



No One's Waving, We're All Drowning

Interpreting Poetry



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Grade Level	11th – 12th Grade	Time Frame	2-3 class period(s)
Subject	English/Language Arts	Duration	100 minutes
Course	A.P. Language and Composition, A.P. Literature and Composition, British Literature, Composition, Creative Writing		

Essential Question

How does our worldview shape how we personally view ourselves?

Summary

This lesson will provide students with a personal understanding of Stevie Smith's poem, "Not Waving but Drowning". Students will practice inferencing and analytical skills during this lesson. Students will be assessed by utilizing a graphic organizer and a writing prompt encouraging a personal relationship with the poem. While this lesson is currently aligned only to 11th grade standards, it would be appropriate to teach in grades 11 through 12, adjusting standards as needed.

Snapshot

Engage

Students will use the instructional strategy "Agreement Circles" to discuss whether people are generally understood or misunderstood.

Explore

Students will read "Not Waving but Drowning" as a class.

Explain

Students will utilize "Literature Graffiti", a graphic organizer, to analyze the poem.

Extend

Students will create a two-minute paper relating his/her life to the protagonist in the poem.

Evaluate

Students will use the RAFT strategy to demonstrate higher order thinking while analyzing the poem.

Standards

Oklahoma Academic Standards for English Language Arts (Grade 11)

11.3.R.3: Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts:

- theme
- archetypes

11.3.R.6: Students will comparatively analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence) and content by inferring connections among multiple texts and providing textual evidence to support their conclusions.

11.3.R.7: Students will make connections (e.g., thematic links, literary analysis, authors' style) between and across multiple texts and provide textual evidence to support their inferences.

11.3.W.3: Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).

Attachments

- [Literature Graffiti.pdf](#)
- [Not Waving but Drowning.docx](#)
- [Not Waving but Drowning.pdf](#)
- [StudentRAFTself-evaluation.docx](#)
- [StudentRAFTself-evaluation.pdf](#)
- [We're Not Waving, We're All Downing PowerPoint.pdf](#)
- [We're Not Waving, We're All Downing PowerPoint.pptx](#)

Materials

- Computer with speakers and projector
- Copy of text (or 12th grade OKCPS literature book)
- Copies of Literature Graffiti graphic organizer and Student RAFT Self-Evaluation handouts
- Attached PowerPoint
- Writing materials: pens, pencils, paper, etc.

Engage

To begin the lesson, students will engage in a strategy called Agreement Circles. Begin by instructing all students to stand, then read the following statement- "People misunderstand each other". If students agree with the statement, they are to stand in the center of the circle. If they disagree with the statement, they are to stand on the outside of the circle. Allow students to talk to their "face partner" for 30 seconds each between statements. Repeat with the following statements- #2- People are lonely. #3- You see what's around you. #4- Two people can see the same thing and interpret something completely different.

[Agreement Circles](#): Questions are posed in the attached powerpoint.

Teacher's Note

A large area is needed for this strategy. Suggestions may include: utilizing the hallway, having students push desks to one side, etc.

Teacher's Note

This activity should take approximately 10 minutes.

Explore

The class will listen to "Not Waving but Drowning." <https://youtu.be/UZNvQXNJAcU>

Teacher's Note

The poem is available in the attachments section. It is also available in the 12th grade literature book adopted by OKCPS for the 2015-2016 school year.

After the initial reading the class will discuss initial interpretations of the poem. Discussion questions may include the following: (See Slide 7 on the attached PowerPoint.)

1. Who is the speaker of the poem? Who does the speaker align himself with- the drowning man or the onlookers?
2. What is the effect of repetition in the poem?
3. By altering the first stanza's final phrase, what does Smith suggest about the life of the drowned man?
4. Smith's poem asks us to think about the ways in which we misunderstand or misread the people around us- what opinion does the gathered crowd seem to have of the drowned man?
5. Does the poem suggest that they ever know the truth about him? Can you imagine the type of person he was from the poem's descriptions? (Questions from <http://www.poetryfoundation.org/resources/learning/core-poems/detail/46479>)

Teacher's Note

You may choose to discuss the poem as a whole class, or utilize the [Think, Pair, Share](#) strategy (students first come up with an answer, then discuss with a shoulder partner, and finally share their collaborative answer with the class).

Teacher's Note

Additional resources regarding both the poem and the author can be found in the resources section at the end of this lesson. You may want to review these resources to aid in class discussion in the next section.

Explain

Students will use the "Literature Graffiti" graphic organizer to personally analyze the poem. Explain to students that they are to complete the "graffiti" section on the left first. This section is to be the cover art for the poem. If the poem was to be captured in one picture, what would that picture be? After the "graffiti" section is complete, they can complete the right-hand side of the page.

Students should be encouraged to work collaboratively and share their creations with others.

Teacher's Note

Allow approximately 20 minutes for the graffiti assignment. A countdown clock on the board could serve as a good time management tool for students.

Teacher's Note

Directions are included in the attached PowerPoint to give students a visual reminder while working on the graphic organizer.

Teacher's Note

Additional information about the poem and author is available in the resource section.

Extend

Students will write a two minute paper answering ONE of the following: How has your life (either now or in the past) been like the drowning man? How is your life opposite of the drowning man?

During the Two-Minute paper, students must write the entire time. They are not allowed to stop writing. Assure students that the goal of the paper is to get ideas across, not necessarily excel at spelling, grammar, and mechanics.

[Two-Minute Paper](#): Two-Minute Paper instructions are listed in the attached PowerPoint.

Encourage students to share their paper with an elbow partner and ask for volunteers to share out with the whole class.

Evaluate

Students will answer one of the following using the RAFT strategy: 1. You are a news reporter writing the account of the man who died. Use quotes from the bystanders, emergency workers, and/or his friends. 2. Imagine that the drowning man has a computer and is allowed one last Facebook post. What would his status be? The status must address: how the man got there, his last thoughts, and what he is thinking about when staring at the onlookers.

[RAFT](#): RAFT instructions are listed in the attached PowerPoint.

Teacher's Note

Pass out the attached Student Self-Evaluation Rubric with the RAFT assignment. Students will complete this rubric and attach it to the final RAFT product.

Ask if any students would like to share their RAFT with the class. The publication stage of the writing process is often neglected, but is important to student efficacy.

Resources

- Videocast analysis of the poem: <https://www.youtube.com/watch?v=nCnDgBre-k8>
- Short biography of poet Stevie Smith: <https://www.poets.org/poetsorg/poet/stevie-smith>
- Themes, criticism, and historical context: <http://www.encyclopedia.com/article-1G2-2691100026/not-waving-but-drowning.html>