

Teacher:	Wermimont	Subject/Grade Level	Family Dynamics 9-12	Class Period: All	Week Begins:	Week Ends:		
Monday	<p>COMPETENCIES/OBJECTIVES/DOK THE STUDENT WILL:</p> <p><b>COMPETENCY:</b></p> <p><b>OBJECTIVE:</b></p> <p>Factors that help to make your personality what it is today.</p>	<p>Instructional Strategies/Activities:</p> <p>These activities should lead students to demonstrate the outcomes stated in the</p> <p>The teacher will start a discussion on how events that happen in the community or the family can influence each individual personality. The emphasis can be put on how things have changed around here because of the flood of 2011. The students will then watch the video "Fatal Flood" about the great flood of 1927.</p>	<p>Materials/Methods:</p> <p>Teacher's notes video TV VCR</p>	<p>M</p> <p><input checked="" type="checkbox"/></p>	<p>T</p> <p><input checked="" type="checkbox"/></p>	<p>W</p> <p><input type="checkbox"/></p>	<p>T</p> <p><input type="checkbox"/></p>	<p>F</p> <p><input type="checkbox"/></p>
Tuesday	<p><b>COMPETENCY:</b></p> <p><b>OBJECTIVE:</b></p> <p>Factors that help to make your personality what it is today.</p>	<p>The students will complete an essay of at least 2 pages on how something like the great flood of 1927 could effect their personality if it happened today.</p>	<p>Paper Pen/pencil</p>	<p>M</p> <p><input type="checkbox"/></p>	<p>T</p> <p><input type="checkbox"/></p>	<p>W</p> <p><input type="checkbox"/></p>	<p>T</p> <p><input type="checkbox"/></p>	<p>F</p> <p><input type="checkbox"/></p>
Wednesday	<p><b>COMPETENCY:</b></p> <p><b>OBJECTIVE:</b></p>							
Thursday	<p><b>COMPETENCY:</b></p> <p><b>OBJECTIVE:</b></p>							
Friday	<p><b>COMPETENCY:</b></p> <p><b>OBJECTIVE:</b></p>							
<p><b>Intervention</b> (Strategies for students who fail to "Master" the skills.</p>								
<p>The teacher will walk around the classroom to help each student that needs help with the class project.</p>								
<p><b>Enrichment</b> (activities for students who "mastered" the skills.</p>								
<p>The students that finish first can move to the computers and do research on other great floods.</p>								
<p><b>INCLUSION/STUDENT MODIFICATIONS</b></p>								
Peer Tutoring					<input checked="" type="checkbox"/>			
Extended Time					<input checked="" type="checkbox"/>			
Repeated Directions					<input checked="" type="checkbox"/>			
Preferential Seating					<input checked="" type="checkbox"/>			
Modified Assignments					<input checked="" type="checkbox"/>			
Estimated time for unit								
Other								

Objective - To explain the economic problems caused by the flood of 2011.

- The impact on agriculture was estimated at over 250 million dollars.
- Jobs were lost on the river because of the high water.
- The levee board spent large sums of money to protect from boils and slides.
- Primary and secondary homes on the river side were inundated and will have to be rebuilt or destroyed.
- Commercial travel on the river was slowed that resulted in a loss to shippers.
- The loss of wildlife will impact hunters and the whole game industry.
- Roads in south ms. were flooded and will have to be repaired.
- People forced from their homes were forced to spend money they

- didn't have
- The Federal Government will have to spend many dollars for repairs.
  - questions and answers.
  - Show film on floods.

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## OVERVIEW

Students compose found and parallel poems based on descriptive literary passages they have read. Students first select a passage and then pick out descriptive words, phrases and lines. They then arrange and format the excerpts to compose their own poems. Students create found poems (poems that are composed from words and phrases found in another text) as well as parallel poems (original poems that use the same line structures as another poem, but focus on a completely different topic.) This process of recasting the text they are reading in a different genre helps students become more insightful readers and develop creativity in thinking and writing. Since students are primarily identifying nouns and verbs for use in their poems, the lesson also provides a relevant opportunity for a grammar review of these two parts of speech.

## FROM THEORY TO PRACTICE

One of the strongest ways to teach students about how poets and poetry works is to encourage them to write their own poetry. As Dunning and Stafford explain, the advantage of found poems is that "you don't start from scratch. All you have to do is find some good language and 'improve' it." These two teachers note that "poems hide in things you and others say and write. They lie buried in places where language isn't so self-conscious as 'real poetry' often is. Writing found poems is about keeping your ears and eyes alert to the possibilities in ordinary language."

