

Sample English Language Arts Learning Plan

Big Idea/ Topic

How can I use poetry as a form of self-expression?

Standard Alignment

ELAGSE6W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

ELAGSE6RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

ELAGSE6RL2: Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

ELAGSE6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context.

ELAGSE6RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELAGSE6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly

Instructional Design

Lesson Plan Week 1 Overview:

The whole focus of this lesson plan is to engage your students in understanding poetry, analyzing poetry, and writing poetry as a means of self-expression. This week is all about exploration. Students will be interacting with and unpacking poetry vocabulary. They will be using mentor-texts throughout the week. And, they will be doing their own writing every day!

These lessons are set up in such a way that they each build off of one another. However, you can use each lesson individually to focus on different elements of poetry and self-expression.

Each lesson is set up to have direct instruction from the teacher. There are many points for discussion, but depending on whether or not you are online on a platform, those discussions may look different. Students can do every work session asynchronously. I have attached an optional writer's notebook that you can use every day to have a built in

	structure for where students are recording all of their writing and thinking.				
Material Link(s):	<ul style="list-style-type: none"> • Optional Writer's Notebook to use with students throughout the lesson plan • Poetry Toolkit • Jason Reynolds reading the beginning of Long Way Down • Poetry Mentor-Text Collection and Close Reading Activity • Who I Am Collage • "I Am" Poem template from Read, Write, Think • The picture book Tar Beach Read-aloud • Template for their own Where I am From Poem • Clip of Jason Reynolds sharing about how he became a writer 				
Lessons	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Big Idea/ Topic	What is poetry? How is poetry used?	How can we use poetry as a form of self-expression? Who are you?	How can we use poetry as a form of self-expression? Where are you from?	How can we use poetry as a form of self-expression? What speaks to you?	How can we use poetry as a form of self-expression? What words do you need to speak?
Opening Can be prompted via Zoom and completed in the digital writer's notebook Opener section	<p>Quick Write:</p> <p>Give students 5 minutes to respond to these different questions.</p> <p>When you think of the word poetry, what academic words come to your mind?</p> <p>When you think of the word poetry, what emotional words come to your mind?</p> <p>When you think of poets, who do you think of?</p>	<p>Prompting Question:</p> <p>If you had to describe yourself in 3 words, what words would you use? Write about those words and why you chose them.</p> <p>If you had to describe yourself in 3 words, what words would you use?</p> <p>Share At least one of your words with the class</p>	<p>Read the picture book Tar Beach out loud - The picture book Tar Beach Read-aloud</p> <p>Make note of the places the narrator highlights and the themes emerging. Prompt students with questions connected to the places that are being pointed out in the book</p> <p>(her rooftop, the bridge, the union building, ice cream factory, the dinner table, their neighbors coming to gather with them on the roof)</p> <p>After reading, have</p>	<p>6-word memoirs/6 word poems</p> <p>Show students the six-word memoir website and introduce the concept of six-word memoirs</p> <p>Then, give students 5 minutes to write their own six-word poem that carries that most meaning they can fit in it.</p>	<p>Show students this short clip of Jason Reynolds sharing about how he became a writer</p> <p>Teacher then expands on the video- "Jason Reynolds shares how he became a writer on accident through discovering that raps, when written out, were poetry and so he began writing his own poetry.</p> <p>From what we have learned about poetry this week, how is music poetry?"</p> <p>Students will discuss or will jot down their thoughts</p>



