



## Post-Visit Lesson: High Performance Poetry Grades 6-8

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### Lesson Length

Two hours or more - dependent on class size and resources used.

### Common Core State Standards

#### Reading Standards for Literature

- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meaning; analyze how the plot moves toward resolution. CCSS.ELA-Literacy.RL.6.4
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. CCSS.ELA-Literacy.RL.7.4
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. CCSS.ELA-Literacy.RL.8.4
- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. CCSS.ELA-Literacy.RL.6.5
- Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. CCSS.ELA-Literacy.RL.7.5



#### Speaking and Listening Standards

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grades 6, 7, & 8 Language standards 1 and 3 on page 52 for specific expectations. CCSS.ELA-Literacy.SL.6.6, CCSS.ELA-Literacy.SL.7.6, CCSS.ELA-Literacy.SL.8.6

### Learning Targets

- I can analyze how the structure of a poem contributes to its meaning.
- I can determine the meaning of words and phrases in a text, including figurative and connotative meanings.
- I can analyze the impact of rhymes and other repetitions of sound on a verse or stanza of a poem.
- I can use appropriate eye contact, adequate volume, and clear pronunciation.

### Theme

Too often students study poetry on the page, missing the important components of sound, rhythm, and tone. As an example, Carl Sandburg once famously defined poetry as the “synthesis of hyacinths and biscuits.” There is music in that line—and it becomes apparent when the words

are read aloud: the repeated “s” sounds coupled with the near-perfect iambic pentameter result in a line that begs to be spoken.

To extend the students’ participation in the performance-based *Sandburg Alive* on-site activity, give them opportunities to select poems that appeal to them individually, memorize them, and perform their own expressive and holistic interpretations in front of others.

A valuable resource for any lesson or unit on poetry performance is the **Poetry Out Loud** website. Although the official contest is limited to high school students, the rubrics, lessons, and videos of actual student performances are easily adapted for use with middle school students. Visit [www.poetryoutloud.org](http://www.poetryoutloud.org) to preview its offerings and download a free teacher’s guide to successful incorporation of poetic performance in the classroom.

## Materials Needed

- Poem Analysis Worksheet
- Poetry Presentation Rubric

## Procedure

### Activating Strategy

Carousel Brainstorming - Divide students into six equal groups with each group member having a different colored marker. Students will rotate to six different locations that have a piece of chart paper labeled with a topic. Students are to write a one word response to the topic on the chart paper. Give students a short amount of time at each rotation to respond and have the entire groups rotate at the same time. \*Prior to this activity you will need to prepare six pieces of chart paper with each paper labeled with only one of the following topics: figurative, connotative, rhyme, repetition, verse, and stanza. After rotations are completed, teacher will review responses to the topics whole class. Responses can be recorded on the Poem Analysis Worksheet.

### Teaching Strategy

1. Determine which aspects of this activity best fit your instructional purposes; physical presence (e.g. poise or eye contact), poetic interpretation, and difficulty level of the poem are a few possibilities.
2. Show students a few of the videos from the *Poetry Outloud* website of student performances, and share with them the purpose of the activity as well as the criteria defining a good performance.
3. Let students browse through POL’s extensive list of recommended poems. Alternatively, use a teacher-created list of poems to tailor your activity to your specific curriculum. Have students complete the provided Poem Analysis form on the poem chosen for the presentation.
4. Set aside class time for student performances. Consider having a poetry recitation day with refreshments and prizes or establishing a competition with other classes or area middle schools to give students more public opportunities to display their skills. Teacher can use provided rubric to score students’ presentation or the teacher can have students score each other’s presentation.

### **Summarizing Strategy**

Quick Write - Given one to two minutes, students will answer in writing the prompt...***The one thing that I learned in this lesson that will help me in the real world is...*** Students are given a small increment of time due to the fact that they must write continuously for the specified timeframe.

### **Extension**

The *Something about Sandburg Middle School Curriculum Guide* also provides teachers with a wide variety of in-school lesson plans. This curriculum guide is available to all middle school teachers who wish to incorporate the life and works of Carl Sandburg into their school curriculum.

**Teachers who intend to schedule an on-site visit are encouraged to use the curriculum guide in addition to the pre-and post-visit lesson plans.**

# Poem Analysis

Name \_\_\_\_\_ Date \_\_\_\_\_

Title of Analyzed Poem \_\_\_\_\_

| <b>Area Analyzed</b>        | <b>Student Analysis</b> |
|-----------------------------|-------------------------|
| <b>Figurative Language</b>  |                         |
| <b>Connotative Language</b> |                         |
| <b>Rhyme</b>                |                         |
| <b>Repetition</b>           |                         |
| <b>Verse</b>                |                         |
| <b>Stanza</b>               |                         |

# Poetry Presentation Rubric

Name \_\_\_\_\_ Date \_\_\_\_\_

| <b>Category</b> | <b>4</b>  | <b>3</b>    | <b>2</b>             | <b>1</b>                       |
|-----------------|---|-------------|----------------------|--------------------------------|
| eye contact     | consistently & constantly maintained eye contact          | appropriate | somewhat appropriate | no eye contact                 |
| volume          | consistently & constantly maintained volume               | adequate    | somewhat adequate    | inadequate- could not be heard |
| pronunciation   | consistently & constantly maintained proper pronunciation | clear       | somewhat clear       | unclear- could be understood   |

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