**Lesson Plan: Poetry Introduction: Creating poems that use voice and imagery from an existing personal text**

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| **Learning Objective** | *Using excerpts from their previously completed memoirs, TSWBAT identify and demonstrate how an author uses specific word choice and voice to achieve a desired or intended effect when creating a poem.* |
| **Standards**  New Standards  All lesson plans must include literacy and Social Studies on every lesson | * ***Literacy: Reading, Writing and Communicating***    + *Standard 2. Reading for all purposes: 1. Understanding the meaning within different types of literature (specifically poetry) depends on properly analyzing literary components (such as imagery and word choice)*   + *Standard 3.Writing and Composition: 1. Writing literary genres for intended audiences and purposes requires ideas, organization, and voice* * ***Social Studies****: History* * *Standard 1. Analyze and interpret historical sources to ask and research historical questions (Identify ways different cultures record history: poetry is one of these ways.)* |
| **Assessment** | **How did you determine objective and lesson were appropriate?** *The students began their new unit on poetry the day before, taking a pretest on poetry. This lesson provides an overview of poetry as a genre without going into detail about the forms, but explains the underlying themes of economy of words, importance of word choice, and conveying or expressing emotions, and some use of imagery in a poem.*  **Formative or Summative assessment:** *Using their completed memoirs from the previous unit, the students will create their own free verse poetry using a modified modern poetry technique, Chance Operations***.** *The attached rubric will be used to assess the poetry created, making sure that the students used both voice and imagery in their poems. How well they score will determine how much modeling will be needed in the next lessons focus on poetry terminology, forms, and more imagery techniques.*  Copy of assessment rubric attached. |
| **Resources /Materials** | * **Teacher:** *Memoir, “Maggie” used in the previous memoir unit with the words already enlarged and cut up with a bag to put them in, Rubric, computer with power-point presentation on it, notes for PowerPoint.* * **Students:** *Memoirs, scissors, writing implements, cups, glue/glue stick, notebook paper, instruction packet. Before the beginning of the lesson,* Have one student from each table come and get enough cups, packets, and glue sticks for their tables. |
| **Student Grouping** | **How will you group:** *This lesson is designed for whole group; however, it could be used in a small group setting. For the first part of the lesson, the students will begin by sitting in seats close to the projector screen. During the second part, the students will sit in their assigned tables where they provide support for one another.*  **Expectations for groups:** *Students are expected to make good choices about whom they sit next to in order to maximize their learning. They are expected to participate in the discussion. When back at their tables, they will work independently as well as get feedback from their peers while keeping their voice levels to a 2.* |
| **Differentiation** | **Learning Modalities:**   * **Visual:** *Power-point used that includes visual examples* * **Auditory:** *In addition to the lecture/modeling portion of the lesson, music is used at the beginning to illustrate author’s intent in creating an emotional feel or imagery.* * **Tactile:** *Students use manipulatives (cut paper) to arrange and create their poems.* * **Kinesthetic:** *Students will be able to participate during the example modeling by being the “words” used and rearranging themselves as directed by an “author.”*   **Special needs or specific learning/background differences:**   * ADHD – Students create the poetry using tactile methods, students participate in the teacher’s model using kinesthetic skills. Also, the poem created is short and students will get up and read each other’s poems. * LD – Instructions are given verbally, shown on the screen, and given to the students to refer to during poetry writing. Visual examples of the actual process are also shown to enhance possibilities of understanding. * ELL - Instructions are given verbally, shown on the screen, and given to the students to refer to during poetry writing. Examples of all poems are included for reference. The words and language are familiar as the poetry is created from the student’s own collection of memoirs. Visual models are used throughout the lesson for clarity. Also, ELL students are sitting at tables with others that can provide support throughout the lesson. |
| **Different**  **Guiding Questions** | **Introduction**   * *How do you create an effective poem containing imagery that shows your voice as an author?*   **Questions to promote thinking *before* learning:**   * *What role has poetry played in history?* * *What is the definition of poetry?* * *What do we know about imagery and word choice?*   **Questions to promote thinking *during* learning:**   * *How do poets define poetry?* * *How do poets get the most from the words in their poetry?* * *How would you define poetry?* * *Why do you think word choice and imagery important?*   **Question to have students *summarize* learning of objective:**   * *How would you put YOUR voice into a poem?* * *What would affect your decision to choose specific words to put into your poem?* * *Describe what you are thinking about when you chose the words for your poem.* |
| **Procedure** | * Pass out the memoirs prior to the start of the lesson; have the students leave them at their tables. * Put on music: *Cthulhu Rising* or *In the Hall of the Mountain King* as you call the students to come with their chairs to the screen. Discuss the music (feelings & images). * Start the power-point presentation. * Discuss historical reasons for poetry and connect to present. (If the ancients used it to pass down stories, why do we need poetry when we’ve got TV & movies?) * Follow the power-point through the definitions of poetry, as defined by poets, and thoughts on poetry. * Explain that all poetry has a few things in common: economy of language, use of image, voice and commonalities of what poets think about when they write poems. * Then, after showing the slide on “Who can be a poet?” Get feedback from the students on whether they think they can be a poet (thumbs up, down, sideways.) * Revisit the idea that poems do have a few things in common. Voice and imagery are two of the most important. Ask guiding questions about the voice in the Lansky poem such as: “Who can give me an idea about the voice in this poem? (What does it sound like? Can you infer anything about the author? Does it sound like an adult or a kid?)” * Discuss using small/focused imagery using the PowerPoint words and descriptions. * Read “Prejudice.” Ask the students if they can identify the writer’s strategy used in this poem. (Simile) * Conclude with the slide “What is poetry?” * Introduce the activity. Students will create their own poem using the memoir they completed in the last unit. * **I DO**: Read the text for “Summer.” * Explain how the poem was made. Ask, “Who can point out some of the imagery? * **WE DO**: Ask for volunteers to assist you with creating another poem. Explain that you will need the entire class’ input, though. Have 8 kids come up and stand in front of the board. You will be modeling the first two lines of the poem for “Maggie.” * Have each child select 1 word from the bag to hold up in front of them. Think out loud as you look at the words with a critical eye. Rearrange the words. Then ask the class what sounds better. Read it out loud. Get to the first line used in the example poem. * Show how and why you rearranged the words in the demo slide, including the words left over. Show and read the final product. * Explain that they will be doing the exact same thing with their memoirs. * Are there any questions? Check for understanding. Thumbs up if you can give me an example of imagery. Call on several people. * Have the students go back to their tables. * **THEY DO**: Following the instructions verbally given and listed in the packet, the students will work independently to create a poem from the sentences they choose in their memoirs. * Teacher’s Instructions for poetry creation: * Read the instructions in the packet. Instruct them to keep reading the poem as it changes and progresses. Instruct them to let you know when their table has finished with their first poem. They can begin rearranging words for a 2nd poem if they are waiting for you to come by the table. * Walk around to each table when they say they are all finished. Have them get up, rotate one seat, and read their peer’s poem. Have them talk to each other about any suggestions. (Without saying “it’s bad.”) Have them give 1 suggestion and 1 compliment. Each student rotates around until they have read everyone’s poems at their table and they are in their starting seat. * They may add any punctuation they want to use to tell the reader to pause. (How to do this was modeled with your poem.) * Walk around; answer questions, read a few poems. Once the finished poem is glued on everyone’s paper, have the students share the completed poems with their table. If they made more than one poem, have them share their favorite with their table. * As a group, have the students vote on their table favorite to share with the class. |

