

Unit Plan
Grade 10 Poetry
Poetry through Song

Frances Lew
LLED 314A
Hugh Rockett
December 2003

UNIT PLAN:

Grade 10 Poetry

DURATION:

4 weeks ... 12 lessons ... 75 minutes each

GLOBAL RATIONALE:

This poetry unit makes extensive use of modern music and lyrics as a way to draw students into the world of poetry, because many students are likely to be reluctant poetry consumers. The music is distant enough from the students' own time to ensure they're not just having the same experience in class as they're having in their own daily lives. Contemporary poems and songs are mixed in with old "classics" going back decades and centuries, to give students a range of poetic experience. Attention is paid to including Canadian content, and all the poems are quite accessible.

The unit is divided into broad thematic categories such as "Love", "Pain & Loneliness", "Social Commentary", "Protest Poetry", and "Narrative Poetry". Students will gain practice identifying poetic devices (such as metaphor, personification, imagery, etc.) because even though they may dislike these "mechanics" of poetry, they may need the information for future provincial exams. The unit involves lots of student participation. In addition to regular group work in class, students are asked to bring in poems or songs they feel are examples of good poetry, and to present these to the rest of the class. They'll also write poems of their own, which will be shared during an informal "coffee-house class" during the final class of the poetry unit.

B.C. MINISTRY OF EDUCATION**I.R.P. LEARNING OUTCOMES ADDRESSED:**

It is expected that students will:

- compose questions to guide their reading, listening, or viewing based on what they already know about a topic
- locate and interpret examples of literary techniques, including symbolism
- describe how tone and mood affect the drama of a story, play, or film
- interpret the main ideas, events, or themes of a variety of novels, stories, poetry, other print material, and electronic media
- make generalizations, supported by specific details and examples, about the key concepts, characters, and themes of written, oral, and visual works
- will identify connections between their own ideas, experiences, and knowledge and a variety of literary and mass media works created by classroom, local, British Columbian, Canadian, and international authors and developers from various cultural communities

- identify and explain connections between what they read, hear, and view and their personal ideas and beliefs
- consistently consider more than one interpretation of the communications that they read, view, and listen to
- develop imaginative or creative responses to share their ideas
- demonstrate their awareness of how the artful use of language can affect and influence others out them.
- revise and edit their communications to improve content, organization, and effect to suit specific audiences and purposes
- demonstrate pride and satisfaction in using language to formulate and express personal positions
- create communications for an increasing range of audiences and purposes including pleasure and entertainment
- create a variety of academic, technical, and personal communications, including debates, research and technical reports, oral and multimedia presentations, poetry, and personal essays
- demonstrate confidence in using language in a variety of formal and informal contexts, both inside and outside the classroom
- demonstrate their commitment to collective goals
- show a willingness to consider and elaborate on others' ideas or viewpoints
- interact purposefully, confidently, and respectfully in a variety of situations
- demonstrate respect for cultural differences
- acknowledge and paraphrase views that differ from their own and reassess their own viewpoints

SOURCES:

The Poet's Craft, edited by Robert J. Ireland

Prism of Poetry, edited by Bob & Jo-Anne Cameron

Carl Leggo, Teaching to Wonder: Responding to Poetry in the Secondary Classroom.

[Http://home.cogeco.ca/~rayser3/index.htm](http://home.cogeco.ca/~rayser3/index.htm) -- lesson plan ideas from Ontario teacher Ray Saitz

www.rockhall.com/programs/plans.asp -- lesson plan ideas using rock music

www.elyrics4u.com -- music lyrics

The Beatles Lyrics Illustrated, Dell Publishing

Cassette Recording of "The Cremation of Sam McGee", from Vancouver Public Library

Cassette Recording of poetry reading by Dylan Thomas, from Vancouver Public Library

EVALUATION & ASSESSMENT OF STUDENT LEARNING:

Poem/Song Selection Assignment (10% for write-up, 5% for presentation)	15%
Response Journal – Part 1	15%
Response Journal – Part 2	15%
Poetic/Literary Devices Assignment	10%
Poetry Writing Assignment (everyone gets full participation marks)	15%
In-Class Participation	10%
Final Essay Assignment	20%
TOTAL	100%

LESSON #1 – INTRODUCTORY LESSON POETRY - THROUGH SONG

OBJECTIVES:

- Students will discuss their current views/preconceptions about poetry
- Students will discuss some famous poets' views of poetry
- Students will be able to recognize and analyze poetic qualities in two pop songs and one “standard” poem. (by The Beatles, Jimi Hendrix, and Langston Hughes)
- Students will review/learn to recognize the following poetic devices: similes, personification, imagery.