## Standard Lesson

Estimated Three 50-minute sessions  
Time

### OBJECTIVES

Students will

select a particularly descriptive passage in a piece of prose fiction.

identify significant words, phrases and sentences in the passage.

arrange the excerpts into a found poem.

compose a parallel poem, using the same structure as the found poem.

### Session One

Ask students to choose a prose passage from *Down by the Riverside*. Have them focus on identifying a page or two that includes a lot of strong description or dialogue.

Explain that the class is going to use the passages to compose original poems, called found poems and parallel poems.

Pass out or display the Model of Found and Parallel Poem.

Read through the passage and the two poems, pausing to explain the poetic form of each of the poems.

Define found poems for the class as poems that are composed from words and phrases found in another text.

Define parallel poems as original poems that use the same line structures as another poem, but focus on a completely different topic. Some words from the original poem are retained, but some words are replaced with new words.

Ensure that students understand how the examples on the model sheet fit the two poetic formats.

Pass out copies of the Love Found Poems Rubric, and have students analyze the Sample Found Poem using the criteria on the rubric.

Step students through the process of composing original found poems, using the Found Poem Instructions.

Introduce the Holes Word Mover and allow time for students to practice rearranging the words into found poems.

For homework, ask students to return to the prose passage that they have chosen and use the Found Poem Instructions to write their own found poems for homework. Explain that students will compose parallel poems during the next session so they should have a completed found poem ready at the beginning of the next class.

Ask students to be sure that they bring two copies of their found poem to the next session—one to share with peers, and one to use as they compose their parallel poems.

## Session Two

Arrange students into small groups and have them share their found poems with one another.

Encourage students to compare the poems to the criteria on the Love Found Poems Rubric.

As groups work, circulate among students, providing feedback and support as appropriate.

When students have completed sharing their poems, reconvene the class.

Return to the Model of Found and Parallel Poem and read through the two poems. Add reminders of the definition of the parallel poem form.

Have students put one copy of their found poems away and keep out the one that they will use as they work on their parallel poems.

Ask students to read through the found poem and identify words and phrases that provide specific information. Have students underline these content words.

Since students will primarily be looking for nouns and verbs, provide a grammar refresher on the two parts of speech if appropriate.

Once they have identified the content words, ask students to copy the words and phrases that are NOT underlined on to a new sheet of paper. In place of the content words, have students draw blanks, creating a template for their parallel poem in a fill-in-the-blank format.

If resources allow, you might make additional copies of these templates for students to use. If they are working on a computer, have them print more than one copy.

Have students choose a different topic and create a parallel poem by filling in the blanks on their templates. Allow more than one try so that students can play with words until they get poems that they like.

For homework, ask students to prepare polished copies of both of their poems for peer review. If possible, you may ask students to provide a photocopy of the passage from the original prose text for your comparison.

### Session Three

Review the Love Found Poems Rubric and discuss any questions students have about the expectations for the activity.

Pass out copies of the Student Assessment Sheet for Found Poems.

Discuss possible feedback that would be appropriate on the Assessment Sheet, pointing out the connection between the categories on the rubric.

Arrange students into small groups, and ask them to read their poems aloud to each other one-by-one. Alternately students can work in pairs.

Ask group members to use the Student Assessment Sheet to provide feedback on the effectiveness of one another's poems and then to share the assessments.

As students work, circulate among class members, providing feedback and support as appropriate.

Once everyone has finished, gather the class and generally discuss the feedback that students have received and any questions that they have about their poems.

If desired, you might invite volunteers to share drafts with the whole class.

In the remaining time, ask students to revise their poems, taking into account the feedback they received.

Ask students to submit their work at the end of the session or at the beginning of the next class.

## EXTENSIONS

Try the Read Write Think lesson Alliteration in Headline Poems for another way to create found poems.

For additional discussion of found poems, tap the student examples in "Found and Headline Poems" from *Getting the Knack: 20 Poetry Writing Exercises* by Stephen Dunning and William Stafford.

Use this lesson as a book report alternative. Ask students to choose descriptive passages from two or three key moments in the text and then compose found and parallel poems from those passages. Add a reflective piece where students explain why they chose the passages they did.

## STUDENT ASSESSMENT/REFLECTIONS

Evaluate students' found poems using the Love Found Poems Rubric. In your comments, draw connections to the discussion of the poem formats and the practice poems that students have written. If desired, compare your comments to those students received.

