

Questioning Path Tool *Model (Frost)*

TEXT & AUTHOR	“The Road Not Taken,” Robert Frost (1916) – divided by stanzas into four segments
TEXT SEGMENT	Each stanza will be studied by an expert group, using Deepening Questions #2-4
APPROACHING: I determine my reading purposes, and take note of key information about the text. I identify the LIPS domain(s) that will guide my initial reading.	Purpose: I will first read the poem focusing on its narrative and descriptive details. I will then re-read and analyze the poem looking for metaphors, symbols, and potential irony. I will consider the speaker’s voice and the poem’s title as I determine its meaning for me as a reader. Key Information: Published in 1916. Robert Frost, a New England native, has described the poem as “tricky” in its meaning and has implied that the speaker’s voice may not be his own. LIPS domain(s): Primarily LANGUAGE, IDEAS, and PERSPECTIVE, with possible analysis of poetic STRUCTURE
QUESTIONING: I use guiding questions to help me investigate the text (from the Guiding Questions Handout)	<ol style="list-style-type: none"> 1. What do the author’s words and phrases cause me to see, feel, or think? 2. What seems to be the author’s (narrator’s) attitude or point of view?
ANALYZING: I question further to connect and analyze the details I find (from the Guiding Questions Handout).	<ol style="list-style-type: none"> 1. How does figurative language – imagery, metaphor, symbolism – influence my understanding of the poem? 2. What claims do I find in the poem – both stated and implied?
DEEPENING: I consider the questions of others.	<ol style="list-style-type: none"> 1. <u>Class</u>: Overall, what do the poem’s details add up to – what happens in the story told by the narrator? What do the verb tenses tell us about when the story happened? 2. <u>Expert Group 1</u>: In the first stanza, the speaker sets the poem’s initial scene. What does the traveler see, and what key descriptive words does he use to depict the scene? 3. <u>Expert Group 2</u>: In the second stanza, what choice does the traveler make? What key details does he present about the two roads? 4. <u>Expert Group 3</u>: In the third stanza, what additional details does the narrator present about the two roads? What key words does he use to describe how he feels about the choice he has made? 5. <u>Class</u>: In the fourth and final stanza, the narrator steps back from the scene he has been describing. From what point in time is he viewing his decision about which road to take? What key words suggest his various feelings about that choice? 6. <u>Class</u>: What is the central metaphor developed in the poem – what might the story of the two roads in the wood mean on a more symbolic level? 7. <u>Class</u>: The poem focuses on the road that the traveler takes, but the poem’s title is “The Road Not Taken.” What does this make us wonder about as readers? What evidence from the poem suggests that it may have multiple meanings? 8. <u>Class</u>: What evidence from the poem suggests that the narrator may be someone other than the poet himself? How might this change our understanding of the poem? 9. <u>Class</u>: What is the rhyme scheme of the poem? How does its rhyming pattern and rhythm influence our reading and listening?
DEEPENING: (Continued)	<ol style="list-style-type: none"> 10. <u>Writing Assignment (Text-based Questions)</u>: <ol style="list-style-type: none"> a. How does Robert Frost use imagery and figurative language to convey his perspective and theme? b. How does Robert Frost use a first person narrative (story telling) voice and form to convey a series of claims about life? c. What view of life and its potential choices does Robert Frost convey through his poem? d. What does the poem mean to me? What understanding or claim about the theme of choices in life do I arrive at after reading and analyzing “The Road Not Taken”?
EXTENDING: I pose my own questions.	<ol style="list-style-type: none"> 11. <u>Class (Grade 6)</u>: What are the “roads not taken” in Steve Jobs’ speech? How are Frost’s lines, “I took the one less traveled by/ And that has made all the difference,” reflected in Jobs’ speech? 12. <u>Class (Grade 7)</u>: How does Frost’s metaphor of the “road not taken” relate to the Scott-Amundsen race? How are Frost’s lines, “I took the one less traveled by/ And that has made all the difference,” reflected in Scott’s and Amundsen’s lives? 13. <u>Class (Grade 7)</u>: How does Frost’s metaphor of the “road not taken” relate to the paths that King, Chavez or Murguía took with their careers? How are Frost’s lines, “I took the one less traveled by/ And that has made all the difference,” reflected in King, Chavez or Murguía’s speech’s?