

Where I'm From

Poetry

Shelby Blackwood
Published by *K20 Center*

This work is licensed under a Creative Commons CC BY-SA 4.0 License

Grade Level	8th – 10th Grade	**Time Frame**	50 minutes
Subject	English/Language Arts	**Duration**	3-4 days

Essential Question

How can poetry help people understand one another? What is the value in knowing your family history?

Summary

In this lesson, students explore themes of community and identity by analyzing a poem and creating their own poem inspired by the themes. Through these activities, students reflect deeply on their lives and learn to apply a variety of literary devices that allow them to express their creativity and share their voices. This lesson is written with 9th graders in mind; however, it could be used for many grade levels. This is a multimodality lesson, which means it includes face-to-face, online, and hybrid versions of the lesson. The attachments also include a downloadable Common Cartridge file, which can be imported into a Learning Management System (LMS) such as Canvas or eKadence. The cartridge includes interactive student activities and teacher's notes.

Snapshot

Engage

Students watch a spoken word poem video and respond using the First Turn/Last Turn strategy.

Explore

Using their five senses, students brainstorm memories and experiences from their lives.

Explain

Using Categorical Highlighting, students read George Ella Lyon's poem, *Where I'm From*, and analyze it for literary devices and figurative language.

Extend

Students compose their own *Where I'm From* poem.

Evaluate

Students reflect on their writing process.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

WME301: Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages when the effect is simple

Oklahoma Academic Standards: English Language Arts (Grade 8)

8.2.W.1: Routinely and recursively prewrite (e.g., develop ideas and plan).
8.3.R.4: Analyze literary devices to support interpretations of a text:
- figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom)
- sound devices (i.e., onomatopoeia, alliteration)
- verbal and situational irony

Attachments

- Audio—Where Im From.mp3
- Brainstorming Graphic Organizer—Where Im From - Spanish.docx
- Brainstorming Graphic Organizer—Where Im From - Spanish.pdf
- Brainstorming Graphic Organizer—Where Im From.docx
- Brainstorming Graphic Organizer—Where Im From.pdf
- Common Cartridge—Where Im From.zip
- I Am From Example—Where Im From - Spanish.docx
- I Am From Example—Where Im From - Spanish.pdf
- I Am From Example—Where Im From.docx
- I Am From Example—Where Im From.pdf
- I Am From Template—Where Im From - Spanish.docx
- I Am From Template—Where Im From - Spanish.pdf
- I Am From Template—Where Im From.docx
- I Am From Template—Where Im From.pdf
- Lesson Slides—Where Im From.pptx
- Original Poem— Where Im From - Spanish.docx
- Original Poem— Where Im From - Spanish.pdf
- Original Poem—Where Im From.docx
- Original Poem—Where Im From.pdf
- Padlet Presentation Rubric—Where I'm From - Spanish.docx
- Padlet Presentation Rubric—Where I'm From - Spanish.pdf
- Padlet Presentation Rubric—Where I'm From.docx
- Padlet Presentation Rubric—Where I'm From.pdf
- Poem Rubric—Where Im From - Spanish.docx
- Poem Rubric—Where Im From - Spanish.pdf
- Poem Rubric—Where Im From.docx
- Poem Rubric—Where Im From.pdf
- Talk Moves—Where Im From - Spanish.docx
- Talk Moves—Where Im From - Spanish.pdf
- Talk Moves—Where Im From.docx
- Talk Moves—Where Im From.pdf

Materials

- Common Cartridge (attached)
- Brainstorming Graphic Organizer (attached; one per student)
- Flip Presentation Rubric (attached; one per student)
- I Am From Poem (Template) (attached; one per student)
- I Am From Poem (Example) (attached; optional)
- Poem Rubric (attached; one per student)
- Talk Moves (attached; one per student)
- *Where I'm From* Poem (Original) (attached; one per student)

- Highlighters (multiple colors)
- Pencils or pens
- Writing Paper

30 minutes

Engage

Teacher's Note: First Turn/Last Turn

To prepare for this activity, place students in groups of 4-5. Distribute the following link to each student (the link creates separate copies): First Turn/Last Turn.

Have each student share their copy of the Google Slide with the members in their group.

Teacher's Note: Composing Poetry

In this lesson, students use their memories of growing up to compose an original poem. Some students may find it difficult to write about their past. The activities are meant to be reflective and can be healing for some, but you know your students best. You decide how best to proceed. One option to consider is to allow students to write about their present if they are in a good place to share.

Communicate the following with students. This information may be embedded in an LMS or may be shared in a virtual classroom such as Google Classroom.

> **Overview:** *In this activity, you will watch a video and read a spoken word poem by Sarah Kay called "Hands." In this poem, Sarah recites her memories of her own hands and what hands mean to us as humans. After viewing the video, you will use the First Turn/Last Turn strategy to explore, share, and discuss passages from the poem with your classmates.*

Next, share the following procedure for students along with the links for the poem video and PDF.

