

Discipline: Reading, Writing, Speaking and Listening

Standard Category: Reading independently

Lesson Focus: Poetry symbolism - In this lesson, your students will read poems by Robert Frost and discuss symbols in poetry.

PA Standard(s):	Related TESOL Standard(s):
1.1.11H Demonstrate fluency and comprehension in reading.	Goal 2: To use English to achieve academically. Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form. Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

Key Objectives in Accordance with TESOL Level:

Pre-Conversational/ Beginning	Intermediate	Advanced
Students will be able to: <ul style="list-style-type: none">• Read to determine figurative language.• Use word squares to identify new words.	Students will be able to: <ul style="list-style-type: none">• Read, and analyze a poem.• Recognize, clarify and interpret the poetic element of personification.	Students will be able to: <ul style="list-style-type: none">• Read, analyze, and summarize a poem.• Apply the element of symbolism to create a poem.

Materials:

1. Robert Frost poems: **Fire and Ice**

URL: <http://www.pronet.co.uk/home/catalyst/RF/poem1.html>

<p>FIRE AND ICE</p> <p>Some say the world will end in fire, Some say in ice. From what I've tasted of desire I hold with those who favor fire. But if it had to perish twice, I think I know enough of hate To say that for destruction ice Is also great And would suffice.</p>

2. *Language Dictionaries (Spanish/English – Vietnamese/English etc.)*

Procedures: (ESL Suggestions are in italics)

Suggested Level:
High School

Lesson Focus:
Poetry- symbolism

Teaching Strategies:
Whole group instruction

Cooperative learning

Graphic organizers

Partner work

Modeling

Assessment Strategies:
Recall/ identifying

Read, compare and contrast and interpret.

Writing

Summarizing

1. Read the poem "Fire and Ice" by Robert Frost.
2. Explain that many poets use the literary technique of symbolism. A symbol is a person, place, or thing that has meaning in itself, but also represents something else, usually a larger meaning.
3. Have your students read "Fire and Ice" again. Ask them what the fire and ice represent. Why is this appropriate poem in the age of nuclear weapons? Is the speaker in the poem casual or serious about the topic?

Beginning

- A. Use the word squares to study new words. (A sample is included).

Intermediate

- A. *Use a graphic organizer chart to compare and contrast words in the poem.*
- B. Focus on the most important points of the poem.
- C. Use these points to discuss the symbols used by Robert Frost to share their interpretations with a partner.

Advanced

- A. Read, analyze, and summarize the poem.
- B. Analyze the piece's structure and author's use of fire and ice.
- C. Write a responsive piece on what the fire and ice may represent. Have them research the date the poem was written and the possible link between the poem and the age of nuclear weapons? Is the speaker in the poem casual or serious about the topic?
- D. Respond to the piece, in writing, using the proper steps of the writing process.

Assessment:

Beginning: Recall/ Identifying

- Assess beginning ELL students' comprehension by discussing and responding to the novel using the logical sequence of the reading.
- Production of a visual to represent the symbolism used in the poem.

Intermediate: - Compare, contrast and interpret

- Assess intermediate ELL students' comprehension by having them compare and contrast the symbolism in the poem. EX: fire and ice and explain how they arrived at their conclusion.
- *Intermediate students are verbally more proficient but are not at the level of native speakers and will require additional assistance with unfamiliar terms.*
- *Have reference material available and check for comprehension frequently.*
- *Idioms and word puns will not be as frustrating for intermediate learners as they are for beginners, however, review idioms and puns before reading for better comprehension.*

Advanced: Summarizing and writing

- *Assess advanced LEP student comprehension as you would native speakers.*
- *Have them write a summary of the poem and interpret and research the symbols used by the author using the Internet or reference material and look for possible links between the poem and the author's use of symbolic terminology.*
- *Write a poem utilizing symbolism.*

- *ELL students at this level will be able to write, but may need to use reference books such as dictionaries and thesauruses.*
- *Computers will enhance their ability to write grammatically accurate.*
- *There may still be some interference from their native language; monitor particularly with symbolic linguistic structures.*

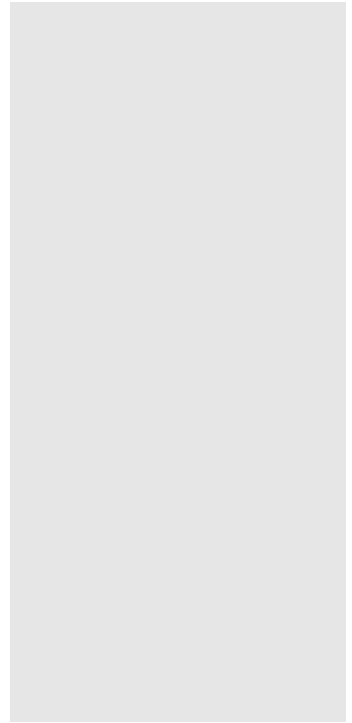
Helpful Websites:

<http://www.pro-net.co.uk/home/catalyst/RF/poem1.htm>

This website provides the instructor with many poems by Robert Frost for further reading.

<http://encarta.msn.com>

The life and works of Robert Frost



Word Squares

Beginning ESL Students

- a. Use the word squares to study new words.
- b. Read the poem "Fire and Ice" and choose the hard words.
- c. Add other words you need to know.

Directions:

- 1- Have students write the new word in the word block.
- 2- Have them look up the word and write the definition in the meaning block.
- 3- Then write a sentence for the word in the sentence block (or draw a picture that represents the word.)
- 4- Write the representation, evaluation, meaning and symbol that the author intends for the word in each corresponding block.
- 5- Have the students express their opinion in the "What do you think?" blocks.

Word	Meaning	Sentence	Symbol (picture)
Representation	Evaluation	Meaning	Symbol (picture)
What do you think? _____ _____ _____ _____	What do you think? _____ _____ _____ _____	What do you think? _____ _____ _____ _____	What do you think? _____ _____ _____ _____

Contrast

ESL Intermediate Students

Directions:

Poets often use contrast, or comparing to two people or things that are very different. Find the very different things that Robert Frost contrasts in his poem “Fire and Ice.” Does the description make you think of something else? Fill in the chart then discuss your answers with the class.

Sentence/ words	Two Things Contrasted	Makes me think of...