INTRODUCTION:

Ask students about their current views of poetry. Write their answers on an overhead transparency. We will refer back to these lists at the end of the poetry unit to compare their preconceptions with their views after we complete the unit. Ask four questions: What is poetry? What words would they use to describe poetry? What topics/themes do poets usually write about? What words would they use to describe what poets are like?

ACTIVITIES:

- Hand out copies of “What is poetry?” by T.S. Eliot and “What is a poet?” by e.e. cummings. Read, and discuss students' reactions.
- Play the Beatles' song “Good Day Sunshine”, put lyrics on overhead, and discuss the song as a simple example of a poet expressing feelings ... in this case, joy.
- Ask: What strategies do poets use to get their points across?
- Introduce/review the poetic device “simile” using Langston Hughes' poem “Dream Deferred”. Give brief biographical info on Hughes.
- Introduce/review the poetic device “personification”. Give examples. Then play the Jimi Hendrix song “The Wind Cries Mary”, and put lyrics on overhead.
- Divide class into groups, and hand them copies of the Hendrix lyrics. Have groups list examples of personification in the song, and discuss their reaction to the song – What feelings does it evoke for them? What images are created in their minds? What do they think the song's about? Emphasize there are no right or wrong answers. Have groups report back to the class.

CLOSURE:

- Review poetic devices, “simile”, “personification”, “imagery”.
- Ask students if their views about “What is poetry?” have changed at all over the course of this class.
- Tell students that in the coming weeks we'll be studying poetry on various themes, such as love, pain & loneliness, family, social commentary, protest poetry, storytelling.

HOMEWORK/ASSIGNMENTS:

- 1) Ask students to begin keeping a response journal on their reactions to the poetry we encounter in class. They will receive some class time to write in these journals, which will be collected twice during the poetry unit. Give students a hand-out on the journal assignment, with due dates.
- 2) Ask students to find a poem or song they like, and write briefly on why they think it's an effective poem. Students will also share this poem/song with the rest of the class at a future date. (About 3 students a day will begin presenting, starting the day of Lesson #3.) Be sure students understand that the poems must be suitable for a classroom, and not contain any offensive racist, sexist, homophobic, or violent material. Give students a hand-out on this assignment. Their short write-up, along with a copy of the poem/lyrics is due next class. This will allow the teacher time to photocopy the poems onto overhead transparencies, and ensure the poems are "suitable" for the classroom.

ASSESSMENT/EVALUATION:

- Did students participate in class and group discussions?

LESSON # 2 – POETIC THEME: PAIN & LONELINESS

OBJECTIVES:

- Students will review/learn about the following poetic devices/literary terms: catharsis, metaphor, symbolism, rhythm, mood.
- Students will read a poem by a young local poet who's achieved fame/notoriety, Evelyn Lau.
- Students will read a poem by a "classic" American poet, Robert Frost.

HOUSEKEEPING ACTIVITIES:

- Collect Assignment #1 from students – the poems/songs they've chosen to present to the class, and their write-ups.
- Ask for three brave volunteers to sign up as the first poem/song presenters next class. Have everyone else sign up for later presentation dates.

INTRODUCTION:

Mention that during our last class we looked at a song/poem that expressed joy and happiness ("Good Day Sunshine" by the Beatles). Today we'll look at another common poetic theme: pain and loneliness. Introduce the literary term "catharsis", and ask students if they see examples in their own world of singers/artists using art for catharsis.

ACTIVITIES:

- Introduce/review the poetic device "metaphor". Give examples.
- Hand out the poem "The Quiet Room" by Vancouver poet Evelyn Lau. Read aloud. Get class reaction. What "mood" is created in the poem? Give brief biographical info on Lau and her troubled teenaged years. Re-read poem. Review poetic devices in the poem.
- Introduce the poetic device "rhythm". Discuss how it's used in Lau's poem.
- Hand out lyrics and play the song "King of Pain" by The Police. Get class reaction. Discuss the use of metaphor and rhythm in the song.
- Introduce/review the literary device "symbolism". Discuss the symbols in the Police song. Ask -- Who is the speaker in the song talking to?
- Read the Robert Frost poem "Acquainted With the Night". Ask students to each choose the one word in the poem they think is most significant. Have students share which words they picked. Discuss class reaction to poem.
- Ask students – Why do they think so many poets write about pain and loneliness? ... Do they think it's necessary for an artist to "suffer", to produce great art?

