**Introducing Poetry:**

Our Voices Break Open

For Young Adult Urban Learners in Grade Nine -

A Poetic Language Arts Unit Learning Plan Design

**Vance Holmes**

**November, 2011**

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**Unit Learning Plan**

Metropolitan State University

Teaching Language Arts in Urban Middle and High Schools

LAED 450

 Daryl Parks, Ph.D.

**Unit Learning Plan Overview**
Introducing Poetry: Our Voices Break Open

In this three-week unit, scheduled very early in the year, learners encounter the literary genre of poetry. Learners expand their understanding of figurative language, and explore the ways we can use poetry and poetic language to express ourselves. Having studied the short story and the novel, students now examine the differences between prose and poetry. Through questions about identity and community, learners consider the power and expressive potential of alliteration, simile, metaphor and other kinds of poetic devices.

Learners will:

* Review and discover vocabulary associated with poetic literature, in particular, defining the names of seven common poetic devices (Repetition, Rhyme, Simile, Metaphor, Personification, Onomatopoeia and Alliteration);
* Read poetry, inspecting how key ideas are communicated, and detecting how language is creatively employed to affect tone and meaning;
* Prepare for and participate in a poetry seminar;
* Listen to poetry, including hearing a local poet read an original work;
* Write poetry, exploring use of repetition, detailed images and other devices;
* Publish a poem to the web via Glogster.com -- and present their work.

**Instructional Strategies**: The three anchor strategies in the unit are the Socratic Seminar, the BioPoem/ Identity Chart found online at Facing History and Ourselves, and the *For My People* exercise from Linda Christensen’s *Teaching for Joy and Justice*.

**Big Ideas**: Identity and Community

**Essential Questions:**

* What is poetry?
* Why would an author choose to use poetry or poetic language over simple, straight-forward prose?
* What literary tools have successful poets traditionally used?
* What is identity?
* How do I define myself?
* How do I write effectively about my own feelings and experiences?
* What is community?
* What communities do I identify with?
* How do rules and traditions shape communities?
* In what ways are we a learning community?

Learners: (based on a 9th grade class from Patrick Henry High) 22 mixed ability students of widely diverse cultural backgrounds. Class has reviewed basic literary devices and gone through the seminar process in prior lessons.

Duration: fifteen 60-minute sessions

Unit Texts:

*Confluence* -- Yusef Komunyakaa, *We and They* -- Rudyard Kipling, *For My People --* Margaret Walker, *Firework* -- Katy Perry, *This Is Just to Say* -- William Carlos Williams,

*I, Too, Sing America* -- Langston Hughes, *I'm Nobody! Who are you?* -- Emily Dickinson, *kidnap poem* -- Nikki Giovanni, *The Sneetches* -- Dr. Seuss

Special Resource Requirements: highlighters, computer lab, Katy Perry clip, YouTube.com clip of *Sneetches*, Glogster.com account, secure a guest poet visit

Materials: student folders and unit forms -- Identity Chart, BioPoem page, Seminar prep sheet, homework sheets 1-5 and Deborah Tannen quote - read and react, Poetry rubric, Seminar rubric, Seminar reflection, Presentation rubric, Figurative Language assessment

Resources - Websites: Glogster.com, www2.facinghistory.org, www.poemhunter.com

Christensen, L. (2009). *Teaching for joy and justice: Re-Imaging the language arts classroom.* Milwaukee, Wisconsin: Rethinking Schools Publications.

*Our voices break open the pink magnolia
where struggle is home to the beast in us.*

-- from the poem, **Confluence**
by **Yusef Komunyakaa**

**Unit Learning Plan**
Core Learning Strategy Map

**Standard:** 9.7.3.3. (Writing) Write narratives and other creative texts develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (d.) Use precise words and phrases, telling details, figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**Core Objective:** I can express my ideas through a formatted piece of poetry.

**Learning Targets:** I can shape the meaning of a text through use of poetic language.

**Learning Assessments:** Poem I (BioPoem)

**Core Assessment:** Poem II (For My People) - **35%**

**Standard:** 9.7.6.6. (Writing) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**Core Objective:** I can use webware to publish my writing products.

**Learning Targets:** I can use word-processing software to publish my poetry. I can manipulate text elements in webware to post my poetry online.

**Learning Assessments:** Poem I (BioPoem) print and webpage

**Core Assessment:** Poem II (For My People) webpage presentation - **15%**

**Standard:** 9.9.1.1. (Speaking / Listening) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, including those by and about Minnesota American Indians, building on others’ ideas and expressing their own clearly and persuasively. (a.) Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**Core Objective:** I canparticipate effectively in a collaborative discussion.

**Learning Targets:** I can verbalizemy thoughts clearly. I can actively listen to provide feedback.

**Learning Assessments:** class discussions, Pair-Shares

**Core Assessment:** Socratic Seminar (Seminar Summary) - **15%**

**Standard:** 9.11.5.5. (Language) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.(a.) Interpret figures of speech.

**Core Objective:** I can identify common poetic devices.

**Learning Targets:** I can identify figures of speech. I can recognizefigurative language.

**Learning Assessments**: Vocabulary Baseball, Figurative Language handouts (5)

**Core Assessment:** Figurative Language Assessment - **35%**

**Unit Learning Plan**
Lesson Plan Outline

* Lesson 1 - Introducing Poetry

Highlighting the Writing (What is identity?)

* Lesson 2 – Create Identity Charts (How do I define my identity?)
* Lesson 3 - BioPoem

Write BioPoem (How do others define my identity?)

* Lesson 4 – Pair, Share and Prepare

Print and Publish BioPoem / (What is community?)

* Lesson 5 – Just My Type

Finish BioPoem / pre-seminar (How do rules and traditions shape communities?)

* Lesson 6 –Our Voices Break Open

Socratic Seminar (How does identity relate to community?)

* Lesson 7 – Perspective

Post-seminar reflection (How do communities define “we and they?”)

* Lesson 8 - Create Community Lists (What communities do I identify with?)
* Lesson 9 – For My People

Write Poem (How do I view my community? How do others view it?)

* Lesson 10 – Pair, Share and Prepare

Share poems then begin to Print and Publish (What does it mean to belong?)

* Lesson 11 – Fine Print

Finish publishing - Vocabulary Baseball (In what ways are we a community?)

