

GREAT HOOSIERS

6-8 | Lesson 6



LESSON 6

ESSENTIAL QUESTION

The unit essential questions developed through this lesson are...

- How does culture influence the voice of a poet?

TASK

The task that students will fulfill through this lesson is...

- In the first few lessons of this unit, students learned about the poet Mari Evans and the social issues that helped to shape her voice as an influential speaker of her time. They identified literary devices and analyzed how their usage can elevate a speaker's voice. Students will use a mind-map graphic organizer to describe elements of their culture. They will then choose a figurative comparison to use as an extended metaphor in a poem about their culture.

CONTENT FOCUS

By engaging in this lesson, students will demonstrate their knowledge/understanding that...

- Culture and experiences affect the voice of an author. Insight into who a speaker is and what they value is revealed through the use of literary devices such as imagery, irony, style and tone.

SKILL FOCUS

By engaging in this lesson, students will demonstrate their ability to...

- Use literary devices to compose a poem that expresses an intended meaning.

STANDARDS ALIGNMENT

- Write narrative compositions in a variety of forms that – a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. b. Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. c. Use

narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide an ending that follows from and reflects on the narrated experiences or events. (8.W.3.3)

LAUNCH (5 MINUTES)

Teacher Note:

By the end of Part 1 of the unit, students have learned about Mari Evans and about the lens in which she wrote. Students were able to read poems that reflected issues during the Civil Rights period. Through her use of imagery and tone, students were able to identify her voice which defies the status quo.

This lesson has two objectives. The first is to give students the opportunity to creatively craft a poem using literary devices and communicate a message while revealing their voice and who they are internally to their reader. The second is so that students can begin to think critically about who they are and how their culture helps to shape this identity. As students become more self-aware, they too, like Mari Evans, can develop a deeper connection to the needs of their community and become agents of social change.

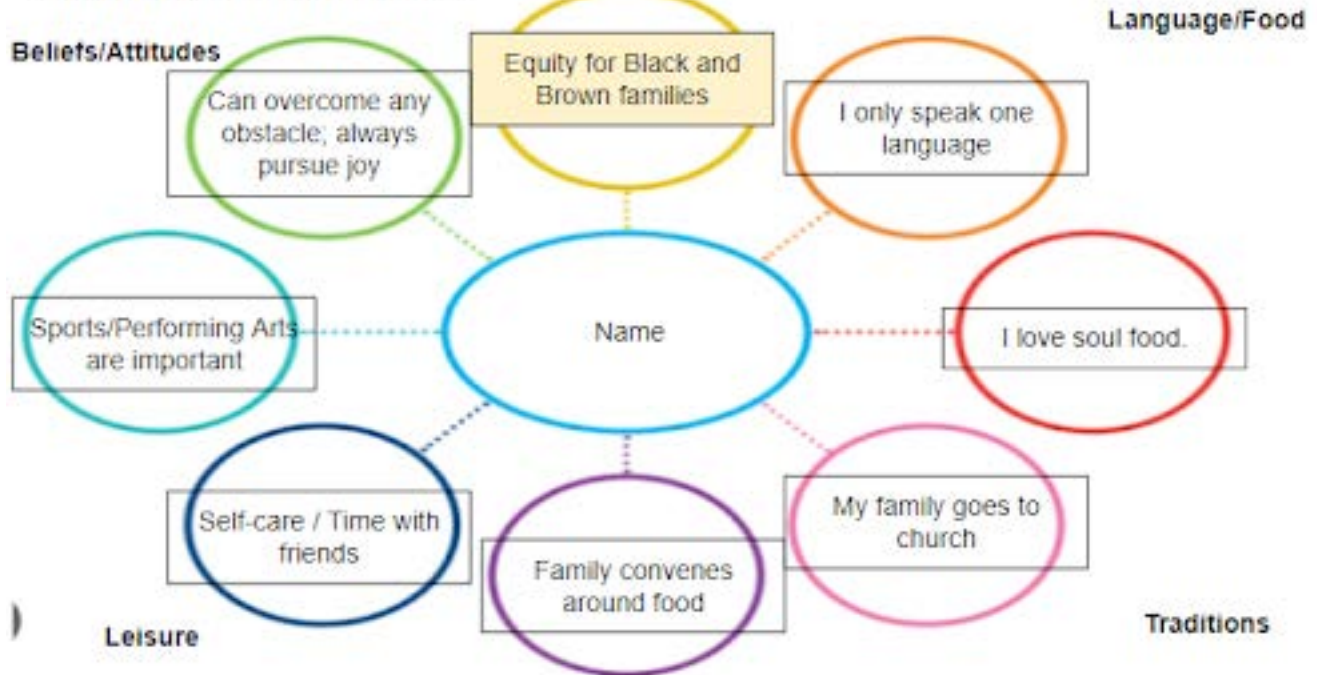
Class, we have now been introduced to Mari Evans through a personal narrative, a biography, and two of her poems. We understand her writing was heavily influenced by her culture and the issues that were important to her, strengthening her community. As we keep what we have learned so far in mind, we will have our first opportunity to examine who we are and create some poetry.

