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| **Focus: Exploring Messages in Poetry**  symbolism, imagery, theme  **Materials:** Copies of a cage and a bird, copies of the “Caged Bird” poem, highlighters, glue stick, pen/pencil |
| **Before Reading:**  **Discussion:**  *(Suggested discussion prompts.)*   1. **Say to scholars:** Have you ever read a poem and had no idea what you had just read? Me too! I have a poem that I want us to dig into today. When you first read it, you might ask yourself the same question: What did I just read? We will focus on making inferences to help us determine the bigger meaning of the comparisons used in the poem. We will decide what big ideas are buried deep down inside of the poem. 2. **Say to scholars:** Glue the picture of the bird in your journal. List as many actions, feelings, emotions, etc. that come to mind when they think of birds. (Possible responses might include: flying, being able to go wherever you want, being free, feeling the wind or a breeze or soaring in the sun, being powerful) 3. **Say to scholars:** Glue the picture of the cage in their notebooks. List whatever comes to mind when they think of cages. (Possible responses might include: being locked up, imprisoned, zoo, anger, frustration, in one place) |
| **During Reading:** Pass out the poem and the close read handout. Guide scholars through each step of the activity on the handout.  **Say to scholars:**   1. The poem that we will dissect today is called “Caged Bird” by Maya Angelou. Number each stanza on your copy of the poem “Caged Bird” by Maya Angelou. Now, number every fifth line. We will use the stanza numbers and line numbers as we refer back to the poem in our digging. 2. I will read the poem one stanza at a time. As I read, I want you to follow along and circle any words that you do not know. We will discuss those words. I also want you to think about what’s going on in each stanza. We will share your ideas at the end of each stanza. 3. Now, sketch what is going on in each stanza. Share how you knew those actions were in each stanza. 4. Now, you will take turns reading each stanza aloud. As we read the poem a second time, I want you to pay close attention to what you think the bird might represent in the poem. What do you think the speaker wants us to take away from the poem? (Remind scholars if needed that reading a poem multiple times helps readers to hear poetic devices such as rhyme and repetition along with making deeper connections with the key ideas, images, and sounds in the poem.) 5. Let’s discuss the questions on the close read handout. |
| **After Reading:**  **Say to scholars:** The poet used **metaphors** to compare two things in the poem. What did the poet compare the free bird to? What did the poet compare the caged bird to? These comparison represented deeper concepts in the poem. We called this deeper meaning **symbolism**! You were able to dig into the poem to pull out a message too! What message or **theme** do you think the poet is expressing through this poem? Which lines from the poem prove this message? |
| **Wrapping Up:**   * Complete North Star forms. * Gather and store materials. * Read lesson #21 for the next session. |