

# Lesson Plan

Micro Lesson Video Link: <https://www.youtube.com/watch?v=dsbReDyMrGE>

Business/Materials	Lesson Objectives
<ul style="list-style-type: none"> <li>• Whiteboard via shared digital screen</li> <li>• UI</li> <li>• Markers or digital annotation tools</li> <li>• “O Captain! My Captain!” by Walt Whitman</li> <li>• Images of Abraham Lincoln and Francisco Morazan</li> <li>• Notebooks/paper</li> </ul>	<p><b><u>SWBAT:</u></b></p> <ul style="list-style-type: none"> <li>• Identify and explain the historical context of “O Captain! My Captain!”</li> <li>• Define key vocabulary and identify an extended metaphor within the poem.</li> <li>• Analyze the extended metaphor, explaining what the "Captain," "ship," "fearful trip," and "prize" represent.</li> <li>• Discuss the tone of the poem as it relates to grief and admiration.</li> <li>• Express understanding of the poem through discussion and written responses.</li> <li>• Connect the poem’s themes of loss, leadership, and national tragedy to concepts like freedom.</li> </ul>
<b>Warm-up and Objective Discussion</b>	
<p><b><u>Activities:</u></b></p> <p><b>Warm-up (Gain Attention):</b></p> <p>--To capture attention, consider standing on a chair (or on a desk like in the movie Dead Poet’s society) and dramatically reading a few lines from "O Captain! My Captain!". (I’ve always wanted to try that)</p> <p>--Pose the question: “What makes a good leader?” Use the provided images of Lincoln and another culturally appropriate famous leader to spark discussion.</p> <p>--Guide a brief pair-share, then a whole-class discussion on qualities of good leadership.</p> <p><b>Objective Discussion:</b></p> <p>--Clearly present and briefly discuss each learning objective.</p>	

- Explain how these objectives will guide the lesson's activities.
- Connect the objectives to the previous discussion on leadership.

### Instruct and Model

☐ R

☐ W

☐ L

☐ S

#### Activities:

#### **Stimulate Recall & Historical Context:**

- Ask questions: "What do you know about the American Civil War or Abraham Lincoln?" and "Imagine you lived during a long, difficult war. What might it feel like to hope for its end?"
- Facilitate discussion, then elicit ideas.
- Transition to presenting historical context: Civil War's end and Lincoln's assassination.

#### **Poetic Language & First Reading:**

- Introduce and explain key literary terms: Lyric Poetry, Elegy, Metaphor, Extended Metaphor.
- Model expressive reading of the first stanza.
- Facilitate shared reading of remaining stanzas.
- Guide initial discussion using prompts and CCQs to check comprehension and encourage identification of emotional responses and central comparison.
- Encourage students to jot down 1-2 words/phrases conveying strong emotions

### Guided Practice

☐ R

☐ W

☐ L

☐ S

#### Activities:

#### **Analyzing the Extended Metaphor:**

- Ask the student to re-read the full poem.
- Guide the student to individually complete gap-fill sentences analyzing the extended metaphor.
- Compare answers and explain reasoning using textual evidence.

--Discussion to consolidate understanding

### **Identifying Tone and Emotion:**

--Ask the student to mark words/phrases showing grief/sorrow and admiration/celebration.

--Organize small groups to choose 3 words/phrases for each emotion and create a short dialogue.

--Facilitate sharing of dialogues.

--Lead discussion on how contrasting emotions contribute to the poem's tone.

### **Guided Questions:**

--Present overarching question: "How does the poet make us feel the loss of the Captain?"

--Ask students to discuss specific guided questions, finding textual evidence.

--Facilitate whole-class discussion, ensuring the student shares interpretations and evidence.

### **Independent Practice**

☐ R

☐ W

☐ L

☐ S

### **Activities:**

#### **Analytical Questions (Written Responses):**

--Instruct students to answer questions in complete sentences, using evidence from the poem.

--Encourage use of placeholder text as a guide.

--Inform students they might share one key idea with a partner after writing.

#### **Reflective Writing:**

--Introduce the essential unit question: "What will people risk to be free?"

--Present reflective writing prompt connecting the poem and its context to this question.

--Instruct students to write a short paragraph, using placeholder text as a guide.

--Inform students to be prepared to share their main idea.

