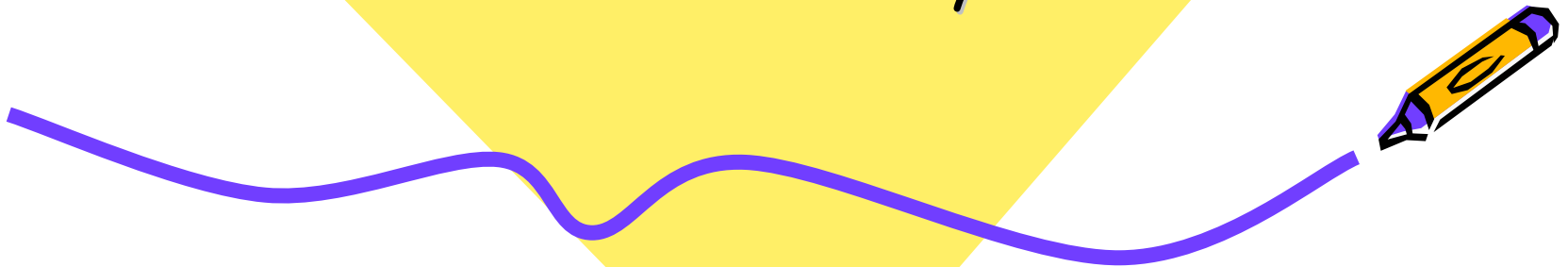




# Poetry in the Content Areas

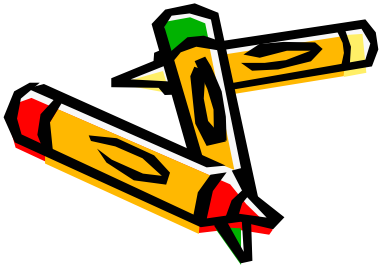
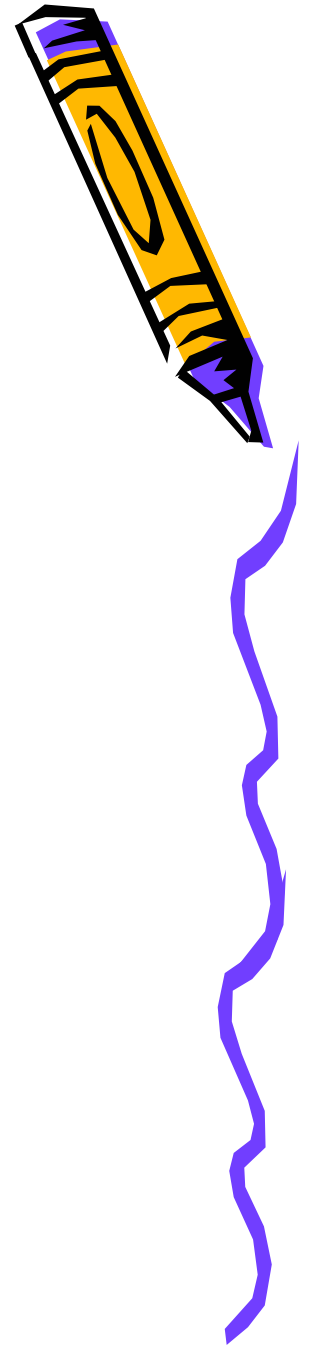
Susanne Rasely



