Mrs. D. Unger

Lesson: Juxtaposition in Poetry (Grade 9 ELA)

Time: 2.5 52-minute classes

Objective

Students will understand the literary devices of juxtaposition and contrast, and the effect that they have in poetry by examining and writing poems with these devices.

Students will understand couplets by reading and writing them individually and as a group.

Materials

- PowerPoint
- Handout of poems
- Youtube video http://www.youtube.com/watch?v=fxyhfiCO_XQ
- Coloured-paper, markers and tape

Learning Outcomes

- 2.2 Respond to text, experience various texts, compare and contrast own life situation with themes of oral, print and other media texts
- 2.4 Create original text, elaborate on the expression of ideas, create oral, print and other media texts on common literary themes

Teacher Activity	Student Activity	Time (mins)
The teacher introduces the term "juxtaposition" without giving a definition. 4 photographs are shown that demonstrate juxtaposition and contrast in art/photography.	Students discuss in small groups (3-4) what they predict the definition of juxtaposition to be based on the photographs presented. Each group shares their predictions with the whole class.	**7**
The definition of juxtaposition is revealed and students will have the opportunity to look at the pictures once again and ask any questions about the definition and/or concept.	Students ask questions about the definition and concept. Have students try to put this in their own words or provide examples (formative)	**5**
Students will read the poems "The Seed-Merchant's Son" by Agnes Grozier Herbertson and "Flowers" by Dennis Roy Craig. Poems are handed out to all students as well as projected at the front of the room. Poems are read aloud in individual groups by students take turns reading the poem aloud to their peers.	Students will be able to listen, view and write on the poem on the handout. This accommodates many learning styles (visual, auditory, kinesthetic)	**15-20**
Questions are presented on the PowerPoint. A record keeper is nominated in each group to keep track of the group's answers. The questions are 1. What is being juxtaposed in this poem? 2. Where in the poem is there a "shift" in ideas? 3. What effect does the juxtaposition have on the poem?	Students are to answer 3 questions about each poem. Once small group discussion has taken place, 2 groups pair up to share answers from these questions.	**15-20**

Watch juxtaposition video of first world problems read by third world kids. http://www.youtube.com/watch?v=fxyhfiCO_XQ	Students are prompted to think of what is being juxtaposed while they watch the video. Students will discuss in their groups what was juxtaposed in the video.	**7**
Students will watch another video of the same "problems" being juxtaposed in the opposite way. http://www.youtube.com/watch?v=gq4oj6Kkkak	Students will discuss in groups the effect(s) that these juxtapositions had on the audience.	**7**
Students will be told that they will be now writing poetry using juxtaposition. Explain the idea of a rhyming couplet. Do a large group example and have students produce individual examples not related to the topic. Each group will be divided in half. Half of the group will be "third world problems" and the other half will be "first world problems". Each student will write a rhyming couplet of "problems". An example will be given, as well as a "rap" video shown. http://www.youtube.com/watch?v=D2p5svFJ9cQ	Students will write practice couplets (formative). Students will be given time to write their rhyming couplet. Each group member will write their rhyming couplet on a colored piece of paper.	**20**
Once each group member has finished, the group will decide how to juxtapose their "problem couplets" (example: do they want to alternate first world couplets with third world couplets for the poem's entirety, or group first world problems and third world problems together and put one collection first and one second?)	Groups will combine individual couplets and tape their "poem" together and collectively give it a new title, which will be written on another piece of paper and attached.	**15-20**
Extension: Have groups swap poems and discuss the questions from above: 1. What is being juxtaposed in this poem? 2. Where in the poem is there a "shift" in ideas? 3. What effect does the juxtaposition have on the poem?	Take this in for formative assessment. Ask students to analyze group processes.	**5**

Resources:

<u>"The Seed-Merchant's Son" by Agnes Grozier Herbertson</u>

The Seed-Merchant has lost his son,
His dear, his loved, his only one.

So young he was, Even now it seems
He was a child with a child's dreams.

He would race over the meadow-bed
With his bright, bright eyes and his cheeks all red.

Fair and healthy and long of limb;
It made one young just to look at him.

His school books, unto the cupboard thrust,
Have scarcely had time to gather dust.

Died in the war….And it seems his eyes
Must have looked at death with a child's surprise.

The Seed-Merchant goes on his way:
I saw him out on his land today;

Old to have fathered so young a son,
And now the last glint of his youth is gone.

What could one say to him in his need?
Little there seemed to say indeed.

So still he was that the birds flew round
The grey of his head without a sound,

Careless and tranquil in the air,
As if naught human were standing there.

On, never a soul could understand
Why he looked at the earth, and the seed in his hand,

As he had never before seen seed or sod:
I heard him murmur: 'Thank God, thank God!'

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“Flowers” by Dennis Roy Craig

I have never learnt the names of flowers.

From beginning, my world has been a place

Of pot-holed streets where thick, sluggish gutters race

In slow time, away from garbage heaps and sewers

Past blanched old houses around which cowers

Stagnant earth. There, scarce green thing grew to chase

The dull-grey squalor of sick dust; no trace

Of plant save few sparse weeds; just these, no flowers.

One day, they cleared a space and made a park

There in the city’s slums; and suddenly

Came stark glory like lighting in the dark,

While perfume and bright petals thundered slowly.

I learnt no names, but hue, shape and scent mark

My mind, even now, with symbols holy.