**Example Poetry and Instruction Packet**

**Kidnapped**

*By Shel Silverstein*

This morning I got kidnapped

By three masked men.

They stopped me on the sidewalk,

And offered me some candy,

And when I wouldn’t take it

They grabbed me by the collar,

And pinned my arms behind me,

And shoved me in the backseat

Of this big black limousine and

Tied my hands behind my back

With sharp and rusty wire.

Then they put a blindfold on my eyes

So I couldn’t see where they took me,

And plugged up my ears with cotton

So I couldn’t hear their voices.

And drove for 20 miles or

At least for 20 minutes, and then

Dragged me from the car down to

Some cold and moldy basement,

Where they stuck me in a corner

And went off to get the ransom

Leaving one of them to guard me

With a shotgun pointed at me,

Tied up sitting on a stool…

That’s why I’m late for school!

**Prejudice**

by Kimberly Harmon

Prejudice is like the feeling you get

When you’re left out of a game

It is like the music of

A seashell: hollow and distant

It’s when you never reach the front door;

Always being turned away at the first step.

“I Can’t Write a Poem”

By Bruce Lansky

Forget it.

You must be kidding.

I’m still half asleep.

My eyes keep closing.

My brain isn’t working.

I don’t have a pencil.

I don’t have any paper.

My desk is wobbly.

I don’t know what to write about.

And besides, I don’t even know how to write a poem.

I’ve got a headache. I need to see the nurse.

Time’s up? Uh oh!

All I have is this dumb list of excuses.

You like it? Really? No kidding.

Thanks a lot.

Would you like to see another one?

**Poem created from previously written text:**

**Summer**

It was a sunny day. The pavement was hot enough to fry an egg. We played outside and were hoping it would rain. There were no clouds in the blue sky. Our ice cream melted and it dripped on the ground. By the end of the day, my face was sunburned.

**Summer**

*Fry an egg hot,*

*Melted face,*

*Sunburned ice cream,*

*Blue sky outside,*

*Hoping the clouds dripped*

*Sunny day.*

**Example poem created with the “Maggie” touchstone memoir using the Chance Operation Free Verse poetry technique:**

**Maggie**

Wished for miracle.

Time… allow me extra time

until we part.

My puppy stopped.

Kidney disease met Mags.

Heaven has her far beyond.

**Instructions for making your memoir poem:**

1. Using your memoir, pick 6 of your favorite sentences - ones that speak to you.
2. Using the scissors, cut the sentences out and cut the words apart.
3. Put the words into a cup. Swirl them around.
4. One by one, select words from the cup and place them on the table face up.
5. Read what you have then make changes to the order of the words and the lines of the poem. Be sure you are thinking about imagery and voice.
6. Once they sound, feel, look right to you, choose your title (either write it on the top of the notebook paper or use other words you have cut out).
7. If you have words left over, you can use them in another poem either now or later.

**What to do next:**

1. When everyone is done with their poem at your table, leaving your poems where they are, carefully get up and rotate to the seat to your left. Read that person’s poem. Do you see imagery? What do you think they are trying to say? Talk with the author.
2. If the person that read your poem doesn’t see imagery or understand what you are saying, think about what you could rearrange. Repeat this until you have read everyone’s poem at the table. Take the suggestions and make a few changes if needed.

**Before your glue, ask yourself these questions before you call the poem finished:**

* Can I hear the author’s voice in the poem?
* What pictures can I see in my head or what emotions do I feel when I read the poem?
* Do I like the way the words sound when I read them?

***If everything looks and sounds like you want, glue your poem on to the notebook paper.***