* Lesson 12 – Identifying Poetry

Unit Assessment (How do rules and traditions shape communities?)

* Lesson 13 - Poetry Showcase I / Guest Poet (Who are we?)
* Lesson 14 – Poetry Showcase II / Guest Poet (Who are we?)
* Lesson 15 – Reflection (Who are we?)

**Lesson Plan 1**
Getting to Know Poetry

Language Arts / Grade 9  **Creator:** Vance Holmes

Lesson Plan 1 of 15 **Create Date:** November, 2011

Objectives:

* Introduce unit on poetic texts and figurative language
* Read and notate a poem

Essential Questions:

* What are common poetic devices?
* What is identity?

Targets:

* I can identify common poetic devices

00 | **Preflection Activity:** Distribute to students the folders in which completed assignments will be filed throughout this unit. Admit Ticket --“What is identity?” (Daily Admit Tickets will be filed in student folders until the end of the unit at which time they will be used to make a booklet.)

05 | **Prior Knowledge Activity:** Share with learners the idea of the new unit on poetry. Describe major assignments of the unit. Have students think back to ideas presented about literary devices. Pair and share something you recall about the types of tools writers use.

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| 10 | **Vocabulary Development:** Have learners brainstorm words that come to mind when they hear the word poetry. List the words on the SmartBoard as students generate them. Be sure they include words from prior literary devices lessons. Ask them to define what is meant by the words, ‘figurative language’ and ‘literal language.’ |
| 20 | **Skill Lesson - Instruct/Model:** Discuss how poetry differs from prose. Explain that poetry challenges the reader by presenting abstract language, imagery and figures of speech. Ask how the challenge of poetry might suit a particular writing purpose.Highlighting the Writing Have a color highlighter handy. Post and read *I, Too, Sing America* by Langston Hughes. Ask learners to look and listen for images and figurative language. Read it again. Ask for examples of poetic devices, poetic imagery or powerful word choices. Using your color highlighter, model for students highlighting the poetic writing they find exciting -- and then switching to pencil, jotting down a key word in the margin to quickly note the reason a particular word or word group stood out. |
| 30 | **Literacy Activity:** Distribute to learners color highlighters and copies of *I'm Nobody! Who are you?* by Emily Dickinson. Post and read the poem. Assign learners to read the poem to themselves, and begin highlighting any stand out poetic images, decives or language -- jotting notes if needed. Pause.  |
| 40 | **Post Literacy Activity**: Have learners pair and share one highlighted bit of poetry. Learners will complete the assignment as homework. |

50 | **Reflection Activity:** Exit Slip -- “Think of a particular book, poem, story, movie, etc. that you strongly identify with. Reflect on how it expresses your identity.” (Daily Exit Slips will be filed in student folders.)

Homework**:** Finish highlighting and notating the Dickinson poem.

**Lesson Plan 2**
Identity Charts

Language Arts / Grade 9  **Creator:** Vance Holmes

Lesson Plan 2 of 15 **Create Date:** November, 2011

Objectives:

* Create Identity Charts

Essential Questions:

* How do I define my identity?

Targets:

* I can identify common poetic devices

00 | **Preflection Activity:** Admit Ticket --“How would you describe yourself . . . in 10 words or less?”

05 | **Prior Knowledge Activity:** Pair and share highlighted homework.

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| 10 | **Vocabulary Development:** Discuss how poetry might suit a particular purpose – and why authors would choose one form of poetic challenge over another. Review new vocabulary. Ask students to identify any known common poetic devices. Make sure they include **Repetition and Rhyme**. Discuss the definition and basic purpose (sound or meaning) of Repetition and Rhyme. |
| 20 | **Skill Lesson - Instruct/Model:** Briefly explain that a BioPoem is an 11-line poem that describes a person. Tell learners that in preparation for creating our BioPoems, we will make Identity Charts. Ask students to think about the people, places, experiences and events that have helped form their identity. Model creating your own Chart. Have learners brainstorm a list of categories people use to help define themselves such as gender, age, physical characteristics, and hobbies as well as ties to a particular religion, ethnic group, cultural heritage, neighborhood, and nation. Model writing the chart. Explain to students that they will be sharing their charts with the class so they should be careful about including information that they want to remain private.  |
| 40 | **Literacy Activity:** Invite learners to create their own Identity Charts. Along with gender, age, physical characteristics, religion, ethnicity, culture, neighborhood and nation – remind leaners to include hobbies, special interests and unique experiences. Some may feel more comfortable using symbols or drawings, instead of words.  |
| 50 | **Post Literacy Activity**: Pair and share work. Afterwards, the charts go in folders. |

55 | **Reflection Activity:** Exit Slip – “What one item best captures your identity? What single thing (a baseball glove, a paint brush, book, etc.) most symbolizes who you are?”

Homework: HW1 - Poetic Devices

**Lesson Plan 3**
BioPoem

Language Arts / Grade9 **Creator:** Vance Holmes

Lesson Plan 3 of 15 **Create Date:** November, 2011

Objectives:

* Write poem

Essential Questions:

* How do others define my identity?

Targets:

* I can express my ideas through a well-crafted piece of poetry.

00 | **Preflection Activity:** Admit Ticket--“Name the major experiences or events in your life that have shaped your identity? Briefly explain how those experiences or events have helped form your personality.”

05 | **Prior Knowledge Activity:** Invite learners to share their Identity Charts with a partner before placing them back in the folder. Review homework.

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| 10 | **Vocabulary Development:** Define the words, figurative and stanza. Post the seven poetic device names. Ask students to identify the figures of speech. Make sure along with Repetition and Rhyme, they include **Simile and Metaphor**. (ex. Katy Perry’s, *Firework*) Discuss definition and purpose (sound or meaning) of Simile and Metaphor. |
| 20 | **Skill Lesson - Instruct/Model:** A BioPoem is an 11-line poem that describes a person. In the standard BioPoem structure an individual is described largely through his or her experiences, hopes, and accomplishments rather than by basic characteristics such as gender, height, age, and ethnicity. In preparation for the BioPoem activity, have learners look at their Identity Charts. Ask students to think about the experiences or events that have helped form their identity. Have students think of an example of an experience that shapes how they answer the question, “Who am I?” Listen for mention of hopes, personal experiences and accomplishments. Distribute the handout “How to Write a BioPoem.” Model writing your own BioPoem and share with the class as an example. |
| 30 | **Literacy Activity:** Invite learners to write their own BioPoem. |
| 40 | **Post Literacy Activity**: In groups of three, read poems to each other.Collect poems as formative evaluation to be returned during the next session. |

50 | **Reflection Activity:** Exit Slip – Sketch a drawing of any images you see when you read this poem. Exit Music -- Play Katy Perry’s Firework (Blue Bubbles Remix!)

