

Title: Inferencing with WWI Poetry (8 poems which can be used 1 a day)	Grade: 7th Grade
Content: English Language Arts (WWI History)	Duration: 15-20 minutes per poem; one day or multiple days (<i>as desired</i>)

Standard:

- **RL.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as implicitly (inferences drawn from the text)
- **HGSS:** WWI

Objective: Students will analyze poetry, using explicit and implicit evidence to delve into the poet's meaning and message.

Resources Needed:

- Writing utensils
- Sheets of paper, or printouts of the handouts below

Introduction/Description:

You've heard the words **implicit** and **explicit**, but do you know what they mean?

If a guy says *I love you*, he's explicitly telling you how he feels. **Explicit** means it's clear; it's stated clearly; there is no doubt. He's saying it out loud to be plainly heard.

Now, a guy can also tell you he loves you *implicitly*. You catch him looking at you. He turns red when you say hello. **Implicit** means inferred, implied. It's not stated clearly, but there are hints.

Often, poetry has meaning that is implicit. That's one of the things that makes poetry fun; you get to be the detective to see what hidden messages lie in and between the lines.

For this lesson, you'll be reading some poetry that was written during or about World War I. You will be listening for explicit and implicit messages from the poet. I love learning about history through poetry; it makes me feel like I am back in time. Enjoy

Steps:

Reading the provided poems, completing the sheets as you:

- **Annotating** (writing notes on the text as you determine meaning, both explicit and implicit),
- Defining unknown **vocabulary**,
- **Rating** the poem based on personal opinion,
- Sketching an **image** the poem puts in your mind,

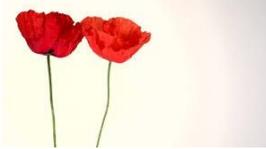
- Writing a short response, explaining your inference/**inferences**, and
- Writing a **summary** sentence explaining what you feel the poet wants his/her readers to know.

I've done one for you as an example. You're welcome!

<p><i>A soldier WWI</i></p> <p>I Saw <u>His Round Mouth's Crimson</u> by Wilfred Owen</p> <p><i>His lips deep - maybe are red - blood?</i></p> <p>I saw his <u>round mouth's crimson</u> deepen as it fell, Like a Sun, in his last deep hour; <i>He's dying.</i> Watched the magnificent recession of farewell, Clouding, <i>glorious death</i> half gleam, half glower, — <i>angrily glaring</i> And a <u>last splendour</u> burn the heavens of his cheek. And in his eyes <i>British spelling</i></p> <p>The cold stars lighting, very old and bleak, In different skies. <i>His eyes open in Heaven.</i></p> <p>EXAMPLE OF ANNOTATIONS!</p>	<p>*VOCABULARY: Define unfamiliar words.</p> <p>Crimson: deep, dark red</p> <p>recession: the act of moving away</p> <p>splendor: (noun) magnificent appearance</p>
<p> *DISCOVERING THE IMPLICIT Explain what you infer, listing the textual evidence you used to draw that conclusion.</p> <p>I infer the valiant soldier dies an honorable death. Even though it doesn't come right out and say he died, implicit hints like "last deep hour," he "fell," and his eyes light up again "in different skies," tells me so.</p>	<p>*SKETCH</p> 
<p>*SUMMARY What do you feel the poet wants us to know?</p> <p>I feel the poet wants me to get a glimpse of the battlefield, but a glimpse of the glory of a brave, sacrificial soldier getting his heavenly reward.</p> 	<p>*RATING How many stars do you give this poem?</p> <p>★★★★☆</p> <p>Love it!</p>

Finished Product: Multiple poem pages, as assigned by your teacher.

Adaptations: Teachers: adapt to other needed objectives per student/class.

<p>*ANNOTATE</p> <p>In The Trenches by Isaac Rosenberg</p>  <p>I snatched two poppies From the parapet's ledge, Two bright red poppies That winked on the ledge. Behind my ear I stuck one through, One blood red poppy I gave to you.</p> <p>The sandbags narrowed And screwed out our jest, And tore the poppy You had on your breast ... Down - a shell - O! Christ, I am choked ... safe ... dust blind, I See trench floor poppies Strewn. Smashed you lie.</p>	<p>*VOCABULARY: Define unfamiliar words.</p>
 <p>*DISCOVERING THE IMPLICIT Explain what you infer, listing the textual evidence you used to draw that conclusion.</p>	<p>*SKETCH</p>
<p>*SUMMARY What do you feel the poet wants us to know?</p> 	<p>*RATING How many stars do you give this poem?</p> 

