

California Federation of Chaparral Poets

Youth Poetry

Lesson 11th-12th



How To:

Poetry Lesson

Step 1: Activate Prior Knowledge—What do your students already know about poetry?

Step 2: Explore Key Concept—What is poetry?

Step 3: Introduce the poet and provide historical/biographical information on him or her.

Step 4: Read the mentor poem aloud at least two times (teacher-read, student-read, pair reading, audio recording, etc.)

Step 5: Provide suggested prompts/questions to students.

Step 6: Give students age-appropriate prompt, and have them start writing!

Step 7: Have students conduct peer workshops.

Step 1:

What is Poetry?

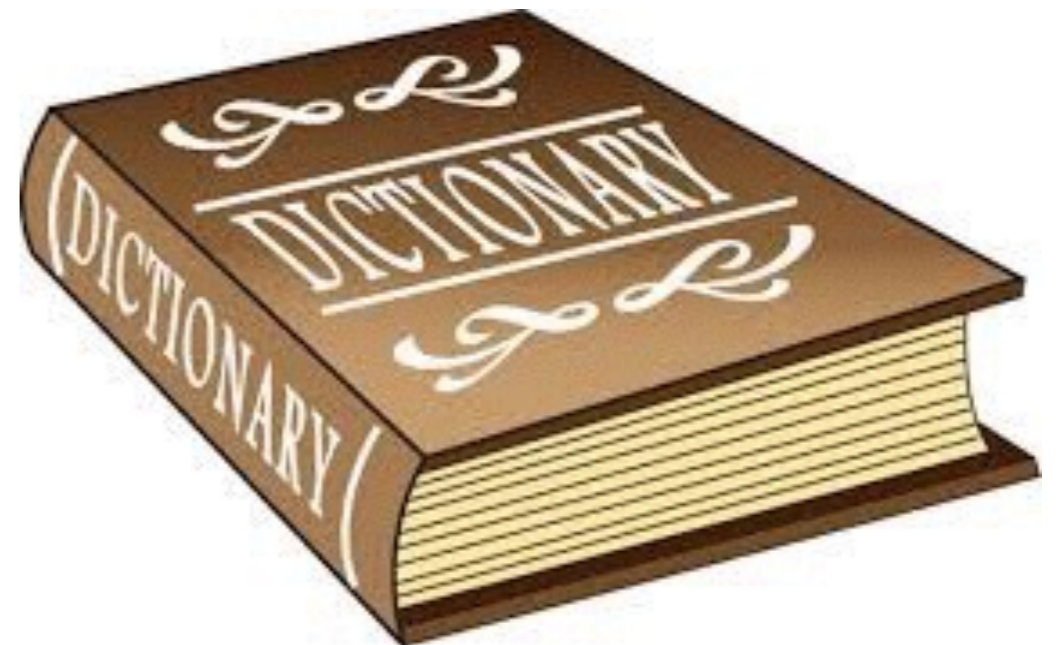
Write a journal in which you explore that you already know about poetry.



Step 2:

What is Poetry?

Poetry (noun) is literary work in which special intensity is given to the expression of feelings and ideas by the use of distinctive style and rhythm; poems collectively or as a genre of literature.



Step 3:



hello

my name is

Louise Erdrich

Find five facts about the historical context and biographical information related to Louise Erdrich.

Steps 4-6:

Grade 11 to Grade 12 (Ages 16-18)

Poem & Prompt

WINDIGO

The Windigo is a flesh-eating, wintry demon with a man buried deep inside of it. In some Chippewa stories, a young girl vanquishes this monster by forcing boiling lard down its throat, thereby releasing the human at the core of ice.

Possible Prompts or Questions:

- For what problem might the windigo be a metaphor? What images helped you identify this problem?
- What kind of problem do you think is important to discuss? What extended metaphor could you use in a poem?

Monster Poem Prompt

After reading “Windigo” by Louise Erdrich, write your own poem in which you use an extended metaphor to describe a social problem.

You knew I was coming for you, little one,
when the kettle jumped into the fire.
Towels flapped on the hooks,
and the dog crept off, groaning,
to the deepest part of the woods.



In the hackles of dry brush a thin laughter started up.
Mother scolded the food warm and smooth in the pot
and called you to eat.
But I spoke in the cold trees:
New one, I have come for you, child hide and lie still.

The sumac pushed sour red cones through the air.
Copper burned in the raw wood.
You saw me drag toward you.
Oh touch me, I murmured, and licked the soles of your feet.
You dug your hands into my pale, melting fur.

I stole you off, a huge thing in my bristling armor.
Steam rolled from my wintry arms, each leaf shivered
from the bushes we passed
until they stood, naked, spread like the cleaned spines of fish.

Then your warm hands hummed over and shoveled themselves full
of the ice and the snow. I would darken and spill
all night running, until at last morning broke the cold earth
and I carried you home,
a river shaking in the sun.

Step 7:

Peer Workshop (Small Group)

- ▶ Write questions you have about your own piece.
- ▶ Pass pieces to the left.
- ▶ Each member of the group will have 10 minutes to read through the piece and write **warm** and **cool** feedback before we pass to the left again.
- ▶ Once we go all the way around, the author will have time to read and respond to the responses.

WARM FEEDBACK

- I really like how you...
- You did a great job at...
- It was clear that you worked hard on...
- It was really interesting when you...

COOL FEEDBACK

- You may want to consider...
- I noticed that you...it may be more useful to...
- Have you thought about...
- It was unclear to me when you...

Poetry

Commandments