Homework: HW2 - Poetic Devices

Materials: Firework Remix

**Lesson Plan 4**
Pair, Share and Prepare

Language Arts / Grade 9  **Creator:** Vance Holmes

Lesson Plan 4 of 15 **Create Date:** November, 2011

Objectives:

* Review rubric and share poems
* Print and publish poems to the web

Essential Questions:

* What is community?

Targets:

* I canparticipate effectively in a collaborative discussion.
* I can use word-processing software and webware.

00 | **Preflection Activity:** Admit Ticket – “Write a brief paragraph describing a little known personal fact – something most people don’t know about you.”

05 | **Prior Knowledge Activity:** Review Poetry Rubric. Pair and share BioPoems, using the rubric as a guide to feedback. Review homework.

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| 15 | **Vocabulary Development:** Discuss the definition and basic purpose (sound or meaning) of **Personification**. Brainstorm examples. |
| 25 | **Skill Lesson - Instruct/Model:** Review Glogster text tool. Model your web poem. Explain that learners are to publish their poem to the web using appropriate text decoration and print two (2) copies to be collected at the end of next class. |
|  | **Literacy Activity:** Distribute poems with feedback. Have learners go to lab to finish poem, print copies and publish it to the web using Glogster account. Conference. |
|  | **Post Literacy Activity**: Briefly pair and share webpages for a few minutes. Return to classroom. Collect poems.  |

50 | **Reflection Activity:** Exit Slip – “What kind of person do others think I am? How do other people define me?”

Homework: Psychologist Deborah Tannen quote, **Read and React**.

**Lesson Plan 5**
Just My Type

Language Arts / Grade 9  **Creator:** Vance Holmes

Lesson Plan 5 of 15 **Create Date:** November, 2011

Objectives:

* Review seminar process
* Print and then publish poems to the web

Essential Questions:

* What is community?
* How do rules and traditions shape community?

Targets:

* I can use word-processing software.
* I can manipulate text elements in webware.

00 | **Preflection Activity:** Admit Ticket – “What group or community do you most identify with? Why?”

05 | **Prior Knowledge Activity:** Review homework. Review the Socratic Seminar handout and rubrics. Then, ask learners to listen carefully and visualize the scenes as you read ***Confluence***. Immediately following reading, instruct learners to quickly sketch a scene they visualized. Explain that students will be asked to read, interpret and highlight effective uses of language in the poem as homework in preparation for the seminar.

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| 10 | **Vocabulary Development:** Discuss the definition and basic purpose (sound or meaning) of **Onomatopoeia and Alliteration**. Brainstorm examples. |
|  | **Skill Lesson - Instruct/Model:**  |
| 20 | **Literacy Activity:** Have learners go to lab to print a copy of poem and publish it to the web using Glogster account. |
|  | **Post Literacy Activity**: Briefly pair and share webpages for a few minutes. Return to classroom. Collect poems. Handout Seminar prep sheets. |

50 | **Reflection Activity:** Review homework -- seminar rubric and rules – with a partner.

Homework: Seminar prep sheets - *Confluence* poem

**Lesson Plan 6**
Our Voices Break Open

Language Arts / Grade 9  **Creator:** Vance Holmes

Lesson Plan 6 of 15 **Create Date:** November, 2011

Objectives:

* Conduct Socratic Seminar

Essential Questions:

* How does identity relate to community?
* How do rules and traditions shape communities?

Targets:

* I can verbalizemy thoughts clearly.
* I can actively listen to provide feedback.

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| Seminar Text:Confluence by Yusef Komunyakaa | Session Length:30 – 40 Minutes |

**Pre-Seminar**

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| Check homework as Admit Ticket. Learners with no ticket are asked to sit to the side and finish working. |
| Distribute Name Cards – on back of card, students self-communicate strength: talkative, quiet, medium. |
| Cover the Three Pillars of Socratic Seminar Success. |
| 1. Be Polite (take turns)  | 2. Be Prepared (provide textual evidence) |
| 3. Be Participatory (share, use participant’s names) |  |
| Cover Seminar Goals -- Identify what students are expected to learn as connected to state standards.**Standard:** 9.9.1.1. Initiate and participate effectively in a range of collaborative discussions with diverse partners . . . building on others’ ideas and expressing their own clearly and persuasively. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.**Core Objective:** I canparticipate effectively in a collaborative discussion.**Learning Targets:** I can verbalizemy thoughts clearly. I can actively listen to provide feedback. |
| All read along while listening to volunteers read Komunyakaa’s poem. |

**Seminar**

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| **Opening** -- Round Robin Answers [Goal: for all students to participate and begin to connect with the text.] |
| 1. What is the poem’s most memorable line?  | 2.What poetic devices are used in Komunyakaa’s text? |
| 3. How is the poem formatted? Does the form convey character or meaning? | 4. What people, places or things are mentioned in this poem? |
| **Core** – Open Discussion with prompts asked in story order. HAVE EXTRA QUESTIONS READY![Goal: for students to learn by discussing the text in-depth and in detail.] |
| 1. What are the most important or impressive images presented in the work? | 2. What might Komunyakaa mean by the line “I’ve been here before, dreaming myself / Backwards” at the opening? |
| 3. What title did you give this poem? Why? | 4. What point might the poet be making with: “Beside the Euphrates, past the Tigris, up the Mississippi. Bloodline & clockwork.” |
| 5. What does this line suggest or imply to you? “Did I walk into someone’s nightmare?” | 6. What feelings or emotions does this poem provoke? |
| 7. In what ways do font choice, text formatting and print layout convey character or meaning? | 8. What is this poem about? What is the central idea of the poem? |
| 9. What might be meant by the lines:“When we embrace, we are not an islandbeyond fables & the blue exhaust of commerce.” | 10. Who or what is possibly being spoken of here?“Our voices break open the pink magnoliawhere struggle is home to the beast in us.” |
| 11. How might this poem be about identity?  | 12. How might this poem be about community?  |
| 13. How might this poem be about rules?  | 14. How might this be about cultural identity?  |
| 15. How might this poem be about poetry?  | 16. The most important word in this piece is . . . ? |
| **Closing Questions** [Goal: for students to begin to personalize and apply ideas from the text.] |
| 1. Identify and explain a connection from this poem to a song, movie, book, another poem, a person, TV show etc.? | 2. What does this poem teach us about? |
| 3. How do you personally relate to this poem? | 4. Does this poem give you any ideas for your own writing? |