<p style="text-align: center;">*ANNOTATE</p> <p>THEN AND NOW by Thomas Hardy</p> <p>When battles were fought With a chivalrous sense of should and ought, In spirit men said, "End we quick or dead, Honour is some reward! Let us fight fair—for our own best or worst; So, Gentlemen of the Guard, Fire first!"</p> <p> In the open they stood, Man to man in his knightlihood: They would not deign To profit by a stain On the honourable rules, Knowing that practise perfidy no man durst Who in the heroic schools Was nurst.</p> <p> But now, behold, what Is war with those where honour is not! Rama laments Its dead innocents; Herod howls: "Sly slaughter Rules now! Let us, by modes once called accurst, Overhead, under water, Stab first."</p>	<p>*VOCABULARY: Define unfamiliar words.</p>
<p> *DISCOVERING THE IMPLICIT</p> <p>Explain what you infer, listing the textual evidence you used to draw that conclusion. (<i>Hint: How does he feel about how war used to be fought versus how it is fought in his day?</i>)</p>	<p>*SKETCH</p>
<p>*SUMMARY</p> <p>What do you feel the poet wants us to know?</p> <p style="text-align: right;"></p>	<p>*RATING</p> <p style="text-align: center;">☆☆☆☆☆</p>

***ANNOTATE**

There Will Come Soft Rains

By Sara Teasdale



There will come soft rains and the smell of the ground,
And swallows circling with their shimmering sound;

And frogs in the pools, singing at night,
And wild plum trees in tremulous white,

Robins will wear their feathery fire,
Whistling their whims on a low fence-wire;

And not one will know of the war, not one
Will care at last when it is done.

Not one would mind, neither bird nor tree,
If mankind perished utterly;

And Spring herself, when she woke at dawn,
Would scarcely know that we were gone.

***VOCABULARY:**

Define unfamiliar words.

swallows: birds

tremulous:

whims:

perished:

utterly:

scarcely:



***DISCOVERING THE IMPLICIT**

Explain what you infer, listing the textual evidence you used to draw that conclusion.

***SKETCH**

***SUMMARY** What do you feel the poet wants us to know?



***RATING**

How many stars do you give this poem?



***ANNOTATE**

My Boy Jack

by Rudyard Kipling

Have you news of my boy Jack?"
Not this tide.
"When d'you think that he'll come back?"
Not with this wind blowing, and this tide.

"Has any one else had word of him?:"
Not this tide.
For what is sunk will hardly swim,
Not with this wind blowing, and this tide.

"Oh, dear, what comfort can I find?"
None this tide,
Nor any tide,
Except he did not shame his kind,
Not even with that wind blowing, and that tide.

Then hold your head up all the more,
This tide,
And every tide;
Because he was the son you bore,
And gave to that wind blowing and that tide!

***VOCABULARY:**

Define unfamiliar words.



***DISCOVERING THE IMPLICIT**

Explain what you infer, listing the textual evidence you used to draw that conclusion.

***SKETCH**

***SUMMARY**

What do you feel the poet wants us to know?



***RATING**



Trivia: What famous classic novel did Rudyard Kipling write?

***ANNOTATE**

ATTACK

By Siegfried Sassoon

At dawn the ridge emerges massed and dun
In the wild purple of the glowering sun,
Smouldering through spouts of drifting smoke that shroud
The menacing scarred slope; and, one by one,
Tanks creep and topple forward to the wire.
The barrage roars and lifts. Then, clumsily bowed
With bombs and guns and shovels and battle-gear,
Men jostle and climb to meet the bristling fire.
Lines of grey, muttering faces, masked with fear,
They leave their trenches, going over the top,
While time ticks blank and busy on their wrists,
And hope, with furtive eyes and grappling fists,
Flounders in mud. O Jesus, make it stop!

***VOCABULARY:**

Define unfamiliar words.

Label the **rhyme scheme** of the poem, starting with a capital A after “dun.”



***DISCOVERING MOOD**

What’s the mood of this poem? What words set that mood? Explain the mood, citing evidence (specific words).

***SKETCH**

***SUMMARY**

What do you feel the poet wants us to know?



***RATING**



***ANNOTATE**

Absolution

BY SIEGFRIED SASSOON

The anguish of the earth absolves our eyes
Till beauty shines in all that we can see.
War is our scourge; yet war has made us wise,
And, fighting for our freedom, we are free.

Horror of wounds and anger at the foe,
And loss of things desired; all these must pass.
We are the happy legion, for we know
Time's but a golden wind that shakes the grass.

There was an hour when we were loth to part
From life we longed to share no less than others.
Now, having claimed this heritage of heart,
What need we more, my comrades and my brothers?

***VOCABULARY:**

Define unfamiliar words.

Label the **rhyme scheme** of this poem.
Does each stanza have the same?



***DISCOVERING THE IMPLICIT**

Explain what you infer, listing the textual evidence you used to draw that conclusion.

***SKETCH**

***SUMMARY** What is *most* important to this soldier?



***RATING**