# Practical Poetry

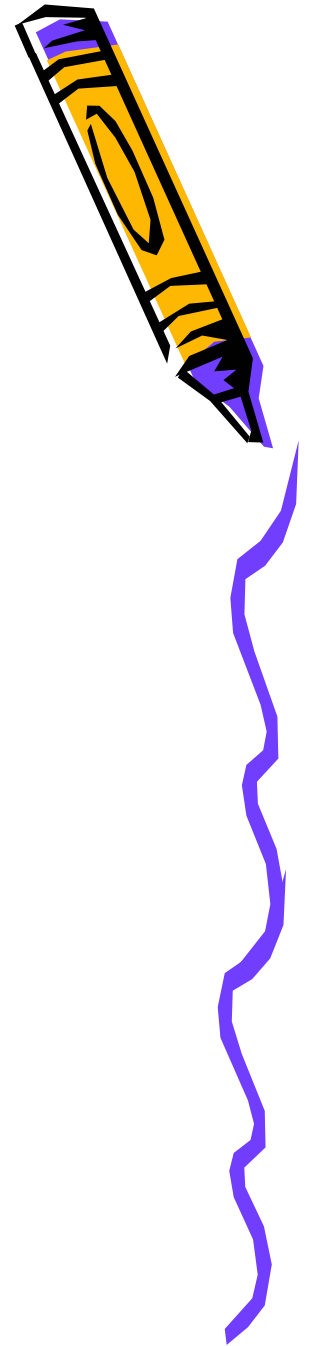
Sara Holbrook  
Heinemann

Portsmouth, NH, 2005



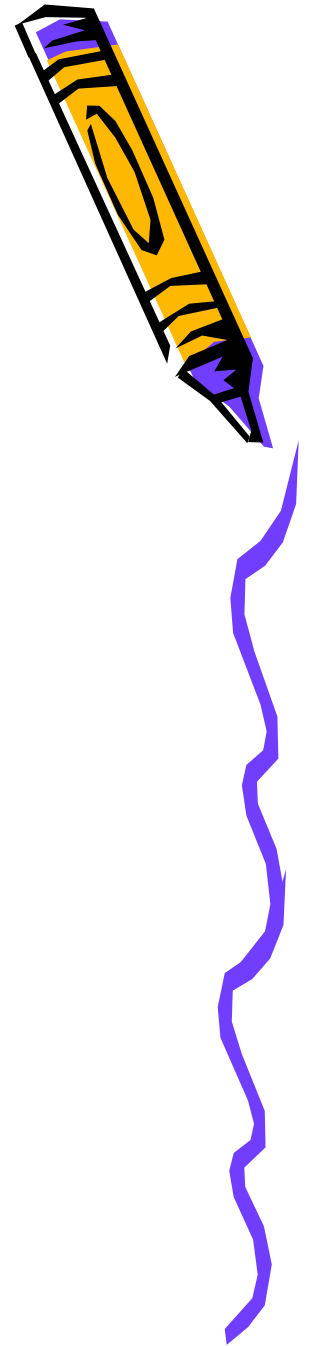
What is Poetry?

Why study it?



