Lesson Title: Poetry Alive

Content Area and Grade Level: Middle School English/Language Arts

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Brief Description of the Lesson/Unit:

Students bring poetry alive through the understanding of poetic elements, interpretation of a poem, and the creation of a multi-media presentation to fluently present the poem with pictures and music.

South Dakota Content Standards:

- **Standard numbers and exact wording**
  - Reading:
    - 7.R.2.1 Students can interpret text using comprehension strategies.
    - 7.R.2.2 Students can read fluently to comprehend grade-level text.
    - 7.R.3.1 Students can examine text structures for characteristics of fiction, nonfiction, drama, and poetry.
    - 7.R.3.2 Students can identify how authors use literary elements to create meaning.
    - 7.R.3.3 Students can identify how authors use literary devices to create meaning.
  - Writing
    - 7.W.1.4 Students can summarize and paraphrase information from references to compose text.
    - 8.W.1.3 Students can compose text using information from multiple sources to support a topic.
Listening/Viewing

8.LVS.1.3 Students can integrate verbal and nonverbal techniques to deliver an oral presentation for a specific audience and purpose.

- **Unpacked standards (in student-friendly wording)**
  
  **Reading:**
  
  Students can interpret text using comprehension strategies (connecting questioning, visualizing, determining importance, inferring, synthesizing, and monitoring for meaning).

  Students can read fluently (using accuracy, rate, phrasing, and expression) to comprehend grade-level text.

  Students can examine (evaluate in writing and/or speaking) the characteristics of fiction (invented stories), nonfiction (literature that is true), drama (a play, movie, or television production with a serious tone or subject), and poetry (a composition in verse).

  Students can identify (recognize) how authors use literary elements (commonly accepted structures that contribute to the whole of a story, most commonly character, characterization, setting, conflict resolution, main idea, supporting ideas, plot, point of view, and theme) to create meaning.

  Students can identify (recognize) how authors use literary devices (techniques used by a writer to convey or enhance the story; e.g. alliteration, figurative language, flashback, foreshadowing, idioms, imagery, mood, onomatopoeia, tone) to create meaning.

  **Writing:**

  Students can summarize (make a brief statement about important ideas in a text) and paraphrase (write text in own words) information from references (print and electronic materials) to compose writing.

  Students can compose (write) text using information from multiple sources to support a topic.

  **Listening and Viewing:**

  Students can integrate (unite or combine) verbal and nonverbal techniques (ways of conveying meaning with or without speaking) to deliver an oral presentation for a specific audience and purpose.
Stage 1 : Identify Desired Results

1. What enduring understandings are desired?

Students will gain an understanding and an appreciation for poetry.

2. What essential questions will guide this unit and focus both the teaching and the learning?

What is poetry?
How is poetry created?
Why is word choice in poetry so important?
What makes a good story?

3. What key knowledge and skills will students acquire as a result of this unit?

* the ability to manipulate digital cameras and the images produced by the equipment;
* the skills to manipulate Photo Story 3 to produce a multi-media program featuring a poem of his/her choice performed by him/her;
* a review of the elements of poem of his/her choice, with emphasis on poetic elements;
* the skills of providing feedback to help peers develop their shows;
* an appreciation of class members' choice of poetry, interpretation of poetry, artistic prowess, and assemblage of poetry show.

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit by the students?

Students a knowledge of what poetry is and the elements that make it, but many do not understand the meaning of a poem.
Most middle school students are not interested in poetry. However, they love music which contains lyric poetry and some really like to read "free verse" poetry by such authors at Sharon Creech or Karen Hesse.
The students in middle school have access in school to technology, but many of them do not have technology in their homes (i.e., computers, cameras, video equipment). Some students have not explored the practical nature of personal narrative.
Stage 2: Determine Acceptable Evidence

What evidence will show that students understand?

1. Pre-Assessment (pre-tests, concept maps, KWL, surveys, etc.):
   1. Assess his/her knowledge of poetic elements through the use of the Jeopardy game.
   2. Survey the students about their likes and dislikes of poetry.

2. Performance Tasks:
   1. Reading and identifying components of a poem.
   2. Creating an Elements of Poetry dictionary.
   3. Reviewing the needs of a listening/viewing audience.
   4. Choosing a poem and poet to create a Photo Story presentation.
   5. Taking, importing, editing and aligning photos, poem, and music into a PhotoStory presentation.
   7. Write metacognitive statements during production (i.e., What I know; What I'm experiencing problems with now; What I need help on; What's going well for me; What I've done and What I'll do next).
   8. Preview the show with a select audience of peers.
   9. Complete peer feedback exercises.
   10. Share completed digital poem with class during "Poetry Day" as well as uploading finished project to the web.
   12. Writing a unit exam focusing on the elements of poetry.

3. Summative Assessment (Quizzes, Tests, Prompts, Projects, etc.):
   1. Quiz over elements of poetry.
   2. Journaling prompts dealing with the elements of poetry.
   3. Elements of Poetry booklet
   4. Photo Story of a poem.

