

Instructional Lesson Plan EXCERPT

English Language Arts

Grade: 12	Unit Title: Journey	Length: Six 45 minutes periods
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Lesson Overview

There are six lessons within this section which address the poem “The Hollow Men” by T. S. Eliot for content, imagery, tone, and theme, with an emphasis on examining how Eliot uses language. Each day’s lesson with its activities should help students gain an understanding of the poem and an appreciation of Eliot’s use of language. The lessons ask students to devote time to writing both in the classroom and for homework. This writing becomes an essential component for the student to succeed on the writing assignment for Day 6 of this section. There are several good websites which offer insights, explanations, and critiques of the poem. Some ideas contained in these lessons were revised and modified from the website <http://www.shmoop.com/hollow-men/> There is also an interesting website, <http://rapgenius.com/Ts-eliot-the-hollow-men-lyrics#note-1299755>, which interprets many of the lines. Place the cursor on the orange lines and an explanation pops up. Many of the explanations refer to British imperialism.

This poem can also be taught in conjunction with *Waiting for Godot* by Samuel Beckett.

Grammar warm-ups are suggested for most of the lessons. These may be mini-activities which review grammar skills, introduce complex grammar skills, or a time to re-teach grammar skills.

Essential Question

How do authors use conventions of grammar, word relationships, and nuance to develop fulfilled or unfulfilled dramatic and philosophical journeys?

Lesson Procedure

Day Three

Student Outcomes:

Students will –

- Work in small groups to discuss symbols/motifs in the poem
- Record their answers on large poster paper
- Take a gallery walk and record further notes
- Participate in a discussion
- Write a paragraph for homework

Pre-assessment: Discuss your homework writing with a partner or a small group. Your teacher will then collect your paragraph in order to provide feedback.

Lesson:

1. Your teacher will create small groups. Each group will be given a symbol or motif from the poem to explore and discuss. You must give text support and the numbered lines to defend your answers. You will record your discussion on the Symbolism Organizer and on the large sheet of paper that will be given to each group.
2. Groups according to symbols/motifs:
 - A. Stuffings and Scarecrows – Are the Hollow Men “hollow” or are they “stuffed”? Are they both? Discuss the nuances of these words. Why does Eliot use a “scarecrow”? How is the “scarecrow” similar to a famous movie/story? What does a hollow man or a scarecrow represent?
 - B. Dryness – What is the setting? Where is the smile in the first stanza? What does dryness represent? What is a prickly pear? What children’s song is being altered? Why?
 - C. Broken Things – Why is this symbol being used? What might a column represent? What does the broken column in line 23 represent? What is the metaphor in lines 22 and 23 – what is the effect? What could the broken stone in line 51 represent?
 - D. Heaven – How is heaven represented? Why is this language used? In section IV, the third stanza, what are the meanings of the following words/phrases: “perpetual star”, “multifoliate rose,” “twilight”? What is the River Styx and what is its relation to heaven?
 - E. Eyes – How are eyes represented? How are they used as symbols? Who are people with “direct

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eyes" (line 14)? How are "eyes" used in lines 63 and 64?

F. The Shadow – Look especially at lines 72 – 90. What is symbolized by the falling of the shadow? Why did Eliot use the word "falls"? What is the denotation/connotation?

3. After your group has recorded your remarks and the line numbers to support your answers on your Symbolism Organizer, record the same remarks and line numbers on the large poster paper given to you by your teacher. Hang the large poster paper in the designated area. Be prepared to further explain the answers on this poster paper to the class as a whole.
4. As groups finish and post their large papers, take a gallery walk and record notes on your organizer about the other symbols/motifs.
5. Your teacher will facilitate a discussion about the symbols/motifs using the gallery walk of posters. Your teacher and/or your classmates may ask for further clarification of your recorded notes. Add to your organizer as necessary.

Closure: Write a well-developed paragraph choosing a different component of language/rhetorical device (from last night's homework) and how an author utilizes it to impact the text. For instance, you could use a symbol and connect it to how T. S. Eliot uses that symbol with his word relationships and why those word relationships are effective.

Your teacher may ask you to continue this assignment for homework.

Day Six

Student Outcomes:

Students will –

- Write an essay
- Write a paragraph/reflection for homework

Pre-Assessment: Your teacher will ask you if you have any questions about your homework. She may ask you to share some of your ideas in a small group or with the whole class.

Lesson:

1. Before you begin writing your essay, your teacher will distribute the rubric (WILL BE ATTACHED)
2. Your teacher will give you the following essay question: Discuss how T. S. Eliot uses language to convey meaning in his poem "The Hollow Men." Be sure to use specific examples from the poem to support your discussion. You will need to follow the conventions of standard English conventions. Be sure to include a thesis statement too.
3. Your teacher may allow you to use your notes from the homework and any other writing you have completed for this poem.
4. This is a timed writing. You will have ____ minutes to complete your essay.

Closure: Your teacher will collect your essay.

Homework: Write a well-developed paragraph/reflection which explains how "The Hollow Men" may be considered a dramatic or philosophical journey. Include why you believe the journey is fulfilled or unfulfilled. Text support is necessary to prove your thoughts.

Extension: Your teacher may ask you to reflect upon your in-class essay by completing an "Author's Memo" similar to the memo you may be completing for a *Heart of Darkness* essay.