

Robert Frost Learning Stations

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- Lesson:** Use Learning Stations to study and comprehend Robert Frost's poems from his *Frostiana* collection
- Date:** Thursday, September 15, 2005 (methods class)
Tuesday, April 4, 2006 (taught to Honors Seminar class)
- Objectives:** To foster understanding of Frost's poetry
To utilize Learning Stations as a means of small group work
To encourage students to explore poetry through different means
- Materials:** Copies of "Stopping by Woods on a Snowy Evening" and "The Road Not Taken" for whole class
Copies of "The Pasture," "Come In," "The Telephone," "A Girl's Garden," and "Choose Something Like a Star" for one group
Computer for one group
Drawing paper and crayons/markers for one group
Students: writing paper and pen/pencil
- Procedure:** Introduce Robert Frost as one of the greatest American poets. Distribute copies of "Stopping by Woods on a Snowy Evening" and "The Road Not Taken" to whole class. Allow reading time. **Time: 4 minutes**
- Explain that we are going to learn about Robert Frost and his poetry through the use of Learning Stations. Introduce Learning Stations as a weeklong unit on Robert Frost, during which each group will get to complete each station. Emphasize that these projects will not necessarily be finished in one class period, but that they should work on as much of their assignment as can be done in the time allotted. Briefly describe the four learning stations; then divide class into four groups. **Time: 4 minutes**
- Direct students to their different Learning Stations. Allow students time to read over their instructions. **Time: 2 minutes**
- Move throughout room while students work in groups at their Learning Stations. Ask guided questions to those groups that seem to be stumped, and make sure that all instructions are clearly understood. Allow students to work independently as a group. **Time: 10 minutes.**
- Ask students to stop where they are with their projects. Ask students to share one thing about their project (this would actually be done at the end of the week, once each group had finished each project). **Time: 6 minutes**

Homework Assignment: Find a Frost poem that is not part of the *Frostiana* collection. Write a brief response to the poem—if you liked it or disliked it and why—and be prepared to share this within your assigned groups in class tomorrow.

Learning Stations

1. **Technology/Research:** Provide possible websites for students to look up biographical information on Robert Frost. Have students develop ideas linking Frost's life to his poetry, and why he wrote his poems.
2. **Original Work:** Write your own poem (either individually or as a group, your choice) in the style and structure of Robert Frost's poem. His poems tend to be narratives, verse, often rhyming, with a clear structure.
3. **Applied Creativity:** Draw two pictures contrasting the scenes you envision for each of the poems. Compare and contrast the settings that each of these poems conjures up for you as you read them, and how that relates to the content of the poem. This should be done in some kind of diagram or map.
4. **Related Material:** Read the other five poems that Frost includes in the *Frostiana* collection. Create a diagram or map comparing and contrasting the seven poems. What is similar about these seven poems? What are the major differences? Why do you think Frost used these particular poems for this collection? These poems were put to music—what about these particular poems do you think made them ideal to be sung?