

Specifically designed to target the following Common Core English Language Arts Standards for Reading Literature:  
**CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**

**CCSS.ELA-LITERACY.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).**

Can also be used when teaching...

CCSS.ELA-LITERACY.W.9-10.2 (Expository writing)

CCSS.ELA-LITERACY.W.9-10.3 (Narrative writing)

CCSS.ELA-LITERACY.SL.9-10.1 (Listening & Speaking: working collaboratively)

CCSS.ELA-LITERACY.SL.9-10.2 (Listening & Speaking: integrating multiple sources of information)

This module features three **Tier 1 Stratagems** and one **Tier 2 Stratagem**, each featuring a key dimension of poem or lyric analysis. Each Stratagem includes ready-to-use DVT Power Point slides, DVT fillable PDF forms, DVT rubrics, and lesson plans, as well as samples of how teachers have used them.

## Tier 1 Stratagems

### Poem / Lyric Analysis



Features analysis of four key dimensions of poem/lyric analysis (speaker, use of poetic devices, theme or implied purpose, and personal reaction/interpretation).

### Poem Setting Analysis



Features analysis of key features of a poem's setting and the role these play in the poem's meaning.

### Poem Structures



Features recognition of a given poem's structure and identification of evidence supporting an assertion about its structure.

## Tier 2 Stratagem

### Poetic Devices



Used as a review of different types of poetic devices previously introduced (not intended for initial instruction in specific types of poetic devices).

See sample DVTs from this module on the following pages

# Poem/Song Lyrics Analysis

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).



Sample DVT from  
Strategic Instruction in Literature, Grades 9-10  
**Analyzing Poems / Lyrics Module**  
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POEM / SONG

**“A Red, Red Rose” by Robert Burns**

Is about...

a man expressing his deep love and admiration to his lady as he tells her good-bye.

## Speaker

When reading the poem, who is the speaker?

The poet appears to be the speaker.

## Poetic Devices

Use of alliteration, analogy, personification, similes, metaphors, etc.

Simile: my love’s like a red, red rose; my love’s like a melody that’s sweetly played in tune  
Rhyme: 2<sup>nd</sup> and 4<sup>th</sup> lines rhyme in all stanzas  
Repetition: Lines 8 and 9 repeat for emphasis  
Imagery: rocks melt with the sun; sands o’ life shall run  
Word Choice: written in Scottish dialect

## Theme or Implied Purpose

What is the importance of the implied message or question raised in this poem?

I think the poet is sending the message to his lady that she has his deepest love and devotion. He is trying to assure her that even though he is leaving, he will come back and his love will not diminish while he is gone.

## Reaction

What I liked or did not like about this poem or song lyrics

I like the similes and imagery. When reading it, I preferred to change the Scottish words into English ones. At least that wasn’t difficult to do. I also liked the rhythm of the poem. The tone was very romantic, and I liked the way he kept the good- bye from being sad.

# Poem Setting Analysis

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).



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POEM

## The Raven by Edgar Allen Poe

Describe a dramatic event in the poem.

The unnamed narrator is looking through a book one night when he hears tapping at the door. He reluctantly answers, but he sees no one. He hears nothing except the word, "Lenore". Then, he hears tapping at his window. When he opens it, a large Raven enters and perches on a bust of Pallas. The narrator asks it several questions. It only answers, "Nevermore".

Describe setting where the event took place

It was very late at night: " midnight dreary"  
Bleak December; each dying ember (Gothic setting) Stanza 7, lines 2. 5-6  
Rustling of purple curtain filled me with fantastic terror Stanza 3. lines 13-14  
Deep into the darkness, silence unbroken ( Stanza 5, lines 25-27)  
Lamp light streaming ( Stanza 18. lines 105-106)  
Shadows on the floor

ROLE OF SETTING ON EVENT: How did the setting make the event more dramatic? (provide key phrases from poem when explaining)

The narrator is studying a book in attempt to distract himself from his troubles. The Gothic setting contributes to the mood of the poem. The fact that it is so late at night emphasizes the narrator's fatigue and mental turmoil. He is trying to control his emotions about the premature death of his loved one, Lenore. The appearance of the large, dark bird is a symbol of the darkness of his life, and its black feathers represent the traditional sign of ill omen. The narrator becomes increasingly more agitated both in mind and behavior when the raven answers all his questions with the answer, "Nevermore".

