

INTRODUCING POETRY

OUTCOMES Students will recognize that poetry is all around them, will gain a better understanding of poetry, and will begin to read and write a variety of poetry.

GED DESCRIPTORS

Language Arts-Reading
Social Studies
Science
Mathematics
Language Arts-Writing

ROLES

Family Worker Community

PROGRAM TYPE

ABE Urban
GED Rural
ESOL Homeless
Family Literacy Institutional
Workforce Corrections

LEARNER LEVEL

1-6

KEYWORDS

1060: Literature and Language > poetry
649: Education > writing

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TECHNOLOGY INTEGRATION

Copy Change Teaching Strategy http://literacy.kent.edu/eureka/strategies/copy_change.pdf

Poetry 180 <http://www.loc.gov/poetry/180/>

A Poem a Day <http://www.loc.gov/poetry/180/>

Poetry Slam lesson plan <http://www.pbs.org/newshour/extra/features/jan-june00/poetryboxlessonplanone.html>

STANDARD Convey Ideas in Writing

COPS	ACTIVITY ADDRESSES COMPONENTS
Determine the purpose for communicating	Writing poetry will help students understand poetry and prepare them for the language arts reading section of the GED test
Organize and present information to serve the purpose, context, and audience.	Students use the Copy Change strategy to help them construct poems. This scaffolding strategy will help them gain confidence to write original poetry.
Pay attention to the conventions of the English language usage, including grammar, spelling, and sentence structure to minimize barriers to readers' comprehension.	Since students use the Copy Change strategy, their conventions of English language usage should reflect those of the original poem.
Seek feedback and revise to enhance the effectiveness of communication	Students read their poetry aloud and can ask for comments from the other students.

INTRODUCING POETRY

<p>OUTCOMES Students will recognize that poetry is all around them, will gain a better understanding of poetry, and will begin to read and write a variety of poetry.</p>	<p>STUDENT GOALS Since poetry is part of the reading and language arts section of the GED test, students will want to practice reading and understanding various types of poetry.</p>	<p>MATERIALS Songs and Song Lyrics Poems</p> <p>NRS EFL 1-6 TIME FRAME 1-2 hours</p>	
<p>STANDARD <i>Convey Ideas in Writing</i></p>	<p>LEARNER PRIOR KNOWLEDGE Most students have heard poems in one form or another, most frequently as song lyrics. Discussing students' familiarity with different kinds of poetry might be a good way to start this lesson.</p>		
<p>COPS Determine the purpose for communicating</p> <p>Organize and present information to serve the purpose, context, and audience.</p> <p>Pay attention to the conventions of the English language usage, including grammar, spelling, and sentence structure to minimize barriers to readers' comprehension.</p> <p>Seek feedback and revise to enhance the effectiveness of communication.</p>	<p>BENCHMARKS 3.1.1, 3.1.2, 3.1.3, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 3.6.1</p> <p>3.1.4, 3.2.2, 3.3.2, 3.4.2, 3.5.2, 3.6.2 3.1.5, 3.2.3, 3.3.3, 3.4.3, 3.5.3, 3.6.3 3.1.6, 3.2.4, 3.3.4, 3.4.4, 3.5.4, 3.6.4</p> <p>3.1.7, 3.2.5, 3.3.5, 3.4.5, 3.5.5, 3.6.5 3.1.8, 3.2.6, 3.3.6, 3.4.6, 3.5.6, 3.6.6 3.1.9, 3.2.7, 3.3.7, 3.4.7, 3.5.7, 3.6.7 3.1.10, 3.2.8, 3.3.8, 3.4.8, 3.5.8, 3.6.8 3.1.11, 3.2.9, 3.3.9, 3.4.9, 3.5.9, 3.6.9</p> <p>3.1.12, 3.2.10, 3.3.10, 3.4.10, 3.5.10, 3.6.10 3.1.13, 3.2.11, 3.3.11, 3.4.11, 3.5.11, 3.6.11 3.1.14, 3.2.12, 3.3.12, 3.4.12, 3.5.12, 3.6.12</p>	<p>ACTIVITIES/CURRICULAR RESOURCES [REAL-LIFE APPLICATIONS]</p> <p>Step 1 - Play some songs that are familiar and unfamiliar to students drawing attention to the lyrics. Teacher can give students handouts of the printed lyrics or have students write them from the songs. Teacher could read some of the lyrics aloud and then ask for student volunteers to read others.</p> <p>Discuss some of the elements of the lyric, for example: rhyming words, repeated words or phrases, feelings or images the lyric evokes, and rhythm. Ask students if there are differences between the lyrics with the music and the lyrics without the music. Students can work in pairs or small groups if they want to work with the same lyric and can be given time to write their responses before sharing them with the class.</p> <p>Step 2 - Read poems aloud to the class. Read each poem twice, once so the students can just listen, the second time so the students can think about, discuss, and write about the elements they discussed with the lyrics. Choose a variety of poems: humorous, serious, romantic, rhyming, and non-rhyming.</p> <p>Step 3 - Demonstrate the <u>Copy-Change</u> Teaching Strategy to students by leading the class through the strategy to rewrite a lyric or poem. A good poem for this is "If I Were in Charge of the World" (Judith Viorst, <i>If I Were in Charge of the World and Other Worries</i>. [1981]. New York: Atheneum)</p> <p>Students can then work alone, in pairs, or in triads with lyrics or poems of their own choosing. Students should</p>	<p>ASSESSMENT/EVIDENCE</p> <p>Poems from the copy change activity</p>

