

Extension Lesson/Unit Outline *Model (Frost)*

TEXT:	"The Road Not Taken," Robert Frost		TIMEFRAME:	1-2 weeks
INSTRUCTIONAL OBJECTIVE(S):	Students will attend to the explicit narrative and descriptive details of Frost's "The Road Not Taken," then analyze those details to form and support claims about the poem's metaphorical or symbolic meaning.		ASSESSMENT:	Formative: Students complete tools indicating their close reading and claim-making skills and develop two evidence-based claims. Summative: Students write a stanza-by-stanza explication of the poem that: <ol style="list-style-type: none"> 1. Summarizes the poem's narrative 2. Notes key images and word choices 3. Analyzes metaphorical/symbolic meaning 4. Presents and supports an overall claim about the poem's meaning
TIMELINE	TEXT SEGMENTS	LESSON SEQUENCE Activities-Key Passages	TOOLBOX MATERIALS Tools-Handouts-Checklists	STUDENT GROUPING & INSTRUCTIONAL NOTES
Day 1	STANZAS 1-3	CLOSE READING AND CLAIM-MAKING <ol style="list-style-type: none"> 1. Students listen to a reading of the poem and annotate key descriptive or narrative details. The class discusses the events explicitly described in the poem. 2. Students are introduced to key poetic devices: imagery, narrative voice. 3. Students work in expert groups to identify imagery and summarize the descriptive narrative for one stanza of the poem, guided by text-specific questions about language (#2-4). 4. Student groups identify online images representing their stanza. 5. Students jigsaw to new groups to share their literal interpretation of their stanza and visual images in a text-centered discussion. 	Attending to Details Handout Attending to Details Tool Questioning Path Tool (teacher-developed)	<ul style="list-style-type: none"> • Class lecture/discussion • Class lecture/discussion • Expert groups – heterogeneous with a top reader for modeling/facilitation
Day 2		<ol style="list-style-type: none"> 6. Students are introduced to key poetic devices: metaphor, symbolism, irony. Students view a sequence of the visual images they have found to represent the stanzas of the poem and discuss how these images might be seen as metaphors or symbols. 7. In expert groups, students re-read their stanza, analyzing its use of metaphors and potential symbolic meaning. Students individually write a text-specific question for a second jigsaw group. 8. The class does a close reading of stanza 4 and discusses explicit and implicit meanings (TSQ #5). 	Questioning Path Tool (student-developed)	<ul style="list-style-type: none"> • Jigsaw groups – 1-2 student experts for each stanza facilitate discussion of their stanza • Class lecture/discussion • Expert groups – heterogeneous with a top reader for modeling/facilitation

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Day 3	STANZA 4	<p>9. In jigsaw groups, students discuss the metaphorical/symbolic meaning of the poem, in a stanza by stanza text-centered discussion.</p> <p>10. Students individually select one stanza from the poem and develop an evidence-based claim about the stanza's meaning.</p> <p>11. The class discusses the potential overall meanings of the poem, considering text-specific questions (#6-8).</p>	<p>Forming EBC Tool</p> <p>Tools-Handouts-Checklists</p>	<ul style="list-style-type: none"> Class discussion Jigsaw groups – new groupings Individual students
Day 4		<p>12. Students individually develop a global claim expressing their interpretation of the poem's overall meaning and find evidence to support that claim.</p> <p>13. OPTIONAL: Students make observations about the poem's structure and closed form, and the impact on their reading of it (TSQ #9). Students view a second video, listening now for the auditory patterns of the poem.</p>	<p>Forming EBC Tool</p> <p>Organizing EBC Tool</p>	<ul style="list-style-type: none"> Class discussion Individual students Class lecture/discussion
Days 5-7		<p>WRITING TO SOURCES</p> <p>14. Students are introduced to the explanatory writing assignment of a poem explication and TSQ #10 a-d. Students use their claim to draft an explication of the poem in which they summarize its narrative, note its key images and word choices, and explain its meaning.</p> <p>15. Students work in editing teams or partners to review and improve their explications of the poem.</p> <p>16. Students view and discuss video interpretations of the poem, then share his/her interpretations.</p>	<p>Writing EBC Handout</p> <p>Making EBC Final Writing Tasks Handout (teacher-developed)</p>	<ul style="list-style-type: none"> Class lecture/discussion Individual students Editing teams/partners Class discussion
Days 8-10		<p>EXTENSION: Students study other Frost poems or poems with similar themes and compare them to "The Road Not Taken."</p>		