



Muse Machine 2019 Summer Institute-Inspired Lesson Plan

## ***Developing Identity through Poetry***

Developed by Sheena Burns

Northridge Middle School

Dayton, OH

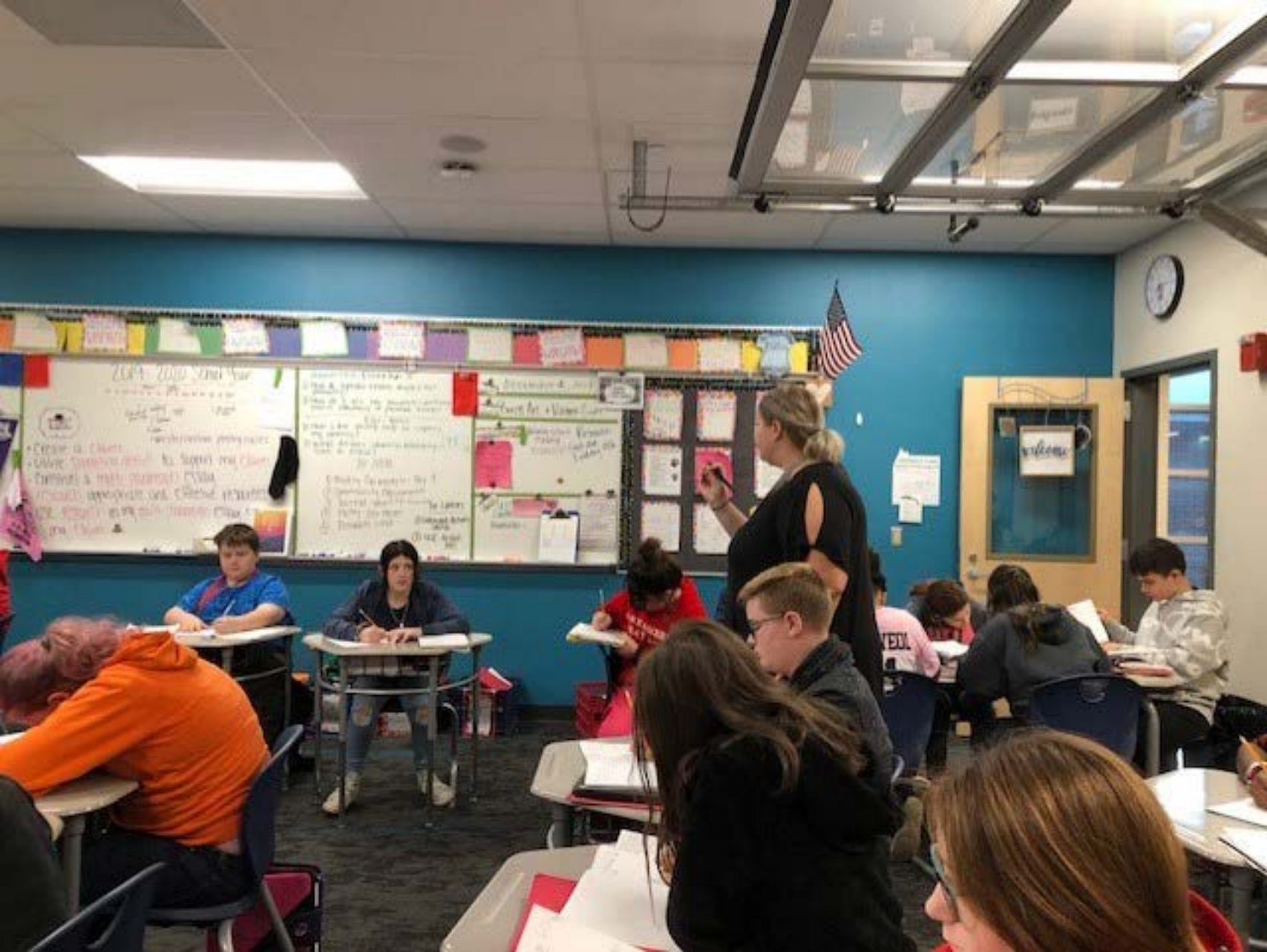
### **Lesson Plan Summary:**

Poetry is not always easily grasped by children who are struggling to express themselves in writing. However, a skillful teacher uses many tools to address this kind of challenge. Sheena Burns, sixth grade teacher at Northridge Middle School, uses a tool that she gained during the 2019 Muse Machine Summer Institute, to help her students understand and appreciate poetry and how it can help people express their emotions. The device learned from Ping Chong + Company, called "River Stories," provides a simple framework for youngsters to write an autobiographical poem while addressing Ohio standards for writing. Sheena skillfully uses this tool during her lesson entitled, *Developing Identity through Poetry*.