> **Procedure:**
>
> 1. First, watch the spoken word poetry video *Hands* by Sarah Kay. In this poem, Sarah recites her memories of her own hands and what hands mean to us as humans.
> 2. Next, read through the poem and note any passages that "speak to you."
> 3. Then, open the Google Slide for the **First Turn/Last Turn** activity and share one of the passages you chose. DO NOT explain why you chose that passage. You will do that in step 6.
> 4. After sharing your passage, share your Google Slide with the members of your group.
> 5. Open the Google Slides the other members of your group shared with you. Think about why they might have chosen that passage and comment on it.
> 6. Finally, when every group member has commented on your passage, give your reason for choosing the passage as the last comment.
> 7. Submit your completed Google Slide.

Have students watch the video and read Sarah Kay's poem "Hands." After students read the poem and note interesting passages, introduce students to the First Turn/Last Turn strategy. Have students use the strategy to share and discuss their selected passage using their shared Google Slides.

Begin by providing students with the link to the video "Hands" by Sarah Kay and the link to the PDF of the poem. Students will also need their First Turn/Last Turn slides.

30 minutes

Explore

Communicate the following to students:

> **Overview:** *Sarah Kay shares her memories of growing up in her poem "Hands." Think about the memories you have of growing up. They can be good or bad, but a mix of both would be ideal. When you recall your memories, try to think about the small things rather than the large moments. For instance, Sarah talked about holding her father's hand. That is what some might say is a small thing that made a large impact on her life and created lifelong memories for her.*

Distribute the following link to each student (the link creates separate copies): Brainstorming Graphic Organizer. Additionally, share the following procedure. This information may be embedded in an LMS or may be shared in a virtual classroom such as Google Classroom.

> **Procedure**
>
> 1. First, open the Brainstorming Graphic Organizer.
> 2. Complete the graphic organizer by brainstorming memories from your life. Try to be specific with your memories. Don't just say "a large slice of pizza," say something like "a pizza slice the size of my chest!"
> 3. Submit your completed graphic organizer to this assignment.

45 minutes

Explain

This activity includes two parts:

1. For Part One, students will analyze George Ella Lyon's poem, *Where I'm From*, and use the Categorical Highlighting strategy to explain literary devices.
2. For Part Two, students will reflect on their learning and complete a series of open-ended questions.

Communicate the following to students through your LMS, virtual classroom, or other means:

> **Overview:** *This activity has two parts. You will hear George Ella Lyon read her poem "Where I'm From." You will then look through the poem and note certain literary devices using a highlighting strategy. Finally, you will reflect on what you have highlighted.*
>
> *George Ella Lyon grew up in the mountains of Kentucky. In her poem "Where I'm From," Lyon reflects on her memories and how they shaped who she is. First, listen to the author read her poem. Then, read through the text. Look for certain literary devices the author uses to help the reader understand her life. Pay attention to the rhythm and flow of the poem. How did the author accomplish this with words?"*

Next, share the following procedure along with the following links of George Ella Lyon reading her poem and a copy of her poem, "*Where I'm From.*"

> **Procedure:**
>
> 1. First, listen to George Ella Lyon read her poem *Where I'm From*.
> 2. After listening to the poem, read through the poem.
> 3. After reading through the poem once, go back and look for certain literary devices. Use the Categorical Highlighting strategy and the highlighting tool in Google Docs to highlight the literary devices you find. Use these categories:
>
> - Pink - repetition
> - Yellow - specific, vivid verbs, adverbs, and adjectives
> - Green - imagery words (think five senses)
> - Blue - figurative language (metaphor, simile, alliteration, symbolism)
>
> 4. Use this infographic to refresh your memories of figurative language.
> 5. Once you have finished highlighting, submit highlighted document.

60 minutes

Extend

Optional: Padlet

Part two of this activity is optional. To prepare for the optional activity, create a Padlet board to facilitate students' recitation of their poems.

Once you have created a Padlet board, insert the sharing information into step one of Part Two of the activity.

This activity has two parts. The second part is optional. Decide whether or not you wish to include the optional activity.

First, students will revisit their brainstorming and create their own poems inspired by George Ella Lyon's poem *Where I'm From*. Each student is provided with their own copy of a template to guide them, but they may choose to write their own version without the template.

Teacher's Note: Differentiation

Allow students to venture away from the template if they choose to do so. Giving students more choice helps create a sense of ownership of their writing.

