

# Ekphrastic Poems

A 3-D lesson focused on using artwork to inspire poetry creation. Students will be inspired by literature or artwork relevant to their grade level and then craft poems embodying a specific character, location, or other detail. Once they have written their poems, students will create small scale 3-D representations of their poems.



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A 3-D lesson focused on using artwork to inspire poetry creation. Students will be inspired by literature or artwork relevant to their grade level and then craft poems embodying a universal character, location, or other detail. Once they have written their poems, students will create small scale 3-D representations of their poems.



**Subjects:** Visual Arts, English–Language Arts

**Big Idea:** How can poetry and art give language to universal experiences?

**Learning Objectives:** *The student will be able to:* identify what ekphrastic poetry is, craft a poem that embodies an artwork, identify how literature and art speak to the human condition, create a 3-dimensional space using 2-dimensional materials, understand how art and literature are inter-connected, and understand foreground and background.

**Materials:** Variety of small boxes (altoids, ring boxes, etc), assortment of paper, glue, scissors, notebook paper, pencils, misc. decorative materials, paint, markers, crayons, artistic inspirations for students to based their poems off of, worksheet from Smithsonian Institute

**[http://americanart.si.edu/education/pdf/Ekphrastic Poetry Lesson.pdf](http://americanart.si.edu/education/pdf/Ekphrastic_Poetry_Lesson.pdf)**

**Lesson Steps:** Introduce *ekphrastic writing* (*writing that comments on another art form, for example a poem about a photograph or a novel about a film*). Look at an example of an ekphrastic poem, let students pick out their inspiration (grade level specific). Have students study their inspiration and complete the worksheet (for younger students you may want to use one inspiration piece for the whole class). Have students read through their worksheet and pick words or phrases to include in their poem. Have students write poems. Have students use the poem to begin sketching their 3-d space (may want to begin with an introduction to paper artists that create 3-d spaces - tunnel book artists make great examples) **<http://www.andreadezso.com>**. Introduce *foreground and background*. Students will create templates for the pieces in their 3-d space. Students should consider how they will layer their images. Students will use their templates to cut out the parts of their 3-d space and the fold edges under to make the paper stand. Using glue the paper can be attached to the small box. Boxes and accompanying poems should be displayed (the library makes a great venue!)

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### "The Starry Night"

Anne Sexton (1961)

The town does not exist  
except where one black-haired tree slips  
up like a drowned woman into the hot sky.  
The town is silent. The night boils with eleven  
stars.

Oh starry starry night! This is how  
I want to die.

It moves. They are all alive.  
Even the moon bulges in its orange irons  
to push children, like a god, from its eye.  
The old unseen serpent swallows up the stars.  
Oh starry starry night! This is how  
I want to die: into that rushing beast of the night,  
sucked up by that great dragon, to split  
from my life with no flag,  
no [belly](#),  
no cry



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## Worth a Thousand Words: *Ekphrastic Poetry*

Have you ever heard the expression *A picture's worth a thousand words*? Well, sometimes poets think that a picture, or a sculpture, or a piece of pottery is worth just that and maybe more. When poets find a piece of visual artwork that truly captures their imagination, they often engage in a literary practice known as ekphrastic poetry, which is poetry that verbally describes a visual work of art. The term *ekphrasis* is derived from the combination of two Ancient Greek words: *ek*, which can mean 'for the sake of,' and *phradzein*, meaning 'to show, point out, describe.' The recombined definition then yields *ekphrasis*, or 'a process carried out for the sake of description.' Below, examine a few examples of ekphrastic poetry to see how metal artistry, a painting, and pottery have been vividly described through poetry.

*worksheet and definition from Smithsonian Institute*

### Observation Worksheet

List the first words that come to mind when you look at this artwork.

\_\_\_\_\_

PLOT: What is happening in this artwork? What story is being told?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CHARACTER: Who or what is the subject of the painting? How would you describe them?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SETTING: What is the mood of the artwork? What sounds, smells, feelings, tastes could you associate with it?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How does this artwork connect with you personally? Why did you choose it?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

MAIN IDEA: Now that you have closely observed the artwork, how would you summarize its main idea?

\_\_\_\_\_  
\_\_\_\_\_

After you have completed this worksheet, go back and circle any words or phrases you might want to incorporate into a poem about the artwork.

