

***Forgive Me, I Meant to Do It* Book Lesson Plan**
(For older elementary through high school aged students)

Objective:

1. Students will analyze a poem using TPCASTT method
2. Students will understand allusion
3. Students will discuss apologies and forgiveness
4. Students will write their own false apology poem

Materials:

A copy of the book *Forgive Me, I Meant to Do It* by Gail Carson Levine

A copy of William Carlos Williams poem [“This Is Just to Say”](#)

Blank writing paper

Pens, pencils

TPCASTT worksheet

Lesson Introduction:

What is an apology?

What is a false apology?

What do we mean when we say, “Sorry, not sorry”?

Read [“This Is Just to Say” by William Carlos Williams](#)

Main Activities:

TPCASTT poem

Read [Forgive Me, I Meant to Do It](#) (either choose 2-5 poems to read or read the whole book if each student has a copy to read).

Discuss allusion – the whole book is an allusion to William’s poem, but most poems in the book allude to a story or rhyme students should know.

Creative Writing: Students write a false apology poem and share it with the class.

Extension:

Have students read C. S. Lewis’ essay “On Forgiveness” which can be found in his book [Weight of Glory](#)

Teach/review rhetorical and literary devices

Each student should write a “They Say/I Say” paragraph response:

Write an 8-12-sentence paragraph that answers this prompt about Lewis’ essay “On Forgiveness.”

Prompt: Identify Lewis' main message in this essay. Explain how he makes his argument, noting the specific word choices, organizational choices, and use of rhetorical and literary devices.

Start with a sentence similar to this: In the essay "On Forgiveness," C. S. Lewis uses **devices** to prove **main message**.

Summarize the message in 1-2 sentences.

Provide 2-3 reasons or evidences of the use of the literary devices in the form of quotes or paraphrases from the essay and then explain in 2-3 more sentences for each one.

Cite by inserting the paragraph number only.

End with a concluding statement, but do not re-write the initial claim. Instead, refer to the claim and extend it to how this is relevant to people today.

Maintain literary present tense.

Use third person

Avoid "to be" verbs

Connect with a Bible lesson on forgiveness and reconciliation.

Vocabulary:

Students should alphabetize their words, label the part of speech each word is, and then write definitions and sentences for each word.

1. allusion
2. forgiveness
3. reconciliation
4. repentance
5. restitution
6. ethos
7. logos
8. pathos
9. simile
10. metaphor
11. imagery
12. juxtaposition
13. irony
14. alliteration
15. repetition
16. analogy
17. tricolon
18. parallelism
19. isocolon
20. rhetorical question

T

Title: Examine the title of the poem

P

Paraphrase: Translate the poem into your own words (literal/denotation)

C

Connotation: Examine the poem **BEYOND** the literal

A

Attitude: Examine the speaker's and poet's attitudes (also called "tone")

S

Shifts: Note shifts (changes) in speaker, attitudes, rhetorical stance

T

Title: Examine the title of the poem **AGAIN**

T

Theme: List what the poem is about (subjects) then **ID** what poet is saying about these subjects (themes).