			students write about why they think the author named this book Tar Beach and what tar beach represents		Briefly discuss rhythm, rhyme, sound, repetition, flow, etc.
<p>Transition to Work Session</p> <p>Direct online Instruction- Can be via Zoom or pre-recorded</p>	<p>Mini-lesson:</p> <p>Teacher Instructions: “First, let’s debrief our thoughts on poetry. What were some of your responses to our opener?”</p> <p>Students will share their answers in the chat or unmuted, if on Zoom.</p> <p>“As we dive into poetry the next few weeks, I want us to really be open to creative exploration. Poetry is all around us and is within us. All can be poetry and all can be poets. Poetry is a way for us to paint a picture of who we are, what we see, what we’ve experienced, what we have seen, and what we feel.</p> <p>But, we still need to learn some key vocabulary connected to poetry before fully diving into our exploration.”</p>	<p>Mini-lesson:</p> <p>Teacher Instruction: “Before we dive into using poetry as a form of self-expression, we need to spend some time thinking about who we are”</p> <p>“Before we write a poem about ourselves, complete the Who I Am Collage”</p> <p>Who I Am Collage</p> <p>(teacher can make their own Who I Am Collage to model this work for students)</p> <p>Students create their Who I Am Collage Independently.</p>	<p>Mini-lesson:</p> <p>Teacher Instruction: “When you think of your community, what places do you think of?”</p> <p>Students will share out what words and places and people come to their mind via chat or unmuted.</p> <p>Then, the teacher will share that they are going to map out their own tar beaches and their version of their community through community mapping.</p> <p>Students will draw, for 15 minutes, 3-5 places in their community that feel like their tar beaches and their places that feel like home.</p> <p>(Some examples of places students may think about: their home, their school, barber shops, their favorite</p>	<p>Mini-lesson:</p> <p>Teacher Instruction: “Poetry can be a variety of lengths, but often the power of poetry is the way it can use less words to communicate large messages. Poets create meaning through their craft and express the message of their poem through a theme.”</p> <p>Teacher prompts class - “Who can tell me what they know about the words craft and theme?”</p> <p>Students will share their responses via chat or unmuted.</p> <p>The teacher will review the definition of a theme and will share universal themes- asking students to raise their hand if they have seen this theme in a book or a movie before. They can use the participant tab on Zoom for this.</p>	<p>Mini-Lesson:</p> <p>Teacher Instruction: “One of the poems on our mentor-text collection was Imagine by John Legend. This is where we get to see how music is so often poetry.</p> <p>Pull up the lyrics together and read it aloud</p> <p>“Who can share what the message is here?”</p> <p>Students share their thoughts via chat or unmuted.</p> <p>“Often times, through music, artists are seeking to speak their truth. Hip-hop especially is a genre of music where artists are breaking stereotypes or speaking to where they have felt silenced before- ensuring their voice is heard. They push back against oppression and speak about challenges in their life.</p> <p>And, they do this through their craft and the sound. Some of the craft that they use is connected to figurative language:</p> <ul style="list-style-type: none"> • metaphors