Passage from Novel:

There was a change in the weather.

For the worse.

The air became unbearably humid.

Stanley was drenched in sweat.

Beads of moisture ran down the handle of his shovel.

It was almost as if the temperature had gotten so hot that the air itself was sweating.

A loud boom of thunder echoed across the empty lake.

A storm was way off to the west, beyond the mountains.

Stanley could count more than thirty seconds between

The flash of lightning and the clap of thunder.

That was how far away the storm was.

Sound travels a great distance across a barren wasteland.

### Sample Found Poem

#### Prose Selections from Chang-rae Lee's "Coming Home, Again"

From that day, my mother prepared a certain meal to welcome me home. It was always the same. Even as I rode the school's shuttle bus from Exeter to Logan airport, I could already see the exact arrangement of my mother's table.

I knew that we would eat in the kitchen, the table brimming with plates. There was the *kalbi*, of course, broiled or grilled depending on the season. Leaf lettuce, to wrap the meat with. Bowls of garlicky clam broth with miso and tofu and fresh spinach. Shavings of cod dusted in flour and then dipped in egg wash and fried. Glass noodles with onions and shiitake. Scallion-and-hot-pepper pancakes. Chilled steamed shrimp. Seasoned salads of bean sprouts, spinach, and white radish. Crispy squares of seaweed. Steamed rice with barley and red beans. Homemade kimchi. It was all there—the old flavors I knew, the beautiful salt, the sweet, the excellent taste. (p. 5)

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I wish I had paid more attention. After her death, when my father and I were the only ones left in the house, drifting through the rooms like ghosts, I sometimes tried to make that meal for him. Though it was too much for two, I made each dish anyway, taking as much care as I could. But nothing turned out quite right—not the color, not the smell. At the table, neither of us said much of anything. And we had to eat the food for days. (p. 6)

#### Found Poem Based on the Prose Selection

My mother prepared  
A certain meal  
To welcome me home.  
We would eat in the kitchen  
Table brimming  
Kalbi, leaf lettuce to wrap the meat  
Garlicky clam broth with miso and tofu and fresh spinach  
Shavings of cod  
Scallion and pepper pancakes  
Chilled steamed shrimp  
Steamed rice.  
The old flavors I knew  
Beautiful, salt, sweet, excellent.

I wished I had paid more attention.

## Found Poem Instructions

1. Carefully re-read the prose text you have chosen, and look for 50–100 words that stand out in the prose passage. Highlight or underline details, words and phrases that you find particularly powerful, moving, or interesting. Note especially examples that reflect your loving feelings or loving feelings of the subject of the prose text.
2. On a separate sheet of paper, make a list of the details, words and phrases you underlined, keeping them in the order that you found them. Double space between lines so that the lines are easy to work with. Feel free to add others that you notice as you go through the prose piece again.
3. Look back over your list and cut out everything that is dull, or unnecessary, or that just doesn't seem right for a poem about love. Try to cut your original list in half.
4. As you look over the shortened list, think about the tone that the details and diction convey. The words should all relate to love, since you are creating a love poem. Make sure that you have words that communicate your emotions or those of the person in the prose text.
5. Make any minor changes necessary to create your poem. You can change punctuation and make little changes to the words to make them fit together (such as change the tenses, possessives, plurals, and capitalizations).
6. When you're close to an edited down version, if you absolutely need to add a word or two to make the poem flow more smoothly, to make sense, to make a point, *you may add up to two words of your own*. That's two (2) and only two!
7. Read back over your edited draft one more time and make any deletions or minor changes.
8. Check the words and choose a title—is there a better title than “Found Poem”?
9. Copy the words and phrases into your journal or type them in a word processor. Space or arrange the words so that they're poem-like. Pay attention to line breaks, layout, and other elements that will emphasize important words or significant

Read aloud as you arrange the words! Test the possible line breaks by pausing slightly. If it sounds good, it's probably right.

- Arrange the words so that they make a rhythm you like. You can space words out so that they are all alone or allruntogether.
- You can also put key words on lines by themselves.
- You can shape the entire poem so that it's wide or tall or shaped like an object (say a heart?).
- Emphasize words by playing with boldface and italics, different sizes of letters, and so forth.

10. At the bottom of the poem, tell where the words in the poem came from. For example, from "A Kind Word Goes a Long Way" by Rachel Yoder.