



# Diggin' Deeper: Poetry Made Relevant

## Poetry and Poetic Devices



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<b>Grade Level</b>	7th – 12th Grade	<b>Time Frame</b>	2-3 class period(s)
<b>Subject</b>	English/Language Arts	<b>Duration</b>	120 minutes
<b>Course</b>	A.P. Language and Composition, A.P. Literature and Composition, American Literature, British Literature, Composition, Creative Writing, World		

### Essential Question

How is poetry relevant in life today?

### Summary

Whether they realize it or not, many students love poetry and use it every day. Introducing poetry in a relevant way can positively engage students in the composition of poetry. In this lesson, students will explore song lyrics as they engage in the analysis and creation of poetry. While this lesson is currently aligned only to 8th grade standards, it would be appropriate to teach in grades 7th through 12th, adjusting standards as necessary.

### Snapshot

#### Engage

Students listen and respond to three songs from various genres of music.

#### Explore

Students explore how the music and/or lyrics impacted their opinion of the music.

#### Explain

Students explain their understanding of the potency of words, rhythm, and the use of poetic devices.

#### Extend

Students use their favorite song within the lesson to analyze its lyrical appeal.

#### Evaluate

Students reflect on their understanding of poetry by creating their own poetry.

## Standards

*Oklahoma Academic Standards for English Language Arts (Grade 8)*

- 8.1.R.3:** Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.
- 8.2.W.1:** Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.
- 8.7.R.2:** Students will analyze the impact of selected media and formats on meaning.

## Attachments

- [Blowin in the Wind Lyrics—Diggin Deeper Poetry Made Relevant - Spanish.docx](#)
- [Blowin in the Wind Lyrics—Diggin Deeper Poetry Made Relevant - Spanish.pdf](#)
- [Blowin in the Wind Lyrics—Diggin Deeper Poetry Made Relevant.docx](#)
- [Blowin in the Wind Lyrics—Diggin Deeper Poetry Made Relevant.pdf](#)
- [I Think We Think—Diggin Deeper Poetry Made Relevant - Spanish.docx](#)
- [I Think We Think—Diggin Deeper Poetry Made Relevant - Spanish.pdf](#)
- [I Think We Think—Diggin Deeper Poetry Made Relevant.docx](#)
- [I Think We Think—Diggin Deeper Poetry Made Relevant.pdf](#)
- [Lesson Slides—Diggin Deeper Poetry Made Relevant.pptx](#)
- [Poetry Cafe Sample Guidelines—Diggin Deeper Poetry Made Relevant - Spanish.docx](#)
- [Poetry Cafe Sample Guidelines—Diggin Deeper Poetry Made Relevant - Spanish.pdf](#)
- [Poetry Cafe Sample Guidelines—Diggin Deeper Poetry Made Relevant.docx](#)
- [Poetry Cafe Sample Guidelines—Diggin Deeper Poetry Made Relevant.pdf](#)
- [Quick Write—Diggin Deeper Poetry Made Relevant - Spanish.docx](#)
- [Quick Write—Diggin Deeper Poetry Made Relevant - Spanish.pdf](#)
- [Quick Write—Diggin Deeper Poetry Made Relevant.docx](#)
- [Quick Write—Diggin Deeper Poetry Made Relevant.pdf](#)

## Materials

- A sound system to play the music
- Paper, pens
- Highlighters (blue, green, yellow, pink)
- Poetry Cafe Sample Guidelines (attached; optional)
- Quick Write (attached; one per student)
- "Blowin' In The Wind" Lyrics (attached; one per student)
- Lesson Slides (attached)
- 'Blowin' In The Wind' Still Asks The Hard Questions article (optional; linked; one per student)
- I Think/We Think (attached; one per student)

## Engage

### Lesson Preparation

Prior to the lesson, choose three songs that you feel fit the personality of the class. Make sure the songs appeal to students while also evoking emotion within them. Three examples have been included: "Symphony No. 9" by Beethoven; "Like a Rolling Stone" by Bob Dylan; and "Happy" by Pharrell, but you may wish to change these.

