

Summer 6-21-2018

Poiesis: Bringing Our Stories Into Being Through Poetry

Emily B. Delgado
emilyrbarker@gmail.com

Regina M. Valdez
rvaldez8@saisd.net

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UbD Template 2.0

| Stage 1 – Desired Results | | |
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| <p>Established Goals (e.g., standards)</p> <p>5.4-Reading Poetry Students are expected to analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.</p> <p>5.8-Figurative Language Students are expected to evaluate the impact of sensory details, imagery, and figurative language in literary text.</p> <p>5. 16 (B)-Writing Poetry Students are expected to write poems using: i. poetic techniques (e.g., alliteration, onomatopoeia); ii. figurative language (e.g. similes, metaphors); and iii. graphic elements (e.g. capital letters, line length).</p> <p>Sub standards: 5.2 (B)(E)Vocabulary Development Students are expected to b.use context clues (e.g. in-sentence restatement) to determine or clarify the meaning of unfamiliar words; e. use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.</p> <p>5.27 (A)(C)-Listening and Speaking Students are expected to a. listen to and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the</p> | Transfer | |
| | <p><i>Students will independently use their learning to</i></p> <ul style="list-style-type: none"> ● express themselves through poetry ● teach others the value of poetry | |
| | Meaning | |
| | <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <p>Understandings <i>Students will understand that</i></p> <ul style="list-style-type: none"> ● precise language helps us to express ourselves with more clarity ● figurative language helps us to express ourselves with greater depth and complexity ● poetry can be a valuable form of self-expression ● sharing knowledge with others can help you make a personal connection </td> <td style="width: 50%;"> <p>Essential Questions</p> <ul style="list-style-type: none"> ● How can I tell about myself through poetry? ● How can I connect with others through poetry? </td> </tr> </table> | <p>Understandings <i>Students will understand that</i></p> <ul style="list-style-type: none"> ● precise language helps us to express ourselves with more clarity ● figurative language helps us to express ourselves with greater depth and complexity ● poetry can be a valuable form of self-expression ● sharing knowledge with others can help you make a personal connection |
| <p>Understandings <i>Students will understand that</i></p> <ul style="list-style-type: none"> ● precise language helps us to express ourselves with more clarity ● figurative language helps us to express ourselves with greater depth and complexity ● poetry can be a valuable form of self-expression ● sharing knowledge with others can help you make a personal connection | <p>Essential Questions</p> <ul style="list-style-type: none"> ● How can I tell about myself through poetry? ● How can I connect with others through poetry? | |
| Acquisition | | |
| <p>Knowledge <i>Students will know</i></p> <ul style="list-style-type: none"> ● the difference between and elements of rhyming and free verse poetry ● haiku and acrostic poetry formats ● how basic elements of poetry, including, but not limited to, rhythm, rhyme scheme, white space, stanzas, and lines, can be used provide emphasis and clarity ● how basic elements of figurative language, including but not limited to, similes, metaphors, onomatopoeia, alliteration, and personification, can be used to provide emphasis and clarity | <p>Skills <i>Students will be able to</i></p> <ul style="list-style-type: none"> ● read and interpret various genres of poetry ● write acrostic and haiku poems ● write rhyming and free-verse poems ● explain how to write a type of poetry of their choosing ● explain basic elements of poetry, including, but not limited to, rhythm, rhyme scheme, stanzas, and lines ● explain basic elements of figurative language, including but not limited to, similes, metaphors, onomatopoeia, alliteration, and personification ● use a dictionary and thesaurus to determine the meaning of advanced vocabulary ● actively listen and respond to a peer’s presentation | |