	<p>The teacher will introduce the students to the Poetry Toolkit Document and the different vocabulary that will be used and discussed throughout the learning plan. The teacher will lead a brief discussion with the students about different forms of poetry.</p> <p>“There are many other forms of poetry. But, one of the big things I want us thinking about with poetry is that it can either rhyme, not rhyme, or have a combination of the two. We will see some poems the next two weeks that are very much fitting within a form and a consistent rhythm. We will also see poems that are fully free-verse.</p> <p>Let’s engage in a free-verse poem taken from a popular YA book by Jason Reynolds.”</p> <p>The teacher will then use an excerpt from Jason Reynolds’ <i>Long Way Down</i> to introduce free-verse and the ways it is used - Jason</p>		<p>restaurant, libraries, the grocery store, a specific street, a sport’s field, their friends house.”</p>	<p>Teacher will review what craft in poetry is. Discussing how poets intentionally use space, figurative language, structure, rhymes or no rhymes, and more to contribute to the theme of their poem</p> <p>“Let’s look at Emily Dickinson’s poem <i>“Hope” is A Thing With Feathers</i> from our mentor-text collection.”</p> <p>Teacher reads aloud the poem</p> <p>Then, afterwards, the teacher asks some prompting questions.</p> <ul style="list-style-type: none"> -What seems to be the theme/message of this poem? -How does the author construct that theme? -What kind of craft moves does she use? -How is she purposefully using punctuation? -What is she using for symbolism? <p>This can be answered through the chat- unmuted or written down.</p>	<ul style="list-style-type: none"> • similes • personification • hyperboles • rhetorical devices/questions • Rhyming • repetition • onomatopoeia • alliterations <p>The teacher will ask students if they know what those words mean.</p> <p>The class will discuss together the definitions and will collectively think of examples of each form of figurative language via chat or unmuted.</p> <p>You can use this video to support struggling learners- https://youtu.be/jfaOu7Lf4z4</p>
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	<p>Reynolds reading the beginning of Long Way Down</p> <p>After watching the excerpt, the teacher will ask the student who the poet is and who the narrator/speaker is. What their initial thoughts on the free-verse form was and what their initial thoughts on the excerpt itself was.</p> <p>Students will share their answers in the chat or unmuted, if on Zoom. or in written form.</p> <p>(The teacher can also talk about Kwame Alexander's <i>The Crossover</i>)</p>			<p>The teacher can annotate the poem as they discuss and can record what students are saying</p>	
<p>Work Session</p> <p>Can be done independently via Zoom and teacher is available to provide feedback or can be completed asynchronously and teacher can give feedback to students on their documents</p>	<p>Engaging in Mentor-text collection and Close Readings</p> <p>Teacher Instruction: “The rest of class will be focused on engaging in other poems. Use the Poetry Mentor-Text Collection and Close Reading Activity to explore some other powerful poems. You will notice some poems have strict forms, some are written in free-verse, and some</p>	<p>Teacher Instruction: “Now that we have unpacked more of who we are through our collages, we are going to translate some of that work over into a poem. We are going to write out our own poems through using a template to help guide our writing.</p> <p>“I Am” Poems template from Read, Write, Think</p> <p>Your poem will be</p>	<p>Teacher instruction: “Now, we are going to take the work we’ve done through our mapping and transfer it over to a poem. For the poem we are writing today, we are going to write within a specific form based off of George Ella Lyon’s poem- <i>Where I am From</i>”</p> <p>The teacher will read aloud <i>Where I Am From</i> Poem by George Ella Lyon</p>	<p>Teacher Instruction: “Now, we are going to try writing a specific kind of poem, called a found poem. Found poems are when we use other texts to find words to piece together for our own poem”.</p> <p>Instructions: Choose a theme or a topic you want to speak to that matters deeply to you.</p> <p>Then, go back to our list of poems</p>	<p>Teacher Instruction: “All week long we’ve been writing poems from specific forms and templates. Today, you are going to write a free-verse poem speaking your own truth.</p> <p>You can use the prompts to inspire your poem.</p> <p>1. What is a stereotype that you want to break down and</p>



	<p>feel like a combination between the two.”</p> <p>Students will briefly look through the poems and then will choose two poems to engage deeper in through closer reading prompting questions that they will respond to.</p> <p>What initially stands out to you about this poem? / What speaks to you?</p> <p>Who is the poet? Who seems to be narrating/speaking?</p> <p>Does there seem to be a specific form or is it in free-verse poem?</p> <p>Do you notice any figurative language? If so, what kind of figurative language?</p> <p>What do you feel like the poet is trying to communicate through this poem?</p>	<p>three stanzas, but you are more than welcome to go beyond that and to add onto the template. This is a place where you want to be purposeful with the words you choose. Use your collage for some inspiration!”</p> <p>Students will use the template and will write their own “I Am” Poem</p> <p>(This is also a place where you can give students a choice to use the template or to try writing their own free-verse poem on who they are.)</p>	<p>The teacher will give students the template for their own Where I am From Poem</p> <p>Students will work on their own Where I am From poem</p>	<p>from Monday. Choose 2-3 poems that spoke to you. Then, choose at least 5 words from each poem that could connect together to write to your theme/topic</p> <p>Use the words you chose from all of the poems to write your own Found Poem.</p> <p>Students will work on their found poem.</p>	<p>Speak to?</p> <ol style="list-style-type: none"> Who do you want to be when you grow up? What advice would you give your younger self? What matters most to you? (Family, faith, fighting for justice, safety, love, etc.). Speak to that <p>The only requirement for your poem is that it includes at least 2 forms of figurative language within it.</p> <p>Students will work on their poem.</p>
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<p>Closer</p> <p>Can be completed Asynchronously on Digital Writer's Notebook</p>	<p>Quick Write:</p> <p>Now that you have thought about what the poet's message might have been, what is your own take away from one of the poems you read?</p> <p>You can write a list of your thoughts. You can take a line that stood out to you and write your own thoughts off of that line. Or, you can even create your own brief free-verse poem, inspired by one of the poems you read.</p>	<p>Reflective Writing Exit Ticket:</p> <p>Which "I am" line feels most important to who you are? Explain why.</p>	<p>Share Out - on Zoom, flipgrid, in class, or on a jam board or padlet</p> <p>With the class, share your favorite "Where I am from" line and share a little bit about how that line connects to you</p>	<p>Share Out -on Zoom, flipgrid, in class, or on a jam board or padlet</p> <p>Give students the opportunities to say their Found Poems out loud.</p> <p>Students can read one line, a stanza, or the whole poem</p>	<p>3,2,1 Exit Ticket</p> <p>The teacher will instruct students to complete the 3, 2, 1 exit ticket.</p> <ul style="list-style-type: none"> - Write out 3 takeaways about poetry this week - Write out 2 poetry vocabulary words you have learned more about this week and explain what you have learned about them - Write out 1 way you used poetry to express yourself this week and share how you are proud of yourself this week
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Evidence of Student Success

