

## LESSON 6: THE MEMORY BOX

### MATERIALS

- Student notebooks
- Student anthology books
- Teacher’s copy of “Defining Rural” by Amy Price Azano
- Place and Poetry Partner Conversation Sheet from Lesson 5 (copies available in a designated location in the classroom)
- Collection of poems/ poetry books from school library and/ or teacher’s collection
- The Memory Box Poem Guide (graphic organizer: one copy per student)
- Teacher’s copy of Focus on the Rubric Part 3.



**BIG IDEA**

**Poets use concrete language and sensory detail to communicate abstract ideas, emotions, and truths.**

**Poetry helps readers see the extraordinary in the ordinary.**

### OBJECTIVES

- Students will identify and use various parts of speech (concrete and abstract nouns; adjectives)
- Students will develop ideas for writing
- Students will develop an idea within a brief written text
- Students will learn and use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)
- Students will develop the skills to participate as knowledgeable, reflective, creative and critical members of a literary community



**LANGUAGE**

#### **Important Vocabulary:**

- Abstract and concrete language
- Sensory language
- Imagery

### SEQUENCE

#### **Poetry for Appreciation...**



**CLASS**


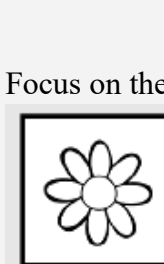



Invite students to find a comfortable place for listening. Remind students to listen to and enjoy the way the poem sounds, and they might also listen for some of the imagery and details used by the poet.

Read “Defining Rural” by Amy Price Azano.



### TEACHER NOTES



**BIG IDEA**

 <p><b>PLACE</b></p>	<p>Afterwards, allow students to share out one family or everyday ritual that they have that is tied to place, i.e. feeding the chickens in the mornings, helping cook cornbread, going to church on Sunday, family reunions, etc.</p>	
 <p><b>DETAILS</b></p>	<p>Focus on the Rubric: On the SmartBoard or overhead, show the students the third part of the rubric. As a class, decide how the poem “Defining Rural” fits into this rubric.</p>	<p>Because this poem is about memories (a theme of this lesson), draw students’ attention to the fact that the poet is writing about memories about a person she cherishes, using distinctive imagery. Azano uses simple images to communicate an important idea; that is, family rituals (storytelling, sharing of meals) are one of the important means through which family history is passed down through generations.</p>
 <p><b>WRITING</b></p>	<p><b>Memory Poems</b> Remind students that for the last two days they have worked on Magic Box poems. This week, suppose they have a Memory Box into which they can put special memories. Perhaps the object they brought into class this week reminds them of a special time, person, event or place they might want to put into their memory box. Some objects may not be related to students’ home or local community, and this is acceptable.</p>	 <p><b>TOOLS</b></p>
 <p><b>INDEPENDENT</b></p>	<p>Ask students to sit with their object in front of them and their notebooks open. If they do not have their object, have them write what their object is on the top of the page. One by one, ask the following questions, and give students a small amount of time to write responses in their workbooks. The teacher should model this activity by writing with the students. Remind them that this is prewriting, so just jotting down ideas quickly is okay:</p> <ul style="list-style-type: none"> <li>• <i>What is your object?</i></li> <li>• <i>What color is it?</i></li> <li>• <i>What is an adjective you could use to describe its size?</i></li> <li>• <i>Describe the shape of your object.</i></li> <li>• <i>Run your hands over the object. What are some adjectives you could use to describe how it feels to touch?</i></li> </ul>	<p>Since this is the prewriting stage, in which students are encouraged to freely generate ideas, emphasize that spelling mistakes are allowed and full sentences are not necessary. Poets very rarely sit down and write a poem from beginning to end. The process of generating ideas and jotting down brief notes in the form of single words, short phrases, and images is fundamental to the writing of poetry.</p> <p>Many students will find this concept foreign compared with other types of writing</p>



<ul style="list-style-type: none"> <li>• <i>Does your object have a particular smell?</i></li> <li>• <i>How long have you had the object?</i></li> <li>• <i>How and where did you get it?</i></li> <li>• <i>Where do you usually keep the object?</i></li> <li>• <i>What place does this object remind you of?</i></li> <li>• <i>What special memory does it remind you of? Think about where you were, who you were with...</i></li> <li>• <i>Close your eyes and think of that memory. Now open your eyes and write a little bit about the memory. Use as many details as you can.</i></li> </ul> <p>To write poems about their memories, offer students the following choices or help guide students based on readiness:</p> <ol style="list-style-type: none"> <li>1. Students can use the <u>Memory Box Poem Guide</u>, a graphic organizer that is modeled after the Magic Box poems students wrote in the last lesson.</li> <li>2. Students can use the <u>Red Wheelbarrow</u> model to write their poems. That is, they can use the graphic organizer that begins “So much depends upon...,” from lesson 3 using the object they brought from home as the subject of the poem.</li> <li>3. Students can choose to determine their own poetic form for the memory poem. This is a more open-ended version of the task, but may be appropriate for students who are ready for a greater challenge.</li> </ol>	<p>they have experienced at school, so you may need to have one or more deliberate conversations with students about the importance of taking messy notes before beginning to write, even though many of their ideas will not survive into the final poem.</p>
<p><b>Place Poetry Partnerships</b></p> <p>Students have now been introduced to the following poem models:</p> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;">  <p><b>ANCHOR</b></p> </div> <div> <ul style="list-style-type: none"> <li>• “So much depends upon...”</li> <li>• The Magic Box</li> <li>• The Memory Box</li> </ul> </div> </div> <p>As students are introduced to more models or poetry ideas, begin to keep copies of these prompt sheets/ graphic organizers in a designated part of the room.</p> <p>In future lessons, there will be time for “Place Poetry Partnerships” in which students can choose one of these models to write about, finish poems they have started in other lessons, read poetry in books to get ideas, or engage in poet’s workshop conferences. Sometimes, you might allow students to work with a partner on a poem. All of these activities will contribute to the</p>	<div style="text-align: center;">  <p><b>TIP</b></p> </div> <p>While students are working independently in Place Poetry Partnerships, this is a great opportunity for you to (a) hold individual conferences with students or offer individual help, or (b) collect a group of students for a mini-lesson on a particular concept or model if they need additional</p>

<p>development of students' own poetry anthologies. In some lessons Place Poetry Partnerships can be used as an anchor activity as students finish their other work.</p> <p>In this lesson, remind students how Place Poetry Partnerships operate, and make sure students know what to do and where to find materials.</p>	<p>explanation, practice, or extension.</p>
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