

Name: _____

Richard Cory

Compare & Contrast, Create & Interpret: an original worksheet from the WritingFix website

The Poem, <i>Richard Cory</i>, by E. A. Robinson	The Song, <i>Richard Cory</i>, by Simon & Garfunkel
Facts we learn about Richard Cory:	Additional facts (details) we learn about Cory:
Facts we learn about the poem's narrator:	Additional facts (details) we learn about the narrator:

Now, with a partner, work together to compose a new four-line verse that could be added to the *Richard Cory* song. You may create new details about Mr. Cory, but you may not give away your interpretation of why Mr. Cory kills himself with these four new lines. Be prepared to share your new verse...

Your new verse:	A teacher-made model to guide you: He drives a Lamborghini and he owns a bright red Porsche. He travels to Kentucky where he gambles on his horse. He owns the finest clothing, and he eats the finest cheese. If the paparazzi weren't always there he do just what he pleased.
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Next, based on the details from the original poem, the song, and your new verse, create five possible interpretations of why you believe Richard Cory decided to kill himself. Each should be different plausible. Record each interpretation in the form of a sentence below.

1.
2.
3.
4.
5.

Finally, choose your favorite interpretation from the five above and prepare to write about it. For this assignment, you will be creating three pieces of evidence that, if found by C.S.I. investigators among Richard Cory's possessions, they would serve as good evidence for the interpretation you have decided on.

Two of your pieces of evidence must have writing on them: letters, diaries, phone messages or bills, etc.

One of your pieces of evidence must be based on something visual: photographs, drawings, fingerprints, etc.

Below, decide what your three pieces of discovered evidence will be. Double check your plans with your teacher before creating the three pieces of evidence. You will receive a grade based on how well your three pieces of evidence work together to communicate your interpretation of the poem to fellow classmates.

1. Describe your first piece of evidence that has writing on it:
2. Describe your second piece of evidence that has writing on it:
3. Describe your third piece of evidence, which should be based on something visual:

You will need to create all three pieces of evidence, so choose wisely. Have fun and start creating your evidence.