CLOSURE:

- Tell students they will all be writing their own poems as a future assignment to hand in. They'll also share their poems with the rest of the class on the last day of

the poetry unit ... so they may want to start some poetic scribbling when inspiration hits.

- Review some poetic elements they should keep in mind in composing their own poems: e.g. mood, emotion, imagery, similes, metaphor, rhythm.
- If time permits, allow students to write in their poetry response journals

HOMEWORK/ASSIGNMENT:

- Write in their response journals

ASSESSMENT/EVALUATION:

- Did students participate in class discussion?
- Do students appear to remember concepts around the poetic devices introduced so far in our poetry classes?
- Mark Assignment #1 – their write-ups on the poems/songs they've chosen to present

LESSON #3 – POETIC THEME: SNAPSHOTS IN TIME

OBJECTIVES:

- Students will be able to see how poems often simply capture a moment in time ... a “snapshot”
- Students will examine how poets use “imagery” extensively to convey meaning

INTRODUCTION:

Talk about how poems are often simply a “snapshot” in time, capturing a particular feeling or image at a given moment or period in time. Ask students what “snapshots” were captured in previous poems/songs we studied – e.g. “The Quiet Room”, “King of Pain”, “Acquainted With the Night”, “Good Day Sunshine”, “The Wind Cries Mary”. Tell students we’ll take a closer look at the poetic device “imagery” today.

ACTIVITIES:

- Play the acapella version of Suzanne Vega’s song “Tom’s Diner”, and hand out lyrics. Tell students to think about the images the song evokes in their mind.
- Play Suzanne Vega’s “plugged” version of the same song. Get student reaction. What is the setting? Who is speaking? What is the speaker’s emotional state? What might be going on in the speaker’s life as she sits in the diner?
- Read the poem “This is Just to Say” by William Carlos Williams on the overhead. Get reaction. Discuss the poem’s “snapshot”/imagery aspect.
- Put up satirical examples of student versions of the “This is Just to Say” poem.
- Divide students into groups. Have them compose a satirical version of the Williams poem together as a group. Present their poems to the class.

STUDENTS PRESENTATIONS:

- Have the first 3 students present their poems/songs to the class

CLOSURE:

- If there’s time, read E.J. Pratt’s “The Shark”. Discuss class reaction and imagery.
- Or allow students time to write in their poetry response journals

HOMEWORK/ASSIGNMENT:

Assign students to select five poetic/literary devices used by poets, then find examples of those devices in real poems. Give students a hand-out of the assignment with due date.

ASSESSMENT/EVALUATION:

- Did students participate in class discussion and activity?
- Do students see how essential “imagery” is to poetry?

LESSON #4 – POETIC THEME: LOVE

OBJECTIVES:

- Students will read some poetry on the theme of love, during Valentine's week.
- Students will read two "classic" love poems
- Students will learn about the sonnet form through a Shakespearean sonnet
- Students will examine a contemporary love song/poem by Canadian poet/songwriter Stephen Fearing

INTRODUCTION:

Say that in recognition of Valentine's week, today we'll look at poetry focusing on the theme of love. Ask students – Do they have some favourite love stories, whether it's from the world of literature, music, or movies? Discuss.

ACTIVITIES:

- Play the Beatles song "All My Loving" ... an example of a simple love song
- As a class, read "How Do I Love Thee" by Elizabeth Barrett Browning. Get student reaction to the poem. Do they like it?
- Introduce Shakespeare's amusing Sonnet 130– "My Mistress' Eyes". Set the tone by telling students it's one of the Bard's funnier poems. Give some brief info about the mechanics of sonnets – number of lines, rhyme scheme, etc., but don't linger on the mechanics. Read the sonnet aloud once. Divide class into groups. Have groups re-read the sonnet at least once, then discuss their reactions. Share reactions with class. What do students think of Shakespeare's take on love?
- Introduce the Stephen Fearing song "Beguiling Eyes". Get student reaction. How would they describe the mood/feeling evoked by the song? Have students identify poetic devices in the song.

