



ELA Virtual Learning

A.P. English Lit. and Comp.

May 13, 2020



Lesson: **May 13, 2020**

Objective/Learning Target:

Students will be able to effectively analyze a piece of poetry using TPCASTTT .

Success Starter

Directions: Follow the steps below, and write your answers on a sheet of paper.

1. For a couple of minutes, brainstorm a list of novel and poem titles.
2. After brainstorming, think about what these titles have in common. Do you notice any common subjects or themes in these titles?
3. Are these titles effective? Why THIS title and not another?

TPCASTTT

TPCASTTT is a modified mnemonic device originally created by College Board as a strategy you follow from the top to the bottom to help you analyze important elements of poetry.

Title
Paraphrase
Connotation
Attitude
Shift
Title
Theme
Tone (in the College Board version this is combined with attitude and not listed separately)

Yes “title” is on there twice- and that is not a mistake.

“Title” x 2 in TPCASTTT

Titles are extremely important- especially in poetry. However, we often take titles for granted and many times skip right over them. Titles for poems are especially important. A novel or a movie has a lot longer to deliver its message than a poem. Therefore, every title (that’s not just part of a numbered list) must be analyzed.

The “Title” at the beginning of TPCASTTT is to slow you down and make sure you don’t forget to pay attention to it or skip right over it.

The last “Title” is to make you re-evaluate it after you have read the poem. Many times you will find a title to be ironic, symbolic- and in some cases giving you the topic or subject.

Never underestimate a title.

TPCASTTT Practice

In order to understand the true art and meaning of a poem, you must be able to read beyond the title and analyze the structure- which is where the remaining parts of the strategy in TPCASTTT come in to help.

To use the TPCASTTT strategy, begin at the top and work your way down. You can always go back after your first time through to fill in any gaps. Watch this video to see how it's done: [TPCASTTT video](#)

For this activity, you will make a copy of the TPCASTTT document linked below, and fill the document out as you analyze the poem below by Billy Collins.

[TPCASTTT document](#)

[Billy Collins poem](#)

TPCASTTT Student Example and Comparison

Directions: Once you have completed your TPCASTTT, take a look at the student example linked below. Compare your chart to the example chart. Take a few moments to make sure you have filled out each section of your chart.

Introduction to Poetry by Billy Collins
TPCASTTT: [Student Example](#)

TPCASTTT Chart Revision

On the student example you will find several places where words or phrases are highlighted in red. These are parts of the example that need improving. How can you make THIS student's chart better?

On the same sheet of paper you used for your success starter, list each of the red examples. Next to each of the red examples, revise that portion of the student's answer to improve it.

Example:

Sad: deflated

Very sad: disheartened

Student Example Improvements

Your answers may vary on these- there are many words to choose from. However, that is the point. If anything is “very” something- there is always a better word. Use those better words. Be more specific.

Here are some links to tone word sheets to help you find some of those better specific words:

[Tone Word List](#)

[Tone Word Wheel](#)

Student Chart Self Revision

Once you have revised the student example chart, take a few moments to revisit your chart and revise your work by making your chart more specific.

Here are the same links as the previous slide to tone word sheets to help you find some of those better specific words:

[Tone Word List](#)

[Tone Word Wheel](#)

Additional Resources

You may use the following link to look up other synonyms as well:

[Synonyms for Sad](#)

For more information on poetry titles:

[Titles in Poetry](#)