Assessment	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
------------	----------------------------	----------------------------	----------------------------	----------------------------

**Activities:**

**Formative Assessment & Discussion:**

--Reflective prompt. Provide feedback.

Retention/Transfer (Creative):

--Introduce optional creative assignment: writing a short poem with an extended metaphor.

**Retention/Transfer (Connection):**

--Ask question about modern leaders or situations involving risk for freedom..Discussion with key examples.

**Your Facilitator:  
Mr. Brown**

**Welcome to class!**

# O Captain! My Captain! - A Poetic Journey

Start Timer

## Welcome! A Captain's Call



*Image: Abraham Lincoln*



*Image: Another Famous Leader*

What makes a good leader? Take a minute to think, then share one idea with a partner. We'll then discuss as a class.

## Our Voyage Today: Learning Goals



### Today, we will learn to:

- Identify and explain the historical context of "O Captain! My Captain!"
- Define key vocabulary (e.g., elegy, keel, rack) and identify an extended metaphor within the poem.
- Analyze the extended metaphor, explaining what the "Captain," "ship," "fearful trip," and "prize" represent.
- Discuss the tone of the poem as it relates to grief and admiration.
- Express understanding of the poem through discussion and written responses.
- Connect the poem's themes of loss, leadership, and national tragedy to broader concepts like freedom.

## Setting the Scene: A Nation's Turning Point

What do you know about the American Civil War or Abraham Lincoln?  
Imagine you lived during a long, difficult war. What might it feel like to hope for its end?  
(Discuss briefly with a partner, then we'll share some ideas.)

### Historical Context: The End of the Civil War

Walt Whitman wrote "O Captain! My Captain!" in 1865, shortly after two major events:

- The **end of the American Civil War** (1861-1865), a brutal conflict that divided the nation.
- The **assassination of President Abraham Lincoln** in April 1865, just days after the Confederate surrender. Lincoln was seen by many as the "captain" who had steered the nation (the "ship") through the "fearful trip" of the war.



Image: Portrait of Abraham Lincoln



Image: Scene from the American Civil War or a newspaper headline about Lincoln's death

### Key Literary Terms

- **Lyric Poetry:** Poetry that expresses personal emotions or feelings, typically spoken in the first person.
- **Elegy:** A poem of serious reflection, typically a lament for the dead. "O Captain! My Captain!" is an elegy for Abraham Lincoln.
- **Metaphor:** A figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable (e.g., "The classroom was a zoo").
- **Extended Metaphor:** A metaphor that is developed over several lines of writing or even throughout an entire work.

### First Reading: "O Captain! My Captain!" (Stanza 1)

O Captain! my Captain! our fearful trip is done,  
The ship has weather'd every rack, the prize we sought is won,  
The port is near, the bells I hear, the people all exulting,  
While follow eyes the steady keel, the vessel grim and daring;  
But O heart! heart! heart!

*Students and teacher take turns reading the remaining stanzas.*

### Initial Discussion & CCQs:

Discuss the following with a partner, then we'll share as a class:

- ⚓ What two things are being compared throughout this poem?
- ⚓ Quickly jot down 1-2 words or short phrases from the first stanza that convey strong emotion. Share a few.
- ⚓ **CCQs (Concept Checking Questions):**

## Unpacking the Metaphor: A Deeper Dive

O Captain! my Captain! our fearful trip is done,  
The ship has weather'd every rack, the prize we sought is won,  
The port is near, the **bells** I hear, the people all exulting,  
While follow eyes the steady keel, the vessel grim and daring;  
                    But O heart! heart! heart!  
                    O the bleeding drops of red,  
                    Where on the deck my Captain lies,  
                    Fallen cold and dead.

### Task 1: Analyzing the Extended Metaphor

Let's re-read the poem (silently or in pairs). Then, individually complete the sentences below. Afterwards, in pairs, compare your answers. Explain to your partner "why" you chose your answers, using evidence from the poem. Be ready to share your pair's refined ideas with the class.

The **Captain** is:

The **ship** is:

The **fearful trip** is:

The **prize won** is:

Ready to Discuss as a Class

## The Poem's Heartbeat: Tone and Emotion



### Task 2: Identifying Tone and Emotion

Go back through the poem. Mark specific words or phrases that show the emotions listed below. Then, in small groups, choose 3 words/phrases for grief and 3 for admiration. Create a short dialogue (2-3 lines per person in your group) between people reacting to the Captain's death, using some of these words to show contrasting feelings. Be ready to share your dialogues.

