

## Unit Three

# Free Verse



By  
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<b>General Notes for Teachers</b>		
1	<i>Poetry Projects With Pizzazz!: 15 Easy, Hands-On Poetry Activities That Invite Kids to Write and Publish Their Poems in Unique and Dazzling Ways</i> By Michelle O'Brien-Palmer (Paperback - Sep 2001)	
2	<i>The Everything Writing Poetry Book: A Practical Guide to Style, Structure, Form, and Expression.</i> By Tina D. Eliopoulos & Todd Scott Moffett	
3	<i>Poetry Matters</i> by Ralph Fletcher	



**Week One**  
**Forty-minute class period**  
**Free Verse**  
**Day One**

Concept:	Emotional Power
Topic:	Free Verse
Objectives for Unit:	<ul style="list-style-type: none"> <li>- Students will understand that poetry is powered by emotions.</li> <li>- Students will read poems and identify emotions related to the poem.</li> </ul>
Materials Needed:	Pictures of electronic equipment (See Appendix 1) Poster paper Glue Scissors Magazines Writing tools Overheads Copies of poems.
Introduction: minutes: 5	Pass out various pictures of electronic equipment (Appendix 1 or design them yourself). Ask the students what powers all these machines. Give them time to figure out that it is electricity. In groups, students will make a poster board displaying their own "powered" machine. One catch — it can't use electricity; it can be antiquated, such as a steam train; modern, such as a car that runs with gasoline; futuristic, such as a house powered by solar panels; or an invention of their own. (Must be somewhat logical).
Activity: 20-30 min.	Students work in groups of four on project as described above
Share: 5 minutes	Each group will present their poster. Explain the components and the power force behind the contraption.
Lesson:	Through discussion, teacher will describe each of the posters and the force or power behind each machine. Pull the discussion away from machines and discuss various forces such as gravity, hunger, migration.  "Almost everything is driven by a force, including humans. Sometimes we call it an internal drive or motivation."



**Week One**  
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**Day One**

Put a poem on the overhead and ask the question, "What is the power or the force behind poetry?"

Put various poems on the overhead and pass out copies as well. Students will put poems in their notebooks afterwards. The poems displayed and passed out will reflect different emotions from peace to frustration to love to happiness, etc. Teacher will read aloud and do random call cards for students to read aloud.

"I don't know why there is a stigma about poetry that people think it is all about pretty flowers and drifting clouds, sugar and spice and everything nice. Yes, there are many poems that express sweetness in their nature. But that really isn't what poetry is about. The driving force behind poetry is human emotion, and we all know what a wide range that covers.

"A poem about flowers or clouds means nothing until you understand the emotions that drive the poem; an epic about knights battling dragons also means nothing until you can see what lies beneath."

Write Time: No  
write time today



**Week One**  
**Forty-minute class period**  
**Free Verse**  
**Day Two**

Concept:	Emotional Power
Topic:	Free Verse
Objectives for Unit:	- Students will express emotion through an art medium
Materials Needed:	<ul style="list-style-type: none"> <li>- Art supplies</li> <li>- Same set of poems as yesterday</li> </ul>
Introduction: minutes: 20 minutes	No introduction needed. Today is Part B of yesterday's lesson.
The Lesson: (15 minutes)	Go through the set of poems as before, and as a class, find the power behind each poem. What was the driving force or emotion? What is your personal reply to this force? (Be prepared for different responses, and assure students that this is okay. Maybe the poet's intention of emotion wasn't the same as your response, and that is fine. Real poets will recognize that their own motivation may spark different responses in different people.
Share:	<p>When have you felt an emotion similar to that in one of the poems we read today?</p> <p>Each student in the group recalls a time when they felt the same forceful emotion as that of one of the poems.</p>
Write Time: 15 minutes	Do something with the emotions the students expressed. "Write about it, draw a picture about it, do a collage or a poster - anything that expresses the incident and the emotion you felt and the power of that emotion."
Share:	Each student takes 2 minutes to share aloud.