All throughout the week the teacher will be assessing informally through observing the student's engagement. They will want to be specifically focusing on how students engage in the class discussions, how they are doing during their writing sessions, their opener responses, their closer reflections and share outs.

If you are teaching from Zoom, make sure you are allowing students to participate in the ways they are most comfortable.

- The teacher will use the Poetry Mentor-Text Collection and Close Reading Activity as a formative assessment for Lesson #1. This is a great place to see how students initially engage with poetry and what they observe and analyze on their own.
- The teacher will assess the 4 poems written throughout the week as formative assessments.
- The teacher will assess the 3, 2, 1 Closer Exit Ticket as a formative assessment from Lesson #5. This information should help you know where your students are at in their learning and in their writing. All throughout our process of poetry, we want to encourage our students to name how they are learning, how they are finding success, and how they are being challenged.
- The teacher will also be giving feedback throughout the week on students' writing and on their close readings and engagements with mentor-texts. Your feedback is crucial here. We really want to help our students develop more confidence in their voice and in their self-expression. This work is vulnerable, so make sure to first attend to the poet and writer before giving specific feedback on what it is they are writing about and to affirm them as the writer.



Considerations for Online and Offline Learning

- **Synchronous:** Students will log onto the online platform you all use for the opener, transition to work session, and for instructions to the work session. The teacher will lead the class with the writing prompts, discussion questions, and instructions. The students will engage through the online platform and will work individually on their work. The teacher can have students do their work session asynchronously or students can do their work synchronously and the teacher can provide verbal feedback throughout their work sessions.
- **Asynchronous:** Students will work completely independently. They will follow along with the PowerPoints each day. As the students work, they will watch the various video clips provided, will read carefully for instruction, and will write on their own copies of each assignment. The teacher can pre-record videos of some lessons if they feel it would better support students.
- **Offline/Unplugged:** Students are provided with printed copies of PowerPoints, mentor-texts, notes, materials, and transcribed videos. Students are also provided with paper to do their own writing on.

Student Learning Supports

- With each poetry assignment, you can provide more mentor-texts to support students who are feeling stuck. There are many examples of students' "I Am" poems and *Where I am From* Poems. There are also many examples of Found poems.
- Each day, write with your students. Or, have your own writing pieces already prepared to share with students. You can always use your own writing as a mentor-text and as a model for how we are always in process with writing. Show students your own thinking and the steps you took in your writing. This is a great way for your students to know more of who you are too!
- You can always provide students with the option to divert away from the templates. Some students can feel confined by templates or may want to at least break away from some of the structure. Allow students to take their poetry into new spaces.
- Challenge students who are quick writers to produce multiple poems each day.
- Encourage students to try writing poems from different perspectives.