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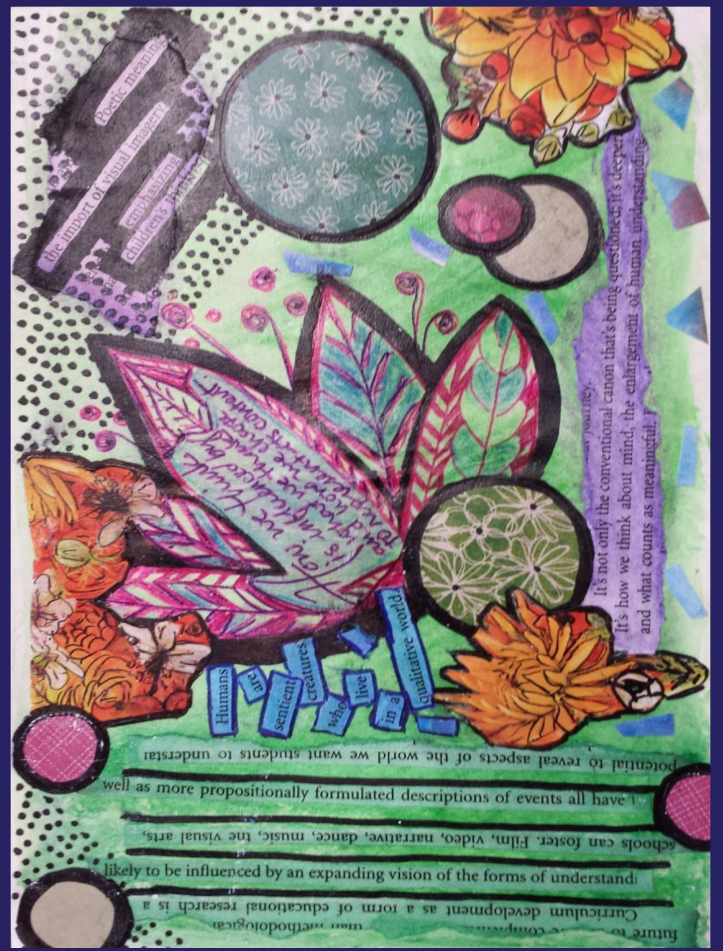
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# Found Poetry Collage

A short mini lesson perfect for artist trading cards or for a visual journal assignment. Found poetry encourages students to begin to see text in new ways, giving students a low stakes entry into poetry creation - the collage component encourages students to think critically and create imagery that reflects their poem. Adapted from <https://www.flocabulary.com/lesson-found-poetry/>



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**Subjects:** Visual Arts, English–Language Arts

**Big Idea:** How can poetry confront art?

**Learning Objectives:** Identify the theme of a work of fiction. Select lines from the work of fiction that demonstrate the theme. Create a poem composed of lines from the story to support that theme. Explain how their poem demonstrates the theme. Understand how collage and found poetry are similar (both art forms are a collection of found images/words to create something new)

**Materials:** Work of fiction, Flocabulary video for a work of fiction of choice [https://](https://www.flocabulary.com/topics/literature/)

[www.flocabulary.com/topics/literature/](https://www.flocabulary.com/topics/literature/) , Flocabulary video "five things" [http://bit.ly/](http://bit.ly/1fRNZBr)

[1fRNZBr](http://bit.ly/1fRNZBr) ,Found Poetry worksheet <http://bit.ly/1McTR8x>, collage materials, markers, scissors, glue, crayons, colored pencils, other misc. art materials for collaging, small artist trading cards OR visual journal OR paper for collage to be on

**Lesson Steps:** Watch the Flocabulary video "Five Things" and review the definition of theme. Watch the Flocabulary video for your work of literature to review the story. (You can also use this lesson if we don't have a video for your work of literature. Just skip this step! ). On the the Found Poetry worksheet, have students write down a theme of the story you've just completed and the reasons why they think that is the theme. Discuss as a class. Share with students the definition of "Found Poetry." Found poetry takes existing lines or phrases and reorders them in the format of a poem. Typically, found poetry is made from random news headlines, street signs, billboard ads, graffiti, flyers, etc. You can search for "found poetry" online to find images you like that you can share with your class. Watch the Flocabulary video "The Necklace." Read the example of the found poetry and discuss as a class how it addresses a theme of the story. Using the Found Poetry worksheet, ask students to create their own work of Found Poetry for your work of fiction. Have students type up their found poems and print these for inclusion in the collage. Students will then begin to search for imagery related to their theme or big idea behind the found poem. Using collage and art materials students will create a collage background. When the collage is complete they can take their printed found poem and collage the words onto their collage background. Students might be interested in working these cut out words into their poems. (you can also provide photocopies of the source literature for students to cut words from to create their found poems). When finished, students share their poem and collages and explain why they selected the lines they did. These poems look great displayed in the library!

