

*Thinking  
strategies  
to enhance skills  
of analysis,  
creativity,  
and problem  
solving.*

## DECISIONS AND OUTCOMES OF THE ROAD LESS TRAVELED

**Brief Description of the Lesson:** Students work in cooperative/collaborative groups to read the poem *Road Less Traveled* by Robert Frost, and to create a poem of their own from “roads less traveled” in their lives. Their poems reflect evidence of using Habits of Mind. From their collaborative poem, the students generate a series of questions that would lead their audience to several different outcomes.

**Pre-assessment/Prior Knowledge:**

- Students have indicated a basic understanding of the Decisions and Outcomes strategy through the introductory lesson (p. 41).

**SOL/POS Objective:**

**Eng. 4.3**

Building Vocabulary

**Eng. 4.4**

Comprehending Organization: Literary Elements

**Eng. 4.5**

Appreciating Literature

**Eng. 4.6**

Interpreting and Evaluation of Reading Skills

**Eng. 4.8**

Planning for Meaning: Planning Skills for Effective Reading and Writing

**Eng. 4.9**

Monitoring Learning: Strategic Reading and Writing

**Eng. 4.12**

Developing Oral Language

**Eng. 4.14**

Collaborating: Learning to Work with Others

**Instructional Strategy:**

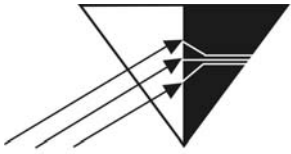
*Generating and Testing Hypothesis-* Students use their Habits of Mind in a brief Socratic Seminar to explore poetry.

**Materials:**

*Road Less Traveled* (p. 250)

**Enduring Understandings:**

- Events are affected by choices made.
- Choices have short and long term effects.
- Life is a series of decisions and outcomes.
- Making decisions requires choosing from alternatives.



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**Introduction/Essential Questions:**

- How do our decisions shape our lives?
- How have the decisions people in history made shape outcomes?
- How do the Habits of Mind affect the decisions we make?

**Teach and Explore Strategy:**

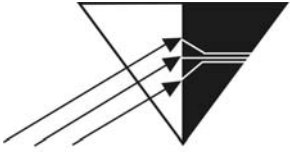
- Distribute and read *Road Less Traveled*.
- Students write what they think of the poem and relate connections to other poems or stories they have read and/or experiences that they have had.
- Students prepare for abbreviated Socratic Seminar by writing three open-ended questions about the poem. Support students in learning to write good open-ended questions. Students also identify vocabulary words that were new to them or were used in interesting ways.
- Encourage 5-6 students volunteer to share their responses.
- Students share vocabulary words: they share their definitions and why they chose the word.
- Students move to sit in a circle. During the seminar, students address each other by their surnames, prefacing a response with “Ms.” or “Mr.” as they share and debate different viewpoints, support their opinions with clear reasoning and evidence, consider alternative views, and identify areas of agreement and disagreement.
- If this is one of the first Socratic Seminars for the class, the teacher leads the discussion. If the class is experienced in seminars, the teacher selects a student leader. The leader selects student-generated questions and asks them to the class.
- As the leader calls on participants, he or she checks off names of those who respond, making an effort to give everyone an equal chance to be heard. Participants are given check if they share an insight and a star if they cite evidence from the text to support thinking
- The leader guides the discussion, though participants are encouraged to respond to each other. As the discussion of each question tapers off, the leader may pose a new question. Quality of conversation and not quantity of questions posed is the goal – the leader may or may not get through all of the questions.
- Students compose original poems in response to the brief Socratic Seminar.

**Assessment Evidence:**

- Individual statements.
- Group statement(s).
- Teacher observations.
- Completed products and sharing.
- Student discussions.

**Metacognition:**

- Which Habits of Mind are most important to you, at this time? Why?
- In reading other’s statements, what have you learned about yourself?

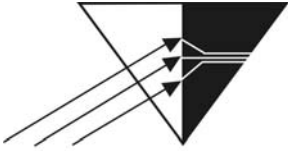


DECISIONS  
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**Extensions:**

Create a class PowerPoint of the cooperative/collaborative groups' poems and their corresponding questions.



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***Road Less Traveled***

Robert Frost

Two roads diverged in a yellow wood  
And sorry I could not travel both  
And be one traveler, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth

Then took the other as just as fair  
And having perhaps the better claim  
Because it was grassy and wanted wear  
Though as for that, the passing there  
Had worn them really about the same

And both that morning equally lay  
In leaves no step had trodden black  
Oh, I kept the first for another day!  
Yet, knowing how way leads onto way  
I doubted if I should ever come back

I shall be telling this with a sigh  
Somewhere ages and ages hence  
Two roads diverged in a wood  
And I took the one less traveled by  
And that has made all the difference