**Lesson Plan—Poetry in Motion**

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| **Topic:** Writing Poetry | **Grade Level:** 7-8 |
| **Subject:** Language Arts | **Approx. Time:** 1 hour |

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| **Introduction:** This is an activity that not only introduces poetry, but also offers students a chance to read and appreciate the Nevadan Poet, Shaun Griffin. They will have a chance to examine and discuss the words and imagery that Shaun Griffin uses in his poetry. Afterwards, students can create their own poems following this moveable poetry lesson. As students literally ‘move’ their words around, this will give them the opportunity to experiment with different ways to compose creative works of poetry, and freely revise.  |

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| **Nevada Standards:**Content Standard 1.0: Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.Content Standard 5.0: Students write a variety of texts using the writing process.Content Standard 6.0: Students write a variety of texts to inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose. |

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| **Student Learning Goals/Objectives:** Students will be able to read, interpret, and discuss a Nevadan poetStudents will be able to construct individual poems using shared vocabularyStudents will be able to identify parts of speech in the poems they createStudents will be able to use words both figuratively and literally  |

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| **Materials/Special Arrangements:**-Online Nevada Encyclopedia (ONE): [www.onlinenevada.org](http://www.onlinenevada.org)-scissors  |

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| **Preparation Activity:** 1. Using the computer lab/classroom students will access information using the Online Nevada Encyclopedia. This can be done individually or together as a class.

 --Search: [www.onlinenevada.org](http://www.onlinenevada.org) --Select the A-Z Index --Select: “Now I Sit the Saddle to Freedom” --Select: “Los Vendedores” --Select: “Anthem for a Burnished Land” 2. Once students have had a chance to read over the poems, have them take a close look at the imagery and vocabulary within the poem.3. Students can discuss in groups what words or lines stood out for them in each of the poems. Students can note words or imagery associated with Nevada, or life lived in a desert setting. 4. Students can additionally dialogue about how they understand and/or comprehend each poem. Students can discuss what associations are made in the poem to Nevada, or life lived in the desert.  |

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| **Activity:**1. Students will be given lists of words, which include various adjectives, nouns, verbs, etc. This list of words will be the basis for their poetry writing activity.
2. Students need to cut out the individual words. Yet, before they do so, have students add their own words that interest them to the list. Some may choose words associated with Nevada or desert living, while others will simply add words that seem fun or thought provoking.
3. After they have cut out their words, they can spread them out on their desks and begin their ‘moveable’ poems!
4. Students can challenge themselves to use many and/or all of the words, or perhaps just enough to convey the meaning they have in mind.
5. Once they have completed their poems, they’ll need to copy down the finished poem onto paper, or glue their words to their paper
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| **Additional Activities:** Have students read their poems aloud to one another, or share in small groups. Consider displaying student poems on a class poetry wall. Additionally, this poetry activity can be done (in LARGE scale) with poetry words listed on post-it notes and displayed on a white board, or bulletin board. Then, students can rearrange words and create ever-changing poems for all to see within the classroom.  |

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| **Evaluation of Student Learning:**Students will be evaluated on their discussion/participation concerning the poems.Students will be evaluated on their ability to identify the parts of speech.Students will be evaluated on their ability to create a poem.  |

POETRY WORDS/TEMPLATE

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| --- | --- | --- | --- |
| and | and | and | conjunction |
| but | but | but | conjunction |
| or | or | or | conjunction |
| because | because  | because | conjunction |
| evening | morning | night | noun |
| sun | moon | star | noun |
| blue | yellow | purple | adjective |
| red | orange | black | adjective |
| white | brown | green | adjective |
| rain | wind | snow | noun |
| laugh | smile | cry | verb |
| remember | forget | recall | verb |
| dance | sing | play | verb |
| forest | mountain | river | noun |
| light | dark | shadows | adj/noun |
| er | er | er | suffix |
| ing | ing | ing | suffix |
| s | s | s | suffix |
| the | the | the | article |
| a | a | a | article |
| like | like | like | comparative |
| as | as | as | comparative |
| storm | sea | ship | noun |
| weak | strong | delicate | adjective |
| beneath | over | around | preposition |
| languid | spiritless | weary | adjective |
| elated | spirited | happy | adjective |
| in | on | to | preposition |
| by | near | from | preposition |
| my | your | its | p. pronoun |
| his | her | ours | p. pronoun |
| I | you | he | pronoun |
| she | it | they | pronoun |
| slowly | quickly | lightly | adverb |
| water | earth | fire | noun |
| who | who | who | Question  |
| said | said | said | verb |
| how | when | what | Question |
| fall | spring | summer | noun |
| together | alone | apart | adverb |
| mad | powerful | delirious | adjective |
| vision | dream | picture | noun |
| delightful | mystical | magical | adjective |
| imagine | create | remember | verb |
| tumble | collapse | falter | verb |
| whisper | shout | scream | verb |
| have | get | do | verb |
| window | door | stairs | noun |
| never | forever | always | adverb |
| graceful | swift | soaring | adjective |

Additional Words

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