

# Minnesota Writing Project

## --- Demonstration Lesson Template ---

**Title of lesson:** **Roadside Poetry**

**Suggested grade/age:** **Elementary, Junior High, and High School**

**Approximate time needed to complete lesson:** 1 class period (could use 2nd day to submit; more days could be added if digital storytelling aspect is included)

**Learning objective(s) and significance of lesson:**

(Why is this lesson important in the development of your students' skills or knowledge? What do you want students to learn or be able to do? What "best practice" does this lesson incorporate?)

- Builds students' confidence level with their skills in writing poetry
- They can complete this in one day - sense of satisfaction and accomplishment
- The contest aspect of it motivates more students and adds an edge of excitement
- It is a safe type of poem to share with the class (not too scary)
- Showing winning examples improves confidence level (a 3rd grader from Underwood has won)
- Easy to write, but more skilled writers can go further with the poem
- The poem's constraints are helpful for beginning poets
- Includes technology use (level of use can be adapted depending on time/resources)

This one day lesson meets the following Minnesota ELA Standards:

**9.7.3.3** Write narratives and other creative texts develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**9.7.4.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**9.7.5.5** Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**9.7.6.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**9.7.10.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Brief summary/outline of lesson:**

(What steps do you take to implement this lesson in your classroom? Where is this lesson located in the school year or unit—beginning, middle, end? Does this lesson scaffold or build to a culminating assessment or demonstration of learning?)

**Context:**

This lesson takes place during the first couple weeks of school in my poetry class. It is a 10th-12th grade, trimester long class, and it is one option to fulfill their English requirement. So far in the class, we would have talked about what poetry can be and all its different forms, and we would have introduced and reviewed poetic terms. At this point, my students are usually scared of writing and sharing poetry,

and some are unmotivated. At the end of the 13 week trimester, my students will submit a final poetry portfolio of their best poems and a justification for each poem. They must use the poetic terms they have learned in most of their poems, and they choose their grade based on how many poems they include in the portfolio. They will have also participated in the Poetry Out Loud national contest as well as in-class and local poetry slams. Their confidence level increases dramatically in terms of writing and sharing poetry.

#### Outline of Lesson:

1. It's fall. Use the pictures on the screen and the music clips to get yourself in the fall spirit. During this time, write down any words, images, or phrases that come to mind. Nothing is wrong!
2. Circle your favorite words - no more than eight.
3. Now that you have your words, I will explain the poem you will be writing and its constraints. (Show PowerPoint presentation and contest website.) Your poem must be four lines, with no more than 25 characters per line, including spaces and punctuation.
4. Look at model poems that have won - especially fall poems. They are on the website.
5. Now, take time to put the best words in the best order. Then count and check to make sure you have stayed within the contest rules. (This will take a few minutes; you could continue to play the fall slideshow and music during this time.)
6. Share what you've got so far with your elbow partner, and ask for whatever suggestions you need. Tell your partner which words you like best about his/her poem.
7. Revise your poem as needed. Put the finishing touches on it!
8. Go to our Schoology class page and click on Materials -> Discussions. Choose the Roadside Poetry discussion. Type your poem in!
9. Next, go to your school email account. Copy your poem into the message box. Email your poem to [contact@roadsidepoetry.org](mailto:contact@roadsidepoetry.org) , and put my email address in the CC box so I get a copy of your poem as well: [mchristianson@underwood.k12.mn.us](mailto:mchristianson@underwood.k12.mn.us) .
10. Once you have completed these steps, go back to the Schoology discussion and read your classmates' poems. Choose a couple favorite poems to comment on (not your favorite people - your favorite *poems*). Comment on what you like about it - be specific. Remember to only leave specific, positive comments! Try to make sure everyone gets at least one comment.
11. (Optional-if this would work well in your class) Press "like" on one poem - your #1 favorite of all your classmates' poems. It can't be your own. Let's see if the winner of our classroom contest wins the real thing!
12. Class Discussion: Was this hard or easy? Why? What song/image helped you the most? What helped more - a song, image, or neither? How could you use that to write more poems at home? What illustration might you include if you add this poem to your portfolio?
13. If there is extra time, you can write the justification for your poem now so you have it to include in your portfolio later.
14. Poem is graded mostly on completion - if there is an obvious lack of effort, points are deducted. Poems are collected every couple weeks to make sure students are on track to complete the portfolio.

#### **Related Resources:**

(What technology, articles, books, or supplies do you recommend?)

. Related Resources:

- Roadside Poetry website: [www.roadsidepoetry.org](http://www.roadsidepoetry.org) poetry contest 4 times per year
- Schoology: [www.schoology.com](http://www.schoology.com) like Facebook for school
- Donors Choose: [www.donorschoose.org](http://www.donorschoose.org) easy way to get resources for your classroom
- We Video: <http://www.wevideo.com/> free online movie editing - saves online as well
- Voice Thread: <http://voicethread.com/> voice plus photos - can comment on others' as well.

### **Possible extensions or adaptations for different purposes/student needs:**

- Students could create a digital story using this poem.
- Depending on the level of the class, the brainstorming of words could be done as a class. Alternately, the brainstormed words could be shared with a partner before attempting to write the poem.
- Write a poem for each season for the contest (4 different times per year)
- Compare first poem to last poem - look for improvement - self-reflection

**For additional information, contact:**

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