

# Poetic Form, Day 1

THEME	CONTENT	ART
What Are We Made Of?	ELA: CCSS.ELA LITERACY.RL.7.5	Media: MA:Cr3.1.7

## KEY VOCABULARY

- Narrative Writing
- Monologue

## PACING:

1-2 DAYS; 50 minutes

## ASSESSMENT (Formative):

Pick One Argument

## ELEMENTS OF MEDIA ARTS:

- Sound
- Performance
- Narrative

## MATERIALS LIST

- Digital Camera, iPad, Tablet, Cell Phones
- Projector & Google Slide
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## LESSON OBJECTIVE

Students use media arts elements and poetic form to produce an Old Time Radio Show that.

## ESSENTIAL QUESTION

How does elements of media arts production and the structure of a poem or drama provide understanding to its audience?

## 21st CENTURY SKILLS:

- 🔍 Critical Thinking
- 🔍 Creative Thinking
- 🔍 Collaborating
- 🔍 Initiative
- 🔍 Communicating
- 🔍 Media Literacy
- 🔍 Informational Literacy
- 🔍 Tech Literacy
- 🔍 Flexibility
- 🔍 Social Skills
- 🔍 Leadership
- 🔍 Productivity

## CONTENT STANDARDS:

[CCSS.ELA-LITERACY.RL.7.5](#)  
Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

By studying the media elements of sound, performance, and narrating through Old Time Radio Shows methods, students will use a poetic form to create their own radio show .

## ARTS STANDARDS:

[MA:Cr3.1.7](#)  
a.Coordinate production processes to integrate content and components for determined purpose and meaning in media arts productions, demonstrating understanding of associated principles, such as narrative structures and composition.  
b.Improve and refine media artworks by intentionally emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place.

Students will instruct their audience on a specific poetic form through the production of an Old Time Radio Show.

## WARM-UP OPTIONS (10 MIN)

- 19- Engineering Design
- 20- GIF

- 21- Keyboard Shortcuts
- 22- Memes

- 23- Mood Post

## LESSON OVERVIEW

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This series of lessons has students researching a poetic form and elements of a radio show to create their own production that teaches classmates about poetic form.

## ENGAGEMENT

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### ACTIVITY 1: The Olden Days

This activity has students “watching” and analyzing an Old Time Radio Show, *The Green Hornet*.

1. [The Green Hornet](#) link.

## STEP 1

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### The Olden Days (8 min.)

1. Hand out [The Green Hornet: Think Through Activity](#) to each student.
2. For 3 minutes, ask students to “watch” the Old Time Radio Show and scrutinize it for what sounds they hear and what they visualize is happening .
3. Hold class discussion and record student responses:
  - a. What sounds did you hear?
  - b. What did actions did you visualize?
  - c. How would you describe the radio show experience?
  - d. Choose one of the sounds heard, what might be some items that could make that sound?
  - e. What are some features of an Old Time Radio Show?
  - f. What would you do to improve the radio show to fit 2018?

## ARTFUL THINKING ROUTINE (6 min.)

### See/Think/Wonder

Put 5-6 baskets together with: crumpled tin foil, a shoe, a plastic pocket comb, a plastic bottle

As a group, look at the objects and discuss:

- What do you **see**?
- What do you **think** about what you see?
- What do you **wonder** about?

Artful Thinking by Project Zero is licensed under a Creative Commons AttributionNonCommercial 4.0 International License. Routine found here:

<http://pzartfulthinking.org/>

## Teacher-to-Teacher

**WHAT KIND OF THINKING DOES THIS ROUTINE ENCOURAGE?** This routine helps students make careful observations and develop their own ideas and interpretations based on what they see. By separating the two questions, What do you see? and What do you think about what you see?, the routine helps students distinguish between observations and interpretations. By encouraging students to wonder and ask questions, the routine stimulates curiosity and helps students reach for new connections.