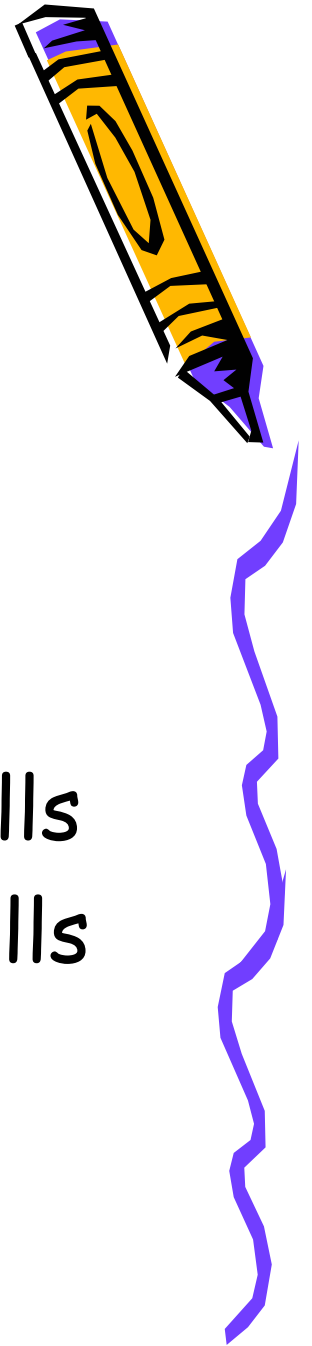
# Four content areas

- Math
- Science
- Language Arts
- Social Studies



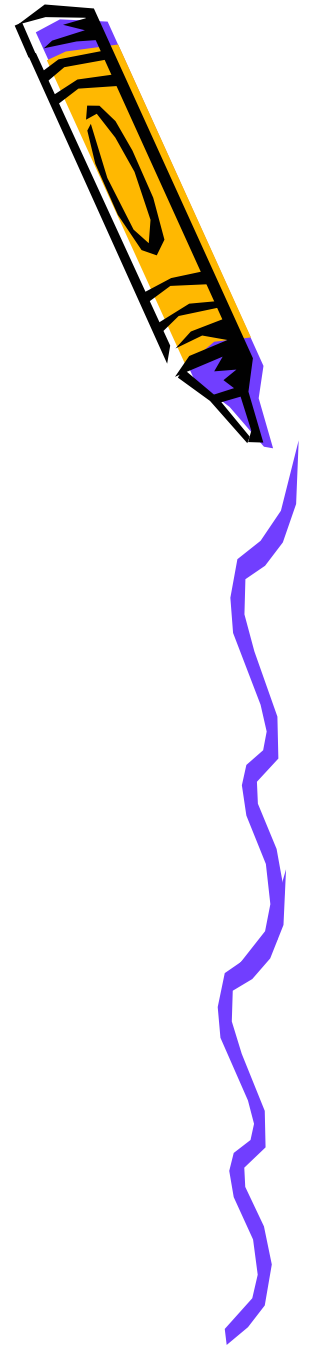
# Why Poetry?

- jogs the memory
- demands keen observation
- requires precise language
- stimulates good communication skills
- encourages good organizational skills



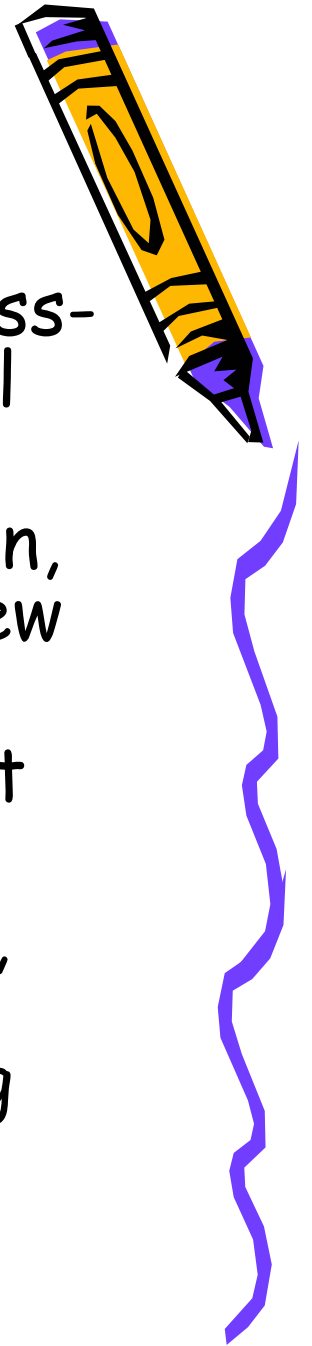
# Need more reasons?

- encourages reading fluency
- helps us learn about ourselves and our world
- powerful language
- kids like it



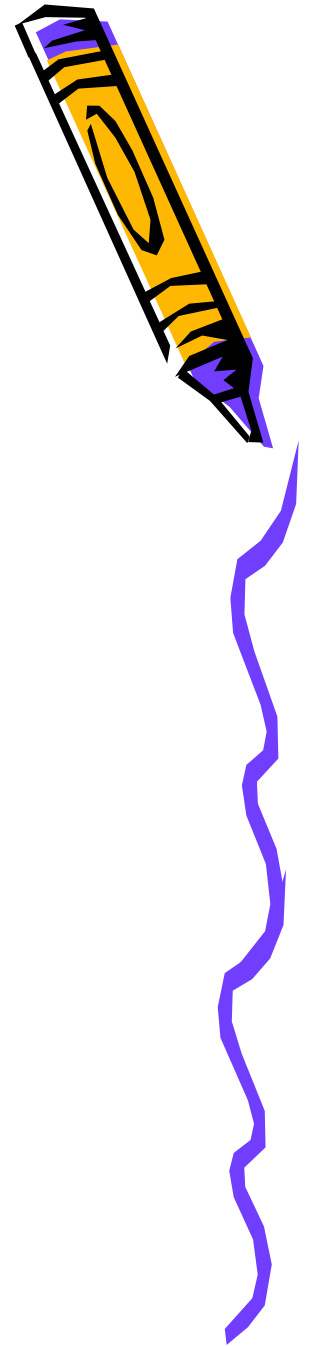
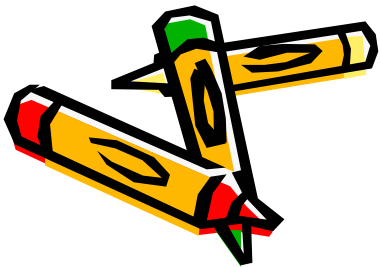
# Diversity

