

<b>Date:</b> Wednesday, March 22, 2006	<b>Class:</b> 20-1
<b>Time:</b> 180 minutes	<b>Size:</b> 25 students
<b>Student Teacher:</b> Jennifer Fritz	<b>Teacher Associate:</b> Lynn Whyte

**GLOs and SLOs:**

1.1.2, 1.2.1, 1.2.2	3.2.1, 3.2.2
2.1.1, 2.1.3, 2.1.1, 2.1.3, 2.2.1, 2.2.2, 2.3.1, 2.3.3	4.1.2
	5.1.2, 5.1.3, 5.2.1

**Materials:**

*Power point	*Anthology assignment handout
*Poetry cheat sheet handout	*have Beanstalk url ready
*I Am handout	*"The Father" by Hugh Garner ( <i>Inside Stories</i> )
*"Parents" Handout	*Daily Prayer

**Objectives:**

- : recognize poetic devices in everyday use
- : create poetry with attention to specific devices and effects.
- : work alone and in groups to analyze and enjoy poetic forms
- : use prior and new knowledge to understand poetry and poetic devices
- : express individual ideas, thoughts, or feelings through poetic forms
- : indicate various story elements such as plot, character, point of view, and conflict
- : discuss various story elements, giving personal opinions based on textual evidence.

**Main Lesson:**

<b>Time:</b> 8:01- 8:15	*Begin with prayer * Invitation to Poetry Power Point → up to Essential Elements (HANG ONTO SHEETS WITH ANSWERS)
8:15- 8:45	Poetry Cheat Sheet: -- hand out sheet -- go over terms as whole class (15 min) -- split terms up by rows - simile/metaphor/symbolism/imagery/personification -- Dexter - hyperbole/understatement/juxtaposition/oxymoron -- Denton - tone/mood/pun/connotation/denotation -- Gerry - allusion/cliché/assonance/consonance -- Erik - alliteration/onomatopoeia/repetition -- Julie -- write individual examples first (5 min) -- share as a group and be ready to present examples to class (5 min) -- share with class (5 min)
8:45- 9:15	"I Am" poem -- define, give form and handout -- show mine as example -- time to write in class (must be handed in) -- ask for people to share
9:15- 9:29	Found poetry -- what is found poetry? -- show examples & Kirt's -- "Parents" -- ASSIGNMENT: go home and look for found poetry; bring tomorrow

## BREAK

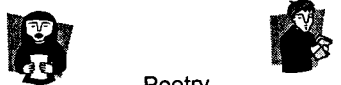
9:36- 9:55	<p>Anthology Assignment and Marking Scheme</p> <ul style="list-style-type: none"> <li>-- 20% for handing in poems, and for daily SS quizzes (explain)</li> <li>-- 30% for unit test on poetry and SS</li> <li>-- 50% for Anthology -- Give assignment and go over</li> </ul>
9:55- 10:05	<p>Intro to short stories</p> <ul style="list-style-type: none"> <li>-- Characteristics of SS</li> <li>-- Favourites? Why?</li> <li>-- What makes a good SS?</li> <li>-- What bad?</li> <li>-- SS's better or worse than poetry?</li> </ul>
10:05- 10:15	<p>Plot structure: What is it?</p> <ul style="list-style-type: none"> <li>-- Inciting incident/exposition</li> <li>-- Rising action</li> <li>-- Climax</li> <li>-- Falling Action</li> <li>-- Denouement/Aftermath/Resolution</li> <li>-- "Jack and the Beanstalk":</li> </ul> <p><a href="http://www.glencoe.com/sec/literature/course/course1/unit/shortstory.shtml">http://www.glencoe.com/sec/literature/course/course1/unit/shortstory.shtml</a></p>
10:15- 10:35	<p>"The Father" by Hugh Garner</p> <ul style="list-style-type: none"> <li>-- Read the story and create a Jack-and-the-Beanstalk graph of events</li> <li>-- Be prepared to share in class</li> </ul>
10:35- 10:50	<p>Character</p> <ul style="list-style-type: none"> <li>-- Protagonist</li> <li>-- Antagonist</li> <li>-- Direct vs Indirect presentation</li> <li>-- flat/round/unique/stock/static/dynamic</li> <li>-- what kinds of characters do you expect in a SS? Why?</li> </ul>
10:50- 11:05	<p>Flashback/Foreshadowing</p> <ul style="list-style-type: none"> <li>-- define</li> <li>-- <i>Family Guy</i> -- Flashback</li> <li>-- CSI -- hints/clues: Foreshadowing.. unintentional?</li> <li>-- why are they used?</li> </ul>

### Exit Question:

What did you like about today's lesson?