Engaging Families

- [Khan Academy Overview on the elements of Poetry](#)
- [Read Write Think Poetry Interactives](#) - great resources for if your student is looking for more poetry activities
- <https://www.rhymezone.com/> - can help students when they are struggling with rhyming and finding words to connect to their emotions
- [Poetry 180](#) - a whole collection of poems. Students can use these for inspiration and to practice more with engaging with poetry.
- <https://www.poetryfoundation.org/learn/children> - more poems for kids
- <https://poets.org/poetry-teens> - more poems specifically for teenagers
- <https://www.curriculumpathways.com/portal/#search/g/poetry/z1/0/relevanceScore> - at home Poetry lessons



Georgia Department of Education

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Sample English Language Arts Learning Plan

Big Idea/ Topic

How can I use poetry as a form of social activism?

Standard Alignment

ELAGSE6W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

ELAGSE6W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

ELAGSE6W6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

ELAGSE6RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

ELAGSE6RL2: Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

ELAGSE6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context.

ELAGSE6RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELAGSE6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Instructional Design

Lesson Plan Week #2 Overview

The whole focus of this lesson plan is set up to build off of the previous week. Now, students will be moving into poetry, analyzing poetry, and writing poetry as a means of **social activism**. This week is focused on exploration, like last week, but dives a bit deeper into creative and critical thinking. Students will be further interacting with and unpacking poetry vocabulary. They will be using mentor-texts throughout the week. And, they will be doing their own writing every day! They will have more opportunities to try



out free verse poetry and they will not be using specific templates this week.

These lessons are set up in such a way that they each build off of one another. However, you can use each lesson individually to focus on different elements of poetry and social activism.

Each lesson is set up to have direct instruction from the teacher. There are many points for discussion, but depending on whether or not you are online on a platform like Zoom or Google Meet, those discussions may look different. Students can do every work session asynchronously. I have attached an optional writer's notebook that you can use every day to have a built in structure for where students are recording all of their writing and thinking.

- Material Link(s):**
- [Optional Digital Notebook to use throughout the Lesson plan with students](#)
 - [Angie Thomas Video on writing as a form of activism and Tupac as her inspiration for The Hate U Give](#)
 - [The Rose That Grew from Concrete by Tupac](#)
 - [Close Reading of Still I Rise Assignment](#)
 - [Analysis of Mother to Son Assignment](#)
 - [More poems to provide for students for mentor-texts](#)

Lessons	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Big Idea/ Topic Learning Intention and Success Criteria	How can we use poetry as a form of activism?	How can we use poetry as a form of activism? How can we purposefully use repetition to get our message across?	How can we use poetry as a form of activism? How can we write from different perspectives to influence the message of our poem?	How can we use poetry as a form of activism? How can you use a peer to help revise a poem to make it better?	How can we use poetry as a form of activism? How can we publish and share our poetry?
Opening Can be prompted via Zoom and completed in the digital writer's notebook Opener section	Free Write: In your opinion, what is the most important issue that teens face today? Explain your answer. After students write their response, have the class share out the different issues they wrote on. Create an Issue	Free Write: Audre Lorde, the poet laureate of New York State, once said, "Poetry is the way we help give name to the nameless so it can be thought." Write about what this means to you for 5 minutes.	Free Write: What life advice have adults in your life shared with you that has stuck with you? Take five minutes to write a response to the question. You can jot down a list of different advice you've been	Planning for Revisions: Look through the poems you wrote the past 7 days. Choose the poem that is your favorite and that you'd want to revise to then publish and share with our class tomorrow. Give 5 minutes for students to do this.	End of Mini-Unit Reflection: How have you been proud of yourself through our work with poetry? What did you learn about yourself? What did you learn about poetry?



