Facilitation Guide

Poem Jumble
Google Slides - Slides #8-19

Activity Summary:

Students will use a collection of previously completed free-verse poems that incorporate both sensory and descriptive language to engage in a group creation activity. The purpose of this assignment is to get students to engage with poetic creation in a low-stakes format. This activity will also help students to learn and practice revising literary work.

Why the Arts:

The EOM assignment is an exercise in arts creation (poems); however, the implementation of musical elements (dynamics, tempo, rhythm, etc.) will help to bring novelty to the performances of each poem and increase the likelihood of students remembering the experience.

Assessment:

Formative: The poems will be cut into single sentences and placed into a bowl or box so the strips of paper become randomly mixed. This is a group activity and each student is responsible for choosing a line/sentence to place within the poem. Each group should contain 5 or 6 students, and their poems should be 3 or 4 sentences in length. Students will perform their poems as a group, incorporating musical elements such as dynamics (volume), tempo (pace/speed), and rhythm into their performance.

Lesson Connections:

8th Grade, Module 1, Lessons 18-22*

*Can be used for many other lessons

Connection to Module Goals/EOM Task:

Students will be asked to create a portfolio of narrative poems as part of their end-of-module assessment. This activity will help students to engage in low-stakes poem creation and to become more familiar with sensory and descriptive language. It will also help students to learn how these types of language can be used to write poems.

Standards Alignment:

ELA:

L.8.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

RI.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Arts:

MU:Cr3.2.8 - Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.

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ARTS EVERY DAY
IN BALTIMORE CITY PUBLIC SCHOOLS

Wit & Wisdom Instructional Routines:

Think-Pair-Share

Recommended Student Materials:

Cut up strips of poems for each group.

Brain Targeted Teaching Considerations:

BT1 – Emotional Climate:

Students should feel comfortable enough to share with classmates and read in front of each other. Students must share their creations with the class.

BT2 – Physical Environment:

The classroom should be set up in a way that allows students to work in groups easily. There should be table space for them to set up their strips of paper and to arrange/rearrange them if necessary.

Other Considerations:

Teacher Background:

The teacher should have a clear understanding of what both figurative and descriptive language encompass. They should be able to explain these to their students in detail and provide examples from existing poems or personal anecdotes. Teachers should know the elements of music and be able to explain them in detail with examples.

Tempo - Speed/pace of their poem
Rhythm - Repeated pattern of beats poem is read in
Dynamics- Volume of poem, loud or soft

Student Prerequisites:

Students should know what a poem is, but do not necessarily need to know how to define figurative and descriptive language before this activity. Students should be familiar with and know how to use a dictionary or search engine.

Accessibility Notes:

If there are students who are completely unfamiliar with poems, be sure to pair them with students who have some prior knowledge of poems. Teachers should also make sure that the poems are cut into strips before the students come to class. There should be dictionaries available for students who may need them to look up word definitions, if necessary.

If there are students who are experienced poets, they can use their own poetry for this activity if they choose (consider asking students beforehand if they have poems they want to use).

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Steps for Implementation:

You can find the poems here: **Poem Bank**

Preparation

Print the pre-written poems and cut them into individual strips. Each poem is separated and formatted into individual sentences, so it should be easy for you to cut them. Place sentence strips into a bowl or box and mix them up.

1. Introduction

The first time this activity takes place, the teacher will facilitate a discussion centered around the elements of music that should be included in each group's poem performance (Dynamics, Rhythm, and Tempo). Please show the videos included in the slide deck and have the students ask their partner the questions that are on slides.

2. Poem Jumble

Place students into groups of 3 or 4 students each. The teacher should have students come up and get their sentence strips or walk around with the box/bowl and allow students to select their sentence. Their selections should be random and not pre-determined.

The students will work in groups to put their sentences together to form a new poem.

3. Share Out

Each student will read the sentence that they chose as their part of the performance. Each group should choose their dynamic level, rhythm, and tempo before starting the performance. Allow each group time to practice before the performance. The teacher should travel to each group and give feedback to each group.

Each group presents their shared poem and reads it for the class.

4. Feedback and Questions

Allow classmates to provide feedback regarding the tempo, meter, and dynamics of their classmates' poetic performances.

Display discussion questions at the end of the slide deck to check for understanding and to debrief the assignment with students.

Extension Opportunities:

To extend the learning, have students learn a popular poem that is known amongst many people, then have them jumble it.

Students can also engage in "Blackout" poetry. (Blackout poetry is when students take a page of text and black out with a marker any words they don't want in their poem.)

Blackout Poetry example on next page.

Blackout Poetry: