

Examining “Blackberry Picking”

Sept. 29, 2014

AP Literature

Warmup

- You have 15 minutes to do the following:
 - Get into a group of three. Pick up a handout.
 - Read the poem “Blackberry Picking” silently.
 - During your second read, discuss ideas that stick out to you with your group members.
 - **Answer the questions:** What is this poem about? What is the theme? What is the tone? What is the mood? (Everyone will be reporting their answers to the class)
 - Every group member must record their own annotations on their own paper.

Blackberry Picking

- What in the world was that poem talking about?
- Write your group's guess on the board.

What is the gist?

- **What is this poem about?**

- How do you know?

- **What is the theme?**

- How do you know?

- **What is the tone?**

- How do you know?

- **What is the mood?**

- How do you know?

Agenda

- Warm-up
- Reading and annotating “Blackberry Picking”
- Hear it from Seamus
- I See/Categories
- Exit Slip
- *Textbooks



Let's Visualize...

I see...

- 1. Label your paper like the model on the screen.
- Re-read the poem and on the *I See* half of your paper list things that you “see” in the poem.



Lumping

- Now open your paper so you can see both sides.
- Now take what you have from your list and “lump” them into categories.
- Example: I saw a lot of references to decay. So I might list “rat grey fungus,” “fermented,” and “smelt of rot” in that category.

Patterns

- How many stanzas?
- 1. Determine which stanzas contain each category.
- 2. Where is the shift in tone? What is the shift?
- 3. What have we determined about the poem so far?

Continue Annotating...

□ S: Speaker

- Identify the speaker and any character traits of the speaker
- Who is the speaker addressing?
- What is the speaker's topic, argument, etc.

□ T: Tone

- What is the dominant tone?
- Where is it and where do you think the shift occurs?

□ I: Imagery

- Isolate major images – what do you see, hear, smell, hear, taste, feel?

□ F: Figurative Language

- Identify every metaphor, simile, apostrophe, personification, hyperbole and more
- Determine what is really being said and how it relates to the rest of the poem.

□ S: Sounds

- What sound elements are most striking and why?
- Identify sound repetition, cacophony/euphony, etc.

Homework

- **Write a thesis statement for the following prompt:**
- *Read the following poem carefully, paying particular attention to the physical intensity of the language. Then write a well-organized essay in which you explain how the poet conveys not just a literal description of picking blackberries but a deeper understanding of the whole experience. You may wish to include analysis of such elements as diction, imagery, metaphor, rhyme, rhythm, and form.*
- **Complete your second and third readings and annotations.**