

**English**  
**Grade 6AB**



**Lesson Plans**

## **“Exploring the Real World: Discussing Poetry and Publishing Poems”**

**Subject:**  
**English:** 6AB

**Level:**  
Grade 6

**Abstract:**

Students will read and analyze poetry by writing thoughtful questions about meaning and content. They will ask and answer questions during fishbowl-style discussions with their classmates and use the writing process to create original poetry including brainstorming, editing, and drafting. Students will publish their original poetry using Microsoft Word.

**Invitation:**

What is Poetry? Where did it come from? Why do we write it?

Poetry has existed through out human history. It began with storytellers using special techniques to help audiences remember poems, such as Homer’s *Iliad* and *Odyssey* from Ancient Greece. Over time, poetry has evolved to use techniques for memory, but also to enhance the meaning of poems.

Some techniques that poets use are:

- Sound: Repetition of words or phrases, rhythm, onomatopoeia
- Language: Comparisons, such as metaphors, similes, imagery
- Form: Haiku, stanzas, limericks, concrete, or shape poems
- Lines: End-stopped and run-on lines

Today, many forms of poetry are written throughout the world. Storytellers engage listeners with poems of cultural history. Haiku, which originated in Japan, has only three lines per poem. Lyric poems employ metaphors and imagery to capture the experience of a specific feeling or emotion such as love, fear, guilt, or shame. Most forms of poetry employ descriptive language to bring readers to an experience. Poetry connects writing with emotions and with real life experiences.

**Situations:**

**Where:** This lesson will take place in the Language Arts classroom, the computer mini-lab, and at home.

**When:** This unit will take place during Language Arts class at mid-year or end-of-year.

**How Long:** This unit will require 2-4 weeks for completion.

**Tasks:**

**Task 1:**

The teacher will gather resources on poetry, including websites, books, posters, and videos.

**Task 2:**

The teacher will gather eight poems for The Student Poetry Notebook from websites, books, or magazines. Collect a variety of poems from differing cultural backgrounds, purposes, and forms. Make sure your students can relate to the poems.

**Task 3:**

Next, the teacher will print the "Template: Poetry Notebook" attachment and the four to eight poems chosen. The book will be assembled as follows:

- Page 1. Poetry Notebook title page
  - Page 2. Poetry Unit Overview
  - Page 3. Directions for Analyzing Poetry
  - Page 4. First Poem
  - Page 5. Poem Analysis
  - Page 6. Poem Response Log and Planning Web
  - Page 7. Original Poem
  - Page 8. Second Poem
  - Page 9. Poem Analysis
  - Page 10. Poem Response Log and Planning Web
  - Page 11. Original Poem
- Repeat for 4-8 different poems.

Make a template that is two-sided and not stapled. Number the pages. Use this to make two sided copies.

**Task 4:**

The teacher will make copies of "Template: Poetry Notebook" attachment for students. Students will assemble them in class by taking one of each page and stapling them together.

**Task 5: Day One:**

The teacher will write, "What is Poetry?" on the board and invite students to list their ideas on the board. Students will use those ideas to decorate the cover of their Poetry Notebook using artistic writing, calligraphy, and artwork.

**Task 6:**

The teacher will project the first poem from her/his computer (using a projecting device or an overhead) and teach strategies to analyze poetry. Afterward, students will complete the first Poem Analysis in their Poetry Notebook in preparation for their first fishbowl discussion the next day.

- Homework: Students will complete the Poem Planning Web and write an Original Poem that is similar to that day's poem. To help get students started, give them the subject of the poem to write in the Poem Planning Web.

**Task 7: Day 2:**

1. Students will number off into two groups. The Ones will be in the fishbowl first. The Twos will observe and evaluate first.
2. All the students in the fishbowl will choose a partner on the outside of the circle (a Two) to evaluate them.
3. The teacher will explain how to use the "Fishbowl Student Checklist" attachment.
4. The students in the fishbowl will choose a leader of the discussion who will begin by asking a question. Students will take turns answering the question until they have exhausted their ideas.
5. The student on the left will ask the next question. Continue this process until out of time or until each student has asked two questions.
6. The teacher will keep track of the discussion with the "Fishbowl Teacher Checklist" attachment. The discussion leader will keep the discussion rolling.
7. Finish the class period with writing the Response Log for the poem.
8. Homework: Read the next poem and complete the next Poem Analysis, Poem Planning Web, and Original Poem.

