Name: Danielle Cook                                  Date of Lesson:

Content Area: English                                Grade/Age: 10th Grade

Cooperating Teacher: Dr. Shipley


 I.  Topic of Lesson: Biographical Poems and Famous Poet Research

 II. Goal/Objective/Purpose of Lesson:

      - Students will also be able to produce a clear and coherent bio poem where the
      development, organization, and style are appropriate to task, purpose and
      audience.
      -Students will be able to trace the origin of symbolism, imagery and metaphor in
      their art and demonstrate the use of these visual devices in their artworks as they
      are relevant to their poem.

III. Prerequisite Knowledge: Students must have an existing knowledge about
      figurative language and poetic structure. Students must also have an existing
      knowledge about how to research and determine the importance and relevance of
      information to a subject.

IV.  Ohio Academic Content Standards:

| Standard | Benchmark |
|---|---|
| *Writing:*<br>*Production and Distribution of Writing* | *W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)* |
| *Writing:*<br>*Range of Writing* | *W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.* |
| *Visual Arts Standard:*<br>*Benchmark B* | *3. Trace the origin of symbolism, imagery and metaphor in art and demonstrate the use of these visual devices in their artworks.* |

 V.  SPA Standards: (NAEYC, NSTA, NCSS, NASET, etc.)

| Standard | Benchmark |
|---|---|
| *Standard 5: Writing Strategies* | *5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.* |

VI. Materials/Technology:
1. SmartBoard
2. Paper and Pencil
3. Bio Poem assignment sheet
4. Colored Paper
5. Computers with Microsoft Word Software and internet connection
6. Farcebook page rubric
7. Scissors
8. Markers
9. Magazines
10. Glue

VII. Activities/Procedures:
1.  I will hand out the Bio Poem assignment sheet to the students. (2 min)
2. With the assignment sheet projected on the SmarBoard I will go over the assignment sheet, explaining the instructions and what will go into each line of the poem. (10 mins)
3. I will show them an example of my own Bio Poem. (5 min)
4. I will then instruct the students to start working on the rough draft for their bio poem. I will pass out the grading rubric to the students and go over the criterion that is required of them. Once they are done with their rough draft they can type it if they wish and they can come up and get colored paper to write it on or glue the print out to. The colored paper will be for their final draft. After they have put the poem on the colored paper they will be required to cut out pictures from magazines, draw pictures, or print off pictures from the computer to decorate the borders of their poem with. These pictures must explain the content of their poem. (30 mins)
6.  I will then pass out the rubric for their farcebook page project and go over the criteria with them to introduce them to the assignment. (2 mins)
7. I will show students how to pull up the farcebook page template on their computer hard drive and go through the information that they will be required to find. I will also show them how to get to the website that they will be using for research (www.poets.org) (4 mins)
8. Students will be assigned for homework to come up with a list of three poets that they would like to research. (2 mins)

VIII. Accommodations/Differentiated Instruction:
Students will receive accommodations as necessary. Instruction will be given with visual and auditory cues.

IX. Assessment/Evaluation:
Students will be summatively assessed on their bio poems. Students will be assessed on their research in another lesson.

|  | Excellent 5-4 | Good 3-2 | Poor 1-0 |
|---|---|---|---|
| Clear and Coherent | The poem contains clear and understandable language that explains the meaning of the poem and what is going on in it. | The poem contains vague and hard to understand language that does not clearly explain the meaning of the poem or what is going on in it. The reader has to struggle to understand the poem. | The poem does not contain clear and understandable language that does not explain the meaning of the poem and what is going on in it. |

| Development, Organization, and Style | The poem follows the development appropriate for the poem and is organized in an understandable way that follows the style of the poem. | The poem follows the development appropriate for the poem but fails to be organized in an understandable way that follows the style of the poem. | The poem does not follow the development appropriate for the poem and is not organized in an understandable way that follows the style of the poem. |
|---|---|---|---|
| Task, Purpose, and Audience | The poem is appropriate for the task and type of poem that has been assigned. The poem is also appropriate to the audience in which they are writing for. | The poem is appropriate for the task and type of poem that has been assigned but is not appropriate for the audience in which they are writing. | The poem is not appropriate for the task and type of poem that has been assigned. The poem is also not appropriate to the audience in which they are writing for. |
| Creativity | The poem is displayed with appropriate pictures explaining the content of the poem surrounding it. It is displayed in a creative and original manor. The pictures display the symbolism, metaphor, and imagery of the poem. | The poem is displayed with pictures surround the poem but the pictures fail to explain the content of the poem. The poem also lacks creativity and originality. The pictures do little to explain the symbolism, metaphor, and imagery of the poem. | The poem is not displayed with appropriate pictures explaining the content of the poem surrounding it. It is not displayed in a creative and original manor. The pictures do not explain the symbolism, metaphor, and imagery of the poem. |

X.   Reflection:

   Today I instructed the class in a lesson on bio poems. The assignment sheet that the students received contained the format of the bio poem and an example of one done about Rosa Parks. The example on the assignment sheet was very solemn and I wanted to show the students that this is a poem that is supposed to express their personality so it can be funny and creative, so I created another example by making a bio poem about myself. I also thought this was a great way for the students to get to know me a little bit more. Since the students were also supposed to make a collage of pictures around their poem to explain the content I did so as well. I think that the students enjoyed the example. I made sure to stress in my lesson to try to come up with some unique adjectives and items that really describe their personality instead of using general terms that a ton of other people use like "cute" and "nice", ect. I made sure that I demonstrated this in my example as well. I wanted the students to feel creative with this poem and really make it their own instead of just following the format and filling in information.

      I thought it was interesting as I was walking around the room a lot of students were looking up lists of adjectives on their computers to try to find really good words to describe themselves. This is actually what I did the night before and I found a couple students on the same website I was on looking at words. I was glad that many of the students were taking the initiative to try to be creative with this poem.

      Some of the students seemed to have trouble describing their self and were asking to do each other. I explained that was not the point of this particular bio poem and would try to come up with words to help them out. I also allowed the students to talk to one another to get ideas as long as it didn't get to loud.