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| speaker's purpose or perspective; and c. determine both main and supporting ideas in the speaker's message | | <ul style="list-style-type: none"> • tell about themselves through a poem they have authored • use the Mood Meter to help them express how they are feeling |
| Stage 2 – Evidence | | |
| CODE (M or T) | Evaluative Criteria (for rubric) | |
| T T M M/T M M/T M/T M M M/T M/T | Poem: Poetry Task Checklist Poetry Performance Rubric Workshop: Peer Evaluation Rubric Peer Evaluation Form | Performance Task(s) <i>Students will demonstrate meaning-making and transfer by</i> <ul style="list-style-type: none"> • creating an original poetry performance piece that tells the audience about themselves • teaching others how to use poetic devices and figurative language to write original poems through a poetry workshop <hr/> Other Evidence (e.g., formative) <ul style="list-style-type: none"> • Pre/Post Assessment (Days 1 and 19) • Acrostic Poem (Day 1) • Figurative Language Notes and Reflection (Day 4) • Emotion Haiku and Reflection (Day 7) • Emotion and Art Reflection (Day 8) • Performance Task Checklist (Day 10) • Music Exploration Lab Observations and Reflection (Day 11) • Student Lesson Plan (Day 16) • Fishbowl Protocol (Day 19) |
| Stage 3 – Learning Plan | | |
| CODE (A, M, T) A, M | Pre-Assessment <i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i> Pre/Post Assessment | |
| A,M | Learning Activities Week 1: Day 1 - Launch, pre-assessment, and write acrostic poem EQ Focus: How can I tell about myself through poetry? Time: 1 hour Materials: <ul style="list-style-type: none"> • Pre/Post Assessment | Progress Monitoring (e.g., formative data) Assessment: Acrostic poem, class discussion, pre-assessment |

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| <p>A,M</p> | <ul style="list-style-type: none"> ● Student journals <p>Sequence:</p> <ul style="list-style-type: none"> ● Timed writing activity in journals. On two side-by-side pages, label one “Describe Me!” and one “I am...”. Give students 3 minutes to write as many words as they can think of that describe them. Have them choose 1 word they used to describe themselves and share it with the class. Give students another 3 minutes to fill in the “I am...” page with words or phrases that fit them. For example, a child may write “I am a daughter, a girl, an artist, a dog-lover”. Again, have each student choose 1 to share with the class. ● Present the first EQ: “How can a poem express who I am?” Ask the students if they think they can use the words and phrases they just brainstormed to compose a poem. ● Explain the rules for acrostic poetry: <ul style="list-style-type: none"> ○ Each line starts with a letter in the main word ○ The lines are short, just a word or phrase ○ Each line should describe the main word ○ Poems can rhyme or not ● Have students use their names and the ideas they brainstormed to write an acrostic poem that describes who they are ● Give students a chance to share their work with the class ● Once students have finished writing their poems, they can take the pre-assessment <p>Assessment: Acrostic poem, class discussion, pre-assessment</p> <p>Days 2-4 - Performance and Mini-Workshop from Andrea “Vocab” Sanderson* and Figurative Language Centers**</p> <p><i>*Note: Due to our schedule, one class will see the presenter on Day 2, while the other works on their centers. On Day 3, the other class will see the presentation, while the 1st group works on their centers. Because the centers should take 2 days to complete, both classes will finish on Day 4. If you do not have access to a poet who can do a performance or workshop for your class, you may choose to omit this day or plan another lesson that involves watching poetry performances.</i></p> <p><i>**Note: These centers are intended to be a review of concepts that were covered near the end of the previous school year. If your students are not familiar with these concepts, you may choose to extend this time and teach several mini-lessons rather than addressing the skills through centers.</i></p> | <p>Assessment: student notes and station activities</p> |
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| A | <p>EQ Focus: How can I tell someone about myself through poetry?</p> <p>Time: 1 hour 20 minutes for centers</p> <p>Materials: Versions of these centers can be found on Teachers pay Teachers*:</p> <ul style="list-style-type: none">● Figurative Language game● Onomatopoeia● Personification● Simile and Metaphore● Poetry Vocabulary Cards● Hyperbole● Pockets of Poetry● Alliterations and Tongue Twisters <p><i>*These centers can be used as-is with some additional planning or modified to fit your needs as we have done. Because we have used a mixture of centers based on the work of others, we have not posted our exact materials here.</i></p> <p>Trail of Breadcrumbs.org/lightninginabottle https://www.qepbooks.com/Lightning-in-a-Bottle-(CD)</p> <p>Sequence:</p> <ul style="list-style-type: none">● Students will go around in centers to learn about different poetry vocabulary on the days they are not participating in the performance.● Centers will include: Simile and Metaphor; Senses Challenge; Onomatopoeias; Hyperbole; Personification; Acrostic poems; Alliteration and tongue twisters; Figurative Language Game● Students will visit each center as they go around the room. They will cut and paste specific vocabulary words in their journal. <p>Assessment: student notes and station activities</p> <p>Week 2: Day 5 - RULER Mood Meter Introduction and Mood Meter Portraits* <i>*Please note that the lessons on Days 5-7 are directly tied to the RULER program from the Yale Center for Emotional Intelligence. For more information on the program, visit: http://ei.yale.edu/.</i></p> | <p>Assessment: four corners, class discussion, portraits</p> |
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If your students are not familiar with RULER and the Mood Meter, some activities may need to be modified or omitted.