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# CREATE a WORK of FOUND POETRY

**FOUND POETRY** takes existing lines or phrases and reorders them in the format of a poem. Typically, found poetry is made from random news headlines, street signs, billboard ads, graffiti, flyers, etc.

## Directions:

Using details from a story, create a found poem. Select particular words, phrases or complete sentences from the story and arrange them in any order as a poem. Be prepared to explain how your poem relates to one or more of the story's themes.

### Example from

The Necklace by Guy de Maupassant

Born by a blunder of destiny

Unhappy

No dresses

No jewelry

She drew near

"Can you lend me this, only things?"

She was the prettiest of them all.

"Are you not making a mistake?"

At last, it is done.

### Your Poem

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## Follow-Up Questions:

Why did you choose the lines you chose? What theme does your poem address?

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I must confess that I do not have answers to the questions I have just posed. I believe, however, that the questions I have posed are crucial for educational practice and research that does justice to the development of human intellectual capacities.

Another issue pertains to the ways in which the research that is done on such matters can be displayed. We are, of course, habituated to text and numbers. Our journals are, if anything, encomiums to technical language. What would an entirely new array of presentational forms for research look like? What might we learn about a school or a classroom, a teacher or a student, a form of teaching and a style of learning, through an integration of film, text, photo, and poem?

While envisioning such an integration of forms is difficult, it is the exploration of such possibilities, first imaginatively and then practically, that will enable us to invent an agenda for the future. In some ways, through MTV and other such forms, our students are way ahead of us. Sound and image, more than text and number, are the cornerstones of their experience. What do such possibilities hold for a group of scholars steeped in more conservative traditions? In sum, I am asking us to do what we don't know how to do. I am asking us to recognize the limits of our comfortable post, but not to discard it. As I said, I am asking us to bypass familiar posts and to explore the new ones that we might see. I think we have already made a wonderful beginning on that journey.

It's not only the conventional canon that's being questioned; it's deeper and what counts as meaning. From the feminist critique of science by Sandra Harding (1991) to the reappearance of the Weirdbandian distinction between the ideographic and the nomothetic (von Wright 1971) from the postmodern constructions of a Paul Ricoeur (1981) and a Roland Barthe

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**Subjects:** Visual Arts, English–Language Arts

**Big Idea:** How can poetry be an individual expression of identity?

**Learning Objectives:** The student will be able to: compose an original poem about themselves using an extensive brainstorming exercise and poetry template, explore basic watercolor techniques, express key features of their identity through poetic inquiry, explore typography, create connections between poetry and art making

**Materials:** Black stamp pad, copy paper, black and colored sharpies, colored pencils, photocopier (or copies of generic fingerprint), watercolor paper (9x12), watercolor, markers, crayons and other colorful materials to prep your paper

**Lesson Steps:** Prep your watercolor paper by watercoloring abstract designs using a variety of colors, be careful to not create MUD when mixing colors. While those dry, have students follow the George Ella Lyon poem worksheet to write a “where I’m from” poem. Collect a thumbprint from each student. Discuss with students how fingerprints are all different, just like people - that fingerprints are like personal portraits You need thumbprints that are clean and crisp... if they’re blurry at all, they only get worse when you enlarge them. Next, you need to enlarge your thumbprints. First, cut them out and write students’ names in pencil, then enlarge them one at a time. Make the first enlargement at 400%, then enlarge that one 250%, and you should end up with the desired result... a thumbprint roughly the size of your face! (Or you can save time by using your phone to take a photo of each thumbprint, upload to your computer, and enlarge the image that way.) Take a pencil and trace over the lines of your thumbprint onto a clean sheet of paper. Don’t worry if some lines start and stop, or run into each other. Just do your best to smooth them out. Now, use your pencil and start writing your where I’m from poem along your thumbprint lines! Begin at the top and use the lines of your thumbprint as guide lines for your writing. You don’t need to retrace the lines — you want your writing to create the ‘illusion’ of lines in your drawing. And don’t worry about following every line exactly — this won’t be used for I.D., you just want to get the general idea of the thumbprint! Finally, have students do a graphite transfer to transfer their fingerprint shaped poem onto the watercolored/prepped paper. Using sharpie, markers, colored pencils, crayons to enhance the text and create some variety. Optional... for older students it might be fun for them to cut out their poetry finger prints and then mount them on a larger sheet of dark paper (see example on reverse of the card)

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**Sensory Brainstorming:**

Everyday item in your home: \_\_\_\_\_ LOOK SOUND SMELL TASTE FEEL

Every day item in your home: \_\_\_\_\_ LOOK SOUND SMELL TASTE FEEL

Everyday item in your home: \_\_\_\_\_ LOOK SOUND SMELL TASTE FEEL

A plant that reminds you of your home: \_\_\_\_\_ LOOK SOUND SMELL TASTE FEEL

A Flower that reminds you of your home: \_\_\_\_\_ LOOK SOUND SMELL TASTE FEEL

A natural item that reminds you of your home: \_\_\_\_\_ LOOK SOUND SMELL TASTE FEEL

A plant or tree near your home: \_\_\_\_\_ LOOK SOUND SMELL TASTE FEEL

A family tradition: something your family always does together

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

A Family trait: A quality that most members of your family share.