CLOSURE:

- Ask students if they have a preference with love poems/songs – do they prefer "clear-cut" love poems, or poems with more ambiguity?
- Remind students of their written assignment due next class

STUDENT PRESENTATIONS: next 3 students present their poems

ASSESSMENT/EVALUATION:

- Did students appear to enjoy and participate in the classroom discussions?

LESSON #5 – POETIC THEME: SOCIAL COMMENTARY – PART 1

OBJECTIVES:

- Students will be able to recognize how poets often use their craft to make observations and criticisms about the society they live in
- Students will be able to discuss the issue of poverty in Vancouver

INTRODUCTION:

Introduce the notion of poets using their craft for social commentary. Ask students to come up with examples of creative people in our time who do this.

ACTIVITIES:

- As a class, read the poem “Vegetarians” by Roger McGough. Get class reaction. What message is the writer trying to send? Identify the poetic devices used.
- Hand out lyrics and play the Stephen Fearing song “Welfare Wednesday”. Divide students into small groups to discuss their reaction to song, and the themes. What are the students’ perspectives on poverty in Vancouver? Identify poetic devices in the song. Other questions -- “Should poets and other artists be commenting on society through their work?”, “What should the role of the poet or artist be in our society?”.

CLOSURE:

- Allow students some quiet time to reflect on these questions in their poetry response journals

STUDENT PRESENTATIONS: next 4 students present their poems/songs.

ASSESSMENT/EVALUATION:

- Are students demonstrating awareness and curiosity about the social issues raised by these poems/songs?
- Are students engaged in the discussion about the role of the poet or artist in our society?

LESSON #6 – POETIC THEME: SOCIAL COMMENTARY – PART 2

OBJECTIVES:

- Students will further explore how poets use their craft for social commentary
- Students will be introduced to B.C. poet Lorna Crozier
- Students will discuss the issue of child abuse in Crozier's poem
- Students will be able to discuss a song by a Canadian icon, Joni Mitchell
- Students will get a heads-up on themes we'll discuss later in the term when we study "To Kill a Mockingbird", through today's discussion of "Strange Fruit"

HOUSEKEEPING ACTIVITY:

Collect students' "Poetic/Literary Devices" assignments.

INTRODUCTION:

Tell students today we'll continue our exploration of how poets use their craft to comment on conditions in their society.

ACTIVITIES:

- Hand out lyrics to the Billie Holiday song "Strange Fruit". Ask if students know much about this famous song or singer. Give brief historical info. Play the song. Get class reaction. Re-play the song. Mention we'll come back to some of these themes next month when we study the novel "To Kill a Mockingbird".
- Introduce the poem "The Child Who Walks Backwards" by B.C. poet Lorna Crozier. Give brief biographical info. Read poem. Get class reaction. Discuss theme of child abuse. Discuss poetic devices in the poem.
- Introduce another female Canadian poet/songwriter. Ask students what they know about Joni Mitchell. Play the song "Big Yellow Taxi". Get brief reactions.

CLOSURE:

- Allow students time to write and reflect in their poetry response journals. Remind them their journals will be collected at the beginning of next class.

STUDENT PRESENTATIONS: next 4 students present their poems.

ASSESSMENT/EVALUATION:

- Are students demonstrating interest in the social issues raised by poets we've been studying?
- Mark students' Poetic/Literary Devices assignments

LESSON #7 – POETIC THEME: NARRATIVE POETRY & STORYTELLING

OBJECTIVES:

- Students will look at some narrative poetry/songs
- Students will be able to discuss a “quintessentially Canadian” narrative song – Tom Cochrane’s “Big League”-- about teens, hockey, and the frozen north.
- Students will be able to enjoy a lively reading of a “classic” Canadian narrative poem, the ballad “The Cremation of Sam McGee” by Robert Service
- Students will learn the basics of the “ballad” form

HOUSEKEEPING ACTIVITY:

Collect Installment #1 of Poetry Response Journals from students.

INTRODUCTION:

Tell students we’ll look today at “narrative” poetry or songs, which simply, tell a story.

