

Jennie Eckilson (with permission)
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Edu 206: Lesson Plan #2

Lesson: Tone in “The Love Song of J. Alfred Prufrock”

Grade Level: 12th

Time: 70 minutes

Standards Addressed:

- **RIBTs:** 1.1, 1.3 2.1, 2.3, 2.4, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.4, 6.6, 6.7, 8.1, 8.4, 9.1, 11.1
- **Grade Span Expectations**

Reading:

R-4: demonstrates initial understanding of elements of literary text

R-5: Analyzes and interprets elements of literary text, citing evidence where appropriate

R-11: Reads grade-level appropriate material with accuracy and fluency

R-13: Uses comprehensions strategies (flexibly and as needed) before, during, and after reading literary informational text.

R-17: Demonstrates participation in a literary community.

Writing:

W-2: Shows understanding of ideas/concepts and plot in response to literary and informational text.

W-3: Makes and supports analytical judgments about text in response to literary and informational text.

W-14: Explores and shares thoughts, observations, and impressions in reflective writing,

Depth of Knowledge Level: 3 and 4

Learning Objectives

1. Students will define tone as it relates to poetry and literature. (1C)
2. Students will compare “El Scorcho” and “The Love Song of J. Alfred Prufrock.” (2AC)
3. Students will identify the tone of “The Love Song of J. Alfred Prufrock.” (3C)
4. Students will interpret “The Love Song of J. Alfred Prufrock.” (4C)

Instructional Materials

- “The Love Song of J. Alfred Prufrock” by T. S. Eliot
- CD Player
- CD of Weezer’s “El Scorcho”
- A handout of the lyrics to “El Scorcho”

Instructional Sequence

Instructional Sequence	Rationale
When students enter the classroom, I will have them take their seats and take out their copy of “The Love Song of J. Alfred Prufrock” and	By giving instructions and having a student pass out the lyrics to the song, the students have an immediate task. This allows for me to

<p>their notebook. I will choose a student pass out the lyrics to Weezer’s “El Scorcho” to the rest of the class while taking attendance. (1 minute)</p>	<p>quickly take attendance while also focusing the class to prepare them for the period. This also gives the student I choose to pass out work a sense of responsibility and also causes the students to take ownership of their classroom.</p>
<p>I will ask the students what a love song is, asking them to give descriptions or examples. I will write some of these traits up on the board. (4 minutes)</p>	<p>By asking the students to describe what a love song is, I can gauge how much the students know, or think they know, about love songs. These answers can help me understand or anticipate the students’ interpretations or confusion with “The Love Song of J. Alfred Prufrock.” I will write these traits on the board, so that the students will be able to use them as a reference for the next piece of the lesson.</p>
<p>I will play the song “El Scorcho” by Weezer. After listening to the song, I will ask the students if “El Scorcho” fits with any of the descriptions or examples of love songs given on the board. Considering these traits, I will ask the students if it could be considered a love song or not. I will have the students use evidence from the lyrics, while also asking prompting questions pointing to the tone of the song. (15 minutes)</p>	<p>I chose this particular song to introduce the lesson for several reasons. First of all, it is a modern, rock-y-pop-y song that I think the students will like and respond well too. Also, the song is not an obvious, typical love song. This will hopefully give the students a framework to understand Prufrock, which is initially a difficult poem to understand because it is hard to know how to read it. Also, the song poses an unsure and unconfident tone. This tone will help the students to identify Prufrock’s equally unsure and unconfident ton in the poem. The song will provide a point of reference for the students in dealing with Prufrock, and will also make the lesson more meaningful to them by connecting it to a song that they might like.</p>
<p>I will then transition into “The Love Song of J. Alfred Prufrock,” which was assigned for homework the night before, asking if this could be considered a love poem. I will ask students to make some general comments on it, comparing it to the song that had just been played a few minutes ago. I will ask guiding questions in order to lead the students to consider the tones of the two works, and possibly to compare them. (10 minutes)</p>	<p>Through asking the students to compare Prufrock to El Scorcho, I form a connection between the two. This will serve as a bridge, signally to the students to apply what we just learned with El Scorcho to their reading of Prufrock. Also, it will reemphasize to the students that El Scorcho provides a framework and a reference to aid in their understanding of Prufrock. Also, through having the students compare El Scorcho to Prufrock, they can transition slowly and smoothly from analyzing the song to analyzing the poem.</p>
<p>I will give a brief overview on tone. I will start by asking a student to define it for the class.</p>	<p>Tone is one thing that I struggled with all throughout high school. By going over tone</p>

