

Activating Strategy/Connection

Day 1: Using Persis Karim’s strategy, “A Group Poem”, students will create a collective class poem about life in a middle school classroom. Each child will compose a single line of poetry, fold the paper, and pass it to the next student, who will follow the same process. We will read the poem aloud.

Day 2: Using the previous night’s homework assignment, remind student that poets find significance in the details of ordinary life, gathering entries, images and lists that might later be turned into publishable texts.

Day 3: Read an excerpt from U.S. Poet Laureate Juan Felipe Herrera’s List Poem “187 REASONS WHY MEXICANS CANNOT CROSS THE BORDER”.

Standard(s):

1. RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
3. RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
4. RL.7.5 Analyze how a poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
5. W.7.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
6. W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting.
7. W.7.7 Conduct short research projects to answer a question, drawing on several sources...
8. W.7.10 Write over extended time frames and shorter time frames for a range of discipline related tasks.

Key Learning Target(s):

1. Students will mine their notebooks for pieces that can be turned into poems through new word choice and line breaks.
2. Students will analyze the effect of author’s craft in narrative and lyric poetry. They will focus on the rhythm and sound of these types of poems
3. Students will use strategies that help them look at the details of their lives and the world them, focusing on meaning as they write 7-10 narrative or lyric poems.

Lesson Essential Question(s): How do poets draw inspiration from their own lives, the world around them and the work of professional authors to compose narrative and lyric poetry?

Key Vocab:

Poem/Poet	Inspiration	Images
Universality	Repetition	Rhyme
Alliteration	Assonance	Consonance

Skill:

1. Developing
2. Drafting
3. Revising
4. Generating and Collecting Ideas
5. Editing

Institute Texts Inspiration:

1. A World Between: Poems, Short Stories and Essays by Iranian Americans
2. “187 REASONS WHY MEXICANS CANNOT CROSS THE BORDER” by Juan Felipe Herrera
3. *Give Your Daughters Difficult Names* by Assétou Xango
4. *My Father’s Shoes* by Somaz Sharif
5. *Morning Exercise* by Zjaleh Hajibashi
6. Persis Karim, “Group Poem”
7. Matthew Spangler, “Performing Texts”

Grade Level: 6-8th

Lesson Instruction	Graphic Organizer/Chart
<p>Day 1</p> <p>Learning Activity 1:</p> <ol style="list-style-type: none"> 1. Teach students that poets pay attention to what matters to them, and that what matters recurs throughout various genres of writing. Poets discover poems in their earlier compositions. They reinvent a story or journal entry they've already written, and by adding line breaks and editing for word choice, they can turn it into a new piece of writing – in this case, a poem. 2. Model this process using my own writer’s notebook. <p>Assessment Prompt 1:</p> <p>a. Students will go on a treasure hunt through their notebooks to remind themselves of their past journal entries that they truly loved. They will choose a previous piece of writing to alter into a poem.</p> <p>Learning Activity 2:</p> <ol style="list-style-type: none"> 1. Read “My Father’s Shoes” by Solmaz Sharif (or another poem) in <u>A World Between</u>. Teach students that poetry can come from life itself. Describe the aspects of this poet’s life that she/he might have used as a source of inspiration for his/her poem. 2. Using my own writing, think of possible poems that could be written about the various subjects of my everyday life. <p>Assessment Prompt 2:</p> <ol style="list-style-type: none"> 1. Students will read another poem, “Morning Exercise”, by Zjaleh Hajibashi in <u>A World Between</u>, or Poem 95 in <i>Island Poetry</i> to identify the possible inspiration behind these poems. They will work in partnerships. 2. Using these three poems as inspiration, ask students to think of possible ideas that could be written about the subjects of their daily lives. Create a list of those ideas 3. Choose one idea and work independently to compose a poem. 	<p>Place Poets Search for Inspiration</p> <ol style="list-style-type: none"> 1. Poets find significance in the details of ordinary life, gathering images and lists that might later be turned into publishable texts. 2. Poets generate ideas for poems from feelings, everyday experiences and from observing the world around them. 3. Poets reread their notebook at the topics they have written. They think about a poem, and reimagine a previous entry written in the form of a new genre. They turn to a clean page, and start that notebook entry exploring how it might go. 4. Poets look for thoughts that seem urgent and universal, images that are surprising or clear, and language that is vivid and engaging. They turn to a clean page and start a notebook entry exploring how it might go.
<p>Days 2-3</p> <p>Learning Activity 1:</p> <ol style="list-style-type: none"> 1. Teach students that poets observe the commonplace items of their everyday lives and pay close attention to their beauty. Teach students that they can draw ideas from the internal space - a place in their hearts that is filled with food, scents, or their pets. They can also draw ideas from the outward ‘stuff’ of their lives - things like shoes, sewing needles, or cell phones. 2. Model a sample idea from my own writing. <p>Assessment Prompt 1:</p> <ol style="list-style-type: none"> 1. Students will brainstorm ideas from their own life. They will find an everyday, ordinary object that matters to them. They will examine it closely, looking at it part by part. They will describe the object by using all of their senses. <p>Learning Activity 2:</p> <ol style="list-style-type: none"> 1. Teach students that after they make observations of an object, they can describe what they see by comparing it to other things. They can describe how it makes them feel. 2. Model a sample from my own writing, or from a mentor text. <p>Assessment Prompt 2:</p> <ol style="list-style-type: none"> 1. Students will take an object and attempt to describe what matters about that object by comparing it to other things. 	<p>Assignment(s)</p> <ol style="list-style-type: none"> 1. Students will study a mentor text and use it as inspiration to develop ideas. 2. Students will brainstorm ideas from ordinary objects. They will examine an object, describe it by using all of their senses, and the use figurative language to describe that same object. 3. Students will compose 7-10 lyric and narrative poems using the “Places Poets Search for Inspiration” Chart. 4. Students will analyze language in small groups, and use their poems to create repetition, rhyme, alliteration, and consonance. <p>Formative Assessments</p> <ol style="list-style-type: none"> 1. Think, Pair, Share 2. Small Group work 3. Student notebooks and poems 4. Individual/Small group conferences 5. Class Discussion 6. Rubric <p>Summative Assessment Linked to Lesson</p> <ol style="list-style-type: none"> 1. Having studied various mentor lyrical and narrative poems,

