

Quick Lesson View

Title:	Skagit River Poetry Project Anthology
Curriculum ID:	{FF0C667A-AA66-4765-8B4D-5B09E3187F3A}
Subjects:	Writing Reading
Grades:	K 1 2 3 4 5 6 7 8 9 10 11 12 13+
Description:	Students in participating Project classrooms select poems to create an original anthology.
Keywords:	Skagit River Poetry Project Poetry Anthology
Materials/References:	No References.

Supporting URLs:	http://skagitriverpoetry.org	all about the Skagit River Poetry Project and Festival
	http://www.loc.gov/poetry/180	Billy Collins' on-line anthology
	http://www.poets.org/	Website for the Academy of American Poets
	http://www.aprweb.org/	Website for the American Poetry Review
	http://www.theatlantic.com/unbound/poetry/poetry.htm	The Atlantic's poetry collection
	http://www.favoritepoem.org/	Robert Pinsky's on-line anthology

Supporting Documents:	Document	Description
	No Supporting Documents.	

Relations:	Title
	 Skagit River Poetry Project Anthology (Lesson)

Item Information

Pre-Requisites:	Students will have spent time listening to and reading a number of poems--as many as possible--at their interest and grade level. Suggestion: students should have been exposed to over 50 poems before beginning this assignment.
Anticipatory Set/ Anticipatory Questions:	Have you ever wanted to author your own book? If you wrote your own book, what would the topic be? If you had 15 poems and had to choose 10 for a book, what would you choose?
Activity:	<ol style="list-style-type: none"> 1. Teacher shows students the variety of poetry available in the classroom and reminds them of what's available on-line. "Today you'll have a chance to begin to create your own book--your own poetry anthology. You'll choose the contents, the order of the contents, and the title. Finally, you'll write a foreward explaining why you made the choices you made." 2. Teacher puts students in groups of 3-4 to do a practice activity. To each group she provides a booklet with 12 pages--each page has the name of a month on it. In addition, teacher gives each group a pack of "sticky notes". 3. Teacher passes out 20-30 photographs and explains that these are the finalists for a calendar for the next year. The group's task: choose a central idea and tirtle for the calendar, then select 12 photographs for the calendar. Decide which photograph should go with which month and attach it. For each selected photo, justify its selection in this edition on one sticky note.

4. Teacher gives the class one-two hours to complete the selection and justification process.
5. Next, each group will display its calendar and explain its choices, including why photographs fit with the title and central idea. This might take one hour.
6. When all have finished, teacher leads class reflection about the process of defining a central idea, titling it, and selecting materials to support it. What was most difficult? What happened first--the title or the idea? Was there a correct answer? Why weren't all the calendars the same? This reflection is very important to allow students to understand and react to the process of creating and ordering. Allow about 45 minutes.
7. Now the teacher should pass out the "Poetry Anthology" assignment description and scoring guide. Students should read the assignment and ask questions.
8. Work on creating a central idea and title will take some time. Start by having students brainstorm topics individually. Have them circle 3 or 4 topics which might work.
9. At this point students should begin to do independent research, using all the poetry materials available to them in and out of class. During this phase, teacher functions as a facilitator, checking with students on a regular basis over the course of 2 weeks. Teacher should allow up to 20 minutes a day of class time for students to work--to allow observation of anthology status. To make certain work is progressing, ask for work in chunks--first the central idea, then half of the poems, then all of the poems, then the order of the poems, then the title of the anthology, then the formal foreward from the editor.
10. When the work is completed, students present their anthologies to others. This can be done in the same small group used to begin this process, in front of the class, or in a conference with the teacher. Following presentation, anthologies can be kept in class or the school or town library to be shared.
11. Following the presentation, students should write a brief reflection about the assignment--explaining what they learned, what was most difficult and most fun, and how they might use the skills again in the future.

Calendar Time:	2 Weeks
Session(s):	10 Session(s) 1 Hours
Accommodations/ Alternative Activities:	<ol style="list-style-type: none"> 1. Change the number of poems required. 2. Find poems which suit specific students interest or abilities. 3. Allow students to create alternate forewards: a poem or performance or graphic.
Helpful Hints:	Again, the more students have read the better off they will be.

State/District Standards

Reading - Seventh (7)

2.2.1 -

- Compares, contrasts, and makes connections within and among several texts
- Applies complex thinking skills to derive meaning: Inference, Finding Evidence, Analysis (character), Problem Solving (conflict), Inference, Main Idea (theme), and Summarizing and Sequencing (plot)
- Asks and responds to literal and interpretive questions

2.3.5 -

- Applies information gained from reading to give a response and express insight with evidence and elaboration
- Shares personal opinions with evidence and elaboration

2.3.6 - Makes generalizations beyond the text to other texts, ideas or situations

3.3.1 - Reads, responds to, and begins to evaluate a variety of traditional and contemporary literature such as: poetry, essay, short story, novel, biography, non-fiction, narrative and play

Writing - Seventh (7)

1.1.1 - Develops ideas:

- *Writes with a consistent focus and logical argument.*
- *Elaborates on ideas using essential details, examples, reasons, etc...*
- *Writes using a focused thesis and supporting paragraphs.*
- *Writes coherent paragraphs.*

1.2.1 - Voice:

- *Chooses voice based on topic, audience, and purpose.*

1.2.2 - Word Choice:

- *Chooses precise, engaging language based on topic, audience, and purpose.*

Author Information

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