ACTIVITIES:

- Read “Frankie & Johnny” by “anonymous” as a class. Divide the class into two groups– boys and girls. Have the groups discuss the poem, and report back to the class. Are there any notable differences in the two genders’ responses?
- Hand out lyrics and play Tom Cochrane’s song “Big League”. Have students remain in their gender groups to discuss the song. Discuss questions like: “What kind of person do you think the young hockey player is?”, “What kind of life do he and his family probably lead?” and “Why do you think Canadians are so obsessed with hockey?” Have the two groups report back to class.
- Briefly discuss how reader responses to literature can vary depending on personal life experiences ... e.g. gender, culture, soci-economic status, urban/rural living
- Introduce the famous Canadian narrative poem/ballad “The Cremation of Sam McGee”. Give brief info about the “ballad” form, and brief info about the poet, and the historic Yukon Gold Rush setting. Play a recorded version of the poem.

STUDENT PRESENTATIONS: next 3 students present poems

CLOSURE:

- Allow students to work on own poems or write in journals during remaining time.
- Hand out copies of poetry-writing assignment, with due date. Students will turn in two poems. Poems will not be graded, but they’ll receive participation marks. They’ll also be asked to share one of their poems with the rest of the class on the last day of our poetry unit, during our “coffee house” class.

LESSON #8 – POETIC THEME: PROTEST & WAR POETRY – PART 1

OBJECTIVES:

- Students will examine how war and political protest have long been themes of poetry and song
- Students will be able to have a brief discussion on a dark episode of Canadian history – the internment of Japanese Canadians during World War II
- Students will get time to write some poetry themselves

INTRODUCTION:

Tell students we'll be examining protest poetry and war poetry in the next two classes.

ACTIVITIES:

- The class will read and discuss John Scott's poem "I Hate that Drum's Discordant Sound", written back in the 18th century, but still resonant today.
- Introduce Canadian writer Joy Kogawa's poem "What I Remember of the Evacuation". Ask students if they've read the novel "Obasan". Ask students what they know about the treatment of Japanese Canadians in Vancouver during W.W. II. Read the poem as a class and discuss students' reactions.
- Hand out lyrics to U2's song "Sunday Bloody Sunday". Ask students if they know the song and what it's about. Give brief description of the 1972 Bloody Sunday incident in Northern Ireland. Play the song. Discuss student reaction.

STUDENT PRESENTATIONS: next 3 students present their poems

CLOSURE:

- Give students time to work on their own poems. If they need inspiration, the class can brainstorm for topics and ideas on how to get started ... eg. close their eyes and think back to childhood memories, favourite vacations, past moments when they felt really happy or sad ... or bring in magazine photos that trigger ideas.

ASSESSMENT/EVALUATION:

- Are students participating in class, and making progress on their own poems?

LESSON #9 – POETIC THEME: PROTEST POETRY – PART 2

OBJECTIVES:

- Students will continue to examine political protest poetry
- Students will continue working on their own poems, and their poetry response journals

INTRODUCTION:

Tell students we'll look at a few more protest songs/poems, then they'll get the rest of the class to work on their own poems and response journals.

ACTIVITIES:

- As a class, examine two "classic" protest songs from the 60's counterculture era – "Fortunate Son" by C.C.R. and "What It's Worth" by Buffalo Springfield.
- Divide the class into two groups to debate the issue: "Should writers/creative artists also be political activists?". Group #1 must argue "Yes, writers have an obligation to be political activists and try to improve the world" ... Group #2 must argue "No, writers should not also be political activists, and they have no obligation to do so". Conduct the debate.
- As a class, discuss– Who are some writers/creative people who have changed the world in some way?

CLOSURE:

- Allow students time to work on their own poems and response journals.
- Remind students the final written copies of their own poems are due next class
- Warn students they'll soon be assigned essays on topics focusing on some of the issues we've been discussing during the poetry unit, so they should use their journaling class-time wisely to clarify their thoughts on the poetry we're studying.

STUDENT PRESENTATIONS: next 3 students present their poems/songs.

ASSESSMENT/EVALUATION:

- Were students engaged in the class discussion and debate?
- Are students making progress on their poems and journals?

LESSON #10 – POETIC THEME: CANADA

OBJECTIVE/S:

- Students will discuss their thoughts on what it means to be Canadian
- Students will examine a few poems/songs written on the topic of Canada
- Students will discuss the concept of “The Canadian Dream”
- Students will get time to work on their own poems and response journals

HOUSEKEEPING ACTIVITY:

Collect completed poetry-writing assignments from students.

INTRODUCTION:

Tell students we’ll discuss some poems about “Canada”. Mention that though we’ve studied lots of poems by Canadian poets in this unit, we haven’t yet looked at any poems specifically about Canada and the perpetual question “what it means to be Canadian”. Ask students – what do they think it means to be Canadian?