<p>After this, I will elaborate briefly on how tone is established, and why it is important for a poem or story. (5 minutes)</p>	<p>briefly, the students can receive a refresher on tone and will have the opportunity to ask any questions that they may have. Also, by asking a student to give the first explanation of tone, I can gauge how much the students know already.</p>
<p>After this, I will tell the students to break down into small groups. I will ask them to establish the tone of the poem, and to support their assertions with evidence from the text. After they've established the tone, they will be expected to apply this knowledge of tone to a possible meaning of the poem overall. I will tell the students to pay particular attention to Prufrock's overwhelming, unspoken question. While they are working on this activity I will circulate around the room, checking on their progress and answering any questions that may arise. I will tell them that each member of the group should be prepared to present their findings to the class. (20 minutes)</p>	<p>I would have the students break down into small groups so that they could explore and analyze the poem more on their own. Also, by having them work in small groups, the students will have an opportunity to teach and learn from each other, and possibly struggle through as a group and come to an answer together. Working together also encourages cooperation and classroom bonding. Since we have just gone through an exercise about tone, I would expect them to be able to identify the tone and then use examples from the poem. Once they have this understanding of tone, I would expect them to be able to apply their identified knowledge to make an assertion about the poem as a whole. This requires higher thinking skills. I would circulate around the room to make sure that everyone was staying on task, to answer any questions that arose, to check on progress, and prompt a lost group in the right direction.</p>
<p>I would next have the groups return to the circle, and give a brief summary of what they discovered in their own group. I would call on a student randomly from each group to present their findings. Both other students and I will be able to ask the presenting students questions during their presentation. (10 minutes)</p>	<p>By having the students present their findings to the class, the students will be able to practice public speaking. Also, I will choose randomly from the group so that students who are less outgoing will have a chance to practice speaking in front of a group. Also, I would do this to make sure that every member of the group was participating and paying attention. Through presenting their findings to the class, students are able to teach and learn from each other. If students present the same ideas, students will feel encouraged and that they understood. By presenting new ideas, students will feel particularly innovative. Through presenting their work to the class, students will be able to take pride in their interpretations of the text.</p>
<p>I would assign the homework for the next day. Students would each be assigned a specific set</p>	<p>Through giving each student a different set of lines to examine, each student becomes an</p>

<p>of lines of the poem in which to analyze. They would be expected to read their piece of the poem very closely and be prepared to come in for the next day. The students would receive a worksheet for that night. They would be expected to fill in the block on their own lines, and bring in the worksheet tomorrow to fill out the rest of it during class discussion. The students would also have an additional assignment in their journal. I would ask them to choose a quote from the poem (it could be from their set of lines) and explain how it illustrates the tone. They could also in their journal connect this quote to a similar quote in El Scorcho, and use both of this poems to illustrate tone. (5 minutes)</p>	<p>expert on something. This will give the students an opportunity to teach their classmates, increasing their self-worth and confidence. Also, by having the students write a journal entry in which they explicate a small portion of the poem for tone has them apply what they've learned in class on their own, in a more specialized manner. They are also given freedom to focus on any line of the poem they like, allowing the students to find a piece of the poem that interests them and write on that. Also, by allowing the students to connect the poem to the song, the students can pursue comparison, use the song to illuminate the poem, or pursue the assignment at an angle that interests them.</p>
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Assessment:

For a final assessment, students will choose a specific line or lines from “The Love Song of J. Alfred Prufrock” and analyze them to illustrate the tone of the poem. Students may use the lyrics of “El Scorcho” to help them do this.