1. \_\_\_\_\_

2. \_\_\_\_\_

List the members of your family

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Family habits: (things that individual members of your family always do - name the person and the habit. At least 3)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

List 4 things you were told as a child:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

List two songs or sayings you learned as a child:

1. \_\_\_\_\_

2. \_\_\_\_\_

Where were you born? \_\_\_\_\_

What is your family nationality? \_\_\_\_\_

List a food that reminds you of your family: \_\_\_\_\_ LOOK SOUND SMELL TASTE FEEL

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List a food that reminds you of your family: \_\_\_\_\_ LOOK SOUND SMELL TASTE FEEL

Write a short (2 sentence) story about a member of your family:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe the person who you wrote the short story about:

\_\_\_\_\_  
\_\_\_\_\_

Describe some family mementos (special keepsakes, treasures or pictures).

\_\_\_\_\_  
\_\_\_\_\_

Describe where in your house you keep the special mementoes or treasures.

**Sensory Brainstorming:**

Everyday item in your home: \_\_\_\_\_ LOOK SOUND SMELL TASTE FEEL

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1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

List two songs or sayings you learned as a child:

1. \_\_\_\_\_

2. \_\_\_\_\_

Where were you born? \_\_\_\_\_

What is your family nationality? \_\_\_\_\_

List a food that reminds you of your family: \_\_\_\_\_ LOOK SOUND SMELL TASTE FEEL

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Write a short (2 sentence) story about a member of your family:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe the person who you wrote the short story about:

\_\_\_\_\_  
\_\_\_\_\_

Describe some family mementos (special keepsakes, treasures or pictures).

\_\_\_\_\_  
\_\_\_\_\_

Describe where in your house you keep the special mementoes or treasures.

"I Am From" Poem Template

I am from . . .

Inspired by "Where I'm From" by George Ella Lyon

I am from \_\_\_\_\_ (an everyday item in your home)

From \_\_\_\_\_ and \_\_\_\_\_ (products or everyday items in your home)

I am from the \_\_\_\_\_ (description of your home)  
\_\_\_\_\_ a detail about your home—a smell, taste, or feeling)

I am from the \_\_\_\_\_ (plant, flower, natural item)

The \_\_\_\_\_ (plant or tree near your home)

I'm from \_\_\_\_\_ and \_\_\_\_\_ (a family tradition and family trait)

From \_\_\_\_\_ and \_\_\_\_\_ (family members)

I'm from \_\_\_\_\_ and \_\_\_\_\_ (family habits)

And from \_\_\_\_\_ (family habit)

I'm from \_\_\_\_\_ and \_\_\_\_\_ (things you were told as a child)

And \_\_\_\_\_ (a song or saying you learned as a child)

I'm from \_\_\_\_\_ (a family tradition)

I'm from \_\_\_\_\_ (place of birth)  
and \_\_\_\_\_ (nationality)

\_\_\_\_\_ and \_\_\_\_\_ (family foods)

From \_\_\_\_\_ (a story about a family member)

\_\_\_\_\_ (detail about the story or person)

\_\_\_\_\_ (description of family momentos, pictures or treasures)