Display **slide 3** and share the essential questions with your students: *How is poetry relevant in life today?*

Display **slide 4**. To begin this lesson, ask the class for a show of hands as to who listens to music regularly. (Likely, many or most students will raise their hands.) Engage in a brief discussion about why students listen to music. List student responses on slide 4. Use student conversations as a segue into the Engage activity.

Display **slide 5** and share the lesson objective with your students:

- Students will explore song lyrics.
- Students will analyze poetry recognizing poetic devices and format.
- Students will write poetry utilizing poetic devices and format.

Display **slide 6** and pass out the **Quick Write** handout to each student. Students should listen to the three songs of different genres as they are played aloud. Give students about two minutes to listen to each song, and instruct them to use the [Quick Write](#) strategy and write about what they feel or notice about the songs. Instruct them to write the entire time that the song plays. There is no right or wrong in this activity. Students should be given the freedom to write creatively without restriction. This allows autonomy in their selective writing processes.

Display **slide 7** and play [Symphony No. 9 - Beethoven](#).

### Embedded video

<https://www.youtube.com/watch?v=t3217H8JppI>

## Explore

Display **slide 10**. In this portion of the lesson, students explore how the music and/or words impacted their opinion of the music. Instruct the students to look at what they wrote during the songs and see which words or phrases answer the following questions:

- What does it sound like?
- What emotions does it evoke? Why?
- What does it make you think of? Why?
- (Optional question) Does it bring back any memories? If so, what?

Ask students to use the [Think, Pair, Share](#) strategy to first think about the questions and highlight any answers to each question.

Display **slide 11**. Ask students to discuss their results with an [Elbow Partner](#). This activity engages students in a collaborative effort while also providing insight into their understanding of the impact of music. Instruct students to consider their commonalities, differences, varying emotional connotations, and how the words influenced their choices.

After allowing students to share with their partners for about ten minutes, you might facilitate a class discussion to glean understanding about student responses. Consider not only differences but also similarities in their answers.

Bring this activity back to the first discussion. Did the words or the music influence students' responses? Some students might discuss how the music itself, rather than the words, impacted their emotions, whereas other students might acknowledge the influence of the words on their understanding of the song.

## Explain

Display **slide 12**. Now that students have engaged and explored music and poetry on their own, you can explain the force behind the words. Using the lyrics to "Blowin' in the Wind" by Bob Dylan, guide students toward an understanding of the words.

Give each student a copy of the attached **Blowin' in the Wind** handout and display the lyrics on slide 12 for the group to see.

Allow students to read the lyrics, and then engage them in an [I Think/We Think](#) activity to find the meaning behind the words.

Display **slide 13** and pass out the attached **I Think/We Think** handout.

### **I Think, We Think:**

In place of passing out the handout, have students divide a piece of paper into two columns. The left-hand column is titled "I Think," and the right-hand column is titled "We Think." Present students with the lyrics and the questions listed below to reflect on the concept or topic presented by Bob Dylan. Give students time to record their thoughts in the "I Think" column, leaving the "We Think" column alone. When students are done recording their own thoughts, they select (or are sorted into) pairs or small groups to share what they recorded. After sharing with their partner or group, students record their common understanding in the "We Think" column.

Using the following questions on slide 13, have students fill in their "I Think" column to explain the poet's usage of words, poetic devices, and rhythm.

1. What did the poet mean when he said "the answer is blowin' in the wind"?
2. What does the use of repetition do for the reader?
3. What is the overall message of the poem?

### **Teacher's Note: Bonus Activity**

Consider engaging students in a [Metaphorical Thinking](#) activity to enhance their understanding of the lyrics.

Now, have students move into pairs or small groups to take part in the "We Think" portion of the activity. This gives students the opportunity to justify their answers to the questions as they share with their partner or group.

Discuss the students' answers, and then tie into the lesson the significance of the song as found in the article ['Blowin' in the wind' still asks the hard questions](#).