	Wall as a class - a collection of all the issues that were brought about	Your response can be written out as a list, in a direct response, in images, or in a poem if you'd like!	given or you can write a paragraph of one particular piece of advice you've heard often. Or, you can write a poem inspired by the question. However you want to take it.	Have them write down the title of the poem they are choosing to revise.	
<p>Transition to Work Session</p> <p>Direct online Instruction- Can be via Zoom or pre-recorded</p>	<p>Mini-Lesson:</p> <p>Teacher plays this video of Angie Thomas speaking on writing as a form of activism and Tupac as her inspiration for The Hate U Give.</p> <p>Then, the class is going to look at The Rose That Grew from Concrete by Tupac</p> <p>The teacher will lead a brief discussion on this poem through asking:</p> <p>What stands out to you?</p> <p>What do you think the rose symbolizes?</p> <p>What about the concrete?</p> <p>Does the poem</p>	<p>Mini-Lesson:</p> <p>The teacher will give a brief introduction to the poet Maya Angelou and then give instructions on the close reading of the poem <i>Still I Rise</i></p> <p>Teacher instruction:</p> <p>"Today, we are going to look at another poem that is a strong example of a poet using her poetry as a form of activism and even as a form of resistance to injustice. This poem uses figurative language in a powerful way throughout her poetry. As we do a close reading of this poem, I want you to pay attention to the ways in which she is using language to</p>	<p>Mini-Lesson:</p> <p>"Yesterday we did a mini-lesson on Maya Angelou's poem <i>Still I Rise</i>. What were some powerful poet moves Angelou did in order to really use her voice as an activist?"</p> <p>Students will share out.</p> <p>"Today, we are going to learn from another poet- Langston Hughes."</p> <p>The teacher will give a little background on Langston Hughes.</p> <p>"The poem we will be looking at today is called <i>Mother to Son</i>" and it is a poem where we will see a very clear distinction between who our poet is and</p>	<p>Mini-Lesson:</p> <p>"The bulk of what we do as writers is revise our work. It is a huge part of the on-going process of writing!</p> <p>What do you know about revising?"</p> <p>Students share out what they know about revising.</p> <p>When revising a poem we want to think about the acronym ARMS and how we want to change specific parts of our poem in order to even further communicate our message:</p> <p>A- Add sentences, words, and specific vocabulary. For an example, you may realize you want to add a whole other</p>	<p>Celebrating our work:</p> <p>If in person, you can do a class poetry slam - set a stage and have students take turns reading their poems out loud.</p> <p>If you are on Zoom, you can still orchestrate a poetry slam, and have students alternate sharing</p> <p>Or, you can have students post their poem on a shared padlet, flipgrid, or on a jam board.</p> <p>Give students criteria for how they can give positive feedback/affirmations to one another and give them instructions for how they share their work.</p>