<b>Name:</b> Sheena Burns	<b>School:</b> Northridge Middle School	<b>Subject:</b> 6th grade Language Arts	<b>Date:</b> December, 2019
<b>Inspiration:</b>	These activities were inspired by Muse Machine’s 2019 Summer Institute: “Identity, Belonging and Sense of Place,” presented by Ping Chong + Company. The institute focused on the development of these themes through poetry, storytelling, art and discussion.		
<b>Title:</b> Developing identity through poetry			
<b>I. <u>OVERVIEW</u></b>	<p><b>A. Summary:</b> This lesson focuses on personal reflection and expression through poetry. Each week, students learn new types of poetry and record them in their poetry notebooks. They also practice writing each form of poetry. This lesson was inspired by a Ping Chong + Company activity called “river stories.” The writing prompts from this activity are used to gather potential topics for an autobiographical poem.</p> <p><b>B. Standards:</b></p> <p><u>W.6.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>W.6.10</u> 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 discipline-specific tasks, purposes, and audiences.</p> <p><b>C. Objectives/Outcomes:</b></p> <p>Students will continue to develop a sense of identity, belonging and sense of place. Students will produce an autobiographical poem.</p> <p><b>D. Teaching Approach:</b> Direct instruction, class discussion, partner work (think, pair, share), read aloud, co-teaching</p> <p><b>E. Assessment:</b></p> <p>Students will submit their autobiographical poem which must meet the poem’s requirements based on our class notes.</p>		
<b>II. <u>LESSON PREPARATION</u></b>	<p><b>A. Teacher Needs:</b></p> <ul style="list-style-type: none"><li>● Poetry notebook</li><li>● Clevertouch</li><li>● Block 1 notebook</li><li>● <a href="#">Aspects of biographical poetry sheet</a></li></ul> <p><b>Teacher Information:</b> The teacher could look over a website such as <a href="#">How to Teach Your Students to Write Biography Poems</a> or <a href="#">How to Write a Bio Poem</a></p> <p><b>B. Student Needs:</b></p>		

	<ul style="list-style-type: none"> <li>• Poetry notebook</li> <li>• Block 1 notebook/folder</li> <li>• Writing utensil</li> </ul> <p>a. <b>Prior Knowledge:</b> Poetry forms/elements</p> <p>b. <b>Student Voice:</b> Students will produce an autobiographical poem which will reflect their own sense of place, belonging and identity.</p> <p>c. <b>Vocabulary:</b> poetic elements, rhyme, syllabic pattern, format, character traits/physical traits, autobiography, biography</p>
<b>III. <u>EVIDENCE/ASSESSMENT OF OUTCOMES</u></b>	Each student will produce an original biographical poem that is a piece of clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
<b>IV. <u>ENDURING UNDERSTANDINGS</u></b>	Poetry is a means of self-expression which allows readers and writers to reveal their true identity. Poetry is an art form which may or may not follow specific rules and formatting. Life is a story; how will you write your story?
<b>V. <u>LEARNING PLAN</u></b>	<p><b>A. Prompt:</b> Look at some samples of biographical poetry</p> <p><b>B. Hooks:</b> Group discussion of essential questions (see below)</p> <p><b>C. Essential Question(s):</b> What defines who I am? What places do I have a connection with which help to define my identity? What communities do I identify with?</p> <p><b>D. Resources:</b> <i>As described under Teacher Needs and Student Needs</i></p> <p><b>E. Teacher and Student Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Student will begin class by signing into Google Classroom and completing their Weekly Paragraph.</li> <li>• Teacher will provide directions for students by reading them from their Weekly Paragraph document.</li> <li>• Teacher will review the class's Community Agreements.</li> <li>• Teacher will ask students for any additional items/discussion topics based on Community Agreements.</li> <li>• Teacher will ask students: <ul style="list-style-type: none"> <li>○ "What defines who you are?"</li> <li>○ "Do the people you hang out with define who you are?"</li> <li>○ "Do places help define who you are?"</li> </ul> </li> <li>• Teacher will share experiences with Muse Machine Summer Institute and how this helped to mold/solidify her identity. (If you did not attend the Institute, substitute another life-defining experience, place or interest to share.)</li> <li>• Teacher will record students' responses on Clevertouch.</li> <li>• Student will open interactive notebooks to next blank page.</li> <li>• Teacher will instruct students to construct a 4-square reflection: <ol style="list-style-type: none"> <li>1. Words to describe me</li> </ol> </li> </ul>