EQ Focus: How can I tell someone about myself through poetry?

Materials:

- Mood Meter with Vocabulary (images can easily be found via an online search)
- 1 sheet each of red, yellow, blue, and green colored paper
- art paper
- art utensils (crayons, markers, colored pencils) in various shades of red, yellow, blue, and green

Sequence:

- Lay out the four sheets of colored paper where the students can see them (or give each table a set of the four colors). Ask students: “What could we make with these papers?” or “What do these four papers remind you of?”
- Review with students the purpose of the mood meter and how we can use it to help us identify and label our emotions.
- Play 4 corners to review the colors on the mood meter by posting each piece of paper in a different corner of the room (like the mood meter), and asking students to go to the corner that represents how they would feel in the following situations:
 - You just finished a project for school.
 - You dropped your project to the way to school and it got ruined.
 - You got sick and couldn’t go to school.
 - There are tacos for lunch in the cafeteria today.
 - Your little brother or sister won’t stop sneaking into your room and messing with your stuff.Give students time to share their reasoning behind their choice with their peers between each situation.
- Show students the mood meter that is labeled with vocabulary. There are so many words that can help us describe more precisely how we feel. Provide scenarios that show when one word would be accurate to describe a certain emotion, but others would not be. For example: Today, I might be feeling at-ease, because being at school is pleasant because I get to be around my friends, and while I am not feeling a high amount of energy, I am not falling asleep in my chair.

