# Analyzing Themes in Poetry Using Audio & Video Content

**Grades 10-12**

## Introduction

For many students, analyzing and understanding a poem's message can be a daunting task. The language used in poems can often be unfamiliar, while simply reading words off a page can fail to capture the emotions that the poet wishes to express in their writing. With students struggling to understand a poet's intentions, educators can use Poetry & Short Story Reference Source to help students make sense of the poems and poets they're studying.

If you are assessing a student's ability to determine the central idea of a poem and use evidence to back up their understanding, Poetry & Short Story Reference Source's audio and video content can be helpful tools for students of literature in both middle school and high school.

## Objectives

Students will be able to:

- Identify the central idea of a poem
- Use evidence from multiple sources to support their understanding of a poem
- Analyze the specific components of a poem, including tone and mood

## Standards

- CCSS.ELA-LITERACY.RI.9-10.1, CCSS.ELA-LITERACY.RI.9-10.2, CCSS.ELA-LITERACY.RI.9-10.7
- NCTE 3, NCTE 7, NCTE 8

## Materials

- Computers/laptops/tablets
- Access to Poetry & Short Story Reference Source
- SMART Board/Overhead projector
- SoundCloud audio recording app (free)

# Procedures

## Educator

1. Sign in to Poetry & Short Story Reference Source to ensure you can access and save to Google Drive, Microsoft OneDrive or your personal MyEBSCO folder.

2. Collect audio recordings, and/or video content on the poems and poets your students are studying.

    a. Identify resources appropriate for the topic and students' abilities.

        i. <u>For audio recordings</u>

            1. From the homepage, click on "Audios" in the **Browse** section on the left.

            2. On the next screen, type "audio" in the search box at the top of the page. Searches can be refined by added the word "AND" along with another keyword to the search string (e.g. **AND John Berryman**).

            3. Select 5-10 poems that you'd like your students to analyze.

            4. Add desired resources to Google Drive, Microsoft OneDrive or your MyEBSCO folder.

        ii. <u>For poems:</u> Find the print versions of the poems you selected in the video/audio sections of the database.

            1. From the homepage, type the name of the poet(s) whose audio/video you selected in the previous steps and click "Search."

            2. Filter your results by checking the box next to "Poems" under Source Types. If "Poems" does not appear, click on "Show More" to see more source types.

            3. Select the poems you can pair with selected audio/video and add these full text poems to Google Drive, Microsoft OneDrive or your MyEBSCO folder.

    b. Decide which resources you will share with your class.

3. Provide students with materials via school technology (Schoology, Canvas, Moodle, Blackboard, Desire2Learn)

4. Provide assignment instruction to students. Ideally, you should select five different poems (with their matching audio/video content), and have each student read/analyze one of the five poems you've assigned.

5. Extend by having students complete the "Summative Assessment" (see below).


## Student

1. Access resources provided by your instructor.

2. Individually, read and annotate the printed versions of the poem(s) that your teacher has provided for you. Read through the poem(s) silently to yourself, marking any spots where you get confused, any questions that you have, or any ideas that come to mind.

3. Find the students in your class that have read and annotated the same poem.

4. Have one student in your group read the poem aloud to the other members of the group. The other members of the group should follow along, adding more annotations to the poem at hand.

5. Write a one-sentence statement at the bottom of your page, expressing what you think the poem means.

6. Share your ideas with your group, explaining why your interpretation of the poem is correct.

7. Using your computers or tablets, listen/watch the audio/video that your teacher has selected for you.

    a. Listen for details about the poet's life and/or background about the poem you're studying. Take notes on anything that strikes you as interesting.

    b. Pay close attention to the way the poet recites his or her poem. How does it compare/contrast to the way your group read the poem aloud? Think of how the poet's reading may have changed the tone and mood of your poem.

8. Answer the following question with your group: How has the audio/video changed or supported your understanding of the poem? Use direct evidence from either the poem or video to defend your claim.

## Assessment

### Formative Assessment

Have each group present their poem to the class using the SMART Board or related technology. Have students explain their initial understanding of the poem, as well as how the poem's audio recording or related video content helped them make sense of the poem's central themes.

### Summative Assessment

Have each student select a poem from a teacher-supplied list. Using SoundCloud or another free audio recording app, students should record themselves reading the selected poem aloud. Ask students to analyze in writing the poem's central idea, explaining why they chose to read the poem in a certain manner (fast, slow, deep voice, playful tone, foreboding tone, etc.).