

ELA Poetry Lesson Plan (Designed for a 40 minute class)

Introduction (2–3 minutes)

Say:

"Today we're going to read a classic poem by Robert Frost. As we read, think not only about what is happening in the poem, but what deeper meanings or emotions might be present. After reading, you'll write a short response analyzing the poem and reflecting on how it might connect to your own life."

Read the Poem (5–7 minutes)

- Pass out copies of the poem (below).
 - Read the poem aloud once (either the substitute or a student volunteer).
 - Then have students read it again silently to themselves.
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Poem: *Stopping by Woods on a Snowy Evening* by Robert Frost

(Public Domain)

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

Writing Assignment (25 minutes)

Prompt (write on the board or distribute on paper):

In a well-organized paragraph (8–10 sentences), respond to the poem using the questions below as guidance.

Use specific details from the poem to support your answers.

1. What emotions or thoughts is the speaker experiencing?
2. What might the woods symbolize? What about the “promises” and “sleep”?
3. How can you connect the message of this poem to your own life or your walk with God? (Consider topics like responsibility, rest, temptation, or perseverance.)
4. Identify and explain at least one literary device (such as imagery, repetition, rhyme, or symbolism) used in the poem.

Optional: Students may include a short prayer or Bible verse that relates to the poem’s message about duty, perseverance, or rest.

Remind students to write in complete sentences and to support their ideas with direct references to the poem.

Wrap-Up (3–5 minutes)

- If time allows, ask for volunteers to share a line or insight from their response.
- Collect all written work before dismissal.

ELA Poetry Lesson Plan (for 90 minute class)

Part 1: Introduction (5–7 minutes)

You can say:

“Today you will engage deeply with a well-known poem by Robert Frost. You’ll be reading, discussing, analyzing, and writing about it. This poem may seem simple at first glance, but it has powerful themes about rest, responsibility, and perseverance. You’ll also reflect on how it might apply to your own life and walk with God.”

Part 2: Reading and Initial Response (10–12 minutes)

1. **Distribute the poem** (printed below).
2. **Read the poem aloud** once (sub or student volunteer).
3. **Students read silently** a second time, underlining words or lines that stand out to them.
4. Ask students to **briefly jot down (3–5 minutes)**:
 - One line that stands out to them
 - One question they have about the poem
 - One feeling the poem evokes

Ask a few volunteers to share their responses aloud.

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Part 3: Group Discussion Activity (20–25 minutes)

Instructions:

- Divide students into groups of 3–4.
- Give each group **3–4 discussion questions** (see below).
- Each group should **assign a note-taker** and **prepare to share** a 1–2 minute summary of their discussion.

Discussion Questions (assign or rotate):

1. What is the speaker tempted to do in the poem? What's stopping him?
2. What might the woods symbolize? Why do you think Frost describes them as “lovely, dark and deep”?
3. What could “sleep” represent in the last two lines? Why is it repeated?
4. How do you see the idea of responsibility or calling in this poem?
5. What literary devices does Frost use effectively (e.g., rhyme, repetition, imagery)?
6. How could this poem be read as a metaphor for the Christian life?

Wrap-Up Group Activity: Have each group share one insight from their discussion.

Part 4: Writing Assignment (25–30 minutes)

Prompt (write on the board or distribute):

In a well-organized paragraph (8–10 sentences), respond to the poem using the questions below as guidance.

Use specific details from the poem to support your answers.

1. What emotions or thoughts is the speaker experiencing?
2. What might the woods symbolize? What about the “promises” and “sleep”?
3. How can you connect the message of this poem to your own life or your walk with God? (Consider responsibility, rest, temptation, or perseverance.)
4. Identify and explain at least one literary device (such as imagery, repetition, rhyme, or symbolism) used in the poem.

Optional: Students may include a short prayer or Bible verse that reflects the poem’s themes (e.g., Galatians 6:9, Proverbs 3:6, Psalm 23:3).

Part 5: Wrap-Up & Exit Slip (10–12 minutes)

Option 1: Share & Reflect

- Ask for a few volunteers to share one sentence or insight from their writing.
- Prompt a short class discussion:

“How does this poem challenge or encourage you as a student and as a believer?”

Option 2: Exit Slip

If preferred, students can complete this short response before leaving:

On a small slip of paper or in your notebook, write:

- One new idea you had today
- One connection you made to your faith
- One question you still have about the poem