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| A, M | <ul style="list-style-type: none">● Ask students to consider the EQ: “How can thinking about the words I use help me to express myself?”● Have students choose one of the four mood meter quadrants. Ask them to draw a portrait of themselves when they are in that quadrant. Ask them to consider how their mouth, eyes, and eyebrows look when they are in that quadrant. Have them choose five or more words from that quadrant to incorporate into their drawings.● Hang their portraits around the mood meter on the wall. <p>Assessment: four corners, class discussion, portraits</p> <p>Day 6 & 7 - Mood Meter Vocabulary Haikus EQ Focus: How can I tell someone about myself through poetry?</p> <p>Materials:</p> <ul style="list-style-type: none">● Mood Meter with Vocabulary from previous day● Dictionary/Thesaurus (physical or online)● Writer’s notebook/student journal <p>Sequence:</p> <ul style="list-style-type: none">● Have students choose a word from the mood meter to focus on. Ideally, each student should choose a different word.● Teach or Review Dictionary/Thesaurus skills<ul style="list-style-type: none">○ How words can be found (alphabetical order)○ How to read a dictionary entry○ How to determine the correct meaning from multiple meanings○ How to use a thesaurus and choose words you know/don’t know and check that they are, indeed, synonyms and antonyms● Have each student look up their chosen vocabulary word in the dictionary and thesaurus to come up with the correct definition, synonyms, and antonyms, like so: <p>Word Chosen: Tranquil Color: Green Definition: quiet and peaceful Synonyms: gentle, easy going, placid, serene Antonyms: agitated, fierce, wild</p> | <p>Assessment: Vocabulary Notes (definition, synonyms, antonyms), Haiku, Seesaw reflection</p> |
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| | <p>Word Chosen: Livid Color: Red Definition: enraged, furiously angry (this was the third definition--I needed to use context clues to infer which definition was correct for my usage) Synonyms: boiling, exasperated, fuming, incensed, indignant, outraged Antonyms: calm, cheerful, happy, pleased</p> <p>(Day 7)</p> <ul style="list-style-type: none">● Teach Haiku format<ul style="list-style-type: none">○ 3 lines○ 5 syllables, 7 syllables, 5 syllables*○ Do not have to rhyme○ Often describe nature or a brief moment <p><i>*Note: You may need to review syllabication here if students are not familiar with this topic.</i></p> <p>Show examples based on the examples from the previous day:</p> <p>Word Chosen: Tranquil Color: Green Definition: quiet and peaceful Synonyms: gentle, easy going, placid, serene Antonyms: agitated, fierce, wild</p> <p>Title: Tranquil Quiet and peaceful ←definition of the word Gentle and placid, not fierce ←synonyms and antonyms A leaf in the breeze ←bonus description that connects to the mood meter color</p> <p>Word Chosen: Livid Color: Red Definition: enraged, furiously angry (this was the third definition--I needed to use context clues to infer which definition was correct for my usage) Synonyms: boiling, exasperated, fuming, incensed, indignant, outraged Antonyms: calm, cheerful, happy, pleased</p> | |
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| M | <p>Title: Livid Furious, Fuming ←definition and synonym A boiling pot of outrage ←metaphor that includes synonym Happy? No! Red hot! ←antonym and color</p> <ul style="list-style-type: none">You may choose to write an additional example as a class before inviting student to write their own poems based on the information they collected yesterday.When students have completed their poems, have them share their poems on Seesaw* and reflect on the EQ: How can thinking about the words I use help me to express myself?Post poems to larger mood meter/make poster in the classroom. <p><i>*Seesaw is an online platform that allows students to share their in-class learning with their families and classmates. If your school does not utilize seesaw, students can reflect in a variety of other ways, including writing in their journal.</i></p> <p>Assessment: Vocabulary Notes (definition, synonyms, antonyms), Haiku, Seesaw reflection</p> <p>Day 8 - Field Trip to the McNay* <i>*Our students will be visiting an art museum on this day to view installation works for a different project. While they are there we will also have them complete the following writing exercises. You may choose to teach this lesson at school (preferably in an area outside of your classroom) or omit it.</i></p> <p>EQ Focus: How can I tell someone about myself through poetry? How can I connect with others through poetry?</p> <p>Materials:</p> <ul style="list-style-type: none">student journalsDay 8 writing prompt <p>Sequence:</p> <ul style="list-style-type: none">Before leaving the classroom, have students copy, paste, or tape in the reflection prompt: <div data-bbox="354 1728 1122 1896" style="border: 1px solid black; padding: 10px; text-align: center;"><p><i>“A work of art that did not begin in emotion is not art.” -Paul Cezanne</i></p></div> | <p>Assessment: Written reflection</p> |
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| A, M, T | <p>Consider the above quote by the post-impressionist painter Paul Cezanne. Can art (or poetry, or even people) exist without emotion? Why are emotions so important, and why is it important to be able to express yourself and your emotions?</p> <ul style="list-style-type: none">● Give students time to sit outdoors and write in their journals, reflecting on the prompt. Students may choose to write a poem or two in addition to reflecting on the prompt. <p>Assessment: Written reflection</p> <p>Week 3: Day 9 & 10: Introduction and Work on Performance Task Part A</p> <p>Materials:</p> <ul style="list-style-type: none">● Poetry Performance Task Rubric● Performance Task Checklist● I am Poem● Biopoems● Quatrain <p>Sequence:</p> <ul style="list-style-type: none">● Go over the rubric and the checklist and convey expectations.● Introduce Quatrain, I Am, and Bio poem formats and requirements. Students do not have to write an I am or Bio poem, but they may find the prompts with that format helpful when it comes to writing their own poems.● Student poems must be at least 3 stanzas of 4 to 5 lines each. Poem must be lyrical (rhyming) because they will be later set to music.● Students will write the rough drafts of their poems.● Once students have written their rough drafts, they need to go through the performance task checklist. Once they have gone through the checklist, they need to find a peer to complete the second step of the checklist.● Students should show their edited/revised rough draft and checklist to the teacher, and then write their final drafts. | <p>Assessment: performance task checklist, rough draft with edits/revision, final draft</p> |