**Post Seminar:**

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| Students complete the rubrics to assess how they did personally with the goals for communication. |
| Reflect in writing while completing the Socratic Seminar Reflection form.Reflect as a class on the rubrics and learning targets. Reflect on how we did overall with our goals.[Of the three rules, which is most important to having a successful seminar? How did you assess yourself?]Homework: Reflect in writing with a summary as outlined on the Post-Seminar handout. |

**Lesson Plan 7**
Perspective

Language Arts / Grade 9 **Creator:** Vance Holmes

Lesson Plan 7 of 15 **Create Date:** November, 2011

Objectives:

* Reflect on seminar
* Consider identity and community related to perspective

Essential Questions:

* How do communities define “we and they?”
* What is *perspective*?

Targets:

* I canparticipate effectively in a collaborative discussion.

00 | **Preflection Activity:** Admit Ticket: “Write a poem or a paragraph in response to the following: ‘We each have our own point of view.’”

05 | **Prior Knowledge Activity:** Review seminar summary homework together. Discuss the multiple perspectives that emerged during the seminar -- then collect homework.

(Tell learners the name of the poet scheduled as guest speaker for the final showcase!)

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| 20 | **Vocabulary Development:** Ask students to identify seven devices: Repetition, Rhyme, Simile, Metaphor, Personification, Onomatopoeia and Alliteration. Discuss definition and purpose (sound or meaning) of each. Post the word *perspective* and ask learners to define it. Suggest that perspective is “your point of view. It is how you see and understand the world and the people around you.” Explain that we each have a perspective that is influenced by our unique identity as well as the communities to which we belong.  |
| 30 | **Skill Lesson - Instruct/Model:** Before learners focus on how their identities and community affiliations influence their perspective, ask them to apply the concept of perspective to Rudyard Kipling’s poem “We and They” (in folders). |
| 40 | **Literacy Activity:** Highlighting the Writing. Have students read along with you, noting effective use of poetic devices or poetic language. Have volunteers read the poem. Learners will complete the assignment as homework. |
|  | **Post Literacy Activity**: Pair and share a highlight you found in the poem.  |

50 | **Reflection Activity:** Exit Slip – “What’s your favorite poetic device? Why?”

Homework: Read and Highlight Kipling’s poem

**Lesson Plan 8**
Community Lists

Language Arts / Grade 9 **Creator:** Vance Holmes

Lesson Plan 8 of 15 **Create Date:** November, 2011

Objectives:

* Write community lists for poem

Essential Questions:

* What groups or communities do I identify with?

Targets:

* I can shape the meaning of a text through use of poetic language.

00 | **Preflection Activity:** Admit Ticket – “Do you see yourself as a ‘We’ or a ‘They’ – and why?”

05 | **Prior Knowledge Activity:** Learners to pair and share their notated Kipling poem.

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| 10 | **Vocabulary Development:** Review poetic devices used in Kipling. |
| 15 | **Skill Lesson - Instruct/Model:** Distribute copies of Margaret Walker’s *For My People* to learners. Post and read *For My People* a few times. Assign learners to read it to themselves, highlighting to note poetic devices and imagery. Brainstorm on Walker’s format of **phrase repetition** followed by a **list of** **detailed items**. Have learners point out examples of the repetition and list format. Model creating a list of the various communities you belong to. Pick one of your communities. List what you can praise about it. **List** what you feel about the community. Thinking about those outside of that group, list common misperceptions or stereotypes of the community. Model the process of generating the list of ideas. |
| 40 | **Literacy Activity:** Have learners make their own lists. Say, “Pick one of your communities to speak to or about in your poem. **List** what you can celebrate about it. Or, list any common misperceptions people have about have about those of your selected community. You might want to talk back to those judgments in your poem.” When learners have finished, lists go in folders. |
|  | **Post Literacy Activity**: |

50| **Reflection Activity:** Exit Slip -- Review the poetry rubric. What concerns or challenges does it present?

Homework: HW3 - Poetic Devices

**Lesson Plan 9**
For My People

Language Arts / Grade 9 **Creator:** Vance Holmes

Lesson Plan 9 of 15 **Create Date:** November, 2011

Objectives:

* Write poem

Essential Questions:

* How do I view my community?
* How do others view it?

Targets:

* I can express my ideas through a well-crafted piece of poetry.

00 | **Preflection Activity:** Invite learners to enjoy a video of *The Sneetches* by Dr. Seuss.

 | **Prior Knowledge Activity:**

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| 10 | **Vocabulary Development:** Review poetic device homework in groups of 3. |
| 15 | **Skill Lesson - Instruct/Model:** Post and have learners view folder copies of *For My People* while it is read a few times. Emphasize Walker’s format of phrase repetition followed by a list of detailed items. Have students get community lists for review. Using your example community list, Choose one community. Model the start of a poem in a repetition/ detail pattern.  |
| 20 | **Literacy Activity:** Ask learners to identify one group or community. It could be a sports team, a school, a family, a neighborhood, a religion, a nation, etc. Invite learners to use their list to write a poem about their “people” incorporating Walker’s repetition and detail strategy. Conference with learners as needed. |
|  | **Post Literacy Activity**: In groups of three, share poems with each other. |

50 | **Reflection Activity**: Exit Slip – “What is a more powerful form of communication, literal or figurative language? Why?”

Homework: Read and Highlight a poem written by the upcoming guest speak – alternately, use Nikki Giovanni’s *kidnap poem*.

Materials: *The Sneetches* video

**Lesson Plan 10**
Pair, Share and Prepare

Language Arts / Grade 9 **Creator:** Vance Holmes

Lesson Plan 14 of 15 **Create Date:** November, 2011

Objectives:

* Print and publish poems to the web

Essential Questions:

* What does it mean to belong?

