



# **GREAT HOOSIERS**

## **6-8 | Lesson 9**



# LESSON 9

## TEXT TITLE

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***"Let Us Be That Something"* by Mari Evans**

## TEXT MAIN IDEA

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In *"Let Us Be That Something"*, Evans explains that the next generation not only needs to be able to look to their elders as role models, but also as mentors who can provide direction. She notes that while the youth are often introduced to religion for guidance, it is not enough. Evans illustrates this imperative through the use of metaphors, hyperbole and personification. One example of this is when she states, "they need a map and a guide to the interior."

## ESSENTIAL QUESTION

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

- How can poetry highlight a community's strengths, challenges and ambitions?

## CONTENT OBJECTIVE

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

One of the cultural references in this poem is the ambition of previous generations to ensure their descendants are equipped with what they need in order to reach their highest potential.

## LITERACY OBJECTIVE

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

- Analyze a poem through its title, word choice, imagery, structure, tone and theme. From this critical analysis students will be able to synthesize its message and construct a personal response.

## STANDARDS ALIGNMENT

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- 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)

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### 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.

*Class, we will be looking at another poem through the lens of social change. We spent two days analyzing our first poem in this unit. Today, we will pull all of our analysis strategies together. Uncovering the deeper meaning in poetry reveals the author's purpose for writing. Think of what we analyzed in our previous poem.*

Before reading any poem we always make a \_\_\_\_\_ about the title. **(Prediction)**  
*Tell me what else do we look at as we analyze poetry?*

### Possible Student Responses:

- Word Choice
- Imagery
- Style (repetition, line length)
- Tone
- Theme
- Lesson
- Central Idea

## READ ALOUD / ENGAGE (15 MINUTES)

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**Read "Let Us Be That Something" by Mari Evans.**

**Instruct students to make a prediction about the title and write it in the designated area of their journal. Students will complete their first read without making any notations.**

*Class, you have learned so many key strategies to help you analyze the deeper meaning of the poetry we have read. There is an acronym that can help you recall all of these strategies. The acronym is TWISTT:*

Title

Word Choice

Imagery

Style

Tone

Theme

Instruct students to write this in their journal.

**Model making a prediction about the title and use TWISTT to begin to analyze the first five lines of the poem:**

*Hmmm....Let us be that something. Looking at the acronym, I will start by making a prediction about the title. I believe the poem will be about inspiring others. As I begin looking at the word choice, I see Evans describe young people as “exploding with joy”. Here she is illustrating how carefree youth can be. She also uses words like: something to believe in, peace and strength, likely to help ground them, keeping them focused. I will write those words down.*

*Look at the next four lines. Continue analyzing the word choice and imagery.*

**Here, they should identify “they must leap”, “click heels” and” free fall”. This further illustrates the necessary carefree life of youth.**

*Continue with the remainder of the poem with a partner. However, once you have identified all the significant words and noted the imagery, continue with TWISTT and write down what you have noticed about the style of the poem, the tone and the theme. You will work together with your table group.*

## **DISCUSS (10 MINUTES)**

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*What is the tone of the poem? How does the structure add to the poem?*

**Exemplary Response:**

- The tone of the poem is inspirational. In stanza 1, Evans is inspiring her peers throughout the poem in various ways. She believes it is their job to protect the next generation when she says, “ecstatic peace to hide them in, a strengthening.” Additionally, she concludes the poem with a charge to her generation, that if they are able to be positive role models to “say it; be it; do.”
- Evans’ tone is inspiring. She identifies the next generation should be given a space to grow in stanza 2 when she says “they must leap miles into the stratosphere.” She acknowledges the spiritual exposure young people were given, but suggests her generation should do even more than that when she says, “they need a map and a guide to the interior.” Finally, she charges them to be role models by giving advice and being examples for the young.
- The structure of the poem when Evans is speaking about the young people in stanzas 1, 2 and 4 is symbolic to their carefree nature. The text is centered instead of flush left. However, in stanzas 3, 5 and 6 the lines are more organized. Evans’ use of line structure adds to the meaning of the poem as she expresses the need for the next generation to have role models who provide stability and direction.

### Supporting Questions:

- *What prediction can be made about the title?*
- *What is important for the young people in stanza 1?*
- *Which line from the poem suggests young people should be free to be bold and courageous?*
- *What is meant by “a map and a guide to the interior”?*
- *Which lines of the poem are a charge to the elders to be role models for young people?*
- *What cultural references were made in the poem?*
- *What is the theme of the poem?*

### WRITE (10 MINUTES)

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*Great job today analyzing all the poems so far in this unit. Complete your TWISTT graphic organizer. Next, imagine you were able to write a letter to the future generation. Thinking about the line, “They need a map and a guide to the interior,” what words of wisdom would you leave for them? Consider the message Evans relayed in the poem. How will you inspire the next generation to greatness?*



## EXIT TICKET

1. **How does the speaker use imagery to influence the meaning of stanza 2?**
  - a. By comparing young people to swimmers, the speaker illustrates how far they can go with a little help.
  - b. By using a simile the speaker is able to compare young people to astronauts.
  - c. By using hyperbole, exaggeration, the speaker expresses the importance of young people being free to set their goals high.
  - d. Through repetition the speaker emphasizes the importance of supporting the youth.

2. **What is the significance of stanza 3 to the meaning of the poem?**

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3. **What is most likely the reason the speaker used repetition in lines 22-26?**

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