

Minnesota Writing Project

--- Demonstration Lesson Template ---

Title of lesson: Easing into Poetry: Thinking Poetically and Creating with Found Text

Suggested grade/age: Grades 7-12 (Can be adapted for younger students)

Approximate time needed to complete lesson: 50 minutes

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?)

Standards: 9.7.3.3b/d and 11.7.3.3b/d

b. Use literary and narrative techniques, such as dialogue, pacing, rhythm, repetition, rhyme, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

d. Use precise words and phrases, telling details, figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

This lesson provides a point of entry into thinking like a poet even if students don't consider themselves to be poets. It begins by establishing a mindset open to exploring sounds, connotations, and figurative connections. It then extends into an opportunity to identify these poetic concepts in a piece of everyday writing, allowing students to focus on recognizing the poetic elements without having to create the text themselves.

The lesson incorporates teacher modeling, video, hands-on practice, and in-class sharing.

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?)

This lesson is currently used as an introduction to a poetry unit in a creative writing class. Having already worked on projects together in prose, some students will be reluctant to attempt poetry while others with more comfort may be looking for new ideas on writing poetry.

There are three parts to the lesson:

Thinking Poetically (Kepick and Oona activity from Stephen Minot)

Demonstration of Austin Kleon-style blackout poetry

Practice creating a blackout poem.

Related Resources:

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

- *Three Genres* by Stephen Minot (now in its 9th edition - might be out of print)
- <http://www.AustinKleon.com>
- <http://newspaperblackout.com>

Also needed: enough copies of a disposable text for students to use (newspapers, textbooks about to be discarded, etc.)

The ability to share online videos and samples is useful but not necessary. Some means of showing student work is needed, even if it's as simple as hanging on the wall.

Possible extensions or adaptations for different purposes/student needs:

Students with strong visual art skills can be encouraged to put as much thought and effort into the design of their coloring as they put into the word selection. Students with reluctance or other impediments toward writing are often more open to this activity as it allows for creation without composing from scratch. The text students start with can be carefully chosen to match age/grade level and ability.

**For additional information, contact:
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