	<ol style="list-style-type: none"> <li>2. Wishes/hopes dreams</li> <li>3. Places with Personal Connections</li> <li>4. Interests</li> </ol> <ul style="list-style-type: none"> <li>• Teacher will model by sharing her own 4-square responses:</li> </ul> <p><i>Examples</i></p> <ol style="list-style-type: none"> <li>1. <i>Words to describe me: creative, artistic, silly, quirky</i></li> <li>2. <i>Wishes/hopes dreams: "Dr." Burns, learn piano, students grow up happy/healthy, etc.</i></li> <li>3. <i>Places with Personal Connections: Victoria Theatre, Middletown, KY, beach, Lake Norris, Schuster Center</i></li> <li>4. <i>Interests: Muse Machine, art, music, theatre, volleyball, teaching, politics</i></li> </ol> <ul style="list-style-type: none"> <li>• Student will be given 5-7 minutes to complete journal.</li> <li>• Students will be given 4 minutes to think-pair-share with a partner. Students should discuss their responses and make note of their similarities and differences.</li> <li>• Student will take out poetry notebook and label top of page with "Bio Poem" and date.</li> <li>• Teacher will instruct students about rules of autobiographical/biographical poetry. (<i>See aspects of biography poems handout</i>) Students will record information in their poetry notebooks.</li> <li>• Teacher will model an autobiographic poem for students.</li> <li>• Teacher will read a former student's poem.</li> <li>• Student will write their own autobiography poem.</li> </ul> <p><b>Final Review:</b> Students will share their poems.</p>
<b>VI. <u>LESSON REFLECTION</u></b>	<p>Students were actively engaged in the lesson. However, during some parts of the assignment some students were off-task; I could implement 'popsicle sticks' or randomizer on Class Dojo to get more students participating.</p> <p>Modeling the journaling with my ideas seemed to 'spark' student writing. I did not implement 'think, pair, share' after student journaling but would implement next time for students to build more connections/community with classmates.</p> <p>Students used their journals to help write their autobiographical poem; this seemed to help students have ideas for their poem. I wish I had more time to allow students to share their journals.</p> <p>Next time, I will do an extension activity where students create artwork/sculpture to represent their autobiographical poem.</p>



### **Some possible aspects of biographical poetry**

1. Write a poem about yourself
2. Include your name
3. Make it 12 lines long
4. Describe yourself
  - Wishes
  - Dreams
  - Wants
  - Wonders
  - Fears
  - Likes
  - Beliefs
  - Loves
  - Plans
5. Write some words of advice to yourself

# Autobiography Poem

Rules: ① unrhymed

② Poem about self

③ 12 lines

① name

② 3 describing you

③ wishes \_\_\_\_\_

④ dreams \_\_\_\_\_

⑤ wants \_\_\_\_\_

⑥ wonders \_\_\_\_\_

⑦ fears \_\_\_\_\_

⑧ likes \_\_\_\_\_

⑨ believes \_\_\_\_\_

⑩ loves \_\_\_\_\_

⑪ plans to

⑫ words of advice to self



- 1 Brayden magerd
- 2 Big forehead, sleepy, tired
- 3 I wish to have 3 dogs
- 4 have a good job
- 5 I want steak and shake
- 6 I wonder if I will get 3 dogs
- 7 I fear heights
- 8 I like food
- 9 I believe im fat
- 10 I love my mom and dad
- 11 Plans to weigh 10,000 pounds
- 12 Eat alot of food



# Autobiography poem

- Rules:
- ① un rhymed
  - ② about yourself
  - ③ 12 lines

## Example

① Brinen

② Smart & funny will do  
anything for money

③ I wish to have ~~money~~ money

④ I dreamt of things big

⑤ I want a happy family

⑥ I wonder if it will  
work

⑦ I fear clowns

⑧ I like puppy dogs

⑨ I believe in dragons

⑩ I love's mar and chess  
plans to be successful

⑪ never go in ocean

① name

② 3 describing words

③ wishes \_\_\_\_\_

④ dreams \_\_\_\_\_

⑤ wants \_\_\_\_\_

⑥ wonders \_\_\_\_\_

⑦ fears \_\_\_\_\_

⑧ likes \_\_\_\_\_

⑨ believes \_\_\_\_\_

⑩ loves \_\_\_\_\_

⑪ plans to \_\_\_\_\_

⑫ words of advice to self

# Autobiography Poem

Rules: 1. unrhymed  
2. Poem about self  
3. 12 line

- ① name
- ② 3 describing words
- ③ wishes \_\_\_\_\_
- ④ dreams \_\_\_\_\_
- ⑤ wants \_\_\_\_\_
- ⑥ wonders \_\_\_\_\_
- ⑦ fears \_\_\_\_\_
- ⑧ likes \_\_\_\_\_
- ⑨ believes \_\_\_\_\_
- ⑩ loves \_\_\_\_\_
- ⑪ Pains \_\_\_\_\_
- ⑫ words to advice to self

Example:

- ① Xavier Still
- ② smart, ~~nerdy~~ nerdy, quite.
- ③ Wishes to be a youtuber.
- ④ dreams to make games in the future.
- ⑤ wants to have lots of friends in future
- ⑥ wonders what the future will be like.
- ⑦ fears bears
- ⑧ Likes people
- ⑨ Believes every body should be treated alike.
- ⑩ loves my family
- ⑪ Plans to be nice
- ⑫ never lie ok.