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| A | <p>Assessment: performance task checklist, rough draft with edits/revision, teacher check-in, final draft</p> <p>Day 11 - Music Exploration Lab EQ Focus: How can I tell someone about myself through poetry?</p> <p>Materials:</p> <ul style="list-style-type: none">● ipads with Garageband● laptops with access to Youtube● rhythm practice flashcards, like the ones found here:<ul style="list-style-type: none">○ https://laytonmusic.files.wordpress.com/2007/12/rhythm-cards-set-1-q-e-qr.pdf● student journals● headphones/earbuds <p>Sequence:</p> <ul style="list-style-type: none">● Students will visit the following three stations today:<ul style="list-style-type: none">○ Garageband: Students will explore the music composition options available to them on the garageband app.○ Karaoke Tracks: Students will watch and listen to a familiar song's karaoke track on youtube. (We chose this track: https://www.youtube.com/watch?v=zelLqyeP7M because the lyrics are school appropriate and a majority of our students are familiar with this popular song. Note: student familiarity is key to the success of this activity, so you may need to change which track you use in the future.<ul style="list-style-type: none">■ As students follow along with this track, ask them to notice how the lyrics are like a poem (rhymes, rhythm).■ The words on the screen help you to know when to say/sing the words because they are being highlighted in rhythm to the music.■ If students want to use a karaoke track as the background for their poem, they need to:<ul style="list-style-type: none">● Think of a song they know that they like the music to. It can be a popular song or a song they learned as a kid like "twinkle, twinkle little star". Remember, the words won't be included. | <p>Assessment: teacher observation, reflection, "temperature"</p> |
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| A, M | <ul style="list-style-type: none">● Talk to their parents about the song they would like to use and have them help the student find the karaoke track for it on youtube. Make sure there aren't any inappropriate lyrics that appear on the screen. Write down the chosen track and have parents sign that it is okay for them to use it for your poem.○ Rhythm games:<ul style="list-style-type: none">■ Have students watch the rhythm tutorial found here: https://www.youtube.com/watch?v=LV0jKCztqTs■ Then, have students use an online metronome app to practice reading and clapping, tapping, or playing the rhythms found on the flashcards.■ You can also encourage students to take this station one step further and practice adding a rhythm to one of their poems, using the syllables in each line as a guide.● After students have completed all three stations, have them reflect in their journals on the experience. Which station did they enjoy the most? Which options seems best for them to use for their own poetry background track (creating an original composition in garageband, finding a karaoke track, or just recording a simple rhythm)? Students can then post their reflections on Seesaw.● At the end of class, "take the temperature" of the room to see which areas students felt worked best for them. <p>Assessment: teacher observation, reflection, "temperature"</p> <p>Day 12 - Music Track Work Day</p> <p>EQ Focus: How can I tell someone about myself through poetry?</p> <p>Materials:</p> <ul style="list-style-type: none">● ipads with Garageband | <p>Assessment: musical track with poem</p> |
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| <p>M, T</p> | <ul style="list-style-type: none"> ● laptops or computers with access to youtube and seesaw or some other recording device ● headphones/earbuds <p>Sequence:</p> <ul style="list-style-type: none"> ● Students will work with their original poems from earlier in the week to create a music or rhythm track to accompany their poem. <p>Assessment: musical track with poem</p> <p>Week 4: Days 13 & 14 - Complete and record Poem Presentation (Performance Task Part A)</p> <p>EQ Focus: How can I tell someone about myself through poetry?</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Poetry Performance Task Rubric and Checklist ● Performance Task Poem ● Ipad/Laptop for recording rhythm/music track <p>Sequence:</p> <ul style="list-style-type: none"> ● Students will be given time over the next two days to complete Performance Task Part A. By the end of day 14, student should have a final written or typed copy of their performance task poem and a video or audio recording of them performing their poem with their background music or rhythm track. <p>Assessment: Poetry Performance Task A</p> | <p>Assessment: Poetry Performance Task A</p> |
| <p>A, M, T</p> | <p>Days 15 & 16 - Plan class poetry workshop</p> <p>EQ Focus: How can I connect with others through poetry?</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Peer Evaluation Rubric ● Student Lesson Plan Template ● Student journals/notes for reference <p>Sequence:</p> <ul style="list-style-type: none"> ● Introduce Performance Task Part 2: Community Poetry Workshop to the class. Each class has been assigned to teach the community one of the following types of poetry: Acrostic, Haiku, or Quatrain. Each class has also | <p>Assessment: peer feedback form, observation, finished lesson plan</p> |

