# **University of Scranton**

## Education Department

### Teacher – Kathy Granko School- ABC High School

**Grade – Tenth( 10th) Date – 4/17/13**

**Lesson Plan Title – Why *Bother* with Poetry? (1 of 3) Class – English Literature**

**Objectives**:

**Students will recognize April as National Poetry Month, to celebrate American poetry and its vital place in American culture.**

** Students will recognize and celebrate April 18 as Poem in Your Pocket Day.**

**Students will be introduced to the pure pleasure of poetry.**

**State standard(s) met –**

**1.3.10.D:** Evaluate the significance of various literary devices in various genres, and explain their appeal.

**1.7.L.A:** Evaluate as a reader how an author’s choice of words advances the theme or purpose of a work.

**NCTE (National Council of Teachers of English) Standards met:**

Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment.

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

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| Sequence of activities and planning strategies | **Procedures, directions, notes and questions.**  Students will sit in one large circle.  Throughout lesson, teacher will encourage and answer questions. | **Examples, illustrations, resources, and assessments** | |
| **Introduction, Set Induction, or Anticipatory Set Opener:**  **Lesson Content, Procedures, and Body**  **Guided Practice:** | **Teacher will have pre-written on board**:  *Does poetry matter?*  Teacher will pre-draw Yes column and accompanying quote (Poetry is when an emotion has found its thought and the thought has found words. – Robert Frost) and No (Isn’t Poetry in itself Weightless, Dust-bunny fluff? – Ryan Lowe).  **Student volunteers will share their thoughts on whether poetry matters on board.**  Good morning class. Today I want to pose a question to you: *Does poetry matter?*  **Students and teacher discuss responses to question *Does poetry matter?***  Those who think it does, please jot down on the board *succinctly* your reasons why. If you feel poetry doesn’t matter, tell us briefly why not.  The last few weeks we have been learning about literary devices in poetry, looked at some famous poets and have even wrote our own poetry.  I know some of you have dreaded it. But today, I want to introduce to you the concept that poetry is approachable to anyone. There are all kinds of poems to match every interest: Love, anger, patriotism, nature, war --everything and anything.  The fact is, poems are much more than words we don’t know and nice and neat rhymes. Let’s think of poems as snapshots of what a person is feeling, or a historical snapshot, or a reflection of happening in society. Let’s listen to how one man feels about poetry; I think you’ll find his work very interesting.  **Students watch YouTube clip “Poetry, Why Bother”. Teacher probes for responses and reactions to video clip.** | ATB  http://www.youtube.com/watch?v=9HO2cks4y24 |
|  | **Teacher explains National Poetry Month and distributes National Poetry Month FAQ**  This month, as we know, is National Poetry Month, you’ve all seen the posters and have heard me talking about it.  I’d like our class to participate in this celebration of the role poetry plays in American life, and I’m going to ask each one of you to play a part in our celebration, individually, in collaboration with a partner and as a class. Together, we’re going to explore why poetry *really do matter. To celebrate NPM, we are going to:*  *Look at what poems means to people*  *Learn why some poems are significant in others’ lives and*  *Hold a poetry reading! (more on that later)…*  **Teacher provides examples of why poetry matters to random people**.  First, I’d like us to take a look at a super website, **The Favorite Poem Project,** dedicated to celebrating poetry’s role in Americans’ lives. Robert Pinsky, the 39th [Poet Laureate of the United States](http://lcweb.loc.gov/poetry/laureate.html#about), (elaborate) founded the Favorite Poem Project .  During the one-year open call for submissions, 18,000 Americans wrote to the project volunteering to share their favorite poems — Americans from ages 5 to 97, from every state, of diverse occupations, kinds of education and backgrounds.  **Teacher introduces Favorite Poem clips. Students will respond in their poetry journals. Students discuss Poetry Journal prompt and responses.**  Lets take a look at two clips from a college student and an older gentleman. Despite the gap in their ages, as we listen look for some commonalities. Then open your journals and write down a few sentences to this prompt.  We’re going to use our homework assignment to celebrate tomorrow, which is “*Poem in Your Pocket Day”, and we will*  monthly series and inviting outside guests. our event may be the beginning of a long poetry tradition in your community. | Handout: National Poetry Month FAQ  <http://www.favoritepoem.org/videos.html>   * College student John Ulrich reads “We Real Cool” by Gwendolyn Brooks * Daniel McCall reads Sonnet 29 by William Shakespeare   *Handouts*: We Real Cool; Sonnet 29.  WRITING PROMPT: *Did the poems have greater significance beyond being words on paper?*  *Resources:* Poetry Journals and pencils.  http://www.poets.org/page.php/prmID/406 |
| Sequence of activities and planning strategies | **Procedures, directions, notes and questions.** | **Examples, illustrations, resources, and assessments** | |
| **Homework:**  **Closure and Follow-up**  **Performance and Behavior Standards** | **Students learn what Poem in Your Pocket Day is.**  What is National Poem in Your Pocket Day?:  ✓Select a poem that appeals to you  ✓Write a page in your journal explaining why you like this poem.  ✓Tomorrow, you will exchange poems with a classmate.  ✓They will write in their journal their reflections on your poem and you will write your reflection on theirs.  ✓The two of you will exchange your ideas and responses.  On Friday’s class, we will pretend our classroom is a coffee shop hosting a poetry reading. We will all take turns reading a poem. I will participate as well(!) and our class will invite Principal Smith to participate.  If you enjoy organizing the reading, then we can consider turning it into a weekly or  Monthly project.  **Teacher asks if there are any questions.**  Teacher reads: *Stopping by Woods on a Snowy Evening* by Robert Frost and shares the significance of the poem to her with class.  Students are expected to folllow all class rules.  Students are expected to participate in the class discussion by asking questions and indicating parts of the textbook | Provide Source suggestions:  [www.poets.org](http://www.poets.org),  [www.PoemHunter.com](http://www.PoemHunter.com)  Poetry 180 – a Poem a Day for American High Schools: http://www.loc.gov/poetry/180/p180-list.html | |

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| Sequence of activities and planning strategies | **Procedures, directions, notes and questions.** | **Examples, illustrations, resources, and assessments** |
| **Assessment**  **Differentiation** | Non-formal assessment during the lesson. When the teacher asks questions and asks for questions the students should be engaged.  Students with auditory or visual impairments will be invited to sit closer to the teacher.  ESL students can select poems in their first language, and interpret for the class.  Gifted students will be given *choice of:*  create an invitation to Principal Smith, compile a class poetry anthology,  develop a possible theme and artwork. | . |