**Week One**  
**Forty-minute class period**  
**Free Verse**  
**Day Three**

Concept:	Imagery
Topic:	
Objectives for Unit:	<ul style="list-style-type: none"> <li>- Understand imagery</li> <li>- Understand the importance of imagery in poetry</li> <li>- Identify imagery in poems</li> <li>- Practice using imagery</li> <li>- Appendix 3</li> <li>- Appendix 4</li> </ul>
Materials Needed:	<ul style="list-style-type: none"> <li>- Pictures of objects and/or animals (Appendix 4)</li> <li>- Poetry books - at least four for each table</li> <li>- The book <i>Poetry Matters</i> by Ralph Fletcher</li> </ul>
Introduction: minutes: 20 minutes	<p>Read Jan's poem "Tulips," Appendix 3. Discuss the imagery of the poem.</p> <p>Cut up Appendix 4 and give students at each table a different picture. The students are to write five to seven words to help them identify the picture they are holding; however, they can't use the name of the picture's subject.</p> <p>Example: a picture of a brightly colored hummingbird sipping nectar from a flower. The student cannot say 'hummingbird,' 'flower,' or even 'bird.' They could say, 'flashing jewel in the sky' or 'colors whirl and wings buzz.'</p> <p>Students guess and talk about why they guessed correctly or why they didn't.</p>
The Lesson: (15 minutes)	<p>"Those of you who were able to guess correctly had an image in your mind. It didn't have to be literal or concrete or even real. But the images created by words give you a visual image."</p> <p>Use chapter two, "Image" in <i>Poetry Matters</i> by Ralph Fletcher as a basis for explaining imagery.</p>



**Week One**  
**Forty-minute class period**  
**Free Verse**  
**Day Three**

Activity: 15 minutes	Give students poetry books and let them find examples of imagery.
Share:	Share aloud what they have found.
Write Time: 15 minutes	Using pictures, create five lines of imagery. Students share their lines aloud.



**Week One**  
**Forty-minute class period**  
**Free Verse**  
**Day Four**

Concept:	Lyrical
Topic:	Alliteration
Objectives for Unit:	Tongue Twisters
Materials Needed:	Four or five tongue twisters to hand out to each child. Appendix 2 or teacher may prepare his own.
Introduction: minutes: 10 minutes	Who can say these tongue twisters?  Examples: She sells seashells by the seashore. How much wood would a woodchuck chuck if a woodchuck could chuck wood.
The Lesson: (15 minutes)	They all start with the same letter. What do we call that? Alliteration. Alliteration is the repetition of sound, usually at the beginning of a word. Alliteration is frequently used in poetry.  Your poetry may sound more lyrical by repeating the beginning consonants of particular words in a line.  Sometimes you will hear repetitions of consonants of important words. These could be the best lines in the poem.  Teacher: See <u>Poetry Matters</u> by Ralph Fletcher, page 34-35 ( <i>When the Roses Revolted</i> ) and page 84 <i>Do you Carrot All For Me</i> ; and <u>The Everything Writing Poetry Book</u> , page 49 - 50.
Activity: 15 minutes	Students make up their own lines or phrases using alliteration. They can use their own names. They can make up tongue twisters.
Share:	Students share what they have written.
Write Time: 15 minutes	Present the poem in the Appendix entitled, "I am From." Students write their own poems, "I Am From."





**Week One**  
**Forty-minute class period**  
**Free Verse**  
**Day Five**

Concept:	Shaping
Topic:	Revising
Objectives for Unit:	Students will understand that the more you work with something, the better shape it becomes. Students will understand that the key to shaping is revision. Students will revise their poems from yesterday.
Materials Needed:	Clay or play dough
Introduction: minutes: 10 minutes	Give each student a lump of clay or play dough to work with.
The Lesson: (15 minutes)	<p>The more you work with something, the better shape it becomes. Gutzon Borglum and 400 workers sculpted the 60-foot busts of the four Presidents on Mount Rushmore. The total project took 14 years; the sculpting took 6.5 years.</p> <p>Donald Hall, current poet laureate of the United States, told the writer of this unit that he revised his poems 100 times. Of course I am not going to require that of you.</p> <p>Some writers do not throw away any of their writing. Some poets work with every idea that comes to them and shape it into something.</p>
Activity: this is combined with write time today	
Write Time: 15 minutes	Students revise their poems, looking for places to use alliteration and imagery.
Share:	Students share what they have written.
Note to Teacher	Poetry is subjective. It is difficult to grade through a rubric. It is best to grade their effort and class participation.