Did the setting really matter? Why / Why Not

Poe creates the mood of the poem through the description of the setting. He creates a dark, lonely setting that is interrupted by another dark symbol (a Raven). The Raven serves as the validation that he will never feel joy again, and his grief will last forever. The repetition of the Raven saying "Nevermore" increases the anxiety in the poem. Even the use of light emphasizes dimness of his spirit. "shadows streaming on the floor. After he curses at the bird for giving him no comfort, he commands the Raven to leave, but he does not move from the bust. The narrator admits that his soul is trapped beneath the Raven's shadow. and he will never feel happy again.

# Poem Structures

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).



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POEM

## The Raven

### COMMON POEM STRUCTURES

**Ballad:** Tells story. 7-8 stanzas or lines; ends with a brief 4-5 line stanza. Each stanza ends with the same line or 'refrain'.

**Couplet:** Two lines, which rhyme with each other.

**Quatrain:** Four lines in a stanza (2nd and 4th lines rhyme and have a similar syllable structure).

**Cinquain:** 5 lines. 1<sup>ST</sup> line=1 word, (usually title); 2<sup>nd</sup> line= 2 words which describe 1<sup>ST</sup> line; 3<sup>rd</sup> line=3 words – features an action; 4<sup>th</sup> line=4 words describing feelings; 5th line =1 word, usually title.

**Iambic Pentameter:** Uses syllable-stresses to create the musical sound (one short sounding syllable followed by one long sounding syllable, at the end of each of the five stanzas in a row).

#### Shakespearean Sonnet

14 lines in iambic pentameter with the following rhyming scheme: *abab cdcd efef gg*. Usually 10 syllables per line.

#### Concrete Poem:

(also The Shape or Pattern Poem) uses a word plan that forms the shape of the subject (e.g., words about Halloween are arranged in the shape of a ghost).

**Acrostic** No rhyme - The letters of a name form the first letter of each line of the poem; usually about appreciation, insights, or funny thoughts

**Haiku:** No rhyme. About nature. 3 lines of 5, 7 and 5 syllables each; sometimes about nature.

**Free Verse:** No specific structure or regular meter.

**Epic:** Long, descriptive story

**Limerick:** Witty short poem. 5 lines in a stanza. 1<sup>st</sup>, 2<sup>nd</sup>, and 5<sup>th</sup> line = same metrical structure and rhyme, 7-10 syllables each.. 2<sup>nd</sup> and 4<sup>th</sup> lines = same metrical structure and rhyme, 5-7 syllables.

**Ode:** Lyrical poem usually in 3 parts

**Soliloquy:** Character talks to himself or herself, often reveals private thoughts without addressing anyone in particular.

Structure of Poem: **Ballad**

How poem's structure contributes to its meaning or message...

**Written in 6 line stanzas**

**Meter = Trochaic Octameter (1 stressed syllable followed by 1 unstressed syllable)**

**2nd line rhymes with the 4th, 5th, and 6th lines.**

**Use of assonance and alliteration in every stanza**

**Repetition Imagery**

Supporting Evidence / Key Lines from Poem

**All 18 stanzas have 6 lines**

**8 Trochaic feet per line (adds to dreary mood)**

***Rap, tap, tapping at my chamber door* ( produces sound)  
*I was napping, and so you came rapping, rapping at my chamber door* (sound)**

**8 repetitions of "nothing more" in the first 7 stanzas**

**11 repetitions of "Nevermore" (produces a haunting quality and causes the narrator's emotions to reach frenzy, then madness)**

***Dying ember wrought its ghost...*(Atmosphere imagery)**