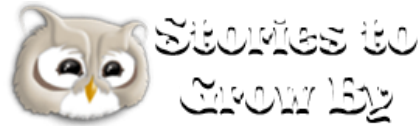


# Teaching Poetry Analysis



“The Goblin’s Market”

## The Goblin’s Market:

**Story Summary:** Two dear sisters; two different personalities. Sarah is enamored and mesmerized by the goblin’s market and their fruits for sale; Lizzie remembers the cautionary tale of a girl who had eaten the goblins fruit and is deterred. Lizzie fends off the goblins and their forbidden fruit, while Sarah succumbs to the trickery. Can Lizzie save her once the damage is done?

### **Materials:**

- [Poem Text](#)
- [Character & Decision Maps](#)

### **Common Core Standards:**

CCSS.ELA-LITERACY.RL: 10<sup>th</sup>-12<sup>th</sup> Grade ELA

### **Objective:**

Use higher-level thinking skills to analyze a piece of poetry, focusing on poetry elements: Structure, Language, Details and Themes to determine the Author’s Purpose.

**Anticipatory Set:** Assuming the notion that Good usually prevails over Evil, describe a time in a piece of literature where Evil prevailed, even if only briefly.

**Activities:**

- Reading: Students will read The Goblin's Market Poem first to themselves, then read aloud (the teacher may also read aloud instead).
- Break the students into groups and give each group 3-4 stanzas.
  - Groups should identify: Rhyme Scheme, Figurative Language (Most stanzas have examples of Alliteration, Simile, Metaphor), Imagery, Diction, Tone.
  - Have each person in a group in charge of each element and then they discuss the findings among the group.
  - Have each group present their part and their findings so students can mark up their own poems.
- Discuss and Decide: the theme & author's purpose of the poem. This leads to the discussion and determination of the Theme of the poem.
  - Identify the Allusion in the poem (depending on grade and level).

**Closing:** Explore the Allusion with the class of the "Forbidden Fruit". Have students return to their groups to define what they think the Author's Purpose was with this piece. They must include at least three pieces of evidence from the text to support their hypothesis.

**Extension:** Discuss the layers of the poem. Students should walk away with an understanding that the base layer of the Theme of a piece of work does not always correlate with the deeper meaning of the Author's Purpose for writing the piece.