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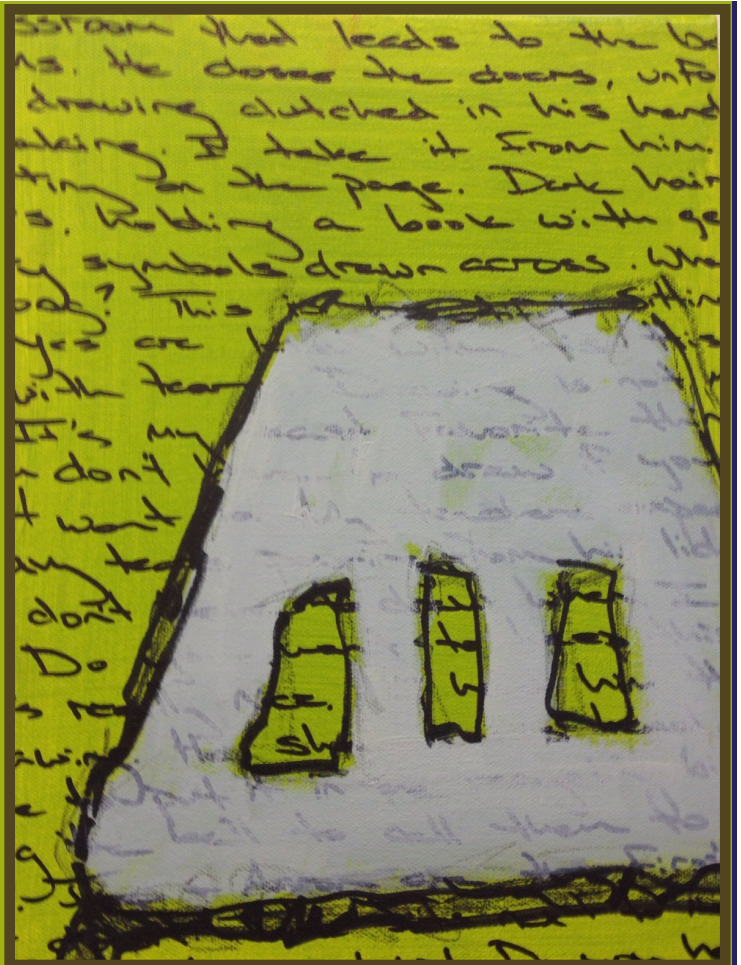
# Ode to an Object Poem

This lesson is a great companion activity for a museum visit OR a fun activity to engage students in creating poetry about their favorite object. This lesson has been borrowed and adapted from Palm Beach County Schools <http://www.palmbeachschools.org/multicultural/documents/pabloneruda.pdf>



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**Subjects:** Visual Arts, English–Language Arts

**Big Idea:** How can poetry convey important information about individuals history and context?

**Learning Objectives:** The student will be able to: recall information about Pablo Neruda’s life and works. understand the concept of ode. write an ode to a common object around their house. use drawing to record a realistic object. use art materials to complete a painting of a realistic object. understand simile and metaphor. locate important contextual information about Pablo Neruda’s ode poems.

**Materials:** Cardstock (backs of cereal boxes works well), paint, photograph or sketch of common object from home, examples of Paulo Neruda’s life and works, internet access, worksheet for internet research, misc. art materials for students to create their final art pieces with.

**Lesson Steps:** Begin by introducing Pablo Neruda and the concept of an ode. Remind students of the definition of an ode by asking them what the three qualities of an ode are: focus on one object, elaborate description, celebration/glorifying tone. Chart responses on the board. Explain about Pablo Neruda’s life by taking students to: <http://www.nobel.se/literature/laureates/1971/index.html> and showing them Neruda’s biography and acceptance speech for the Nobel Prize for Literature. Read the “Ode to Enchanted Light” and discuss as group. Ask students: What is being celebrated in this poem? Is the subject something that may be overlooked on a day-to-day basis? What are the words to describe the light? What are the metaphors/similes used to describe the light? (Review definitions of metaphor and simile) Have students complete Internet Scavenger Hunt for more informational on Neruda and for analysis on another one of his poems, “Ode to the Artichoke.” Have students come together as a group to discuss their Internet findings. In small groups or as individuals, students will write an ode to any common object around their house or school. Once the poems are written, students will begin to work on their artwork representation. Students should begin by sketching and practicing drawing the object from their ode. Once students have a nice scale drawing, they can prep their cardstock with paint. Once painted, students can transfer their ode and object drawing to the painted cardstock. Students may approach this art making activity in any way you see fit (adjustments may be made to accommodate different age groups).

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# Pablo Neruda

Poet

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**Born:** July 12, 1904, [Parral, Chile](#)

**Died:** September 23, 1973, [Santiago, Chile](#)

**Spouse:** [Matilde Urrutia](#) (m. 1966–1973), [More](#)

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## Quotes

[View 5+ more](#)

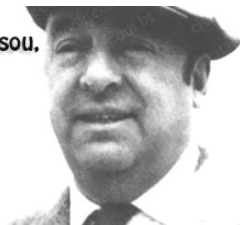
*Love is so short, forgetting is so long.*

*You can cut all the flowers but you cannot keep spring from coming.*

*A child who does not play is not a child, but the man who doesn't play has lost forever the child who lived in him and who he will miss terribly.*

“Saudade é amar um passado que ainda não passou,  
é recusar um presente que nos machuca,  
é não ver o futuro que nos convida”