- Poetry is a diverse medium, allowing cross-disciplinary use of processing skills in all content areas.
- It allows one to look at an object, person, or idea differently, to see things in a new light.
- It fosters a holistic approach, looking at the whole and not just parts.
- It is a doorway to introduce new people, cultures, and perspectives into the classroom in an inviting, non-threatening



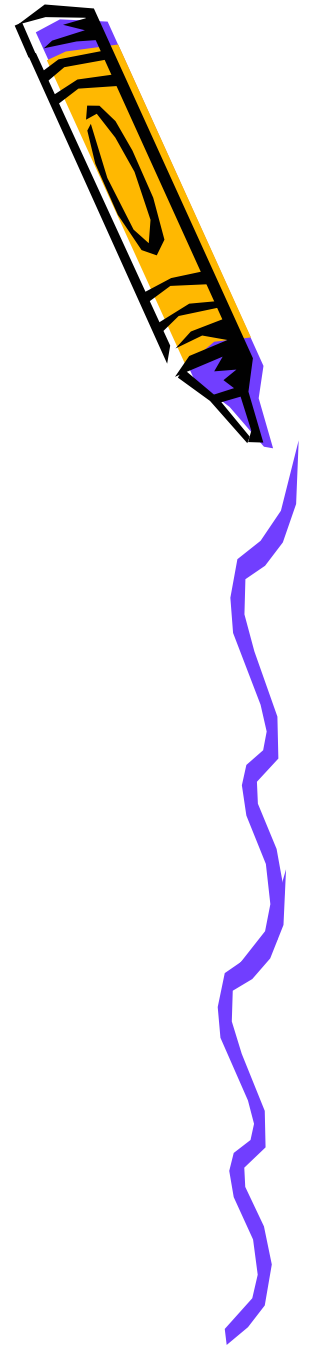
# Poetry is writing in snapshots

- a feeling
- a smell
- a taste
- a picture
- a moment



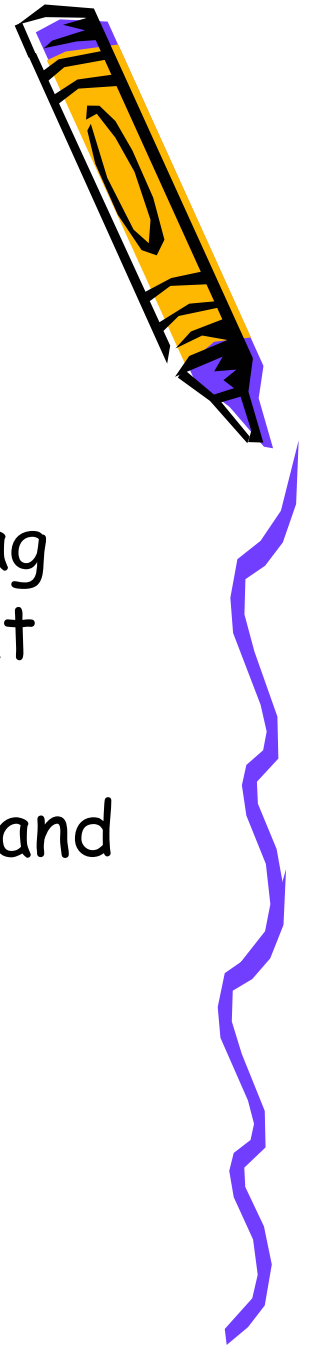
# Math & Poetry?

Math is about identifying patterns. Poetry is about creating patterns.



