Extension Lesson/Unit Overview *Model (Frost)*

TEXT(S)

"The Road Not Taken," Robert Frost

The poem could be studied in conjunction with other Frost poems, e.g., "Stopping By Woods on a Snowy Evening" or "Mending Wall." It could also be compared to poems about life and its choices by other poets such as Langston Hughes, e.g., "Mother to Son."

TARGETED STANDARDS

RL1, RL2, RL4, RL6, W9

LITERACY SKILLS

- ☒ Attending to Details
- ☐ Deciphering Words
- ☐ Comprehending Syntax
- ☒ Interpreting Language
- ☒ Identifying Relationships
- ☒ Making Inferences
- ☒ Summarizing
- ☒ Questioning
- ☒ Recognizing Perspective
- ☐ Evaluating Information
- ☐ Delineating Argumentation
- ☒ Forming Claims
- ☒ Using Evidence
- ☐ Using Logic
- ☐ Using Language
- ☒ Presenting Details
- ☐ Organizing Ideas
- ☐ Using Conventions
- ☐ Publishing
- ☐ Reflecting Critically

KEY PERPSECTIVES, CONTENT, or THEMES

The perspective of the speaker in the poem may or may not be the poet's. The poem suggests a variety of thematic threads related to choices or decisions in life:

- Looking backward on a past experience
- Making a choice or decision
- Choosing a road "less taken," reflecting on a road "not taken"
- Considering the implications of a past decision

ACADEMIC VOCABULARY

Literary terms: closed form poem, imagery, metaphor, symbol(ism), rhyme scheme, explication

Text vocabulary: diverged, undergrowth, claim, trodden

ACADEMIC HABITS

- ☐ Preparing
- ☒ Engaging Actively
- ☒ Collaborating
- ☒ Communicating Clearly
- ☒ Listening
- ☐ Generating Ideas
- ☐ Organizing Work
- ☐ Completing Tasks
- ☐ Revising
- ☐ Understanding Purpose & Process
- ☒ Remaining Open
- ☒ Qualifying Views

ACTIVITIES, TASKS, ASSIGNMENTS

☐ Writing:
- ☒ Explanatory
- ☐ Argumentative
- ☐ Narrative

- ☒ Text-centered Discussion
- ☐ Speaking
- ☒ Multi-media
- ☐ Other:

SUMMATIVE ASSESSMENT PLAN

Modes/Products:

- ☒ OE Tools

☐ Writing:
- ☒ Explanatory
- ☐ Argumentative
- ☐ Narrative

- ☐ Text-centered Discussion
- ☐ Speaking
- ☐ Multi-media
- Other:

Notes:

INSTRUCTIONAL OVERVIEW

Students will study the poem in expert teams, with each team responsible for one of its four stanzas. Students will first use guiding questions and an *Attending to Details Tool* to analyze the poem for its literal, explicit meaning – to summarize the part of the recollected narrative presented in each stanza and to note the details, or imagery, of the scene depicted. After jigsawing to share their group's insights about the poem's explicit meaning, students will learn about the poetic devices of metaphor and symbolism, then return to their expert groups to analyze their stanza on a more symbolic level. Each student will complete a *Forming EBC Tool* and develop a claim about the meaning of the stanza they have analyzed and a text-dependent question to share in a second jigsaw group.

Following these small group discussions, the class will discuss the speaker's voice in the poem, and the potential meanings of its last lines and title. Students will then individually develop a global claim that communicates their evidence-based interpretation of the poem. Students will use this claim as the thesis for a stanza-by-stanza explication of the poem, noting the story it tells, its key imagery, and its metaphorical and symbolic levels.

ODELL EDUCATION