Pablo Neruda



## “Ode to Broken Things”

Things get broken  
at home  
like they were pushed  
by an invisible, deliberate smasher.  
It's not my hands  
or yours  
It wasn't the girls  
with their hard fingernails  
or the motion of the planet.  
It wasn't anything or anybody  
It wasn't the wind  
It wasn't the orange-colored noontime  
Or night over the earth  
It wasn't even the nose or the elbow  
Or the hips getting bigger  
or the ankle  
or the air.  
The plate broke, the lamp fell  
All the flower pots tumbled over  
one by one. That pot  
which overflowed with scarlet  
in the middle of October,  
it got tired from all the violets  
and another empty one  
rolled round and round and round  
all through winter  
until it was only the powder  
of a flowerpot,  
a broken memory, shining dust.  
And that clock  
whose sound  
was  
the voice of our lives,  
the secret

thread of our weeks,  
which released  
one by one, so many hours  
for honey and silence  
for so many births and jobs,  
that clock also  
fell  
and its delicate blue guts  
vibrated  
among the broken glass  
its wide heart  
unsprung.  
Life goes on grinding up  
glass, wearing out clothes  
making fragments  
breaking down  
forms  
and what lasts through time  
is like an island on a ship in the sea,  
perishable  
surrounded by dangerous fragility  
by merciless waters and threats.  
Let's put all our treasures together  
-- the clocks, plates, cups cracked by the  
cold --  
into a sack and carry them  
to the sea  
and let our possessions sink  
into one alarming breaker  
that sounds like a river.  
May whatever breaks  
be reconstructed by the sea  
with the long labor of its tides.  
So many useless things  
which nobody broke  
but which got broken anyway.

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### INTERNET SCAVENGER HUNT ON PABLO NERUDA

Go to: [www.poetryconnection.net/poets/Pablo\\_Neruda](http://www.poetryconnection.net/poets/Pablo_Neruda)

and read the pages in order to answer the questions below:

- o Where did Neruda get his pen name?
- o At what age did Neruda begin to publish his first works?
- o What was a result of his government consulship?
- o Which war affected the writings of Neruda?
- o Why was Neruda forced to live underground in his own country?

Find a copy of "Ode to an Artichoke" on

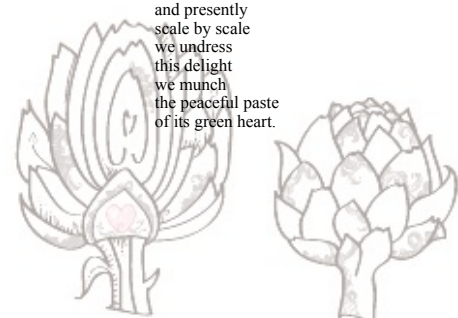
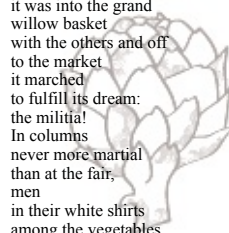
[www.poetryconnection.net](http://www.poetryconnection.net) and answer the questions below:

- o Point out three similes or metaphors in which Neruda describes the artichoke.
- o Point out three phrases Neruda uses to create a glorified tone while describing the artichoke.
- o In the poem, what are the three stages of this artichoke's life?
- o Why is the comparison between an "artichoke" and "armor" appropriate?

#### Ode to the Artichoke

The tender-hearted upright artichoke girded itself as a warrior, constructed a small dome, to keep itself waterproof within its scales. At its side crazy vegetables ruffled up in cat-tails and tendrils, bulbs on the march; underground slept the red-whiskered carrot, the vineyard withered the shoots wine once rose through, the cabbage devoted itself to trying on skirts, oregano scented the world, and right there in the garden the meek artichoke, girded for battle, burnished as a grenade, haughty, and then one day it was into the grand willow basket with the others and off to the market it marched to fulfill its dream: the militia! In columns never more martial than at the fair, men in their white shirts among the vegetables

became field marshals of the artichokes, the closed ranks, the voices of command, and the sudden detonation of ... a fumbled cashbox, but then comes Maria with her basket, who fearlessly picks out an artichoke, looking at it, examining it against the light as if it were an egg, she buys it, drops it into her basket with a pair of shoes, a white cabbage and a bottle of vinegar as well then entering the kitchen plunges it into the pot. And so it ends, in peace, the career of the armored vegetable called "artichoke," and presently scale by scale we undress this delight we munch the peaceful paste of its green heart.