**WHEN AND WHERE CAN IT BE USED?** This widely- used routine works well with almost any artwork or object. It is versatile, easy to use, and almost never fails to deepen students' interest in the topic at hand, whether students have lots of background knowledge or none at all. Many teachers like to use this routine at the start of a lesson, or as a first step in a more extended activity.

## MAIN ACTIVITY/PROJECT: Poetic Productions

### 1. *Old Time Radio Show Sound Effects* (9 min.=small groups)

- a. Put students into groups of 3 or 4.
- b. Provide the link (above) to each group.
- c. Groups watch the video and take notes as they watch. [Back of the Mike Note Sheet](#)
- d. Hold class discussion over the video and student notes.

### 2. *Poetic Research*: (6 min.=pairs)

- a. Explain to class that they will be doing some research and then using that information to create their own "Radio Show".
- b. Show students four poems: 2 Haiku and 2 Diamante
  - i. Discuss how these types of poem are different and how they are the same
  - ii. What do you notice about the structures for each poem?
  - iii. To create these types of poems, what would poets need to know?
- c. Each of your groups (formed during the Radio Show Sound Effects activity) will be given a type of poem or a poetic form to research. In this research you will need to:
  - i. Define the type of poem
  - ii. Determine the form or structure that is needed to create this type of poem.
  - iii. What new vocabulary words might others need to know?
  - iv. Provide 2-3 examples of this poetic form.
  - v. Choose one of the examples to use as the focus of an "old time radio show" your group will create.

### 3. *Work Time*(10 min.=whole group)

- a. [Poetic Forms to Use](#): Ballad, Free Verse, Kyrielle Sonnet, Palindrome, Sonnet, Limerick, Nonet, Minute Poetry, Ode, or Villanelle
- b. Student groups work on the Poetic Research.
- c. Student groups create [Radio Show](#) using this guide.

**ESTIMATED TIME:** 25 min.

## CLOSURE

### 2 Understandings & 1 Question(1 min.)--used as a reflection for the day

1. Students write two understandings about the day's learning and one question they have to continue the work for the next day.

**GRADE: 7**

# ASSESSMENT FOR TEACHER

THEME	CONTENT	ART
Who Are We?	CCSS.ELA- LITERACY.7.3	VA:Cn11.1.7a

### 2 Understandings & 1 Question: Formative Assessment

- What understanding does the student demonstrate about the day's learning?
- What question does the student have?

	Emerging (1 point)	Proficient (2 points)	Advanced (3 points)
Understanding	<ul style="list-style-type: none"><li>• A simple statement is written, but is confusing or vague.</li></ul>	<ul style="list-style-type: none"><li>• Two statements are written with a some clear understanding about the day's learning.</li></ul>	<ul style="list-style-type: none"><li>• Two precise statements written that includes higher level thinking about day's learning..</li></ul>
Question	<ul style="list-style-type: none"><li>• The question posed can be answered through their notes and other documents.</li></ul>	<ul style="list-style-type: none"><li>• The question posed is relevant and not something that is easily answered .</li></ul>	<ul style="list-style-type: none"><li>• A sufficient and compelling question is posed that may involve "outside of the box" thinking..</li></ul>

## GRADE: 7

# 2 Understandings & 1 Question:

STUDENT NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

- Think of the day's learning
  - Write two statements about your the learning.
  - Pose one question that you have about the work?

	Emerging (1 point)	Proficient (2 points)	Advanced (3 points)
Understanding	<ul style="list-style-type: none"><li>• A simple statement is written, but is confusing or vague.</li></ul>	<ul style="list-style-type: none"><li>• Two statements are written with a some clear understanding about the day's learning.</li></ul>	<ul style="list-style-type: none"><li>• Two precise statements written that includes higher level thinking about day's learning..</li></ul>
Question	<ul style="list-style-type: none"><li>• The question posed can be answered through their notes and other documents.</li></ul>	<ul style="list-style-type: none"><li>• The question posed is relevant and not something that is easily answered .</li></ul>	<ul style="list-style-type: none"><li>• A sufficient and compelling question is posed that may involve "outside of the box" thinking.</li></ul>