	<p>rhyme at all?</p> <p>What are some of the issues you think Tupac may be speaking to?</p> <p>Have you ever felt like this rose where you've had to grow through hardship?</p> <p>The class can discuss using the chat or unmuted. Or, the teacher can have students discuss in break out groups.</p>	<p>further enhance her message.</p> <p>Each of you have a copy of this document - Close Reading of Still I Rise by Maya Angelou</p> <p>We are going to read through this poem three different times. The first time, we are going to listen to Maya Angelou reading her poem herself. Then, I will read the poem aloud. And lastly, you will read the poem to yourself. After each reading, we will pause to answer the questions on our close reading document.”</p> <p>The teacher will then lead students through the first two readings, pausing after each reading to give students 3-5 minutes to respond to each prompting questions.</p> <p>Students will independently write out their answers.</p> <p>Then, once students have completed their reflections, the teacher will lead a brief discussion</p>	<p>who our narrator is.”</p> <p>The teacher will then read aloud the poem before students do any writing on the poem. After the teacher reads, they will prompt students to think about the shape of this poem, the voice of the narrator, and the message that is coming about through the poem.</p> <p>Then, the teacher will have students work on a brief analysis of the poem</p> <p>Analysis of Mother to Son</p> <p>Students can work individually, in partners, or the class can do the work together as a group.</p>	<p>stanza because you've thought about another element of your issue that you want to speak to.</p> <p>R- Remove specific words or sentences that may feel repetitive or not as connected.</p> <p>M- Move a sentence or a word placement that may not feel like it is doing what we want it to do with where it is</p> <p>S- Substitute words or sentences for others.</p> <p>And, lastly, as poets, we also really want to think about the purpose of our title and the structure of our poem. We may want to revise how we've named our poem or how we've laid out our poem.”</p> <p>Model this with your own poem- have students give you suggestions for what you could do to make it stronger.</p>	
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		around students' answers. And the teacher will specifically bring up the use of repetition throughout this poem.			
<p>Work Session</p> <p>Can be done independently via Zoom and teacher is available to provide feedback or can be completed asynchronously and teacher can give feedback to students on their documents</p>	<p>Teacher instruction: “Last week, we focused on how we can use poetry as a form of self-expression. This week, we are going to be diving into how poetry can be a form of social-activism. During our free-write, we already discussed some issues that are really prominent in our society for teenagers. Now, you are going to get to write to an issue that you really care to speak to.</p> <p>Take one minutes to jot down which issue you want to speak up about and some words that come to your mind when you think of that issue.</p> <p>Students will jot down their thoughts.</p>	<p>Teacher Instruction: “Now, we are going to try writing our own poem that uses repetition in a powerful way to firmly communicate a message we are trying to get across.</p> <p>For today’s poem:</p> <ul style="list-style-type: none"> - Choose an issue to speak to. It can be the same issue as yesterday or a new issue. - Create a phrase that is speaking to your issue that you will repeat at the beginning of each stanza (example: Still I Rise, We will overcome, We will not be silent) - Write a poem speaking to your issue. Again, you can mimic Maya Angelou’s style for your own 	<p>Teacher Instruction: “Today is the last poem you will write. Tomorrow, you will choose one of your poems from the last 7 days to revise and to finalize. On our last day, we will host our own poetry slam and publish our work together.”</p> <p>Today, your prompt is:</p> <p><i>Write a poem from someone else’s voice, speaking to an issue.</i></p> <p><i>At the bottom of your poem, write out who the narrator is.</i></p>	<p>Teacher Instruction: “To help you revise, you are going to work with a partner</p> <p>Instructions for partnerships</p> <ol style="list-style-type: none"> 1. Partner 1 will go first and will tell their partner what topic they wrote on and how they chose to approach their poem. 2. Then Partner 1 will read their poem word for word and will explain where they want feedback. 3. Partner 2 will first share with their partner first a GLOW. Then, they will give feedback for where they could make it stronger 	<p>The class will share and celebrate their work in whichever medium works best for them!</p>



	<p>(the teacher can model this thinking aloud for the students)</p> <p>“Now, take a minute to write down some questions you have about your issue.”</p> <p>Students will jot down their questions in their writer’s notebook</p> <p>Similarly to Tupac’s poem, we are going to let your poem be driven by a question.</p> <p>Start your poem off with a question connected to your issue. Then, let your poem take shape however you’d like. You can use Tupac’s poem as a mentor-text that you want to mimic his style. Or, you can let yourself really explore with the free-verse.</p> <p>Remember, anything can be poetry. Our role as a poet is to speak into what we see and to really allow our drafts to be messy and free. Later in the week we will work on revisions.”</p>	<p>poem or you can let your poem take shape in a different way</p> <p>Students will then spend the rest of class writing out their poems. The teacher should be writing with students and should also be checking in, seeing how students are doing.</p>		<p>4. Partners will switch roles. 5. The last step is for both partners to decide on specific next steps for their writing. Each writer will write 3 next steps for when they are revising.</p> <p>Students will then revise their poem further.</p> <p>The teacher will also be going around giving feedback and prompting students further in their revisions. The teacher will encourage students to go back to their mentor-texts for support too.</p>	
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<p>Closer</p> <p>Can be completed Asynchronously on Digital Writer's Notebook</p>	<p>Exit Ticket:</p> <ol style="list-style-type: none"> 1. Write down your favorite line from your poem 2. Write out one place you are either feeling stuck or one specific place you want feedback on your writing 	<p>Whip Around:</p> <p>Everyone in the class will share quickly what their repeated phrase was</p> <p>Then, students can share more on why they chose the phrase that they did if they'd like.</p>	<p>Reflection Quick Write:</p> <p>How did changing the narrator impact the poem? Why did you choose to write from the perspective that you did?</p>	<p>Final Steps of editing</p> <p>Before submitting your poem, edit your poem for CUPS</p> <p>Capitalization Usage Punctuation Spelling</p>	<p>Final Reflection of your poem:</p> <p>Students will respond to these questions based on their poem</p> <ol style="list-style-type: none"> 1. Who is the narrator of your poem? 2. What is the theme/message of your poem? 3. What inspired your poem? 4. What craft moves did you use as a poet?
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Evidence of Student Success