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been assigned to teach two forms of figurative language: simile, metaphor, hyperbole, personification, onomatopoeia, and alliteration. All classes will want to explain choosing precise/advanced vocabulary. For example:

| Class 1 | Class 2 | Class 3 |
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| Acrostic Simile Hyperbole Choosing precise language | Haiku Onomatopoeia Alliteration Choosing precise language | Quatrain Metaphor Personification Choosing precise language |

- Brainstorm as a class the steps needed to teach another person how to write your class’s assigned poem, including figurative language and vocabulary lessons, from start to finish. For example, your class’s list might include:
 - Teach syllables
 - Introduce Haiku Format
 - Teach Onomatopoeias
 - Teach Alliteration
 - Talk about synonyms
 - Write a Haiku with Onomatopoeias and Alliteration
- Once the class has decided on the stations needed to teach their poem, have them divide into groups. Each group will be responsible for teaching one of the stations.
- Before students begin working in groups, review the peer feedback rubric and communicate clear expectations for their group work.
- Give students time over the next two days to create a lesson plan, prepare materials, and practice teaching their workshop station.

Assessment: peer feedback form, observation, finished lesson plan

**Week 5:
Days 17 & 18 - Final Work Days**

EQ Focus: How can I tell someone about myself through poetry? How can I connect with others through poetry?

A, M, T

Assessment: final poem recording, group lesson plan, poetry chapbook (optional)

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| <p>A, M, T</p> | <p>Materials:</p> <ul style="list-style-type: none"> ● Needs vary depending on student need ● Binding materials <p>Sequence:</p> <ul style="list-style-type: none"> ● These two days are designated as final work days or “catch-up” days. By the end of Day 18, students should have completed the following: <ul style="list-style-type: none"> ○ Final poem is written, music track is finished, and their performance has been recorded into an audio or video track ○ Group lesson plans are written, materials are gathered, and groups have practiced teaching their lessons ● If students have additional time, you may choose to have them bind their poems (acrostic, haiku, and final lyrical poem) into a small book. <p>Assessment: final poem recording, group lesson plan, poetry chapbook (optional)</p> <p>Day 19: Fishbowl practice presentations post assessment</p> <p>EQ Focus: How can I connect with others through poetry?</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Completed student lesson plans and materials ● Post-Assessment <p>Sequence:</p> <ul style="list-style-type: none"> ● Today students will engage in a variation of a fishbowl protocol. The steps for this protocol are listed below. The goal is for the students to practice teaching their lesson plan for tomorrow’s workshop and to receive feedback from their peers on what they have done well and how to improve their lesson. ● Step 1: Each group of students will take a turn sitting a table with the teacher (or a parent volunteer), while the rest of the class stands around the table in a circle watching. The group will teach their portion of the lesson, while the rest of the students take notes on what they have done well and any questions they may have. Once the group has finished teaching, the class will stop and discuss what they saw and any questions they may still have, offering warm and cool feedback to the presenting group. | <p>Assessment: fishbowl feedback and discussion, post assessment</p> |
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| T | <ul style="list-style-type: none"> ● Step 2: Each group should go through the fishbowl protocol before groups are given time to reconvene and discuss/address their feedback. ● After the fishbowl protocol, students should be given some time to take the post-assessment. <p>Assessment: fishbowl feedback and discussion, post assessment</p> <p>Day 20: Poetry workshops at Trinity* <i>*The goal of today's activity is to give students an authentic audience for their poetry workshop, beyond their peers and parents.</i></p> <p>EQ Focus: How can I connect with others through poetry?</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Completed student lesson plans and materials ● Poetry chapbooks/Laptops to show recordings (optional) <p>Sequence:</p> <ul style="list-style-type: none"> ● Students will travel to Trinity University to give their poetry workshops. ● Students may also display their poetry books and/or performance recordings for visitors to view. <p>Assessment: workshop observations, peer and self evaluations (to be completed after final exhibition)</p> | <p>Assessment: workshop observations, peer and self evaluations (to be completed after final exhibition)</p> |
| T | <p>Day 21: Final Exhibition</p> <p>EQ Focus: How can I tell someone about myself through poetry? How can I connect with others through poetry?</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Completed student lesson plans and materials ● Poetry chapbooks/Laptops to show recordings ● Self/Peer Evaluation Rubric ● Student Feedback Survey/Parent Feedback Survey <p>Sequence:</p> <ul style="list-style-type: none"> ● Students will present their performance tasks to an audience of parents and peers. ● Student work will be on display and some students may elect to perform their final poem live for an audience. ● Students will present their poetry workshops. ● Potential Timeline: <ul style="list-style-type: none"> ○ Hour 1: Poetry Reading and Exhibition | <p>Assessment: Self and Peer Evaluations, Student and Parent Feedback Surveys</p> |

Poiesis: Bringing Our Stories into Being Through Poetry

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| | <ul style="list-style-type: none">○ Hour 2: Poetry Workshops● Students and parents will be given an opportunity to provide feedback through a google form survey● After the final exhibition, students will be asked to grade themselves and their peers using the self/peer evaluation rubric <p>Assessment: Self and Peer Evaluations, Student and Parent Feedback Surveys</p> | |
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