Name \_\_\_\_\_ Date \_\_\_\_\_

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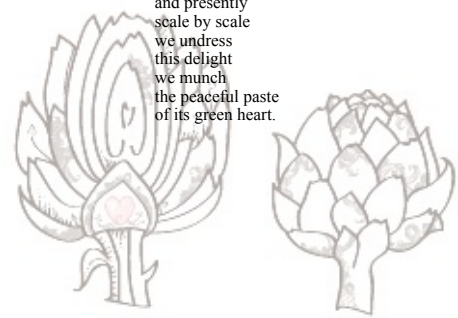
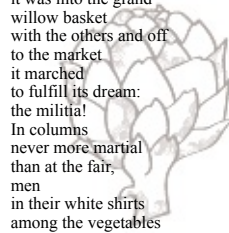
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# Songs as Poems

A printmaking example exploring how songs are really just poems. Students will identify and select a favorite song lyric and explore how their song lyrics speak to a larger issue relevant to many people. Once students identify their songs message they will create and mount a styrofoam print reflecting the message of their song lyric. Adapted from <http://www.tolerance.org/lesson/sounds-change> - for extended lesson planning visit the website for GREAT ideas!



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**Subjects:** Visual Arts, English–Language Arts

**Big Idea:** How can poetry give words to universal experiences?

**Learning Objectives:** The student will be able to: identify songwriting as a form of poetry, identify how song lyrics often speak to issues relevant to the human condition. Explain how music evokes feelings and emotion. Understand relationships between music and culture. Analyze song lyrics to critically examine themes and messages. Consider the effectiveness of music to communicate ideas. Use music to express a personal viewpoint or message about a tolerance-related issue that's important to them. complete a basic relief print, collage paper to convey the message from their poem/song.

**Materials:** Variety of song lyrics, copy of song lyric worksheet (<http://bit.ly/1MaPcZc> 3-7; <http://bit.ly/1OjueJj> 8-12) assortment of paper, glue, scissors, notebook paper, pencils, misc. decorative materials, paint, markers, crayons, styrofoam plates (with the curved edges cut off), waterbased printmaking ink, brayers, scrap paper to cover tables, old mat board frames (or large papers to mount circular prints on)

**Lesson Steps:** Introduce song writing as a form of poetry, teacher may want to read some song lyrics as poems to inspire discussion. Have students brainstorm their favorite songs or look for a song from provided example. Think about the message behind the song, asking students to complete a worksheet exploring their songs message. Identify one song lyric that embodies the message behind the song. Begin brainstorming how to best represent that song lyric through a small circular print (using styrofoam plate), sketch the simple print, flip the sketch over and trace onto the circular plate (so the text is backwards), do a series of prints and pick the best one. Cut out the print and mount it on the larger paper. Collage the larger paper to represent the overall message of the song lyric. Display these song lyrics somewhere in the school - these make a great display for an arts night at school!

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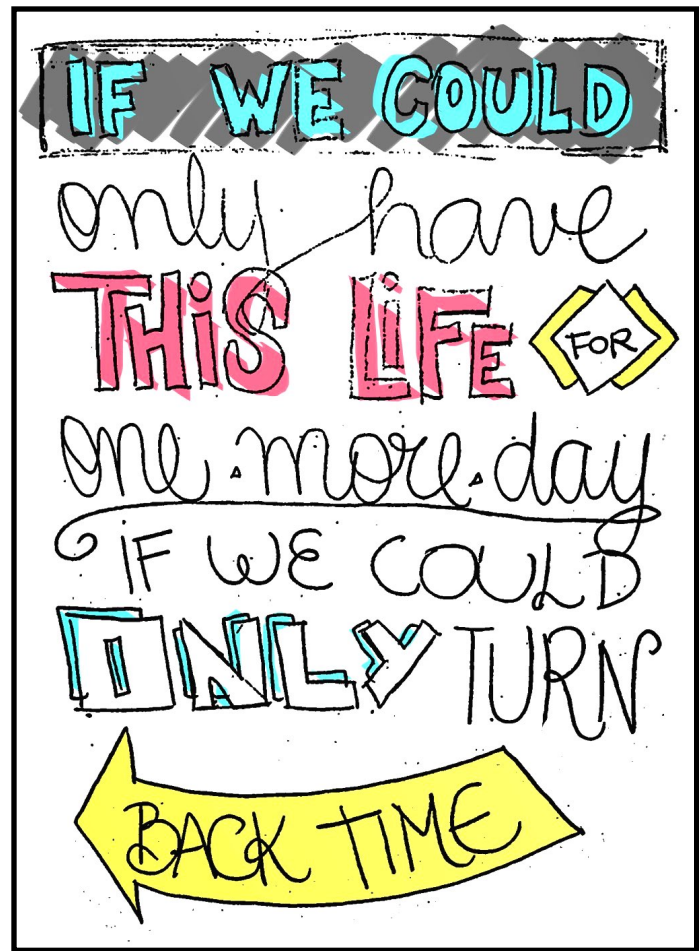
# Song Analysis

1. Choose two songs.
2. Read the lyrics of both songs and, if possible, listen to them.
3. Complete the chart and answer the questions below.

