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Midterm Project/Presentation
MSET "Brains" Class
Fall 2014
Mr. Eric Mountain

Midterm Project Notes

Poetry Unit
Target Audience: 7th grade (on-grade) Language Arts
Performance Objectives:

- Read examples of different types of poetry
- Compose different types of poetry
- Identify examples of and understand the meaning and the purpose of various literary/poetic terms and devices. Examples: figurative language (metaphor, simile, hyperbole, personification, symbolism), rhyming (end rhyme, internal rhyme, slant rhyme, exact rhyme), alliteration, onomatopoeia
- Use different literary/poetic devices in their own poems

Goals/Content Objectives:

- Learn about different forms of poetry. Examples: haikus, limericks, narrative poetry, concrete poetry, free verse poetry, lyric poetry
- Learn different literary terms and poetic devices. Examples: figurative language (metaphor, simile, hyperbole, personification, symbolism), rhyming (end rhyme, internal rhyme, slant rhyme, exact rhyme), alliteration, onomatopoeia

Evaluation and Assessment Techniques:

- Formative assessments throughout (Examples: admission tickets, exit slips, KWLs, handouts/HW assignments, class and small group discussions)
- Poetry portfolio which includes various poems they have written throughout the unit, other assignments/handouts they have done that accompany various poems we read, and KWL charts
- Summative test at the end of the unit based on the poems we read and focusing on poetry analysis

Sense and Meaning:

- From Sousa pg. 52-55
- Make sense of the material by defining previously unfamiliar poetic and literary terms
- Make sense of aforementioned definitions by showing and finding various examples of the poetic and literary terms in the poems we read
- Establish meaning and make poetry more accessible by connecting poetry and poetic devices to "everyday", popular music (especially rap, but also other lyrics and rhythms of other forms of popular music).
- Establish meaning by relating the poems we read to other subjects [Examples: "Cremation of Sam McGee" relates to the Gold Rush (social studies) and "Seal" relates to animals (science)]
- Establish meaning by relating symbols in poetry to everyday symbols (Examples: the American flag symbolizes freedom, liberty, strength, independence, etc.)

Primacy and Recency:

- From Souse pg. 94-102
- Prime Time 1:
    - Introduce new material in the beginning of the lesson (Example: make use of daily Do Nows through admission tickets, KWLs, introducing/defining new terms)
    - First read of the day's poem or explain instructions for writing their own poem
- Down Time:
    - Second reading of the day's poem and practice skills (either individually or collaboratively) such as identifying sound devices or figurative language.
    - Or brainstorming and writing original poems
- Prime Time 2:
    - Review findings/answers from the reading of the poem and the practice of skills
    - Or students share their own poems and are reminded of specific instructions for that day's poem
    - Closure activity (Example: closing discussion, review of terms and examples, exit slips, KWL updates)
- Shift learning techniques throughout the maximize Prime Time:
    - Some lecture/mini lesson (5-10 minutes)
    - Use video clips and/or music
    - Collaborative activities and assignments
    - Whole-class discussions
    - Stations activity

Learning Styles (Gregorc):

- For sources, see Works Cited listings below
- Abstract Sequential (AS):
    - Analyze a poem for figurative language
    - Develop theories on poems'/symbols' meanings using textual evidence and allusions (i.e. background knowledge)
    - Viewing, connecting, and analyzing informational videos and articles
- Concrete Sequential (CS):
    - Organization of the poetry portfolio, done through a stations activity
    - Recognize patterns in and understand specific requirements for particular types of poetry
- Concrete Random (CR):
    - Provides insight into different meanings of symbols, allusions, and other types of figurative language
    - Participates in collaborative/station work
    - Takes risks in poetry analysis
    - Takes risks in composing their own poetry
    - Relate/connect poems and skills to the real world
- Abstract Random (AR):
    - Participation in discussions and collaborative group work
    - Putting personal feelings into the reading and writing of various poems
    - Interpreting the themes, emotions, figurative language in a poem

Multiple Intelligences (Gardner):

- For sources, see Works Cited listing below

- Verbal/Linguistic:
    - Reading and discussing poems
    - Recognizing and appreciating rhyming and figurative language
    - Writing original poems
- Logical/Mathematical:
    - Recognizing and appreciating patterns in rhythm, syllables and/or rhyming (rhyme schemes)
- Musical:
    - Recognizing and appreciating rhythm in poems
    - Use of musical versions of poems or poems set to music (Example: "The Highwayman")
- Visual/Spatial:
    - Composing concrete poetry
    - Create drawings based on poems (Examples: "The Highwayman" wanted poster assignment, drawing based on "In Just-" or "Winter")
    - Viewing pictures and videos that accompany different poems (Examples: "The Highwayman", "The Cremation of Sam McGee", "Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out")
    - Using the WordMover app for the I-pad
- Bodily/Kinesthetic:
    - Stations activity focused on the poetry portfolio
    - Going outdoors for poetry inspiration and composing
- Interpersonal:
    - Group work and class discussions throughout the unit (incorporates feelings and emotions)
- Intrapersonal:
    - Writing their own poetry
    - Personally connecting with the poems we read
- Naturalistic:
    - Read and compose poems focused on animals and/or nature (Examples: "Seal", haikus)
    - Going outdoors for poetry inspiration and composing