# Poetic Form, Day 2

THEME	CONTENT	ART
What Are We Made Of?	ELA: CCSS.ELA LITERACY.RL.7.5	Media: MA:Cr3.1.7

## KEY VOCABULARY

- Narrative Writing
- Monologue

## PACING:

1-2 DAYS; 50 minutes

## ASSESSMENT (Formative):

Pick One Argument

## ELEMENTS OF MEDIA ARTS:

- Sound
- Performance
- Narrative

## MATERIALS LIST

- Digital Camera, iPad, Tablet, Cell Phones
- Projector & Google Slide
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## LESSON OBJECTIVE

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## ESSENTIAL QUESTION

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## 21st CENTURY SKILLS:

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- Creative Thinking
- Collaborating
- Initiative
- Communicating
- Media Literacy
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- Tech Literacy
- Flexibility
- Social Skills
- Leadership
- Productivity

## CONTENT STANDARDS:

[CCSS.ELA-LITERACY.RL.7.5](#)  
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By studying the media elements of sound, performance, and narrating through Old Time Radio Shows methods, students will use a poetic form to create their own radio show .

## ARTS STANDARDS:

[MA:Cr3.1.7](#)  
a.Coordinate production processes to integrate content and components for determined purpose and meaning in media arts productions, demonstrating understanding of associated principles, such as narrative structures and composition.  
b.Improve and refine media artworks by intentionally emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place.

Students will instruct their audience on a specific poetic form through the production of an Old Time Radio Show.

## WARM-UP OPTIONS (7 MIN)

- 19- Engineering Design
- 20- GIF

- 21- Keyboard Shortcuts
- 22- Memes

- 23- Mood Post

## LESSON OVERVIEW

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This series of lessons has students researching a poetic form and elements of a radio show to create their own production that teaches classmates about poetic form.

## ENGAGEMENT

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### ACTIVITY 1: Make a Sound

This activity has students creatively thinking and using items to make a particular sound.

## STEP 1

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### Make A Sound (5 min.==in pairs or as a whole class)

1. Using materials that are nearby, students will create the following sounds:
  - a. Rain
  - b. Thunder
  - c. The Ocean
  - d. Strong Wind
  - e. Somebody running
  - f. Students make up a sound and the others guess what it is.

## ARTFUL THINKING ROUTINE (5 min.)

### What Makes You Say That?

Study the photo of common tools used for Radio Show Sound Effects and answer

- What going on?
- What do you see that makes you say that?

Artful Thinking by Project Zero is licensed under a Creative Commons AttributionNonCommercial 4.0 International License. Routine found here:

<http://pzartfulthinking.org/>

## Teacher-to-Teacher

**WHAT KIND OF THINKING DOES THIS ROUTINE ENCOURAGE?** This routine helps students answer: describe what they see or know and asks them to build explanations. It promotes evidence-based reasoning, and, because it invites students to share their interpretations, it encourages students to understand alternatives and multiple perspectives.

**WHEN AND WHERE CAN IT BE USED?** Because the basic questions in this routine are flexible, it is useful when looking at objects such as works of art or historical artifacts, but it can also be used to explore a poem, make scientific observations and hypothesis, or investigate concepts (i.e., democracy). The routine can be adapted for use with almost any subject and may also be useful for gathering information on students' general concepts when introducing a new topic.

## MAIN ACTIVITY/PROJECT: Poetic Productions, Continued

### 1. 10 Question Review (5 min.=small groups):

- a. Go over understandings and questions gathered during closing reflections from day 1.
- b. Gather groups together, give them time to compose 2-3 questions about the Poetic Production Project.
- c. Answer 10 of the questions posed, while students take notes.