**Task 8: Day 3:**

The teacher invites one or two students up for author's chair. Students will read their poem aloud to the class and get feedback from their peers about what is working in their poem and any suggestions. Students will work in pairs and revise and expand their poems. Hold second fishbowl discussion.

**Task 9:**

After the second or third fishbowl discussion, teachers will conduct the activity on Haiku. Students will read several Haiku aloud and then begin their own Haiku. Students will use Microsoft Word to create poems using the Haiku worksheet. Students will type one Haiku.

**Task 10:**

The teacher will alternate fishbowl discussions with author's chair. During author's chair, a small group of students will be typing up their best poems for a class anthology. Teacher will demonstrate the following advanced Microsoft Word features during author's chair.

- Borders
- Inserting clipart and pictures

**Task 11:**

The teacher will gather random items to bring to class, such as antique keys, rings, balls, rocks, feathers, hats, stones, sand, tickets, lights, fruit, or vegetables. Items must be something that students could use as a metaphor for a family member. The teacher will pass out and explain the "Worksheet: Object Metaphor Poetry " attachment in class. Students will peer edit their poems and type when finished.

**Task 12:**

Teacher will gather materials on differing belief systems and death, such as Joseph Campbell's *The Hero's Journey* and other texts about other worlds. Teacher will teach the End of the World Poetry assignment using the "Worksheet: End of the World Poetry" attachment.

**Task 13:**

Students will turn in 1-2 poems for a class anthology. Teacher will publish in a book for the classroom.

**Interactions:**

**Full Class:** Students will participate in fishbowl discussions on poems. Teacher will conduct activities on "Haiku," "Object Metaphor Poems," and "End of the World Poetry."

**Partners:** Students will read new poems aloud to each other with inflection, edit each other's poems using an editing checklist to provide feedback, and critique each other's participation in fishbowl discussions.

**Individual:** Students will read poems independently, write in-depth questions about each class poem, and write and publish their own poetry in Microsoft Word.

**Standards:**

Reading

*Word Recognition*

1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

## Vocabulary and Concept Development

1.2 Identify and interpret figurative language and words with multiple meanings.

## Narrative Analysis of Grade-Level Text

3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.

3.6 Identify and analyze features of themes conveyed through characters, actions, and images.

3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and non-fictional texts.

## Writing Strategies

### *Organization and Focus*

1.5 Compose documents with appropriate formatting by using word processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).

### *Evaluation and revision*

1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.

## **Assessment:**

- "Fishbowl Student Checklist"
- "Fishbowl Teacher Checklist"
- "Poetry Notebook Rubric"

## **Tools:**

### **Technology Tools**

- 6-10 computers
- Microsoft Word
- Inspiration (optional)
- Overhead projector (optional)
- Computer projector (optional)

### **General Tools**

- Long stapler (optional)
- Copy machine
- Colored paper

## **Project Tips and Alternatives:**

### **Tip #1:**

Choose current, culturally diverse poems that your students can apply to their lives. Consider using teen poetry found online.

### **Tip #2:**

Post academic language for the fishbowl discussions, such as “I agree with \_\_\_\_\_ because.....” and “In the poem it says\_\_\_\_\_.”

Provide students with prompts for the language you want them to use in the discussion.

## **Attachments:**

- “Template: Poetry Notebook”
- “We Wear the Mask”
- “Fame is a Fickle Food”
- “The Road Not Taken”
- “Step Sheet: **Using a Projection Device**”
- “Fishbowl Student Checklist”
- “Fishbowl Teacher Checklist”
- “Poetry Notebook Rubric”
- “Worksheet: Haiku”
- “Step Sheet: Creating a New Document”
- “Step Sheet: Creating WordArt”
- “Worksheet: Object Metaphor Poetry”
- “Step Sheet: Inserting Pictures into Microsoft Word”
- “Worksheet: The End of the World Poetry”

## **Web Resources – Content:**

A list of [linked web resources](#) related to the content of this lesson can be found on the Lesson Page.

## **Web Resources – Word:**

A list of [linked web resources for Word](#) can be found on the Word Resources page.

## **Assistive Technology:**

Please refer to the [Assistive Technology section](#) for information on methods and devices to help ensure that all students have access to the curricula in the least restrictive environment.