There are also formative assessments throughout the lesson, including

Provisions for Individual Differences:

1. Students would be able to listen to the song as well as follow along with the lyrics, allowing both auditory and visual learners alike to experience the song in a way that is most beneficial to them.
2. Information will be written on the board in large letters, so all students can see it.
3. Students will be allowed to work in small groups, as well as work in a large group discussion, and make and listen to individual mini-presentations. This way all students will experience a bunch of different learning methods so there is a greater probability that they will learn in the method best for them.
4. In the groups, students will be able to explore and establish meaning through looking at the poem in a way that interests them.
5. Handouts will be given in large type, so that all students can read them. These handouts will also provide structure for the homework assignment.
6. Students will be provided with multiple opportunities to ask questions.

The Rest of the Unit

Students will then go into specifics of the poem, starting with presenting their lines of the poem. Building off of these specific moments, the teacher will lead a group discussion about the meaning of the poem as a whole, especially concerning the unspoken question. At the end, students will write a 1-2 page paper on any of these topics: state a possibility for Prufock’s question, citing evidence from the text; choose a specific literary element and explain

its importance in the poem; explain how Prufrock's tone affects the theme of the poem; present and defend your own topic.

Guiding Questions

El Scorcho

- Is this song a love song? How does it compare to other love songs we've heard?
- Is it done in the same style as a typical love song?
- Does it use the language of a love song?
- What kind of language does it use?
- What is the speaker describing?
- What kind of emotions is the singer singing about? Do these make the song a love song?
- How is the singer singing about these things? Does he sound confident? Scared? Mushy-lovely-dovey? Cold? What is his tone?

El Scorcho and Prufrock

- Are there similarities between the two?
- Are the two speakers describing similar emotions and experiences? Do they have the same tone?
- Are they both love songs?

Prufrock Group Questions

- Are there any literary devices that help you establish the tone?
- Does he describe anything that helps you pick up on his emotions and the tone?
- Is tone displayed through the language? Syntax? Description?
- How does the tone reflect on the character?
- How does the tone effect the view or theme of love?
- How can his tone be applied to interpret the meaning of the poem? Can it be applied?
- What is this poem about? How does the tone reveal its topic? Does it present it in a particular light?

Prufrock Mini-Presentation Questions

- How did you come to this conclusion?
- How were you able to identify the tone? What clues did you notice?
- Were there any specific moments that illustrated your point?
- How did you use tone to explain the meaning?
- How did you do as a group? Do you think you understand Prufrock better now than you did before?

Weezer – El Scorcho

Goddang you half-Japanese girls
Do it to me every time
Oh, the redhead said you shred the cello
And I'm jello, baby
You won't talk, won't look, won't think of me
I'm the epitome of Public Enemy
Why you wanna go and do me like that?
Come down on the street and dance with me

I'm a lot like you so please
Hello, I'm here, I'm waiting
I think I'd be good for you
And you'd be good for me

I asked you to go to the Green Day concert
You said you never heard of them
How cool is that?
So I went to your room and read your diary:
"Watching Grunge leg-drop New-Jack through a press table..."
And then my heart stopped: "Listening to Cio-Cio San
Fall in love all over again."

I'm a lot like you so please
Hello, I'm here, I'm waiting
I think I'd be good for you
And you'd be good for me

How stupid is it? I can't talk about it
I gotta sing about it and make a record of my heart
How stupid is it? Won't you give me a minute
Just come up to me and say hello to my heart
How stupid is it?
For all I know you want me too
And maybe you just don't know what to do
Or maybe you're scared to say: "I'm falling for you"

I wish I could get my head out of the sand
'Cause I think we'd make a good team
And you would keep my fingernails clean
But that's just a stupid dream that I won't realize
'Cause I can't even look in your eyes
Without shakin', and I ain't fakin'
I'll bring home the turkey if you bring home the bacon.