- **Grief / Sorrow:** (e.g., "bleeding drops of red", "fallen cold and dead", "mournful tread")
- **Admiration / Celebration:** (e.g., "prize we sought is won", "people all exulting", "flag is flung", "bugle trills", "bouquets and ribbon'd wreaths")

After sharing dialogues, we'll discuss: How do these contrasting emotions create the poem's overall tone?



## Questioning the Text: Deeper Meanings

How does the poet make us feel the loss of the Captain?

### Task 3: Guided Questions for Discussion

Discuss these questions in pairs or small groups. Try to find specific lines from the poem to support your answers. Then, we'll discuss as a whole class.

- How does Whitman express his own grief for the Captain? Find specific lines. (e.g., "O heart! heart! heart!", "fallen cold and dead", "My father does not feel my arm").
- Why is it ironic that "the people all exulting" while the speaker is in mourning? What does this contrast highlight?
- In the second stanza, the speaker urges the Captain to "rise up." What is the effect of this plea, knowing the Captain is dead?
- What does the line "The ship is anchor'd safe and sound, its voyage closed and done" signify in the context of the Civil War?

## Your Analysis: Written Responses

### Independent Written Analysis:

Please answer the following questions in writing. Use complete sentences and evidence from the poem to support your answers. After writing, you might share one key idea from your response with a partner.

1. In the extended metaphor, who is the 'Captain,' and what is the 'fearful trip'? Explain your answer with evidence from the poem.

The Captain represents... because the poem says... The fearful trip is... as shown by the line...

2. What effect does the repetition of 'fallen cold and dead' have on the reader?

The repetition of 'fallen cold and dead' creates a sense of... It emphasizes...

3. Whitman calls the Captain 'dear father.' What does this suggest about the speaker's relationship to the Captain and the Captain's role?

Calling the Captain 'dear father' suggests... This implies the Captain was seen as...



## Connecting to Freedom: Your Reflections

The essential question for this unit is: "What will people risk to be free?"

### Reflective Writing Prompt:

The poem describes a 'fearful trip' to win a 'prize.' How does this poem, and the historical events it refers to, relate to the essential question: "**What will people risk to be free?**"

Write a short paragraph explaining your thoughts. Afterwards, be prepared to share your main idea with a partner or small group.

This poem relates to the question of freedom because... The 'fearful trip' represents the risks taken, such as... The 'prize' of freedom was achieved through...

## Sharing Insights & Looking Beyond



### Formative Assessment & Discussion:

Let's use a "Think-Pair-Share" for your responses to the "freedom" reflective prompt.

1. **Think:** Review your written response.
2. **Pair:** Find a partner. Explain your idea to them and listen to theirs.
3. **Share:** We'll ask a few pairs to share one new perspective they gained with the class.

### Enhance Retention & Transfer:

#### Optional Creative Assignment:

Write a short poem (elegy or other form) that uses an extended metaphor to pay tribute to a person (real or fictional) or an important event. Your poem should try to convey a specific tone. If you complete this, consider sharing it with a small group or the class next time.

#### Connection to Modern Day:

Can you think of any modern leaders or situations where people have risked a lot for a cause or for freedom, similar to the themes in the poem? Let's discuss briefly in small groups, then share key examples.

## Lesson Reflection: Cognitive Workload

### Rate Your Experience:

Please reflect on the lesson and rate the following aspects based on your experience. This helps in tailoring future lessons.

#### Mental Demand

How much mental and perceptual activity was required (e.g., thinking, deciding, calculating, remembering, looking, searching)? Was the task easy or demanding, simple or complex?

Low/easy/simple ————— ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ————— High/demanding/complex

#### Physical Demand

How much physical fatigue (in contrast to mental tiredness) did you feel during the session? For example, from maintaining posture, using the mouse/keyboard, or any other physical aspects of participation. Was it physically tiring or restful?

Low/restful ————— ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ————— High/physically tiring

#### Temporal Demand

How much time pressure did you feel due to the rate or pace at which the tasks or task elements occurred? Was the pace slow and leisurely or rapid and frantic?

Low/slow/leisurely ————— ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ————— High/rapid/frantic