

Text Selection Guide *Model (Frost)*

TITLE: "The Road Not Taken"		AUTHOR: Robert Frost	
PUBLICATION DATE: 1916	SOURCE: poets.org (also available through other poetry web sites)	LENGTH: 4 stanzas (20 lines)	
GENRE: Poetry	TYPE: Closed-form poem (A-B-A-A-B rhyme scheme and iambic tetrameter rhythm)	MULTI-MEDIA: Frost reading the poem: www.youtube.com/watch?v=ie2Mspukx14 Photo interpretation and reading: www.youtube.com/watch?v=KUaQgRIJukA	
QUANTITATIVE MEASURES: N/A (not recommended for poetry)		QUALITATIVE MEASURES (e.g., CCSSO qualitative analysis rubrics): Moderately complex, primarily due to implicit meaning, poetic structure, and use of figurative language and extended metaphor.	
CROSS-CURRICULAR CONNECTIONS: ART: The poem could potentially be studied in conjunction with New England landscape paintings.		HEALTH/LIFE CHOICES/COUNSELING: The poem could be used to set up a lesson/discussion about choices in life, and particularly healthy lifestyle choices.	
RELATIONSHIP TO CLP INSTRUCTION AND/OR TEXTS: The poem provides an accessible opportunity to apply both Reading Closely and Making Evidence Based Claims skills to a short but significant literary work. G6: The poem can be studied following the Making Evidence-Based Claims (EBC) unit (Steve Jobs), focusing on the parallels between Jobs' discussion of life choices in his commencement speech and Frost's metaphorical depiction of a choice between two diverging roads. It provides an opportunity to apply initial claim-making skills to a short literary work.		G7: The poem can be studied either following the Reading Closely for Textual Details (RCD) or EBC units; its focus on different roads taken can be related either to the Scott-Amundsen race to the South Pole (RCD) or to the King/Chavez/Murguía speeches (EBC) with their various discussions of the choices these leaders made in their fights for respect and equality.	
APPROACHES TO READING [LIPS]		GUIDING AND ESSENTIAL TEXT-SPECIFIC QUESTIONS:	
Focus on LANGUAGE	GQ: What do the author's words and phrases cause me to see, feel, or think? TSQ: How does Robert Frost use imagery and figurative language to convey his perspective and theme?		
Focus on IDEAS	GQ: What claims do I find in the poem – both stated and implied? TSQ: How does Robert Frost use a first person narrative (story telling) voice and form to convey a series of claims about life?		
Focus on PERSPECTIVE	GQ: What seems to be the author's (narrator's) attitude or point of view? TSQ: What view of life and its potential choices does Frost convey through his poem? How do its title and last lines complicate the meaning we might get from the poem?		
Focus on STRUCTURE	GQ: What do I notice about the structure of specific elements (stanzas, lines)? TSQ: Why might Robert Frost have written this poem in a closed form? What is the effect of the poet's subtle use of rhyme and rhythm on our reading of the poem?		
OTHER	TSQ: 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"?		
NOTES			
This poem provides an excellent introduction to a study of poetry, poetic elements, and metaphorical meaning. It uses a recollected narrative organization and voice to convey an experience that on the surface is about a walk through a "yellow" (fall) woods. The poem, however, uses its vivid imagery to convey an extended metaphor with symbolic meaning about choices and decisions in life. Its last two lines and title further complicate the seemingly simple meaning of the poem, leaving it uncertain as to what "all the difference" is and why the poem focuses on the road taken, while the title references the road not taken. The poem is also a		good, introductory example of closed form in poetry – using a subtle A-B-A-A-B rhyme scheme and an iambic rhythm to influence a reader's experience, especially when reading the poem aloud (or hearing it read aloud). Each stanza of the poem depicts a part of the descriptive narrative, developing the metaphor and suggesting an implicit claim. The stanza-based claims lead up to a final claim(s) suggested by the poem's last two lines. The poem thus provides a strong opportunity for students to identify inferred claims, find supporting evidence in the poem's language and imagery, and work towards a global claim about its meaning for them relative to their own lives.	