		<p>approach this writing task as they do all others, keeping in mind the components of the writing standard. Students at levels 1 and 2 may need the help of a more experienced writer to record their poems. After students finish writing, ask for volunteers to read the lyrics or poems aloud.</p> <p>Step 4 - A culminating activity for poetry writing is to make a class poetry book after students have revised and edited their poetry. The class could produce a series of these poetry books.</p> <p>TEACHER NOTE: The OLRC trade books collection contains many books of poetry http://literacy.kent.edu/Oasis/Resc/Trade/index.html.</p> <p>For more ideas on teaching poetry, see the OLRC publication "Poetry in the Adult Literacy Classroom" at http://literacy.kent.edu/Oasis/Pubs/0300-26.pdf.</p> <p>Another resource is Kazemec's & Rigg's book <i>Enriching Our Lives: Poetry Lessons for Adult Literacy Teachers and Tutors</i>. Original student poetry can be found in the <i>Beginnings</i> series at http://literacy.kent.edu/Oasis/Pubs/beginnings.html</p> <p>Poems that work well with Copy-Change can be found in Alan Katz. (2001). <i>Take Me Out of the Bathtub and Other Silly Dilly Songs</i>. New York: Margaret K. Elderry</p>	
<p>REFLECTION/EVALUATION <i>not yet completed</i></p> <p>NEXT STEPS Reading and writing more poetry</p>		<p>PURPOSEFUL & TRANSPARENT Since poetry is part of the reading and language arts section of the GED test, students will need to practice reading and understanding various types of poetry.</p> <p>CONTEXTUAL Students will listen to familiar songs and discuss their lyrics.</p> <p>BUILDING EXPERTISE Students will use the Copy Change strategy to begin the process of writing original poetry.</p>	

Introduction to Poetry

Billy Collins

I ask them to take a poem
and hold it up to the light
like a color slide

or press an ear against its hive.

I say drop a mouse into a poem
and watch him probe his way out,

or walk inside the poem's room
and feel the walls for a light switch.

I want them to water-ski
across the surface of a poem
waving at the author's name on the shore.

But all they want to do
is tie the poem to a chair with rope
and torture a confession out of it.

They begin beating it with a hose
to find out what it really means.

Driving to Town Late to Mail a Letter

Robert Bly

It is a cold and snowy night. The main street is deserted.
The only things moving are swirls of snow.
As I lift the mailbox door, I feel its cold iron.
There is a privacy I love in this snowy night.
Driving around, I will waste more time.

Sentimental Moment or Why Did the Baguette Cross the Road?

Robert Hershon

Don't fill up on bread
I say absent-mindedly
The servings here are huge

My son, whose hair may be
receding a bit, says
Did you really just
say that to me?

What he doesn't know
is that when we're walking
together, when we get
to the curb
I sometimes start to reach
for his hand

Alley Cat Love Song

Dana Gioia

Come into the garden, Fred,
For the neighborhood tabby is gone.
Come into the garden, Fred.
I have nothing but my flea collar on,
And the scent of catnip has gone to my head.
I'll wait by the screen door till dawn.

The fireflies court in the sweet gum tree.
The nightjar calls from the pine,
And she seems to say in her rhapsody,
"Oh, mustard-brown Fred, be mine!"
The full moon lights my whiskers afire,
And the fur goes erect on my spine.

I hear the frogs in the muddy lake
Croaking from shore to shore.
They've one swift season to soothe their ache.
In autumn they sing no more.
So ignore me now, and you'll hear my meow
As I scratch all night at the door.