I'm a lot like you so please
Hello, I'm here, I'm waiting
I think I'd be good for you
And you'd be good for me

I'm a lot like you.
I'm a lot, and I'm waitin'
I think I'd be good for you
And you'd be good for me.

The Love Song of J. Alfred Prufrock

Lines	Meaning
1-6	
7-12	
13-18	
19-24	
25-30	
30-36	
37-42	
43-48	
49-54	
55-60	
61-66	

Lines	Meaning
67-72	
73-78	
79-84	
85-90	
91-96	
97-102	
103-108	
109-114	
115-120	
121-126	
127-131	

Lesson Adjustments for a General English Class

Objectives

1. Students will define tone. (1C)
 2. Students will identify the tone of “El Scorcho.” (2C)
 3. Students will identify the tone of “The Love Song of J. Alfred Prufrock.” (3C)
 4. Students will compare “El Scorcho” to “The Love Song of J. Alfred Prufrock.” (3C)
- At the beginning of class, I will still play “El Scorcho” for them. We will spend more time in class discussing “El Scorcho,” in order to establish what the song is about and its tone. We will also take more time to establish that it is a love song, though it has a very different tone from classic or popular love songs.
 - We will not compare “El Scorcho” to “The Love Song of J. Alfred Prufrock” right away.
 - I will spend more time in class going over tone. I will have notes prepared for them to copy from an overhead projector concerning tone, its definition, its aspects, and how best to identify it.
 - After establishing a definition of tone, we will return to “El Scorcho” and, together as a class, establish the tone of the song. I’ll ask the students to volunteer specific lines from the song that they think best display the tone, and we will look at and analyze these lines as a class. I will have the lyrics of the song up on an overhead so that everyone can see them. I will write some notes on the board about the tone of “El Scorcho” for them to copy down in their notebooks. I will explain to them that they should use this as a model for dealing with “The Love Song of J. Alfred Prufrock.”
 - The students will break into groups to determine the tone of “The Love Song of J. Alfred Prufrock.” Just like the model we did as a full class, I will ask them to choose one specific line from the poem that best displays the tone of the poem. I will tell them to be prepared to explain their reasons why. I will ask them to come up with one word to summarize the tone of the poem. The groups will still have to be prepared to present their findings to the class.
 - I will ask a member of each group to write their word up on the board. After each group has presented, we will reconvene for a summary on the tone of the poem.
 - For homework, the students will compare the tones of “El Scorcho” to “The Love Song of J. Alfred Prufrock” in their journals. They will pick one line or set of lines from the each poem/song to compare specifically. They will also respond to which one they could relate with better, and why.
 - For the next lesson, I will break the students down into groups. Each group will be assigned an important set of lines from the poem to become experts on. The students, after discussing and coming to a consensus on meaning, will present their lines to the class. There will be a worksheet so that each student can copy down notes from the other group. I will lead an in-class discussion about the theme of the poem, considering its tone and the breakdown of these specific lines. Afterwards, I will summarize our lessons for them to copy down some final notes in their notebooks.
 - For a final assessment, students have a variety of options. Students could present a dramatic reading of a portion of the poem using the proper tone, with a written explanation of why they chose to act out the scene the way they did, and what clues the poem gave them to help them develop their scene; there could also be extra credit for creativity, such as dressing up, having

props, etc. Students could also choose a few lines from the poem and analyze them, explaining why they are important to the poem, how they display the meaning, etc. Students could also illustrate a scene from the poem, with a written explanation including why they chose the scene, how they illustrated the scene, what clues the poem gave them to illustrate the scene, and how their illustration displays the theme or the tone of the poem.