

Pro-Vision Academy Charter School
High School English Language Arts I-IV
Distance Learning Plan

Week of March 30th - April 3, 2020

English I-V
(Suggested: 90 minutes of off-line activities)

Analyzing Poetry

Monday: Reading Objectives

This week's reading objective is analyzing poetry. To support this skill, students should ask these questions as they read poems:

- **What does each line or stanza mean? Can you paraphrase it?**
- **What words or lines stand out to you as important? Why?**
- **What do you think the theme or message of the poem is?**

Reading Practice

Directions: Read the poem "**Storm Ending**", to practice this week's skill.

Storm Ending

Jean Toomer (1894- 1967) was an African American poet and novelist, as well as an important figure in the Harlem Renaissance and modernism. Toomer's novel *Cane* is about the experiences of African Americans in the United States and includes his poem "Storm Ending." In the following poem, a speaker describes a storm above them. As you read, take notes on the comparisons the poet makes.

By Jean Toomer 1923

**(1)Thunder blossoms gorgeously above our heads,
Great, hollow, bell-like flowers
Rumbling in the wind
Stretching clappers to strike our ears...**

**(5)Full-lipped flowers
Bitten by the sun
Bleeding rain
Dripping rain like golden honey —
And the sweet earth flying from the thunder**

"Storm Ending" from *Cane* by Jean Toomer (1923) is in the public domain.

Directions: After reading the poem, choose the best answer for the following questions.

1. How does the progression of the storm contribute to the theme of poem?

- A. The storm becomes more violent before the sun comes out, showing how a person must overcome obstacles to gain rewards.
- B. The storm worsens throughout the poem, emphasizing the challenges the speaker is facing.
- C. The storm eventually subsides, and the sun comes out, showing how difficult times will always come to an end.
- D. The storm stays consistently mild, stressing that difficult events are never as bad as they seem.

2. Which detail from the text best supports the theme of the poem?

- A. "Thunder blossoms gorgeously above our heads," (Line 1)
- B. "Great, hollow, bell-like flowers, / Rumbling in the wind," (Lines 2-3)
- C. "Full-lipped flowers / Bitten by the sun" (Lines 5-6)
- D. "Dripping rain like golden honey — "(Line 8)

3. Which of the following best identifies the two things being compared in lines 1-2?

- A. thunder clouds and flowers opening up
- B. lips and thunder clouds
- C. lightning bolts and growing vines
- D. the sound of thunder and flowers

4. How does the metaphor in lines 1-2 contribute to the theme of the text?

- A. It stresses how quickly and violently the storm progresses.
- B. It proves that the storm is an essential part of life and nature.
- C. It shows how suddenly the storm begins and changes.
- D. It emphasizes the movement and beauty of the storm.

Writing Objectives

This week's writing objectives are tied to the analysis of poetry. To support this skill, student will focus on:

- Supporting their answers with evidence from the poem.
- Writing in complete sentences.
- Fully explaining their thinking (why they stated that answer, what led them to that idea).

Writing Activities

Tuesday: Reread Jean Toomer's "The Storm", and write two paragraphs each to answer the following questions.

- 1. How does the author's use of free verse contribute to the theme of the poem?**
- 2. How does the figurative language in lines 8-9 contribute to the tone of the poem?**

Wednesday: Write in your journal about your experiences during this unique time in your life.

Thursday: Write a poem to express your emotions or feelings about this experience or about other topics / issues that matter to you.

Friday: Create a rap by imitating a poem that you like, using the same beginnings of lines and stanzas or the same organizational structure.

If you have any questions, please contact Ms. Whitten at kwhitten@pvacademy.org