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| **Focus: Author’s Craft**  Figurative language, imagery, theme, mood  **Materials:** poetic devices word sort cards, copies of “Dream Deferred,” highlighters, pen/pencil, glue stick |
| **Before Reading:**   1. **Say to scholars:** To review poetic devices, we will complete a Poetic Devices word sort. When scholars are finished with the word sort, have them glue the correctly matched cards in their journals. 2. **Say to scholars:** What is the best way to read a poem? Each time we watch a movie, we find details in the movie that we didn’t pay attention to or notice the first time. This also happens when we ready poetry multiple times. We hear words that rhyme, we can visualize images, and notice other devices used in the poem. |
| **During Reading:**   1. Read “Dream Deferred” by Langston Hughes at least twice. Glue the poem in your journal. 2. **Discussion:** (Sample discussion questions)  * Number each line in the poem. We will refer to the line numbers as we discuss the poem. * What does the word *deferred* mean? How do you know this is the meaning? Hint: If I want to defer my cell phone bill payment because it is due before my pay date, what do I want to happen with my payment due date? Write the definition beside the title. * What’s the topic of the poem? What’s going on in the poem? How do you know this is happening? * Highlight the examples of **imagery** in the poem with one color. What can you see, taste, smell, hear, or feel? These are examples of **imagery**. The speaker is appealing to our senses to help get the message across. * Circle each example of **simile** in a second color. What two things are being compared in each simile? How are the two items similar? Write your response in the margin. * Optional: Complete the chart with scholars. Ask scholars to write the comparison, the action taking place, and the image created in our minds.  |  |  |  |  | | --- | --- | --- | --- | |  | **Comparison** | **Action** | **Image/Feeling Created** | | A dream deferred is like | A raisin in the sun | Dried up | Dead, shriveled, withered | | A dream deferred is like |  |  |  | | A dream deferred is like |  |  |  |  * How could we reword the poem to say the same ideas without using the vivid images and similes? Which way gets the point across more effectively? The poet used similes and imagery to express the message. The use of these poetic devices is called **author’s craft.** It is a way of describing the author’s style of writing. * How does the poem make you feel? How would you describe the atmosphere or feeling of the poem? This is called the **mood**. Which words made you feel this way? * What’s the **message** or what is the speaker trying to tell the reader? So, what does the title mean? How does the title connect back to the **theme/message?** Write your response in the margin under the heading **Theme**. |
| **After Reading:**  Have you ever felt like a dream exploded or that your plans didn’t go as expected? How did you handle the situation? What advice would you give someone experiencing a similar situation? |
| **Wrapping Up:**   * Complete North Star forms. * Gather and store materials. * Read lesson #17 for the next session. |