	SONG ONE	SONG TWO
Title		
Singer		
Message		
I think this is the song's message because		
Example of a metaphor in the song		
How the song relates to my life		

The messages of the two songs are similar because: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

The messages of the two songs are different because: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



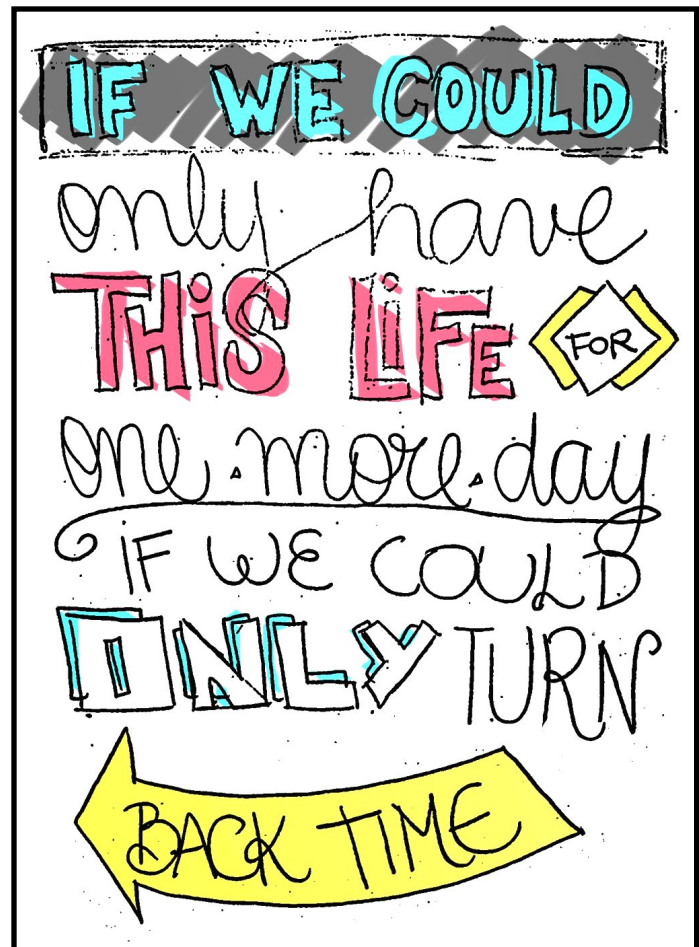
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Name: \_\_\_\_\_

**Song Lyrics Analysis Worksheet**

Directions: Choose one of your favorite songs and look-up the lyrics and print them. Using this sheet as your guide, analyze the lyrics for its deeper meaning.

Title of Song: \_\_\_\_\_

Artist: \_\_\_\_\_

Speaker:

- From whose point of view is the song being sung?

---



---



---

Setting:

- Where does your song take place?
- When (if applicable)?

---



---

Subject/Topic:

- What is the song mainly about?

---



---



---

Mood:

- What is the mood of the song? How does it make you feel? Does it change?

---



---

Musicality:

- Does the music match the mood? How/Explain.

---



---

Conflict:

- What's the problem in your song?
- Can you relate to the problem in your own life?

---



---

Symbols/Metaphors:

- Are there any symbols or metaphors in your song?
- What do they represent?

---



---

Theme: (i.e. friendship, hope, love, loss, growing up, family, overcoming challenges etc.)

- What do you think this song is saying about life?
- Is there something to be learned?

---



---



---



---

Evidence of Theme:

- HIGHLIGHT words/phrases that support the theme and list these below:

---



---

Now in a sentence or two explain what its meaning is now?

---



---

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Conflict:

- What's the problem in your song?
- Can you relate to the problem in your own life?

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Symbols/Metaphors:

- Are there any symbols or metaphors in your song?
- What do they represent?

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Theme: (i.e. friendship, hope, love, loss, growing up, family, overcoming challenges etc.)

- What do you think this song is saying about life?
- Is there something to be learned?

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Evidence of Theme:

- HIGHLIGHT words/phrases that support the theme and list these below:

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Now in a sentence or two explain what its meaning is now?

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