**Week Two**  
**Forty-minute class period**  
**Free Verse**  
**Day One**

Concept:	Formations
Topic:	Poetry Form
Objectives for Unit:	<ul style="list-style-type: none"> <li>- Students will recognize different forms of poetry, identified by syllables, shapes and stanzas.</li> <li>- Students will understand how these forms affect a poem's meaning.</li> <li>- Students will practice using these forms in their own poetry.</li> </ul>
Materials Needed:	- Review Activity section to gather appropriate material.
Introduction: minutes: 10 minutes	How has 9/11 affected the world? What are certain things that happened as a result?
The Lesson: (15 minutes)	<p>The form of a poem, its syllables, shapes, and stanzas, can reflect the topic, concept, and/or emotion of the poem.</p> <p>For instance, the poem, "Baseball" by Donald Hall (Teacher should find a copy of this poem for distribution) has nine stanzas with nine lines composed of nine syllables. Why do you think he did this? Yes, because baseball has nine innings.</p> <p>There are poets who will play with shape in order convey a particular meaning for the poem. This type of poetry is called <u>concrete poetry</u>. For instance, if you are writing a poem about a dog and your lines reflect the shape of a dog, that would be called a concrete poem.</p> <p>If someone is writing a poem about someone down the stairs, their words may descend. (Teacher illustrates this on the board).</p> <p>See page 62 - 65 in <i>Poetry Matters</i>.</p>



**Week Two**  
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**Day One**

	<p>Stanzas = "rooms" in Italian. You know what a paragraph is. In a poem, the lines are organized into stanzas. Each room in your house is used for a different purpose, and so in a poem stanzas express different ideas.</p> <p>Experiment with line breaks or stanzas in your poems. The poem can change meaning and sound depending on the types of words placed on particular lines.</p> <p>Teacher should have a poem or two written with different line breaks and discuss them with students. Pages 66-68 of <i>Poetry Matters</i> give a good example of how to do this.</p>
Activity: 15 minutes	<p>Three different activities - students choose what they want to do.</p> <ol style="list-style-type: none"> <li>1. Take a poem, cut out the words, shape them into the concept of the poem (a dog, a ladder, etc.)</li> <li>2. Take a short story or paragraph and turn it into a poem.</li> <li>3. Think of something like the Baseball poem that has a particular number associated with it. Another sport, your age, M&amp;M's in a package. Begin to play with lines.</li> </ol>
Write Time: 15 minutes	<p>Wait until students have finished "playing" in the previous activity. Then ask them to develop the concept into a poem of their own. Consider the activity as a jumping off point.</p>
Share:	<p>Share what they have written.</p>



**Week Two**  
**Forty-minute class period**  
**Free Verse**  
**Day Two**

Concept:	Representation
Topic:	Symbolism
Objectives for Unit:	<ul style="list-style-type: none"> <li>- Students understand symbolism in poetry</li> <li>- Students understand metaphors in poetry</li> <li>- Students will identify metaphors and symbolism in poetry</li> <li>- Students may use symbolism and metaphors in their own poetry.</li> </ul>
Materials Needed:	<ul style="list-style-type: none"> <li>- The poem "The Road Not Taken" by Robert Frost</li> <li>- Poetry books or four poems that have poems with symbolism in them.</li> </ul>
Introduction: minutes: 10 minutes	<p>Here are some words that are symbols for something:  Cross; Heart; Dove; Fish.</p> <p>Teacher thinks of more symbols, even colors (You are blue; she is green about that.) Ask for interpretations of these symbols.</p>
The Lesson: (15 minutes)	<p>Poetry uses symbols. Not only are certain words reflective of certain ideas, but a whole poem can mean something more than the words would indicate at first glance.</p> <p>Read "The Road Not Taken" by Robert Frost. Is this about hiking? What is this poem about? This poem uses symbolism, and the poem as a whole is a metaphor. Teachers discuss the meaning of metaphor.</p>
Activity: 15 minutes	<p>Pass out poetry books or four poems that have symbolism in them. Have groups discuss symbolism and write what they think is the symbolism in the poem. The whole poem might be a symbol.</p>
Share:	<p>Share what they have done during activity time.</p>
Write Time: 15 minutes	<p>Continue working on poem from yesterday, inserting symbolism if they want.</p> <p>Or</p> <p>Start another poem using symbolism.</p>



**Week Two**  
**Forty-minute class period**  
**Free Verse**  
**Day Three**

Concept:	Discovery
Topic:	Found Poetry
Objectives for Unit:	<ul style="list-style-type: none"> <li>- Students will understand the definition of found poetry</li> <li>- Students will practice writing their own found poetry</li> </ul>
Materials Needed:	<ul style="list-style-type: none"> <li>- Plastic Easter Eggs filled with small item(s).</li> <li>- Old magazines, newspapers, cards the students can cut up.</li> <li>- Construction paper</li> <li>- Glue</li> <li>- Scissors</li> </ul>
Introduction: minutes: 10 minutes	I have hidden plastic Easter eggs in the classroom. There is one for each person. When you have found your egg, please sit down. Whatever is inside of the egg is yours.
The Lesson: (15 minutes)	<p>Did you make what was inside that? No, but when you found it, it was yours. There is a new technique of art called "found art." This art is composed of every day items and the artist has transfigured them into sculpture, a three-D painting, collage. This is called "found art." There is also a type of poetry called "found poetry." Instead of finding items, we are going to find words, phrases, thoughts.</p> <p>You may find a particular word that captivates you. Or a phrase that will capture your attention. When you are looking through these magazines looking for the words and phrases, do not question why you are attracted to them. Simply cut them out and move on.</p>
Activity: 15 minutes	Use your collected words to form a poem. You can add your own words; you can arrange all of the words you found into a poem. Be creative; don't limit yourself. Let your ideas flow.
Write Time: 15 minutes	Make a poem.
Share:	Share your poems.