### **Teacher's Note: Extension**

The article from NPR beautifully explains the history of this song. You could also use the article as an extension to tie the historical significance of the song into the unit of study.

## Extend

### Teacher's Note: Preparation

For this extension to flow more smoothly, decide (depending upon the level of student understanding) whether to provide lyrics or to allow students to research their own. Either way, as a preparatory activity, allow students time to decide on their current favorite songs and to come to class with them.

Display **slide 14** and inform your students that they are going to research their own songs. Have students write down the lyrics to their favorite songs. While they are writing, allow them to use the song's format to engage in understanding about the poetic form of it. Songs are written so very differently than formal writing. Refer to the meter and rhyme scheme specifically. Perhaps include a focus on the misuse or lack of punctuation in the lyrics to show the freedom that poetry and songs allow in writing.

Next, students should identify the various poetic devices used by the songwriter. Have students label their songs with poetic devices, noting every time they are used. Song lyrics typically possess the following: rhyme, repetition, assonance, consonance, alliteration, imagery, and/or rhythm.

### Teacher's Note

The poetic devices that students are familiar with varies according to grade level. A graphic of upper-level poetic devices is included on **slide 15**.

Display **slide 16** and revisit the essential question: *How is poetry relevant today?* Students might consider the connection between song lyrics and poetry and discuss the relevance to their own lives.

## Evaluate

### Teacher's Note: Adaptations

Feel free to alter this assignment for whatever is best or appropriate for your level of learners. You might advance in the rigor of your assignment by limiting poetry choices.

Display **slide 17** and inform your students that they should now construct a poem with a format similar to that of their favorite songs. They can follow the same rhythm or rhyme scheme as the song to help them along.

Likewise, they must use the literary devices that the songwriter did in their favorite song, though not necessarily in the same places.

Here's the twist: Students must choose one of their responses to the pre-writing activity (the listening to the three songs quick write) as their subject matter for their new poems. This requirement allows them to tie into that first activity and also provides a launching pad for their ideas.

A great way to keep students engaged while giving you the opportunity to evaluate their poetry is to allow students to participate in a "Poetry Cafe" where they read aloud their original poems on **slide 18**. Refer to the attached **Poetry Cafe** attachment for an example of guidelines for this activity.

## Resources

- Alanheatwave95. (2013, October 15). The Rolling Stones - Just Like A Rolling Stone [FULL Version] (with Lyrics) [Video]. YouTube. <https://www.youtube.com/watch?v=FZHicx2TLrl>
- AnimeOracle. (2014, January 12). Pharrell Williams - Happy (Lyrics) [Video]. YouTube. <https://www.youtube.com/watch?v=jv-pYB0Qw9A>
- Bennet, Evan. (2010, December 22). Symphony No. 9 by Beethoven [Video]. YouTube. <https://www.youtube.com/watch?v=t3217H8jppI&t=2s>
- Briggs, S. (2017, March 24). How to make learning relevant to your students (and why it's crucial to their success). <http://www.opencolleges.edu.au/informed/features/how-to-make-learning-relevant/>
- Dinkins, E. (2007, Nov. 1). They have to see it to write it: Visualization and the reading-writing connection. <http://www.nwp.org/cs/public/print/resource/2481>
- Gold, B. P., Frank, M. J., Bogert, B., & Brattico, E. (2013) Pleasurable music affects reinforcement learning according to the listener. *Frontiers in Psychology*, 4. doi:10.3389/fpsyg.2013.00541
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- K20 Center. (n.d.). Quick Write. Strategies. <https://learn.k20center.ou.edu/strategy/1127>
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- Naylor, B. (2000). 'Blowin' in the wind' still asks the hard questions. NPR. <http://www.npr.org/2000/10/21/1112840/blowin-in-the-wind>
- Simmons, A. (2014, April 08). Why teaching poetry is so important. *The Atlantic*. <https://www.theatlantic.com/education/archive/2014/04/why-teaching-poetry-is-so-important/360346/>