Targets:

* I can use word-processing software and webware.

00 | **Preflection Activity:** Admit Ticket – “What does it mean to belong? How do you know when you belong to a community or a cultural group?”

05 | **Prior Knowledge Activity:** Review homework. Pair and share poems with a partner.

(Give learners some background information about the upcoming guest speaker.)

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| 15 | **Vocabulary Development:** Review definition and purpose of the seven poetic devices: Repetition, Rhyme, Simile, Metaphor, Personification, Onomatopoeia and Alliteration. Note any new vocabulary. |
| 25 | **Skill Lesson - Instruct/Model:** Model your own web poem. Explain that learners are to publish their poem to the web using appropriate text decoration and print two (2) copies to be collected at the end of the next class period. |
|  | **Literacy Activity:** Have learners go to the lab to print copies of their poem and begin to publish it to the web using Glogster.com account. |
|  | **Post Literacy Activity**: Briefly pair and share webpages. Return to classroom.  |

50 | **Reflection Activity: Exit Slip:** “William Carlos Williams defined the poem as ‘a small machine made of words.’ What might he have meant?”

Homework: HW4 - Poetic Devices

**Lesson Plan 11**
Fine Print

Language Arts / Grade 9 **Creator:** Vance Holmes

Lesson Plan 11 of 15 **Create Date:** November, 2011

Objectives:

* Play Vocabulary Baseball Game for test prep
* Print and publish poems to the web

Essential Questions:

* In what ways are we a community?

Targets:

* I can identify common poetic devices
* I can use word-processing software and webware

00 | **Preflection Activity:** Admit Ticket – “What school rules or traditions are your favorites?”

05 | **Prior Knowledge Activity:** Review the rules for the computer lab.

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| 10 | **Vocabulary Development:** Divide into teams (We and They?) for Vocabulary Baseball. I will pitch a word and the player takes a swing: Player hits a Single – by giving the correct definition; Double – identifying purpose as sound or meaning; Triple – creates an example; Home Run – also quotes a example from a poem used in class. |
| 30 | **Skill Lesson - Instruct/Model:** Clarify the procedure for final presentations. |
|  | **Literacy Activity:** Learners go to lab for 20 minutes to continue work on poems. |
|  | **Post Literacy Activity**: Pair and share webpages for a few minutes.  |

50 | **Reflection Activity:** Exit Slip – *This Is Just to Say* by William Carlos Williams, Read and React.

Homework: HW5 – Poetic Devices

**Lesson Plan 12**
Identifying Poetry

Language Arts / Grade 9 **Creator:** Vance Holmes

Lesson Plan 12 of 15 **Create Date:** November, 2011

Objectives:

* Figurative Language Assessment
* Print and publish poems to the web

Essential Questions:

* How do rules and traditions shape communities?

Targets:

* I can identify common poetic devices.
* I can use webware to publish my writing products.

00 | **Preflection Activity:** Admit Ticket – “What group activity do you love doing the most? Sketch a scene or draw an object that represents your favorite group activity.”

 | **Prior Knowledge Activity:**

(Remind learners of the upcoming guest speaker’s visit.)

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| 05 | **Vocabulary Development:** Figurative Language Unit Assessment |
|  | **Skill Lesson - Instruct/Model:** Explain the procedure for upcoming presentations. |
| 20 | **Literacy Activity:** Learners final lab time to finish publishing poems. |
|  | **Post Literacy Activity**: Pair and briefly share webpages. Return to classroom. |

50 | **Reflection Activity:** Exit Slip – “If you could change anything about this class, what would you change?”

Homework: Share your poem webpage (or printed page) with at least one person outside of class. Record or have them write a brief response to your work.

**Lesson Plan 13**
Poetry Showcase I

Language Arts / Grade 9  **Creator:** Vance Holmes

Lesson Plan 13 of 15 **Create Date:** November, 2011

Objectives:

* Guest poet!
* Start Presentations

Essential Questions:

* Who are we?

Targets:

* I can express my ideas through a formatted piece of poetry.
* I can use webware to publish my writing products.

00 | **Preflection Activity:** Admit Ticket – “In what way is our class a Community?”

 | **Prior Knowledge Activity:**

05 | Introduce Guest Poet.

Poet speaks.

|  |
| --- |
|  | **Vocabulary Development:**  |
| 15 | **Skill Lesson - Instruct/Model:** Distribute rubrics for learners to use as guides in evaluating presentations. Encourage note-taking.Model presenting your webpage poem, noting a device or some particularly effective language used. |
|  | **Literacy Activity:** Have learners take turns presenting webpages. |
|  50| **Post Literacy Activity**: Share ideas with the invited guest speaker. |

 | **Reflection Activity:** Exit Slip – “What was the most interesting, informative or surprising presentation you saw today?”

**Lesson Plan 14**
Poetry Showcase II

Language Arts / Grade 9  **Creator:** Vance Holmes

Lesson Plan 14 of 15 **Create Date:** November, 2011

Objectives:

* Guest Poet!!
* Finish Presentations

Essential Questions:

* Who are we?

Targets:

* I can express my ideas through a formatted piece of poetry.
* I can use webware to publish my writing products.

00 | **Preflection Activity:** Entrance Ticket – “Thinking of our class as a team, what mascot would you suggest we use? Write or draw your explanation.”

 | Prior Knowledge Activity:

05 | Introduce new or return Guest Poet.

Poet speaks.

|  |
| --- |
|  | **Vocabulary Development:**  |
| 15 | **Skill Lesson - Instruct/Model:** Distribute rubrics for learners to use as guides in evaluating presentations. Encourage note-taking. |
|  | **Literacy Activity:** Have learners finish presenting all webpages. |
| 50 | **Post Literacy Activity**: Share ideas with the invited guest speaker. |

 | **Reflection Activity:** Exit Slip – “What was the most interesting, informative or surprising presentation you saw today?”

**Lesson Plan 15**
Reflection

Language Arts / Grade 9  **Creator:** Vance Holmes

Lesson Plan 15 of 15 **Create Date:** November, 2011

Objectives:

* Reflect on unit

Essential Questions:

* Who are we?

Targets:

* I canparticipate effectively in a collaborative discussion.

00 | **Preflection Activity:** Entrance Ticket – “How is poetry different than prose? Why would an author choose poetic or figurative language over straight-forward literal language?”

