



Beyond the Surface

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Language Arts
Grades 9-12



Introduction

Many times poetry is filled with imagery and symbolism that students miss when reading. In this lesson the students will be challenged to analyze the author's mood and tone in poetry.

Learning Objectives

Students will:

- ([CCSS.ELA-Literacy.RL.9-10.1](#)) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ([CCSS.ELA-Literacy.RL.9-10.4](#)) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Materials Needed

- [TPCASTT Poetry Analysis Form](#)
- [The Lost Generation \(Poem\)](#)
- [Concept Map](#)
- [T-Chart](#)

Procedure

1. Introduce this lesson by taking a moment to check the students' prior knowledge concerning poetry by having them complete a concept map. This concept map can be completed in a whole group-style with the class, in a group/partner style among the students, or by the students individually. Allow time for them to share what they completed.
2. Explain to the students that poets often compose pieces that communicate messages directly and indirectly to readers. Define the terms mood and tone. Feel free to refer to this [teaching tool](#) to assist you in defining tone and mood in poetry.
3. After providing information about tone and mood, share with the students that they will be reading a poem entitled "The Lost Generation" by Jonathan Reed.

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4. Prior to reading it, have the students to make a prediction about what they think the poem will be about simply based on the title. Instruct the students to write down their prediction on the TPCASTT Poetry Analysis Form and then put the form aside to be completed later in the lesson.
5. Allow the students time to do their first read of the poem (silently to themselves).
6. After reading it, have them complete the remainder of the TPCASTT form.
7. As the students prepare for the second reading, bring their attention to the last line of the poem that speaks about choosing to reverse what was shared in the poem. Tell the students that for the second read, they will need to read the poem in reverse (starting from the bottom line and reading up to the top line).
8. Allow time for the students to do their second read of the poem (silently to themselves).
9. With a partner or small group, allow the students time to share the differences and similarities that they notice between the first read and the second read.
10. As a closure to this lesson, have the students share out what they discussed with their partners or groups. Emphasize how mood and tone not only have to do with the specific words that an author chooses but also how the author chooses to use those words.

Evaluation

As an evaluation for this lesson, have the students complete a T-Chart that compares the mood and tone of the poem in the first read to the mood and tone of the poem in the second read.