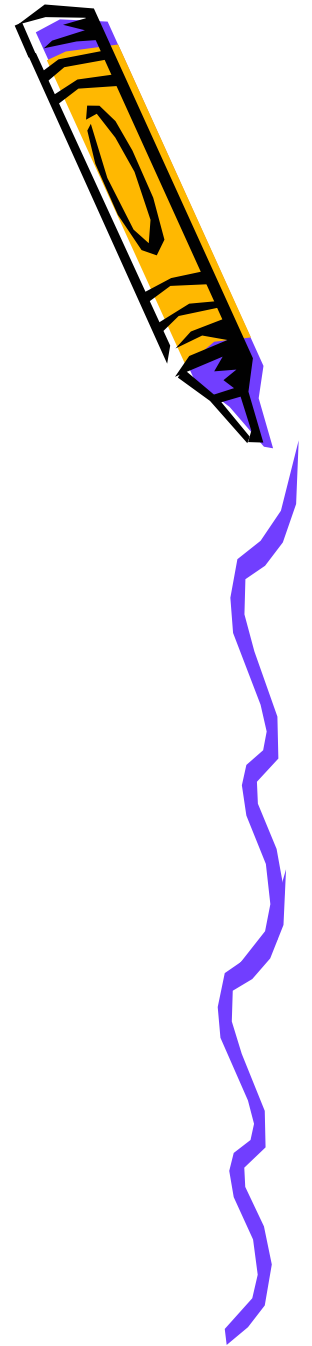
# Addition and percentages

- 100% poem
- Use the same structure of a common tag line with variable amounts to get to that point.
- Students identify parts of themselves and assign a percentage to each part.
- The lines must add up to 100.



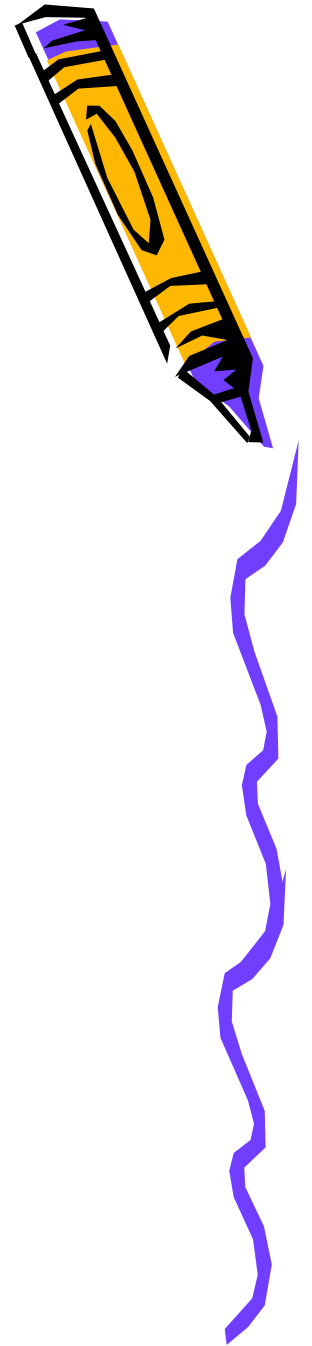
# Student's 100% Me poem

10% horses  
8% pizza  
4% Japanese  
12% shopping  
10% Italian  
2% orange  
1% quiet  
15% Sims  
16% AOL  
12% American  
And 10% school  
If you add it all up  
you will see,  
all those together  
equal 100% me.



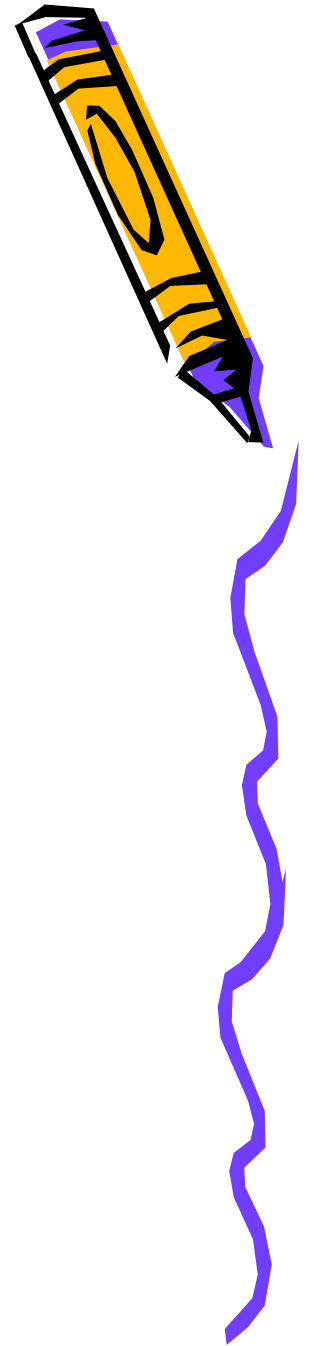
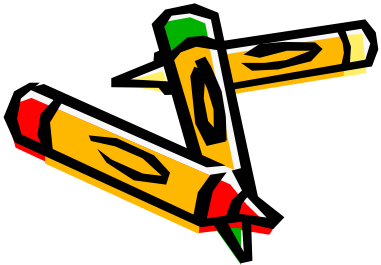
# My 100% Slide