10 |

|  |
| --- |
| 30 | **Vocabulary Development:** Reflect on new words, including, *perspective*. |
| 40 | **Skill Lesson - Instruct/Model:** Reflect on strategies. |
|  | **Literacy Activity:** Reflect on poetry. Guest poet. |
|  | **Post Literacy Activity**: |

50 | **Reflection Activity:** Exit Slip – “What comment or question do you have about this poetry unit? What was most clear or most confusing?”

**Unit Learning Plan**
Poem Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Beginning1 | Developing2 | Accomplished3 | Exemplary4 | Score |
| **Form** | lacks use of repetition appropriate to poeticform  | usesrepetition in format | Effectively usesrepetition to create poeticform | Creatively uses repetition to develop a uniquepoetic form and convey meaning |  |
| **Content** | lacks details to provoke the imagination | includes a detailed image | uses details that evoke clear images | effectively uses details to bring clear images to life and convey meaning |  |
| **Word Usage** | use ofvocabulary is very basic and lacks precision  | use ofvocabulary iswell-considered | use ofvocabulary isprecise | Student’s use ofvocabulary isprecise, inventive,striking and original |  |
| **Poetic Techniques****(Elements)** | Uses few poetictechniques. | Uses some poetictechniques | Uses poetictechniques toreinforce thetheme  | Powerfully usespoetic techniquesto reinforce theme and heighten impact |  |
| **Language****Conventions****(spelling, punctuation,****etc.)** | has several technical writing errors | has errors in a few technical conventions of language | No fundamental technical errors or mistakes | Error free; reflects full appreciation and creative manipulation of language conventions |  |
| **Effort** | learner’s work demonstrates a lack ofunderstandingof the assignment | demonstratesa basic understanding of the assignment | demonstrates a thorough comprehension of the assignment | demonstrates a thorough understanding of the assignmentand goes beyond therequirements |  |

Socratic Seminar: Participation Rubric

|  |  |
| --- | --- |
| Participation is Outstanding | * Participant offers enough solid analysis, without prompting, to move the conversation forward
* Participant, through his/her comments, demonstrates a deep knowledge of the text and the question
* Participant has come to the seminar prepared, with notes and a marked/annotated text
* Participant, through his/her comments, shows that he/she is actively listening to other participants
* She/he offers clarification and/or follow-up that extends the conversation
* Participant's remarks often refer to specific parts of the text
 |
| Participation is very good | * Participant offers solid analysis without prompting
* Through his/her comments, participant demonstrates a good knowledge of the text and the question
* Participant has come to the seminar prepared with notes and/or a marked/annotated text
* Participant shows that he/she is actively listening to others. She/he offers clarification and/or follow-up
 |
| Participation is satisfactory | * Participant offers some analysis, but needs prompting from the seminar leader and/or others
* Through his/her comments, participant demonstrates a general knowledge of the text and the question
* Participant is less prepared, with few notes and no marked/annotated text
* Participant is actively listening to others, but does not offer clarification and/or follow-up to others' comments
* Participant relies more upon his/her opinion, and less on the text to drive his/her comments

  |
| Participation is not satisfactory | * Participant offers little commentary
* Participant comes to the seminar ill-prepared with little understanding of the text and question
* Participant does not listen to others, offers no commentary to further the discussion
 |

Socratic Seminar Reflection

Name:

Seminar Date:

Text Title:

Author:

1. Summary of key ideas:
2. Reaction: Identify what someone said; write down his/her comment. React to his/her statement.
3. Explain how the Seminar influenced your thinking about the topic or the text(s).
4. Socratic Connections**:** Identify and explain a connection to . . .

|  |  |  |  |
| --- | --- | --- | --- |
| another writer/poet | news article | movie | song |
| commercial | Photograph/painting | TV show | person you know |
| experience you had | observation | another culture | famous/infamous person |
| your choices . . . .  |  |  |  |

Explain your connection fully:

1. Self Assessment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Taking a position on a question | 5 | 4 | 3 | 2 | 1 |
| Using evidence to support a position or presenting factual information | 5 | 4 | 3 | 2 | 1 |
| Drawing another person into the discussion | 5 | 4 | 3 | 2 | 1 |
| Asking a clarifying question or moving the discussion along | 5 | 4 | 3 | 2 | 1 |
| Highlighting and marking the text with questions/commentary | 5 | 4 | 3 | 2 | 1 |

Identify a personal goal for the next seminar:

Identify a group goal and how you would be willing to contribute to it:

**Unit Learning Plan**
Web Presentation Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Beginning1 | Developing2 | Accomplished3 | Exemplary4 | Score |
| **Originality** | The work shows minimal evidence of originality and inventiveness   | Project shows only basic evidence of new thought or inventiveness. | The majority of the content and many of the ideas are fresh, original, and inventive. | The project shows significant evidence of originality and inventiveness  |  |
| **Use of Language** | Use of language is inappropriate and/or vocalized pauses (um uh er etc.) were distracting | Use of language causes potential confusion, and vocalized pauses (um, uh, er, etc.) were distracting | Effective use of language with few vocalized pauses | Use of language contributes to effectiveness of the speech |  |
| **Depth and Breadth of Content** | Project lacks use of poetic devices. | Little evidence that higher level thinking skills – and lacks thoughtful use of poetic devices. | Some evidence that higher level thinking skills were used in the creation of this project. Good use of poetic devices. | Clear evidence that higher level thinking skills were used in the creation of this project. Effective use of poetic devices. |  |
| **Presentation** **of Information** | Font styles and sizes chosen were not easy to read. | Font styles and sizes chosen were somewhat easy to read. There are some spacing problems with the text fit. | Font styles and sizes chosen were easy to read. Text was well spaced and did not overwhelm the space. | Font styles and sizes chosen were very easy to read. Text was well spaced and did not overwhelm the space. |  |
| **Language****Conventions****(spelling, punctuation,****etc.)** | has some technical writing errors | has errors in some technical conventions of language | No fundamental technical errors or mistakes  | Error free; reflects full appreciation and creative manipulation of language conventions |  |
| **Effort** | learner’s work demonstrates a lack ofunderstandingof the assignment. | demonstratesa basic understanding of the assignment. | demonstrates a thorough comprehension of the assignment. | demonstrates a thorough understanding of the assignmentand goes beyond therequirements |  |