All throughout the week the teacher will be assessing informally through observing the student's engagement. They will want to be specifically focusing on how students engage in the class discussions, how they are doing during their writing sessions, and their opener responses, closer reflections, and share outs.

- Take each poem they produce each day as a formative assessment. Provide direct feedback to their writing. Pay attention to their word choices, their voice and how they choose to narrate the poem, and their craft.
- Take the Still I Rise Close Reading Assignment as a formative assessment.
- Take the Mother to Son Analysis as a formative assessment.
- Take their published poem as a summative assessment, with the final reflections as a part of that assessment.
- **The teacher will also be giving feedback throughout the week on students' writing and on their close readings and engagements with mentor-texts.**

Considerations for Online and Offline Learning

- **Synchronous:** Students will log onto the online platform you all use for the opener, transition to work session, and for instructions to the work session. The teacher will lead the class with the writing prompts, discussion questions, and instructions. The students will engage through the online platform and will work individually on their work. The teacher can have students do their work session asynchronously or students can do their work synchronously and the teacher can provide verbal feedback throughout their work sessions.
- **Asynchronous:** Students will work completely independently. They will follow along with the PowerPoints each day. As the students work, they will watch the various video clips provided, will read carefully for instruction, and will



write on their own copies of each assignment. The teacher can pre-record videos of some lessons if they feel it would better support students.

- **Offline/Unplugged:** Students are provided with printed copies of PowerPoints, mentor-texts, notes, materials, and transcribed videos. Students are also provided with paper to do their own writing on.

Student Learning Supports

- With each poetry assignment, you can provide more mentor-texts to support students who are feeling stuck. There are many excellent additional mentor-texts from poets.org, specifically for teens and focused on social activism here: <https://poets.org/poetry-teens>
- Each day, write with your students. Or, have your own writing pieces already prepared to share with students. You can always use your own writing as a mentor-text and as a model for how we are always in process with writing. Show students your own thinking and the steps you took in your writing. This is a great way for your students to know more of who you are too!
- You can always provide students with the option to use a template for the different poem assignments this week. If you have students who are stuck, use the structure of the mentor-text of the day to help guide students through their own writing.
- Some students may need to write more narratively to get their thoughts down before writing their poems. Whenever you see a student stuck, you can tell them to just free-write their thoughts. Then, from there, you can guide students to underline key lines from their writing and to see if they can create a poem out of those lines.
- Challenge students who are quick writers to produce multiple poems each day.

Engaging Families

- [Khan Academy Overview on the elements of Poetry](#)
- [Read Write Think Poetry Interactives](#) - great resources for if your student is looking for more poetry activities
- <https://www.rhymezone.com/> - can help students when they are struggling with rhyming and finding words to connect to their emotions
- [Poetry 180](#) - a whole collection of poems. Students can use these for inspiration and to practice more with engaging with poetry.
- <https://www.poetryfoundation.org/learn/children> - more poems for kids
- <https://poets.org/poetry-teens> - more poems specifically for teenagers
- <https://www.curriculumpathways.com/portal/#search/g/poetry/z1/0/relevanceScore> - at home Poetry lessons