ACTIVITIES:

- Read and discuss the short poem “A Canadian January Night” by Alden Nowlan
- Read and discuss the poem “A Handful of Earth” by Canadian poetry icon Al Purdy. Do students care about the issue of Quebec separation? Review examples of literary devices in the poem – e.g. alliteration, imagery, symbolism, personification, mood, rhythm. What do students think of this poem by a “classic” Canadian poet?
- Move to a rising young Canadian songwriter/poet, Sam Roberts. Hand out lyrics to “The Canadian Dream”, and play the song. Briefly review poetic devices used in the song (eg. metaphor, symbolism). Divide class into small groups to discuss the concept of “The Canadian Dream” -- What is it? Is it achievable? Who can achieve it? Do they agree or disagree with the songwriter that the Canadian dream is “is far away”? Can they think of well known people in the community who have achieved “The Canadian Dream”? Share with rest of class.

STUDENT PRESENTATIONS: next 3 students present their poems/songs.

CLOSURE:

- Allow students to work on their response journals, or new essay assignment (described below)

ASSESSMENT/EVALUATION:

- Give participation marks for the poems students are handing in

HOMEWORK/ASSIGNMENT:

Hand out assignment and due date for the following ...

Write an essay on one of the following topics:

- What is the role of the poet/writer or artist in our society? Should writers/artists try and “change the world”? Do they have that power?
- Is it necessary for a poet or artist to “suffer”, in order to produce good art?
- Is there a writer/artist out there that you think has made an important contribution to the world?
- Research the life and work of a poet of your choice. Do you think their life experiences have influenced their poetry? Why or why not?
- How do you think a reader’s own personal life experiences might affect the way they respond to, or interpret poetry and other literature?

LESSON #11 – POETIC THEME: FAMILIES

OBJECTIVE/S:

- Students will examine a couple of poems that touch on “family”
- Students will be able to listen to a “classic” recording of famous poet Dylan Thomas reading his poem “Do Not Go Gentle Into That Good Night”
- Students will compare their current perceptions of poetry with the perceptions they shared during our poetry Lesson #1 almost four weeks ago.

INTRODUCTION:

Tell students we’re wrapping up our poetry unit, with poems touching on “family”.

ACTIVITIES:

- As a class, read/discuss the poem “Precious Bits of Family” by Linda Belarde.
- As a class, read/discuss the poem “Grandfather” by George Bowering.
- Introduce the Dylan Thomas poem “Do Not Go Gentle Into that Good Night”. Ask if students have read the poem before. Give background on how it’s a poem for the poet’s dying father. Acknowledge it’s not really a poem focused on family, but that it’s a famous poem with a famous reading done by Thomas himself ... a reading that might inspire them to read their own poems with real feeling during next day’s poetry coffee-house class. Play the classic recording of Thomas reading his poem. Discuss poem and student reaction.

STUDENT PRESENTATIONS: final 3 students present their poems/songs

CLOSURE:

- Retrieve overhead transparency from Lesson #1 when students shared their original views on poetry and poets. See if students’ impressions have changed.
- Remind students to bring their poems to share at next day’s poetry coffee-house
- Tell students the coffee-house class is supposed to be fun and informal. We’ll set up the tables and chairs to resemble a coffee-house, draw the curtains and light some candles. Dress up if they wish ... break out their black berets if they wish!
- Remind students their 2nd poetry response journals are due next class
- If there’s time remaining, allow students to work on their journals or essays

ASSESSMENT/EVALUATION:

- Are students participating in class discussion?

LESSON #12 – POETRY COFFEEHOUSE

HOUSEKEEPING ACTIVITY:

Collect Installment #2 of students' Poetry Response Journals.

OBJECTIVE/S:

- Students will share some of the poetry they've written, with the rest of the class
- Students will be able to have some fun in an informal class setting
- Students will develop a better appreciation of their classmates' talents

ACTIVITIES:

- Have students arrange their desks and chairs in a way that simulates a coffee-house setting. Draw the curtains, throw some tablecloths over the desks, light some tea-lights, break out the munchies.
- Ask for volunteers to begin reading their poems.

CLOSURE:

- Tidy up the room back to "normal"

ASSESSMENT/EVALUATION:

- Did students participate in sharing their poetry at the coffeehouse?
- Assign marks for the students' poetry response journals