**Unit Learning Plan**
Figurative Language Assessment

**Directions: Select the best answer.**

1. What is a Simile?

(a) noises written down

(b) a self-contradictory statement

(c) a comparison using like or as

(d) a term meaning life

2. What is a Metaphor?

(a) figure of speech in which one word or phrase is substituted for another

(b) an object with meaning or character

(c) the commencement of two or more words of a word group with the same letter

(d) a comparison using like or as

3. What is Personification?

(a) the commencement of two or more words of a word group with the same letter

(b) an object with meaning or character

(c) noises written down

(d) giving an inanimate object human characteristics

4. What is an Onomatopoeia?

(a) a comparison using like or as

(b) noises written down

(c) an object with meaning or character

(d) the commencement of two or more words of a word group with the same letter

5. What is Alliteration?

(a) figure of speech in which one word or phrase is substituted for another

(b) the commencement of two or more words of a word group with the same letter

(c) giving an inanimate object human characteristics

(d) obvious and intentional exaggeration

**Directions: Decide which technique is being used. There may be more than one correct answer; you may circle more than one answer.**

6. What poetic device is being used? (Alliteration, Rhyme, Onomatopoeia, Idiom, Simile, Metaphor or Personification)

*This falling spray of snow-flakes is*

*a handful of dead Februaries*

7. What poetic device is being used? (Alliteration, Rhyme, Onomatopoeia, Idiom, Simile, Metaphor or Personification)

*children sleeping softly in their bedroom bunks*

8. What poetic device is being used? (Alliteration, Rhyme, Onomatopoeia, Idiom, Simile, Metaphor or Personification)

*Time is a green orchard.*

9. What poetic device is being used? (Alliteration, Rhyme, Onomatopoeia, Idiom, Simile, Metaphor or Personification)

*A final word: before you start*

*The convulsions of your art*

10. What poetic device is being used? (Alliteration, Rhyme, Onomatopoeia, Idiom, Simile, Metaphor or Personification)

*That tree said*

*I don't like that white car under me,*

*or its gasoline smell*

11. What poetic device is being used? (Alliteration, Rhyme, Onomatopoeia, Idiom, Simile, Metaphor or Personification)

*Life is a bowl of cherries*

12. What poetic device is being used? (Alliteration, Rhyme, Onomatopoeia, Idiom, Simile, Metaphor or Personification)

*Teacher finally lost her temper.*

*“OUT!” she shouted at the creature.*

*The creature hopped beside her*

*GLOPP . . . it gobbled up the teacher.*

13. What poetic device is being used? (Alliteration, Rhyme, Onomatopoeia, Idiom, Simile, Metaphor or Personification)

*I laid me down upon a bank,*

*Where Love lay sleeping;*

14. What poetic device is being used? (Alliteration, Rhyme, Onomatopoeia, Idiom, Simile, Metaphor or Personification)

*Big Balloons Bounce into the*

*Big Blue Sky*

*Up, up, and away*

*There they go*

**Unit Learning Plan Poetic Devices/ Figurative Language**
Homework Blackline Masters

Language Arts / Grade 9 **Creator:** Vance Holmes

  **Create Date:** November, 2011

HW1 – **Figures of Speech Definitions**

Use a dictionary to find and record definitions for the following words: Repetition, Rhyme, Simile, Metaphor, Personification, Onomatopoeia and Alliteration.

HW5 – **Device Definitions**

In your own words, write definitions for the following literary devices: Repetition, Rhyme, Simile, Metaphor, Personification, Onomatopoeia and Alliteration.

**Homework: Read and React**

Psychologist Deborah Tannen writes that “categorizing people is a basic part of human behavior: We all know that we are unique individuals but we tend to see ourselves as representatives of groups.” Write a brief reaction to Tannen’s statement. What do you think she is communicating?

**Read and React** to the rest of Tannen’s statement:

“It’s a natural tendency to see ourselves as representatives of groups; since we must see the world in patterns in order to make sense of it; we wouldn’t be able to deal with the daily onslaught of people and objects if we couldn’t predict a lot about them and feel that we know who or what they are.”

HW2 - **Poetic Device Examples**

Poetry has emotion, imagery, significance, beauty, dignity, rhythm, sometimes rhyme, and can include figures of speech, figurative language, word images and poetic forms and structuring.

One way to attain the qualities so essential to making words poetic is through the use of poetic devices. We won't try to cover all the known poetry devices or terms. Rather, we'll be discussing and using some of the more commonly known and used ones. Below are the names of poetic devices and terms -- and some examples.

**Metaphor**: the comparison of two unlike things by saying **one is the other**.

Sunshine, hope aglow,

Streams from heaven's store

Bringing smiles of warming grace

Which lighten heavy loads.

Clouds are ships in full sail

Racing across the sky-blue sea.

Wind fills the cotton canvas

Pushing them further away from me.

*In the first stanza, sunshine is compared to hope while in the second, clouds are compared to ships.*

**Alliteration**: the repetition of a beginning sound.

Rain reigns roughly through the day.

Raging anger from the sky

Partners prattle of tormented tears

From clouds wondering why

Lightning tears their souls apart.

*In the first two lines, the r sound is repeated. In the third line p starts two adjoining words.*

HW2 - Poetic Device Examples cont.

**Simile**: the comparison of two unlike things by saying one is **like or as** **the other**.

Sunshine, like hope aglow,

Streams from heaven's sky

Bringing smiles of warming grace

On breeze whispers like a sigh.

Clouds are like ships in full sail

Racing across the sky-blue sea.

Wind fills the cotton canvas

Pushing them further away from me.

*These two stanzas of poetry (and those for metaphor) are nearly identical. Both metaphor and simile are comparisons of unlike things, but metaphor states one thing IS the other while simile says one is LIKE the other, or as the other.*

**Personification**: the giving of human traits to non-human things that are incapable of having those traits.

Anger frowns and snarls,

Sending bolts of fire from darkest night

That bring no brilliance,

Rather only added blackness of sight.

*Frowning and snarling are human traits that anger cannot experience; however using them as traits for anger creates the imagery needed.*

**Onomatopoeia**: the sound a thing makes

Roaring with the pain

Caused by flashing lightning strikes,

Thunders yells, "Booooom! Craaaashhhh! Yeow!"