<p><u>Learning Activity 3:</u></p> <ol style="list-style-type: none">1. Teach students more ways to unpack their own lives for poetic potential. Create a chart titled, “Poets Search for Inspiration In...” Add these strategies to the chart: Poets look for moments of trouble or surprising beauty, thoughts that seem urgent and universal, images that are surprising or particularly clear, and language that is vivid and engaging.2. Read the poem, <i>Give Your Daughters Difficult Names</i> by Assétou Xango. Using the chart, consider possible strategies that this author might have used, or add new strategies to the chart.3. Model how I create my own writing by using one, or several ideas from the chart. <p><u>Assessment Prompt 2:</u></p> <ol style="list-style-type: none">1. Using one of the above strategies from the Class Chart, student will use the rest of the class to compose another 2-3 poems. <p><u>Day 4</u></p> <p><u>Learning Activity 1:</u></p> <ol style="list-style-type: none">1. Based on the reading by Herrera, teach students that poets frequently ponder questions that cannot be answered. They are aware that digging deep frequently entails asking questions about vast, unfathomable things. Poets can consider their most pressing concerns about their world and ask themselves: What do I wonder about? What puzzles me?2. Model for students how I used Herrera’s mentor text to create my own poem. Show them how I drew inspiration from how this poet used a question to evoke images, instill feelings, and promote ideas. <p><u>Assessment Prompt 1:</u></p> <ol style="list-style-type: none">2. Students will take one of the questions they raised and write a LIST POEM that shows how they try to make sense of the question that they asked, both in their lives and in their hearts. <p><u>Learning Activity 2:</u></p> <ol style="list-style-type: none">1. Return to the poem “187 REASONS WHY MEXICANS CANNOT CROSS THE BORDER”. Model how I analyze the impact of certain word choices or poetic devices such as repetition, rhyme, alliteration, consonance, and assonance. <p><u>Assessment Prompt 2:</u></p> <ol style="list-style-type: none">1. Using a mentor poem of their choice from <i>A World Between</i>, students will pinpoint a word whose sound they want to repeat because doing so would highlight the meaning that connects to the tone or feeling of the piece. They will brainstorm other words that have the same sound, and or match the meaning of what they are writing. They will revise the words to have a repeated sound.	<p>students will utilize various strategies to develop ideas and compose 7-10 lyric and narrative poems. The poems will contain repetition, rhyme, alliteration and consonance.</p> <p>2. Students will select one poem to perform for the class. This poem will be developed, revised and published in the next two bends of this unit.</p>
<p style="text-align: center;"><u>Summarizing Strategy:</u></p> <ol style="list-style-type: none">1. Students will select one poem that is the best example of their work and perform the poem for the class. They may perform their poetry solo, in partnerships, or in small groups. They will have a class period to rehearse their poetry with feedback from the facilitator.	
<p style="text-align: center;"><u>Materials</u></p> <ol style="list-style-type: none">1. CHART: Place Poets Search for Inspiration2. <i>A World Between: Poems, Short Stories and Essays</i> by Iranian Americans3. “187 REASONS WHY MEXICANS CANNOT CROSS THE BORDER” by Juan Felipe Herrera4. <i>Give Your Daughters Difficult Names</i> by Assétou Xango5. <i>My Father’s Shoes</i> by Somaz Sharif6. <i>Morning Exercise</i> by Zjaleh Hajibashi7. My Own Writer’s Notebook for modeling.8. <i>Island: Poetry and History of Chinese Immigrants on Angel Island</i>	

Differentiation (504s, IEPs, gifted, ESOL)

1. For writers who need more support:
 - a. Writers learn new vocabulary from other writers and use these new words to create poems with beautiful and specific language. Develop a cocreation of a word wall with strong verbs and other descriptive language.
2. For Writers who are ready for an extension
 - a. Poets develop comparisons that are extremely surprising but supportable. They may focus on one rich comparison and extend it through an entire poem, or write a poem in which they develop many metaphors or similes. Poets push to find comparisons that are not cliché – ones that startle, delight, or disturb.
3. Use a graphic organizer to help students compose different ideas.