancing eBooks and Physical Books Miami County Dade Curriculum 4th Grade

- Benefits of a Digital Library
- Creating a Diverse Reading Collection Miami County Dade Curriculum 4th Grade

10. Overcoming Reading Challenges

- Dealing with Digital Eye Strain
- Minimizing Distractions
- Managing Screen Time

11. Cultivating a Reading Routine Miami County Dade Curriculum 4th Grade

- Setting Reading Goals Miami County Dade Curriculum 4th Grade
- Carving Out Dedicated Reading Time

12. Sourcing Reliable Information of Miami County Dade Curriculum 4th Grade

- Fact-Checking eBook Content of Miami County Dade Curriculum 4th Grade
- Distinguishing Credible Sources

13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development

- Exploring Educational eBooks
- 14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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