

GREAT HOOSIERS

6-8 | Lesson 11



LESSON 11

TEXT TITLE

"Let Me Tell You How to Meet the Day" by Mari Evans.

TEXT MAIN IDEA

In *"Let Me Tell You How To Meet The Day"*, Evans guides the reader through an uplifting, self-analyzing approach to life. She offers each day as a "life to be explored" and "a Self to be identified/clarified/outlined, free form." Her prescription to living life is to be unrestricted to allow room for growth. It is positive and hopeful.

ESSENTIAL QUESTION

The unit essential questions developed in this lesson are...

- What does it mean to be empowered by words?
- How can one's sense of self be developed through poetry/art?

CONTENT OBJECTIVE

By engaging in this lesson, students will know/understand that...

The structure of a poem provides insight to an author's message. The free-form structure lends to Evans' message of living life each day open to whatever is to come. Each line is short. This allows the reader to pause giving significance to what the speaker is saying. The off-centered words, though individually significant, are an extension to the previous thought. Her use of imagery reflects a curious, positive approach to life.

LITERACY OBJECTIVE

By engaging in this lesson, students will strengthen their ability to...

- Analyze the imagery and structure of a poem and make a personal connection.

STANDARDS ALIGNMENT

- Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs. (8.RL.3.2)

LAUNCH (5 MINUTES)

Teacher Notes:

- Continue using the anchor chart to keep track of the key understandings for the essential questions.
- Remind students to track their thoughts and ideas in their Reflection Journal.

Has anyone heard the saying, “sticks and stones may break my bones, but words will never hurt me?” How many of us believe this is true? Why or why not? (MRS)

Take a look at the following video and take note of what affect words can actually have on a person.

- **Show students the following video. Ask students if they believe words can influence what we think about our own ability? Ask them to jot down what is happening before, during and after each person shoots the ball.**

[The Power of Positivity | Brain Games \(Video\)](#)

- **Give students time to talk about what they saw.**

Using the poetry of Mari Evans, we will consider the power words can have on our perspective toward life and what we think of ourselves in this next section of our unit. In the video, we saw how what others say can influence the way we think and perform. Today we will read the poem, “Let Me Tell You How to Meet the Day,” and think about how the words we tell ourselves influence the way we think and perform.

READ ALOUD / ENGAGE (15 MINUTES)

Read “Let Me Tell You How to Meet the Day” by Mari Evans.

Instruct the class to first write the acronym we have used to annotate poetry and make a prediction about the title. Ask them to silently read the poem without taking notes. Then, read the poem through once with the class modeling annotating the significant word choice.

Who can remember the acronym we learned that can help us remember how to analyze poetry and what the letters represent?

Students should recall TWISTT: title, word choice, imagery, style, tone, and theme. If they do not remember, write the acronym. Guide them through recalling the literary devices and have them write it in their journal horizontally so they can use it to take notes from the poem.

Before we begin, read the title and make a prediction about the poem. Write your prediction in your journal next to “Title.” Now, read the poem silently with your prediction in mind. Making a prediction in advance will help us make a deeper connection to the author’s meaning.

Did making a prediction help you connect to the author’s message? Was your prediction correct? (MRS)

Hmmm...as I read the poem, the words I found to have a significant meaning were words like when she says “life is to be explored.” When I explore something I am trying to discover something or learn more about something. That is a deep connection. She then said, “Love, an ambiance/a climate.” I’m not sure what ambiance means, but using my context clues it looks like it is the same as climate or atmosphere. Love should be in the air, the atmosphere. Now, with a partner, continue to analyze the word choice and complete your TWISTT.

After students have had time to work on their own TWISTT organizer, facilitate a class discussion where words are added after each letter of the acronym until the organizer is completely filled out. Students can add to their organizer during this time.

What have you and your partner learned about this poem? What is Evans’ perspective on how we should approach each day?

Next, with your partner, choose three lines from the poem and create positive daily affirmations. For example, when I read “Life to be explored” in the poem, an affirmation could be “Each day I will discover something new.”

Allow partner groups ample time to select three lines from the poem, discuss, and come up with their own affirmations. Have partner groups share with another partner group and then have them share out to the entire class. Record affirmations as they are shared.

DISCUSS (10 MINUTES)

How does the author’s use of imagery help to identify the speaker’s message? What does the structure of “Let Me Tell You How To Meet the Day” reveal to the reader?

Exemplary Response:

- The author uses imagery by suggesting the reader approach each day with curiosity when she said, “life to be explored.” By describing love as “an ambiance/climate,” the author gives the reader an image of living life with warmth and appreciation. This contributes to the author’s central message of being open to what each day has to offer and how it will be a source of personal growth.

- The central message of the poem, “*Let Me Tell You How To Meet the Day*,” is to live each day open, ready to grow and discover new things about yourself. The speaker suggests life is “to be explored.” This illustrates life is a journey.

Supporting Questions:

- *What prediction can be made about the title?*
- *What does the speaker believe to be the best approach to life?*
- *How can positive affirmations be motivating?*
- *How does the author express gratitude?*
- *What is a theme of the poem?*

WRITE (10 MINUTES)

Great job today thinking about the deeper meaning of the poem. What can we focus on to make each day productive/positive? Think of ways you can encourage yourself to have a positive outlook as you approach each day. Consider things you can say to yourself that would help you remove any distractions or negativity. Create a list of five affirmations. Entitle your list “Let me tell you how I will meet each day.” Allow Evans’ poem to serve as inspiration. However, try to write thoughts that are original and not from the poem.



EXIT TICKET

1. Which best summarizes the central idea of the text?

- a. The author has a positive outlook on life, but does not believe in taking risks.
- b. The author has a positive outlook about life, and believes it is important to discover new things each day in order to grow.
- c. The author is fearful of what each day has to offer, and believes we should not be open to new things.
- d. The author believes love is optional, but growth is important.

2. What is the significance of lines 2 & 3?

3. What does the tone of the poem reveal about the author's perspective of life?