3% pink  
5% Cheerios  
12% female  
2% Iroquois  
15% confusion  
16% "Miss"  
5% German  
13% tired  
3% near-sighted  
6% eBay  
Everything left  
Most important to me  
20% mommy  
To Valerie, Samantha, and Michael



# Science and Poetry

- Question
- Define
- Explain



# Explain change

## Used to be/now I am

- Write as a group.
- Have students on an index card record a statement of "I used to be \_\_\_\_\_, Now I am \_\_\_\_\_."
- -or, I used to like \_\_\_\_\_, Now I like \_\_\_\_\_.
- Arrange the poem and record the whole class - let each student read their own line.



# Used to be/Now I am

## by Austin, grade 6

I used to lock people in the playhouse and leave them,  
Now I play with them.

I used to have nap time,  
Now I have band.

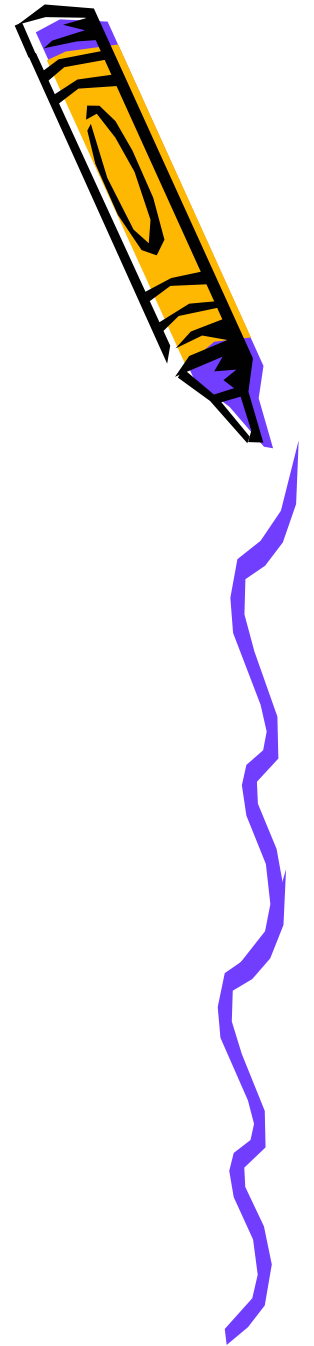
I used to swim in the baby pool,  
Now I swim in the big pool.

I used to have few friends,  
Now I have new friends.

I used to go everywhere with my mom,  
Now I don't.

I used to go to the store,  
Now I stay home.

I used to watch *Sesame Street*,  
Now I watch *Sports Center*.



# Another student's example

I used to be in Brooklyn  
Now I'm in East Stroudsburg

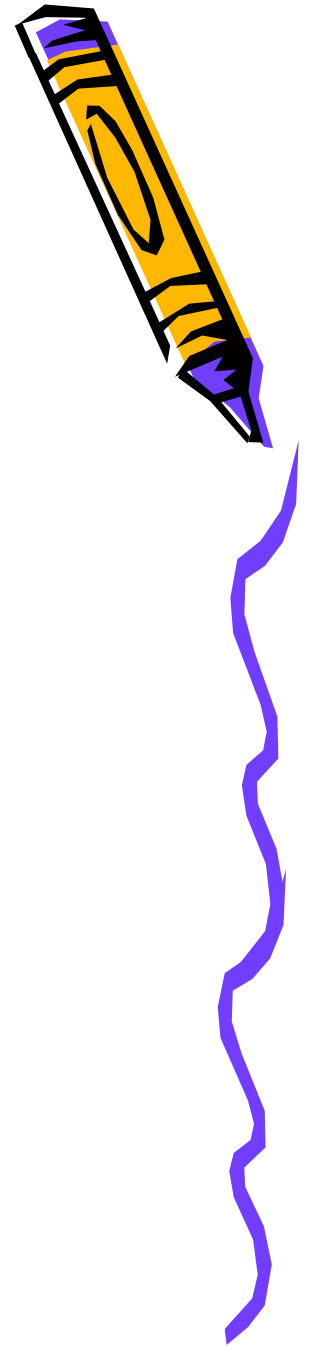
I used to be the youngest  
Now I'm in the middle

