



# EMBRACING OUR DIFFERENCES

## Harness Your Destiny (40-45 min.)

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### Florida Standard(s):

Theme:

**ELA.9(10)[11].R.1.2** – [Track and] Analyze (and compare) universal themes and their development throughout a literary text.

**ELA.12. R.1.2** – Analyze two or more themes & evaluate their development throughout a literary text.

Context & Connotation:

**ELA.9.V.1.3, ELA.10.V.1.3, ELA.11.V.1.3, ELA.12. V.1.3** – Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

### Essential Question:

Who decides who you become?

### Learning Intention(s):

Students will analyze the development of themes found in a poem and artwork selection, so they can discuss the similarities. They are successful when they determine common themes found in both works and explain how each work develops these themes.

### Resources / Materials Needed:

- Harness Your Destiny lesson PowerPoint
- TPCASTT graphic organizer (pages 4 and 5)
- “The Road” poem by Nancy Fotheringham Cato (page 3)

### Before Instruction:

- Provide students with a TPCASTT graphic organizer (pages 4 and 5). They must complete the organizer prior to the lesson.
- Provide students with a copy of the poem. They may also access it digitally using the link above.
- Preview the PowerPoint for pacing considerations.

### Direct Instruction:

#### Slide 1 (1 min.):

- Review the essential question with students: Who decides who you become? Tell students to consider this question as they analyze the artwork and poem.

#### Slide 2 (2 min.):

- Review the LISC with students. To establish buy in-explain the importance of understanding artwork and literature as it relates to our ability to understand the perspectives of others.



**Slide 3 (2 min.):**

- Briefly share the lesson overview with students. Tell them what they will learn and share the process by which they will learn it.

**Slide 4 (2 min.):**

- Show the artwork and tell students to pay close attention to the title, positioning and focal points, as well as the apparent mediums used.
- Do not permit students to talk at this time.

**Slide 5 (8 min.):**

- Notice & Note: Have students talk to their shoulder partners and then in groups of 3 or 4. Have them discuss what they see in the artwork, encourage them to make inferences regarding the intentions of the artists.
- After students have shared in pairs and small groups (4 mins.), have them take turns sharing out with the class. Encourage them to add on the contributions of peers.
- Assign 2-3 students to note all the shared responses (they will use this during slide 8).

**Slide 6 (3 min.):**

- Working in pairs or groups of 3-4, tell students to come to consensus on 3-5 themes they think they can attribute to the artwork. They must be ready to explain why.

**Slide 7 (4 min.):**

- Have students retrieve their TPCASTT and copy of “The Road”.
- Provide two minutes to debrief and then read the poem aloud.
- As students follow along, tell them to consider the similarities between *The Girl Who Broke the Rules* and “The Road”.

**Slide 8 (10 min.):**

- Whole class discussion: tell students that they will now analyze both pieces.
- Tell them that they must synthesize aspects of their small group discussion, the share out, and the themes they noted.
- They will respond to the following: What similarities do you see? What themes relate to both pieces? What components from both contribute to common themes?

**Slide 9 (5 min.):**

- Show and read the artist statement to students.
- Ask students: How does the statement change/reaffirm your interpretation of the artwork? Have students randomly share out.

**Extensions (Slide 10):**

- Tell students that they will create a Black Out poem. Click [here](#) for directions.
- They will adapt words from “The Road” to make their own.
- Encourage them to create the poem from one of their 3-5 themes, paying close attention to mood & tone.



## “The Road”

by Nancy Fotheringham Cato

I made the rising moon go back  
behind the shouldering hill,  
I raced along the eastern track  
till time itself stood still.

The stars swarmed on behind the trees,  
but I sped fast at they,  
I could have made the sun arise,  
and night turn back to day.

And like a long black carpet  
behind the wheels, the night  
unrolled across the countryside,  
but all ahead was bright.

The fence-posts whizzed along wires  
like days that fly too fast,  
and telephone poles loomed up like years  
and slipped into the past.

And light and movement, sky and road  
and life and time were one,  
while through the night I rushed and sped,  
I drove towards the sun.



## TPCASTT

**TPCASTT: Poem Analysis Method:** title, paraphrase, connotation, diction, attitude, tone, shift(s), title revisited and theme

**Title** Before you even think about reading the poetry or trying to analyze it, speculate on what you think the poem *might* be about based upon the title. Often time authors conceal meaning in the title and give clues in the title. Jot down what you think this poem will be about...

**Paraphrase** Before you begin thinking about meaning or trying to analyze the poem, don't overlook the literal meaning of the poem. One of the biggest problems that students often make in poetry analysis is jumping to conclusions before understanding what is taking place in the poem. When you paraphrase a poem, write in your own words exactly what happens in the poem. Look at the number of sentences in the poem—your paraphrase should have exactly the same number. This technique is especially helpful for poems written in the 17th and 19th centuries. Sometimes your teacher may allow you to *summarize* what happens in the poem. Make sure that you understand the difference between a *paraphrase* and a *summary*.

**Connotation** Although this term usually refers solely to the emotional overtones of word choice, for this approach the term refers to any and all poetic devices, focusing on how such devices contribute to the meaning, the effect, or both of a poem. You may consider imagery, figures of speech (simile, metaphor, personification, symbolism, etc), diction, point of view, and sound devices (alliteration, onomatopoeia, rhythm, and rhyme). It is not necessary that you identify all the poetic devices within the poem. The ones you do identify should be seen as a way of supporting the conclusions you are going to draw about the poem.



<p><b>Attitude</b> Having examined the poem's devices and clues closely, you are now ready to explore the multiple attitudes that may be present in the poem. Examination of diction, images, and details suggests the speaker's attitude and contributes to understanding. You may refer to the list of words on <i>Tone</i> that will help you. Remember that usually the tone or attitude cannot be named with a single word Think <i>complexity</i>.</p>	
<p><b>Shift</b> Rarely does a poem begin and end the poetic experience in the same place. As is true of most us, the poet's understanding of an experience is a gradual realization, and the poem is a reflection of that understanding or insight. Watch for the following keys to shifts:</p> <ul style="list-style-type: none"><li>• key words, (but, yet, however, although)</li><li>• punctuation (dashes, periods, colons, ellipsis)</li><li>• stanza divisions</li><li>• changes in line or stanza length or both</li><li>• irony</li><li>• changes in sound that may indicate changes in meaning</li><li>• changes in diction</li></ul>	
<p><b>Title revisited</b> Now look at the title again, but this time on an interpretive level. What new insight does the title provide in understanding the poem.</p>	
<p><b>Theme</b> What is the poem saying about the human experience, motivation, or condition? What subject or subjects does the poem address? What do you learn about those subjects? What idea does the poet want you take away with you concerning these subjects? Remember that the theme of any work of literature is stated in a complete sentence.</p>	