MODEL OR SHARED WRITING (10 MINUTES)

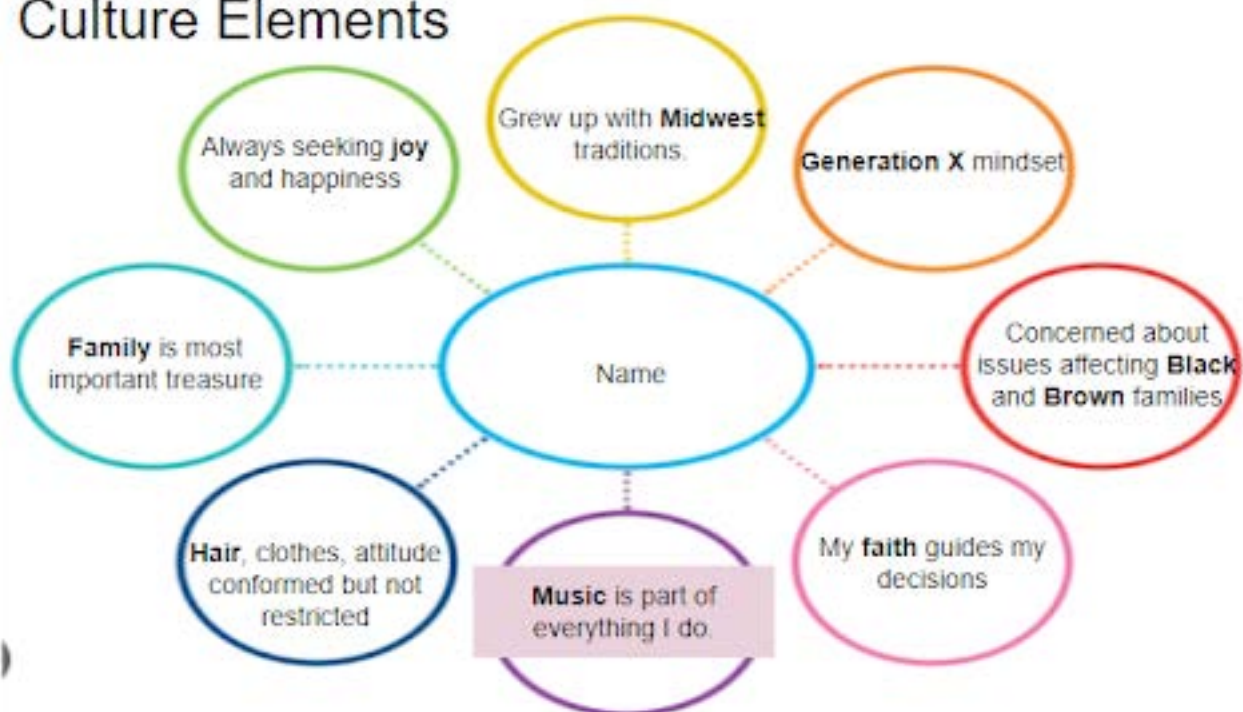
Now, it's your turn. You will consider key components in your culture that help to define who you are. Think about how those components intersect with society as a whole. Consider what makes these elements unique. You will organize these thoughts with the use of a mind map. Then, choose a figurative comparison to use as an extended metaphor and write a poem like Evans did with "Alarm Clock". When you are done, through your use of imagery and tone, you will have shared your voice with your reader.

I created two variations of the mind map. Let's take a look.

Culture Elements



Culture Elements



The first mind map has four categories. I listed two details that were important to me based on the category. The second map has a list of things that are important with details about each one. Again, you are welcome to use one of these examples or create your own.

Remember our definition of culture: The culture of a group of people is its shared attitudes, values, social norms, customary beliefs, and material traits. -Zarrata Hammond

The things I have chosen are things common in my culture for myself, family and friends.

CREATE (20-25 MINUTES)

First, I want you to take some time to think about the definition of culture. With a partner, spend some time brainstorming about all the things that make up your values, social norms and beliefs. Share your thoughts with your partner. Perhaps you share the same values.

Next, determine how you want to display your map. Again, you can use one of the models I have shared, or you can use your own. Remember to include details regarding your thoughts behind each item. This will help you when it is time to begin writing.

Finally, you will choose a topic you would like to write about. Think of an item that symbolizes your attitude, belief or norm. (i.e., Alarm Clock = startled by racism). Using that item as the title of your poem and as an extended metaphor, begin to write:

- *At least 2 stanzas*
- *Use literary devices (imagery, style, irony, figurative language)*
- *Make comparison to item throughout the poem*

DISCOURSE (5-10 MINUTES)

Great job with your poetry writing today. Now, take a moment to answer the following questions: What was the best part of this assignment? What was the most challenging part of the assignment? What are you most proud of?