**Week Two**  
**Forty-minute class period**  
**Free Verse**  
**Day Four**

Concept:	Artistic Expression
Topic:	Poetry Art
Objectives for Unit:	<ul style="list-style-type: none"> <li>- Students will complete an art activity that is related to a poem they have written</li> </ul>
Materials Needed:	<ul style="list-style-type: none"> <li>- <i>Poetry Projects With Pizzazz!: 15 Easy, Hands-On Poetry Activities That Invite Kids to Write and Publish Their Poems in Unique and Dazzling Ways</i> by Michelle O'Brien-Palmer (Paperback - Sep 2001)</li> <li>- Or other books on poetry projects</li> <li>- Various art supplies</li> </ul>
Introduction: minutes: 10 minutes	<p>You have written several poems. Pick your favorite one. You will do a poetry project. I have examples of collages and activities and a packet. I have the materials necessary, all laid out. Your job is to finish one of these projects. This is what we will be doing during class time. Tomorrow is our celebration day, and we will share these projects.</p> <p>If you can think of something else, discuss it with me and I can help you with your idea.</p>
The Lesson:	Use the book <i>Poetry Projects With Pizzazz!: 15 Easy, Hands-On Poetry Activities That Invite Kids to Write and Publish Their Poems in Unique and Dazzling Ways</i> by Michelle O'Brien-Palmer (Paperback - Sep 2001)
Activity:	Students choose a project from the above book and work on it.
Share:	Share within groups or a gallery walk.



**Week Two**  
**Forty-minute class period**  
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**Day Five**

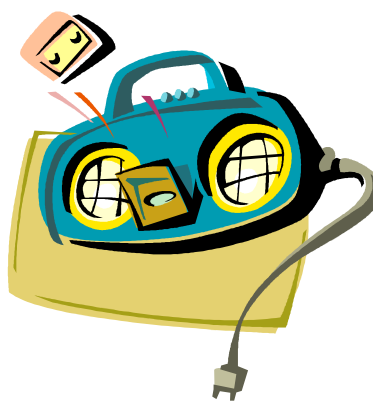
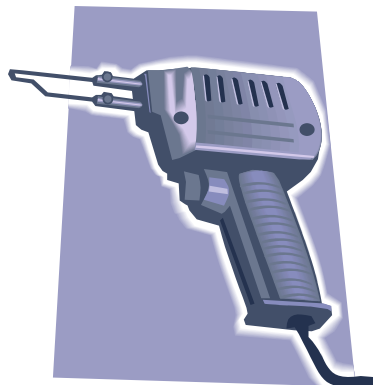
Celebration Time:	<p>Bring in snacks, classical music turned down low.</p> <p>This day will be like a coffeehouse open-mike night. You may give the room a café look. Borrow lamps and throw pillows. Bring in a microphone (does not have to be turned on. Just a prop). Hot chocolate.</p> <p>Students read their poems. Other students may be sitting on cushions on the floor or chairs. It would be best if the desks are pushed aside.</p>
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# Appendices







## Appendix 1



# Tongue Twisters

1. She sells seashells by the seashore.
2. How much wood would a woodchuck chuck if a woodchuck could chuck wood?
2. Peter Piper picked a peck of pickled peppers.
3. Shy Shelly says she shall sew sheets.
4. Sam's shop stocks short spotted socks.
5. A bitter biting bittern  
Bit a better brother bittern,  
And the bitter better bittern  
Bit the bitter biter back.  
And the bitter bittern, bitten,  
By the better bitten bittern,  
Said: "I'm a bitter biter bit, alack!"
6. A noisy noise annoys an oyster
7. Friendly Frank flips fine flapjacks.
8. Greek grapes.

## Appendix 2

# Tulips By Jan Leigh





Brilliant spears of color  
Shooting through the  
dirt

Popsicle purple and  
pearly pink,  
Lemon yellow and  
scarlet

Nod to passing  
children and  
Whisper lime-colored  
secrets

### Appendix 3