### 2. Work Time (15 min.):

- a. [Poetic Forms to Use](#): Ballad, Free Verse, Kyrielle Sonnet, Palindrome, Sonnet, Limerick, Nonet, Minute Poetry, Ode, or Villanelle
- b. Student groups work on the Poetic Research.
- c. Student groups create a 1-2 minute [Radio Show](#) using this guide.

### 3. Presentations (10 min.):

- a. Student groups present their Poetic Form to the class via through recording or “live” where the cast is hidden from view and the audience is only able to listen.

**ESTIMATED TIME: 30 min.**

## CLOSURE

**Final Reflections: (3 min.)--used as a reflection for the day**

2. Students reflect on:
  - a. What they've learned about Poetic Form.
  - b. How sound, performance, and narrative provide understanding to its audience.

## ASSESSMENT FOR TEACHER

THEME Who Are We?	CONTENT CCSS.ELA-LITERACY.7.3	ART VA:Cn11.1.7a
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### Final Reflection: Formative Assessment

- What understanding does the student demonstrate about poetic form?
- What understanding does the student have regarding how sound, performance, and narrative affects an audience?

	Emerging (1 point)	Proficient (2 points)	Advanced (3 points)
Poetic Form Understanding	<ul style="list-style-type: none"> <li>• A simple reflection is written that demonstrates some understanding, but the thoughts are confusing or vague.</li> <li>• The reflection either does not include words like: pattern, repetition, length of lines, rhythm, verses, etc or only 1-2 are mentioned.</li> </ul>	<ul style="list-style-type: none"> <li>• A clear reflection is written that demonstrates a solid understanding of poetic form.</li> <li>• The reflection includes some words like: pattern, repetition, length of lines, rhythm, verses, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• A precise reflection is written that demonstrates complex thinking about poetic form, with connections and comparisons made to other works or items.</li> <li>• The reflection contains many words or phrases that relate to poetry, like: pattern, repetition, length of lines, rhythm, verses, etc</li> </ul>
Production Elements	<ul style="list-style-type: none"> <li>• A simple understanding of production elements is written, but does not include details.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of how the use of production elements affect an audience is demonstrated and some details are included.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding about how using production elements influence an audience is significant. Strong details and examples are included to support understanding.</li> </ul>

## GRADE: 7

# Poetic Production Reflection:

STUDENT NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

After listening to student presentations:

- Describe what you learned about poetic form
  
  
  
  
  
  
  
  
  
  
- Write an argument that states the importance sound, performance, and narrative plays in a production from the perspective of an audience.

	Emerging (1 point)	Proficient (2 points)	Advanced (3 points)
Poetic Form Understanding	<ul style="list-style-type: none"><li>• A simple reflection is written that demonstrates some understanding, but the thoughts are confusing or vague.</li><li>• The reflection either does not include words like: pattern, repetition, length of lines, rhythm, verses, etc or only 1-2 are mentioned.</li></ul>	<ul style="list-style-type: none"><li>• A clear reflection is written that demonstrates a solid understanding of poetic form.</li><li>• The reflection includes some words like: pattern, repetition, length of lines, rhythm, verses, etc.</li></ul>	<ul style="list-style-type: none"><li>• A precise reflection is written that demonstrates complex thinking about poetic form, with connections and comparisons made to other works or items.</li><li>• The reflection contains many words or phrases that relate to poetry, like: pattern, repetition, length of lines, rhythm, verses, etc</li></ul>
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## Resources

Google Slide: Contains materials to be used throughout each lesson

- [Poetic Form](#)

Artful Thinking Routines:

- *Artful Thinking by Project Zero is licensed under a Creative Commons Attribution NonCommercial 4.0 International License.*
- [Artful Thinking Palette](#)

Youtube Videos:

- [Green Hornet Radio Show](#)
- [Old Time Radio Show Sound Effects](#)

Websites:

- [Shadow Poetry Website](#)
- [Types of Poems](#)
- [Poetic Form](#)