What did you dislike?

What's the most interesting thing you learned about today's lesson?




### Poetry

#### Truth, Words, and Gold

- "A poem refreshes a world."  
Wallace Stevens

### Invitation to Reflection


- Which descriptor best characterizes your personal response to poetry?
  - devotion
  - keen interest
  - mild interest
  - uneasiness
  - dislike



Shakespeare

### Invitation to Reflection Cont'd

- What were the major influences in your feeling about poetry?
- Which emphasis best describes how you have been taught poetry in the past?
  - Oral reading
  - Historical context
  - Authorial biography
  - Analysis of form
  - Discussion of ideas
  - Connections with personal experience
  - performance



### Invitation to Reflection Cont'd

- What has been the best experience of poetry, in or out of the classroom, that you have ever had?
- Do you have a poet to whom you often turn?
- Do you ever select a poem to read for pleasure before a novel, short story, or drama?
- Do you consider songs to be poetry?

### How do poems engage us for pleasure?

- Poems are taught as though the poet has put a secret key in his words and it is the reader's job to find it

INSTEAD

- We should go closer and closer to the work. Learn to recall images and lines precisely as the writer said them. Don't step away from their warmth and fire to talk "about" them. Stay close to them.

### "I AM" Poem (mandatory for anthology)


- Line 1: Your first name only
- Line 2: Four traits that describe you
- Line 3: Sibling of ...
- Line 4: Lover of ... (three people or ideas)
- Line 5: Who feels ... (three items)
- Line 6: Who needs ... (three items)
- Line 7: Who gives ... (three items)
- Line 8: Who fears ... (three items)
- Line 9: Who would like to see (three items)
- Line 10: Resident of (your city), (your road name),
- Line 11: Your last name only

### I Am

Jennifer  
 Friendly, shy, outgoing, tall.  
 Sister of Graham and Rena.  
 Lover of poetry, prose, and punk rock.  
 Who feels excited, exhilarated, and exhausted.  
 Who needs patience, preparation, and percolated coffee.  
 Who gives good grades, goofy grins, and grand ideas.  
 Who fears spiders, sarcasm, and splices (comma ones).  
 Who would like to see your poems, your thoughts, and your ideas.  
 Resident of Lethbridge, North Side.  
 Fritz


### Finding Poetry

- Poetry is everywhere in the world around us.
- It can be found innumerable places if one knows how to look.
- Found poems begin as unintentional utterances discovered in non-poetic contexts such as newspapers, advertisements, conversations, and product instructions.



### Finding Poetry

- Where?
- Nonliterary prose, music, advertising, bumper stickers etc.



**Discussion:**  
What distinguishes poetry from prose?

- What is poetry?
- More memorable than ordinary speech.
- A rebellion from the ordinary rules of language.
- What is prose?
- Complete sentences with specific attention to grammar.

*Found Poetry*

- Read the poem "Parents" by Julius Lester.
- Discuss the events narrated in the poem.
- Did this really happen?



**Discussion Questions**  
(in groups of 2-3)

- What are the differences between the two accounts?
- Why did Lester leave out certain details?
- What are the differences in news reporting and poetry writing?
- What is the nature of poetry?
- Do you think the poem allowed us to 'be in Linda's shoes' to experience the moment with all its choices and inexplicable emotional textures?

**Assignment**

- Find a piece of prose you can use to turn into found poetry.
- Could be almost anything: article, ad, cereal box... what else?
- Bring tomorrow to work on found poetry.