Technologies:

- Introductory Powerpoint presentation to present and define different types of poetry and poetic devices/literary terms. (Powerpoint is embedded with a Youtube video focused on figurative language)
- Numerous Youtube videos and clips used throughout the course of the unit such as:
    - "The Highwayman" video used to peak students' interest and to show how poetry can inspire art and music that evokes various emotions. This video also helps students visualize the scenes of this narrative poem. This video is appealing to visual/spatial, intrapersonal, interpersonal, and musical learners.
    - "Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out" video to help students visualize the poem and listen for various sound devices. This video is appealing to visual/spatial, verbal/linguistic, and musical learners.
    - 1898 Alaska Klondike Gold Rush Story video to connect with, provide background information for, and help students visualize "The Cremation of Sam

McGee". This video is appealing to visual/spatial, verbal/linguistic, interpersonal, and naturalistic learners.

- Music (downloaded on my I-pod) – Use of Loreena McKennitt's musical version of "The Highwayman" to appeal to more musical learners, to show how poetry and poetic devices relate to and are similar to music and musical devices, and to have students compare and contrast the original poem to Loreena McKennitt's version.
- Use of I-pads and the WordMover app to provide students with sample poems and word banks to help them create their own poems. Also, since the app's functions are in a "magnetic poetry" style and students can design their own backgrounds, it appeals to visual/spatial learners. After students create their own poems and background designs, they can print it from a wireless printer.

Brain Research and Information:

- Neurons:
  - From Sousa pg. 21-35
  - Include a variety of activities and skills practice to stimulate neurons and enable brain to be a "novelty seeker" (Examples: music, technology, stations [bodily/kinesthetic], emotional connections, vocabulary and language development, using logic [analysis and pattern recognition])
- Sensory Input:
  - From Sousa pg. 41-46 and pg. 58-60
  - Make lessons as multi-sensory as possible
    - Visual – Reading poems, create drawings, look at/watch illustrations, photos, and videos, go outdoors for inspirations, and use WordMover app
    - Auditory – Reading poems aloud, whole class and group discussions, listening to music, and watching and listening to videos
    - Tactile – Stations activity, WordMover app, and outdoor activity for finding inspiration and composing poetry
- Cerebral Lobes:
  - From Sousa pg. 15-17
  - Frontal Lobes:
    - Connect to emotional responses to both read and written poems
    - Organization and pattern recognition in different types of poetry
    - Organization of their poetry portfolios
    - Higher-order thinking to analyze deeper meaning of poems and figurative language found in a poem
  - Occipital Lobes:
    - Visual processing to read and write poetry, create drawings, look at photos and videos, and use WordMover app
  - Temporal Lobes:
    - Auditory processing to listen to poems read aloud, discuss ideas and poetry analysis, listen to videos and musical versions of poems
  - Parietal Lobes:
    - Spatial recognition during station and outdoor activities
- Limbic System:
  - From Souse pg. 18-19
  - Thalamus:
    - Sensory input and processing

        - Stimulated by auditory, visual, and tactile/kinesthetic activities (Examples: viewing videos and illustrations, reading and discussing aloud, listening to music, participating in outdoor and station activities)
    - Hippocampus:
        - Consolidates learning and converts information from the working memory to long-term storage (can produce new neurons)
        - Relates to sense and meaning, acquisition and practice of new concepts and skills, and recall of facts, objects and places
    - Amygdala:
        - Connects to emotional memories and experiences (Examples: reading and writing poetry)
        - Importance on having a safe and secure learning environment

Works Cited

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Sense and Meaning as per Sousa

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Pictures on Slides/Frames

Frame 3 – "Assessment Wordle" picture (Assessment and Evaluation)
ii.library.jhu.edu

Frame 4 – "Puzzle Pieces" picture (Sense and Meaning)
www.executiveboard.com

Frame 5 – "Stopwatch" picture (Primacy-Recency)
www.cathreinethegame.wikia.com

Frame 6 – "Brain" picture (Learning Styles)
www.leadliaison.com

Frame 7 – "Multiple Intelligence" picture
www.smallwondersschool.org

Frame 10 – (Technologies)
"I-Pad" picture – support.apple.com
"YouTube Logo" picture – www.youtube.com
"WordMover Logo" picture – www.commonsensemedia.org

Frame 11 – Brain Research and Information
"Brain with Puzzle Pieces" picture – brain-fitness-2.jpg
"Brain Surrounded by Ideas" picture – www.thebuildinguplab.org
"Brain Lifting Weights" picture – www.jennifertill.com
"Brain Lobes" picture – www.creationwiki.org