

ZOOM IN

Reflections & Connections:

After reading a given poem individually or as a group, students can write a journal response in which they are encouraged to reflect on the poem (both content & style) and make connections (to their own experiences or another work).

Poetry Analysis Graphic Organizer:

There are plenty of graphic organizers available to help students break down the various aspects of a poem. A couple tried and true techniques are the SOAPStone ([link to notes & link to graphic organizer](#)) or TP-CASTT ([link to notes & graphic organizer](#)) methods.

Extension to Annotation Assignment:

After annotating and/or discussing the poem, students could design posters highlighting their analysis, create artwork based on the poem, write an extended analysis of the poem, or analyze the same element in another poem from the collection.

Model Poems: Students can analyze a poem using any of the above techniques but paying particular attention to the style. Students will then write their own poems, using the original poem as a model. Students could write about a similar theme, an alternate perspective (ex: the ghost/spirit of one of the deceased in the cemetery in "Following the Silence"), or a new topic altogether.

Focused Annotations: Students will work in pairs/groups to annotate a poem focusing on one specific element of poetry. Students may be instructed to look at key elements such as

- **Imagery** (sharp images & symbolism in "The Picnic Table at Dusk")
- **Diction** (the use of verbs in "cowering... catching... mumbling... pleading" in "Waiting for an Explanation")
- **Syntax** (analyze the effect of "August Ghosts" opening with the conjunction "And so")
- **Form** (discuss short lines but long sentences in "Your Terms")
- **Contrasts** (between the setting of a cemetery and the "bemused, pleased, curious" reaction to a first kiss in "Following the Silence" or the contrasts elements such as life & death, dark & light, youth & old, etc.)
- **Analogies** (to baseball in "Watching")
- **Allusions** (to the Bible, music, literature, and art)

Epigraph Analysis: Students can further research and discuss the epigraphs and dedications to poems throughout the collection. Mentions are made to other writers, musicians, and artists. For example, students could research the artwork of Charles Burchfield, mentioned with the in memoriam for "Locust Grove" and make connections between Burchfield's artwork and the poem by Harshman.