Then mumbles, rumbling on its way.

Grrrr, the lion's cry echoes

Through the jungle's den

Causing creatures small

To scurry to their holes.

*Roaring and rumbling, are NOT examples of onomatopoeia, but are verb forms. Boooom, craaaashhh, yeow, and grrrrr are good examples of onomatopoeia.*

HW3 – **Poetic Device / Purpose Matching Puzzle**

**Write the letter of the correct match next to each word.**

1. meter a. use of language to evoke a picture or concrete sensation

2. end rhyme b. same letter or sound at the beginning of words

3. personification c. makes a comparison without using like or as

4. imagery d. zip, buzz, ruff

5. onomatopoeia e. writer’s attitude toward subject, characters, or audience

6. alliteration f. giving human qualities to objects or animals

7. metaphor g. rhyme that occurs at last word of a line

8. tone h. Life is like a box of chocolates

9. simile i. a pattern of stressed/unstressed syllables in poetry

**Match each device to its typical purpose by circling either *sound* or *meaning*.**

repetition sound or meaning

rhyme sound or meaning

simile sound or meaning

metaphor sound or meaning

personification sound or meaning

onomatopoeia sound or meaning

alliteration sound or meaning

HW4 - **Literary Terms Crossword Puzzle**

**Across**

3. visually descriptive language

6. the rhythm of a piece of poetry

7. poet Hughes

8. written in verse rather than prose

9. words that end in matching sounds

**Down**

1. a group of lines forming the basic paragraph of a poem

2. whenever you describe something by comparing it with something else

4. poet Dickinson

5. states a fact or draws a verbal picture by the use of comparison

Identity Chart

How to Write a BioPoem!

Poem Title (optional)

(Line 1) Three or four adjectives that describe you

(Line 2) Important relationships

(Line 3) Two or three things, people, or ideas that you love

(Line 4) Three feelings you have experienced

(Line 5) Fears you have

(Line 6) A few accomplishments or things you hope to experience

(Line 7) Your residence, home region or place

BioPoem example:

**Jackson**

Friendly, silly, athletic, tall

Son of John and Brenda

Who loves chocolate chip ice cream, the Grizzlies, and Saturdays

Who feels happy, tired, and lucky

And who is scared of tests, thunderstorms, and failure

Who hopes to see an NBA game and make his parents proud

Lives in Memphis, Tennessee

Seminar Prep: Yusef Komunyakaa poem

**Read the poem several times. Read the poem aloud. Analyze the text. Use the *Highlighting the Writing* strategy to note effective use of poetic devices and language.**

1. What are the most important or impressive images presented in Komunyakaa’s text?

2. What points are being made by the poet?

3. In what ways do font choice, text formatting and print layout convey character or meaning?

4. What is the central idea of the poem?

5. What is the poem’s most memorable passage?

6. What would you say is the most significant message of the poem?

7. The most important word in this piece is . . . ?

8. What title would you give this poem?

**Use the reverse side of this form to write your notes, impressions and observations about the poem.**

**Confluence**

By Yusef Komunyakaa

I’ve been here before, dreaming myself

backwards, among grappling hooks of light.

True to the seasons, I’ve lived every word

spoken. Did I walk into someone’s nightmare?

Hunger quivers on a fleshly string

at the crossroad. So deep is the lore,

there’s only tomorrow today where darkness

splinters & wounds the bird of paradise.

On paths that plunge into primordial

green, Echo’s laughter finds us together.

In the sweatshops of desire men think

if they don’t die the moon won’t rise.

All the dead-end streets run into one

moment of bliss & sleight of hand.

Beside the Euphrates, past the Tigris,

up the Mississippi. Bloodline & clockwork.

The X drawn where we stand. Trains

follow rivers that curve around us.

The distant night opens like a pearl

fan, a skirt, a heart, a drop of salt.

When we embrace, we are not an island

beyond fables & the blue exhaust of commerce.

When the sounds of River Styx punish

trees, my effigy speaks to the night owl.

Our voices break open the pink magnolia

where struggle is home to the beast in us.

All the senses tuned for the Hawkesbury,

labyrinths turning into lowland fog.

Hand in hand, feeling good, we walk

phantoms from the floating machine.

When a drowning man calls out,

his voice follows him downstream.

**We and They**

Rudyard Kipling

Father and Mother, and Me,

Sister and Auntie say

All the people like us are We,

And every one else is They.

And They live over the sea,

While We live over the way,

But — would you believe it? — They look upon We

As only a sort of They!

We eat pork and beef

With cow-horn-handled knives.

They who gobble Their rice off a leaf,

Are horrified out of Their lives;

While they who live up a tree,

And feast on grubs and clay,

(Isn’t it scandalous?) look upon We

As a simply disgusting They!

We shoot birds with a gun.

They stick lions with spears.

Their full-dress is un-.

We dress up to Our ears.

They like Their friends for tea.

We like Our friends to stay;

And, after all that, They look upon We

As an utterly ignorant They!

We eat kitcheny food.

We have doors that latch.

They drink milk or blood,

Under an open thatch.

We have Doctors to fee.

They have Wizards to pay.

And (impudent heathen!) They look upon We

As a quite impossible They!

All good people agree,

And all good people say,

All nice people, like Us, are We

And every one else is They:

But if you cross over the sea,

Instead of over the way,

You may end by (think of it!) looking on We

As only a sort of They

**This Is Just to Say --** William Carlos Williams

I have eaten

the plums

that were in

the icebox

and which

you were probably

saving

for breakfast

Forgive me

they were delicious

so sweet

and so cold

**kidnap poem --** Nikki Giovanni

ever been kidnapped

by a poet

if i were a poet

i'd kidnap you

put you in my phrases and meter

you to jones beach

or maybe coney island

or maybe just to my house

lyric you in lilacs

dash you in the rain

blend into the beach

to complement my see

play the lyre for you

ode you with my love song

anything to win you

wrap you in the red Black green

show you off to mama

yeah if i were a poet i'd kid

nap you

**"Firework"** -- Katy Perry

Do you ever feel like a plastic bag,

drifting through the wind

wanting to start again?

Do you ever feel, feel so paper thin

like a house of cards,

one blow from caving in?

Do you ever feel already buried deep?

Six feet under screams but no one seems to hear a thing

Do you know that there's still a chance for you?

'Cause there's a spark in you