Communicate the following to students through your LMS, virtual classroom, or other means:

> ***Overview:*** *Using George Ella Lyon's poem, "Where I'm From," as a model, along with the provided template, write your own "Where I'm From" poem. Be sure to include literary devices such as repetition, imagery, and figurative language. You want your reader to be swimming in your memories! They should be able to close their eyes and experience your memories with you. No one else sees the world as you do. You don't have to know where to begin, just start, and let the words flow!*

Next, share the following procedure along with the following links:

- Writing Template
- Figurative Language Infographic
- Graphic Organizer
- *I am From* Example #1
- *I am From* Example #2 (Facing History)

Procedure (Part One)

1. First, open the provided writing template.
2. Then, open your Brainstorming Graphic Organizer. Include the following details:
    - Add your memories.
    - Focus on word choice using specific verbs and vivid adjectives and adverbs.
    - Think of ways to describe your memories using all five of your senses.
    - What did it sound like? Taste like? Smell like? How did it feel? What exactly did it look like?
    - Can you compare to something using a simile or metaphor?
3. Plug those memories into the template to create an original piece of writing. If you choose to compose your poem without using the template, that is perfectly fine. This is your poem. Own it!
4. Include literary devices such as repetition, similes, metaphors, and imagery in your poem. (Refer back to this infographic on figurative language, if needed). Use this rubric to determine what you need to include in your poem.
5. If you are struggling with this assignment, look at these two poems modeled after Lyon's poem.
    - "I am From" by Shelby Blackwood
    - "Where I'm From" by Melanie Poonai
6. Open a new word processing document (Google Docs, Word, etc.), and write your poem using the information you entered on the template.
7. Submit the written copy of your poem.

Share the following if you wish to include the optional Part Two:

Procedure (Part Two)

1. Go to Padlet and record yourself reciting your poem.
2. Comment on a couple of your classmates' video presentations. Think about what you liked about their poem. Maybe you liked something they said that reminded you of your own experiences. Or maybe you enjoyed how they phrased something.

30 minutes

Evaluate

Teacher's Note

Your Padlet board will serve to facilitate students' reflection on the writing process. If using the attached **Canvas Cartridge**, insert the sharing information into the correct page.

Here, students will create a Padlet board as they reflect on their writing process.

Communicate the following to students through your LMS, virtual classroom, or other means:

> ***Overview:*** *The final part of this lesson is for reflection. You will reflect on the writing process. You will also think about the examples of literary devices you used in your poem and how those literary devices helped your writing."*

Next, share the following procedure along with the Flip sharing link, Flip rubric, and the Talk Moves (sentence starters) document link:

- Padlet rubric
- Talk Moves

Procedure

1. Think about the steps you took in writing your poem.
    - Listened to a model poem
    - Analyzed the model poem for literary devices
    - Considered the literary devices used in the poem and how the use of those affected the rhythm and flow of the poem
    - Brainstormed ideas for your poem
    - Used the basic form of the model poem to write your own
2. Next, write your thoughts about the process down on paper. Think about how each step helped you write your poem.
3. Submit your reflection.

Resources

- *I am from* poem template. [PDF]. Life Path. https://www.lifepathsresearch.org/wp-content/uploads/Narrative-I-am-from-Poem-
- K20 Center. (n.d.) Categorical Highlighting. Strategies. https://learn.k20center.ou.edu/strategy/192
- K20 Center. (n.d.). First Turn/Last Turn. Strategies. https://learn.k20center.ou.edu/strategy/50
- K20 Center. (January 27, 2021). Online Discourse Etiquette [Video]. YouTube. https://www.youtube.com/watch?v=yPUXQAuhD3E
- K20 center. (n.d.). Padlet. Tech Tools. https://learn.k20center.ou.edu/tech-tool/1077
- Kay, S. (n.d.). *Hands* [PDF]. PennyKittle. https://pennykittle.net/uploads/images/PDFs/Workshop_Handouts/Hands.pdf
- Lyon, G.E. (n.d.) *Where I'm From* [Audio]. George Ella Lyon. http://www.georgeellalyon.com/audio/where.mp3
- Lyon, G. E. (n.d.) *Where I'm From*. George Ella Lyon | Writer & Teacher. http://www.georgeellalyon.com/where.html
- Lyon, G. E. (n.d.). *Where I'm From* [PDF]. Smithsonian Center for Learning and Digital Access. http://www.smithsonianeducation.org/educators/professional_development/workshops/writing/george_ella_lyon.pdf
- Neel, Andrew. (August 28, 2019). *Assorted Map Pieces* [Photograph]. Pexels. Retrieved from https://www.pexels.com/photo/assorted-map-pieces-2859169/
- Poonai, Melanie. (n.d.) *Where I'm From Democracy and Civic Engagement.* FacingHistory. https://www.facinghistory.org/resource-library/teaching-inspector-calls/where-im-from
- S I (May 10, 2014). Sarah Kay - Hands [Video]. YouTube. https://www.youtube.com/results?search_query=sarah+kay+hands
- YourDictionary. (n.d.) *12 Figurative language styles for creativity* [Infographic]. Yourdictionary.com. https://assets.ltkcontent.com/files/figurative-language-infographic_2020-10-29-081532.pdf?mtime=20201029011532&focal=none