



Poetry Poetry

The setting is in a public Title I funded elementary school in Florida.

ANALYZE LEARNERS ANALYZE LEARNERS

General Characteristics: The lesson that will be conducted is designed for the sixth grade class of Carol City Elementary School. According to standardized tests students' performance levels are average in the subject area of reading. However, they can benefit from extra support activities that will help strengthen their reading comprehension skills. The majority of these students are from low-income families, they are at-risk, and have low-self esteem. More than half of them reside outside of school boundaries.

Entry Competencies Entry Competencies

The sixth grade classes of Carol City Elementary School are able to:

- Use the World Wide Web to research, locate, select, and utilize information for essays and reports.
- Write sentences with correct grammar, spelling, and punctuation.
- Write different types of poetry.
- Exhibit familiarity with the elements of poetry such as, diction, tone, imagery, similes, metaphors, meter, rhyme and symbol.
- Use technical equipment (TV, VCR, computers, overhead projectors) for effective presentations.

Learning Style Learning Style

The majority of the students are kinesthetic tactile learners. They prefer projects, group assignments, and class presentations.

STATE OBJECTIVES

The objectives are as follows: Given the name of a famous poet and poem written by that poet students will be able to locate, analyze, interpret, and research information about the poet and their literary work. Using the Internet and the World Wide Web students will be able to locate useful information beneficial to their oral presentations. The students may not override the teacher's decision on which poet they will conduct research on or which poem they will recite. The sixth grade class may use overhead transparencies or any props as they relate to the poem to enhance public appeal. Students will have time in class to revise, review, organize and prepare their presentations in class. Students will be evaluated on voice, interpretation, and organization. Students will have 20-30 minutes to complete their presentations.

SELECT METHODS, MEDIA, AND MATERIALS

All of the equipment (props, computer, overhead projector, TV, and VCR) needed to successfully complete this lesson are located in the classroom. The teacher reads and reviews each poem for aptness before distributing them to students. In addition, she selects her favorite poem, conducts research on the poet and presents it to the class as a model of how efficient their presentations should be. After the teacher completes her presentation she distributes the poems and directs the students to the computer lab to work on their presentations. The Internet will be used for students to research biographical information on their assigned poet.

UTILIZE MATERIALS

Preview Materials: The teacher reads and reviews each poem for aptness before distributing them to students. She also searches the Internet and finds several websites that offers biographical information on poets which will benefit the students.

Prepare the Materials: In preparation of the lesson, the teacher uses the school's Xerox machine to make copies of the poems, rubrics for peer evaluation, and suggested websites that the students can use to find information on their assigned poet. She also purchases props (balloons and syrup) to enhance the beauty of the poem that she will recite called, *A Dream Deferred* and checks out books about her favorite poet Langston Hughes. In addition, she provides students with transparencies from the school for their presentations. In addition, before class begins she puts the computer on www.poets.org so that it will be easy for her to navigate through the site during her presentation to play a poem that was recited by the poet himself and his discussion on why he wrote it.

Prepare the Environment: The classroom is automatically set-up whereas the children can see the teacher's presentation. In the computer lab where the students will conduct their research the computers are already on and ready for use.

Prepare the Learners: The teacher prepares the learners by giving the students an overview of poetry through a Virtual Field Trip Tour <http://www.nova.edu/~twiggins/vft.htm>. She discusses the objectives for the lesson and how it relates to this project. The teacher gives each student four handouts; the first one is the set of directions for the Virtual Field Trip Tour, the poem, then the set of directions for their presentations, transparencies, and rubrics for peer evaluation.

Provide the Learning Experience: The teacher is the catalyst prompting the students to generate creative ways to introduce their assigned poet,

preparing the classroom environment with the appropriate materials needed for their class presentations and reinforcing their prior knowledge of poetry through the Virtual Field Trip Tour.

REQUIRE LEARNER PARTICIPATION REQUIRE LEARNER PARTICIPATION

Students are encouraged to ask any questions about what they are required to do for this particular assignment at anytime during the lesson.

Individually students will use the Internet to research biographical information on their assigned poet. Since the students will have two weeks to prepare for their presentations, the teacher will allow them to rehearse their poems in class and work on their speech about their assigned poet. Simultaneously, students will be paired with a partner that will critique their performance and evaluate their presentation using a rubric given by the teacher. The rubric is simply feedback telling the students what their strengths and weaknesses are and how they can improve.

EVALUATE AND REVISE EVALUATE AND REVISE

Assessment of learner achievement The students will be evaluated on the following criteria:

Interpretation (20 points) Were you able to analyze, explain, and interpret the meaning of the poem? Were all points thoroughly explained?

Organization (20 points) Were you completely prepared? Was it obvious that you rehearsed your presentation? Did you stay on topic throughout the presentation?
Was all of the proper equipment setup properly and working for your presentation?

Voice (20 points) Did you speak clearly and distinctly throughout the presentation? Were you loud enough to be heard by all audience members throughout the presentation? Did you use dramatic tone to express your emotions and connect with the audience? Did you use facial expressions and body language to generate a strong interest and rising inflection about the topic in others?

Content (20 points) Did you clearly explain what your report covered? Did you use visual aids to enhance your presentation? Did you articulate your thoughts clearly? Did you use the equipment effectively?

Evaluation of Instruction (including media and methods) The teacher was pleased with the sense of pride and effort that was emphasized in the students presentations. The intonation and delivery of the poems, along with the props and mesmerizing reaction from the audience, increased students' confidence in their abilities and public speaking skills. They were ecstatic about using the visuals and being able to express creativity through their work.

Through the reciting of the poems students became fascinated with the idea of role playing and the teacher continues to receive an encore of suggestions from students on how to make future presentations as meaningful as this one. Therefore, in the future students will complete presentations similar to this one.