4. Formative Assessment (Dialogues, Observations, Work Samples, etc.):
   1. Elements of Poetry booklet
   2. Photo Story of poem1
   3. Daily observations and consultations with teacher and peers.
Briefly explain HOW you will use formative assessment and feedback to redirect and focus your instruction for improving student achievement. Provide at least one example.

By using the formative assessments, I will be able to discern what the student knows or doesn't know and reteach what they still do not understand.

5. **Student Self-Assessment:**

Students will self-assess their booklets and Photo Story through the use of a rubric provided by the teacher. Students will also assess the progress of their learning by evaluating their conflicts with technology, and their use of time.

6. **Attach or include specific rubrics being used for this lesson/unit:**

**SPEED BOOK TALK RUBRIC**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rating Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the presenter grab your attention?</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>5 6 7 8 9 10 Creative beginning Boring beginning No beginning</td>
<td></td>
</tr>
<tr>
<td>Did they tell what kind of book?</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>6 7 8 9 10 Told exactly what type of book it is Not sure, not clear Did not mention it</td>
<td></td>
</tr>
<tr>
<td>Did they tell you something about the main character?</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>3 4 5 6 7 8 9 10 Included Slid over character Did not tell anything about main character</td>
<td></td>
</tr>
<tr>
<td>Did they mention the setting?</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>6 7 8 9 10 Tells when and where story takes place Not sure, not clear Did not mention setting</td>
<td></td>
</tr>
<tr>
<td>Did they tell one interesting part?</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>6 7 8 9 10 Made it sound interesting - I want to buy it Told part and skipped on to something else Skipped over it</td>
<td></td>
</tr>
<tr>
<td>Did they tell who might like this book?</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>5 6 7 8 9 10 Did tell Skipped over it Forgot to tell</td>
<td></td>
</tr>
<tr>
<td>How did their presentation poster look?</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
</tbody>
</table>
| 5 6 7 8 9 10 Included a lot of great graphics, words, and items from the book Included some graphics, words and items from the book
and items from the book. Didn’t include a lot of graphics, words, or items from the book.

Did they sound enthusiastic about their book? 0 1 2 3 4 5 6 7 8 9 10 Clear, strong, cheerful voice that showed enthusiasm for the book. No expression in voice, but they said they liked the book. Didn’t seem to care about the book one way or the other.
Stage 3: Learning Experiences and Instruction

What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

1. Major Learning Activities:

1. Determine the elements of poetry used by the poet the poem selected for the project.
2. Determine how to visualize the poem in picture format.
3. Determine what music reflects the theme and rhythm of the poem.
4. Establish a script for the creation of the Photo Story.
5. Learn how to operate a digital camera or how to access photos to use in the Photo Story.
6. Learn how to import pictures into the Photo Story.
7. Learn how to revise the Photo Story. (photos, music, audio)
8. Present the final project to the class.
9. Self-assess the Photo Story through the use of a rubric.
10. Take a quiz over poetic elements.
11. Create a booklet of poetry elements.

2. Materials, Supplies, & Resources (technology & print):

1. Windows Movie Maker and/or Photo Story 3
2. Digital cameras, scan disks, jump drives (for storage of shows)
3. Scanner (for scanning personal pictures)
4. Various music CD's or songs on MP3 players
5. Selected copies of various poems

3. Classroom Management:

The school technology coordinator is extremely helpful and useful. Providing storage of these memory-filled programs will depend on a great deal available space on the network or the use of several flash drives.

4. Support Services and Special Teacher Notes:

It would be extremely important that the teacher has knowledge of and has worked with all the technology. Don't rely on the technical coordinator to lead this project.
**Stage 4: Differentiated Instruction Strategies**

What specific differentiated instruction strategies will be used in the lesson/unit? Fill in each section that applies.

1. **Differentiated Process:**
   1. A minimum length of 2-3 minutes should be established by the teacher. This will allow students to readily work within boundaries that are manageable for their age group. The length of the presentation will not determine the grade alone.
   2. The students should be led through a discussion of what makes a poem, based on reading of several selections of poetry provided through the use of audio as well as written presentations by the teacher. A teacher led discussion should contain student-derived ideas of what the poems are about and why they would be considered poetry.
   3. As students orally respond to the poetry read in class, the teacher can easily note those students who need assistance and/or added time to complete each task in the unit.
   4. The teacher should encourage those students who are familiar with equipment more time to explore with pictures and picture editing features through the use of such programs as PhotoShop.
   5. Students will use peer editing where they can monitor for errors while the shows are created.

2. **Differentiated Content:**
   1. Every student has a vision of the poem that he/she has chosen that will differ from other students in the class. Encouragement should be given to bring out that unique perspective that they took away from the poem of his/her choice.
   2. Each individual's unique capacities and interests should be applauded by the teacher.
   3. The all-class show should be a celebration of that student's unique perspective of the poem that he/she decided to share with the class.

3. **Differentiated Product:**
   These Photo Story poems should be as different as the students are one from another. Each represents the students' perspective on the poems they chose, his/her ability to add photos and music to enhance the meaning of the poem, and their ability to share it with an audience.