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POETRY

WHAT THIS EPISODE IS ABOUT

In this episode, students will learn that writing poetry can be fun and challenging. By the end of the lesson, students will be able to

- ✎ define the term *poetry*
- ✎ apply the writing process to writing poetry
- ✎ compose an original poem

VIDEO SUMMARY

Through his journal, Kyle narrates the writing club's first experiences with writing poetry.

A Shakespearean actor recites some poems, including Edgar Allen Poe's "The Raven."



Writing-club sponsor Ms. Scott tells the students that they are now going to read a lot of poetry. She also tells them that each student will choose one poem. Then Ms. Scott says that each member will be asked to create a poem and recite it for the club.

Kyle and his friends talk about how they are going to write their poems, and they recite famous poems at a party.

They then visit a poetry workshop to get insights on writing poetry. Finally, they present their original poems at a poetry reading (staged Beat-style, with much finger snapping). Kyle's poem, "The Pier," is a big hit.

BEFORE VIEWING THE VIDEO

Ask students to define and give examples of poetry. Invite them to share any favorite poems they may have memorized.

Tell students to watch the video to see how the writing process is used to write a poem.

WHILE VIEWING THE VIDEO

1. After Kyle makes a list of poetry topics, PAUSE the video and have each student make a list of possible topics for poems. Encourage students to choose familiar topics.
2. After Kyle writes a rough draft of his poem, PAUSE the video and ask students to select one topic from their list and then to write a rough draft of a poem.

Let each student choose whether the poem will rhyme.

Note: Some students may be a bit “poetry phobic.” A little encouragement will help them get started.

3. After Kyle attends the poetry workshop, PAUSE the video. Have each student exchange his or her poem with at least two classmates. Encourage students to offer one another suggestions on how to improve the poems.

You may want to choose a few poems at random and read them to the class.

4. At the end of the video, ask students what they think of Kyle’s poem, “The Pier.”



The Pier

*I sat on the redwood pier
and gazed out into the lake
Red-orange with the sun’s glare
The waves churned as they swept past me
The water captured my image
reflecting it back to me
The sky was set in orange fire
as the sun drowned itself behind the shade of trees
leaving nothing but me in the dark
to look upon the lake*

AFTER VIEWING THE VIDEO

After revisions are made, the students may publish their poems on unlined paper. Make copies of the poems, and create a classroom anthology of poetry.

Summarize the lesson by asking students to

-  define *poetry*
-  list the steps in the process of writing a poem



EXTENSION ACTIVITY

Have students write a haiku about a science, math, or social-studies topic. Students should use the following formula for their haikus:

Line 1: five syllables

Line 2: seven syllables

Line 3: five syllables

INTERNET RESOURCES

The Science Poetry Corner

http://www.mms.mendocino.k12.ca.us/ms/cur/cw/Science_Poetry/Poetry.html

The Academy of American Poets

<http://www.poets.org/>

The Internet Poetry Archive

<http://sunsite.unc.edu/ipa/>

