

## LESSON 13: POET'S WORKSHOP

### MATERIALS

- Student notebooks
- Student anthology books
- Teacher's copy of "A Dream Deferred" by Langston Hughes (available at: <http://www.americanpoems.com/poets/Langston-Hughes/2381>)
- Collection of poems/ poetry books from school library or teacher's collection
- Copies of updated Place and Poetry Partnership Conversation Sheet II
- Teacher's copy of Focus on the Rubric Part 4
- Copies of Workshop Rubric Guide (one per student)
- Formative Assessment 4



**BIG IDEA**

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

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

**Poets use metaphor to connect readers to important ideas through imagery.**

### OBJECTIVES

- Students will develop an idea within a brief text
- Students will learn and use the writing process (i.e., prewriting, drafting, revising, proofreading, and editing)
- Students will participate as knowledgeable, reflective, creative and critical members of a literary community
- Students will respond to written and oral presentations as a reader, listener, and articulate speaker



**LANGUAGE**

#### **Important Vocabulary:**

- Imagery
- Sensory language
- Metaphor
- Personification

### SEQUENCE

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



**CLASS**

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

Read "A Dream Deferred" by Langston Hughes.

### TEACHER NOTES

Consider sharing this brief biography of Langston Hughes with students (from [https://poets.org/poet/langston-hughes#poet\\_works](https://poets.org/poet/langston-hughes#poet_works)) to help them see how poetry can have a significant cultural influence and an impact on social justice.

Afterwards, have students turn to the person next to them and share one example of personification or metaphor or other image(s) that stuck in their minds while listening to the poem.



Focus on the Rubric: On the SmartBoard or overhead, show the students the fourth part of the rubric. As a class, decide how the poem “A Dream Deferred” fits into this rubric.



*Hughes is particularly known for his insightful portrayals of Black life in America from the 1920s to the 1960s. He wrote novels, short stories, plays, and poetry, and is also known for his engagement with the world of jazz and the influence it had on his writing. His life and work were enormously important in shaping the artistic contributions of the Harlem Renaissance of the 1920s. Hughes refused to differentiate between his personal experience and the common experience of Black America. He wanted to tell the stories of his people in ways that reflected their actual culture, including their love of music, laughter, and language, alongside their suffering.*

**Poet’s Workshop**



- Today’s lesson is a chance for students to process the many models and concepts to which they have been introduced by allowing extended time for Poet’s Workshop.



- Before you allow students to start work, introduce them to the updated Poetry and Place Partnerships Conversation Sheet II. This sheet includes reference to metaphor, personification, and point of view. For students who struggle with writing, explain that a word or two is sufficient to write on Sheet II, and that they can provide oral feedback to classmates.



While students are working independently and in Poetry and Place 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

Remind students that they have now been introduced to the following forms, models, and devices:

- So much depends...
- The Magic Box
- The Memory Box
- Postcards (optional)
- Cinquain
- Metaphor
- Personification
- Point of view



**INDEPENDENT**

Explain to students that they may work on any poem using these models and devices, on an unfinished poem from another lesson, or on a new poem. Hand each student a Workshop Rubric Guide to help them focus on key areas. *Remind students that they have already seen the various parts of this rubric and should now be quite familiar with the criteria.*

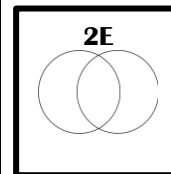
- Remind students that they should write final drafts of their poems (after the prewriting, drafting, and conference process) in their anthology books, which is their final collection of poetry.

for a mini-lesson on a particular concept or model if they need additional explanation, practice, or extension.



**READINESS**

As you are working with individual students on their anthologies, you might alert some students to the notion that many poets use a theme to unite different poems in an anthology. Some students might be ready to think about developing their work around a coherent theme, such as poems about family or poems about the experience of feeling like an outsider.



*Make sure that students who have been using assistive technology have access to a printer so they can add revised and final poems to their anthology books.*



**COMPREHENSION**


**Reading poetry**

For the last 10 minutes of the lesson, allow students to freely explore the poetry books and poems available in the classroom. Encourage students to find several different poems they might enjoy reading. Invite students to pay



**WRITING**

*To emphasize a personal connection, teachers can provide a way*

	<p>particular attention to poems that include interesting imagery and speak to their different senses and to poems that employ unusual forms or structures. Encourage students to read some of these poems aloud or to a friend, so that they can hear how the poems sound.</p>	<p><i>for students to record their reactions to poems as they are read. For example, include some paper where the students can write down their reactions to the poems, and then students can read and respond to their comments and reactions. It could even be in the form of a twitter page or a blog spot. The teacher could just have a table with butcher paper on it and students could “tweet” about what they are reading with #RuralReader</i></p>
<p><b>PREPARATION:</b> Administer <u>Formative Assessment 4</u> in preparation for the next lesson, which introduces rhyme.</p>		