I used to be short  
Now I'm tall

I used to live with mom and dad  
Now I live with mom

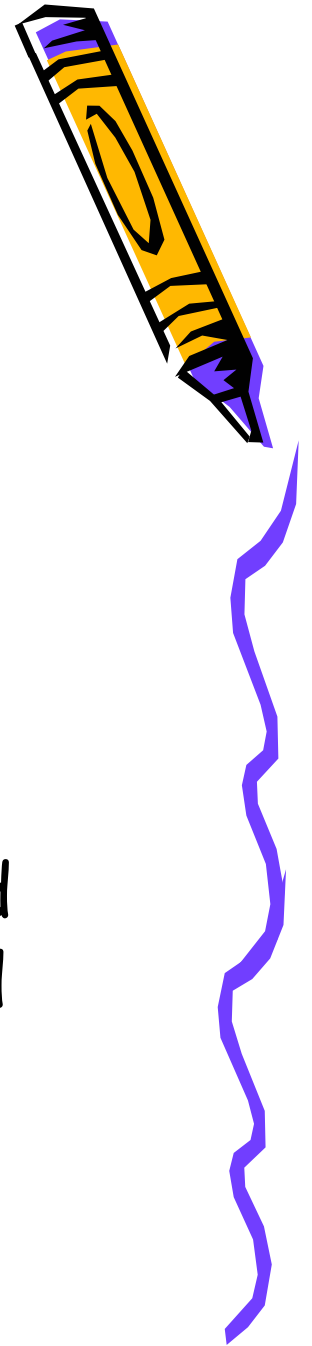
I used to watch PBS  
Now I like Cartoon Network

I used to be first grade  
Now I'm grade 4.



# Class discussion for Used to be/now I am

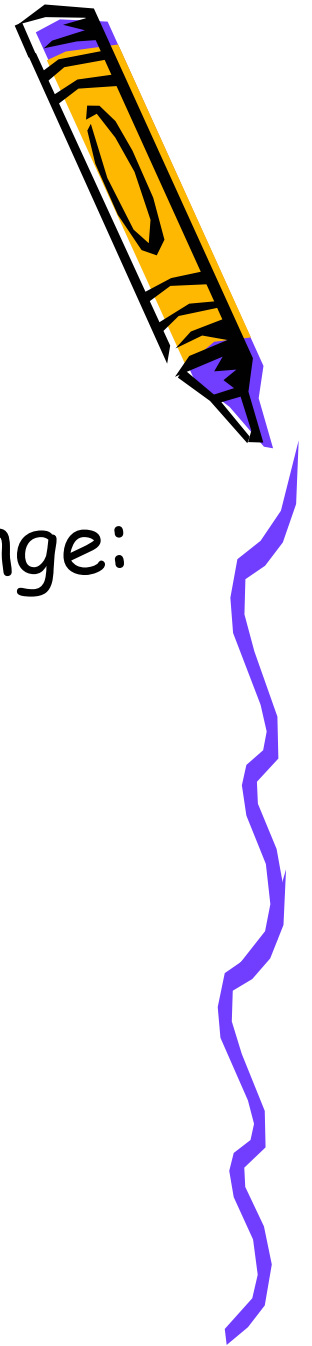
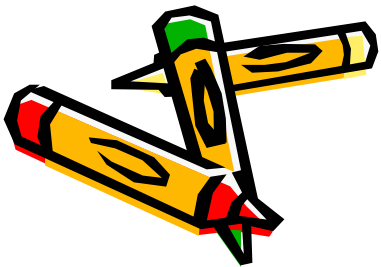
- This poem allows students - especially those new to the area, to share their experiences and the places from where they come.
- Take time to recognize differences and discuss the advantages of diversity and how we learn from one another.



# One other variation - Used to be/now it is

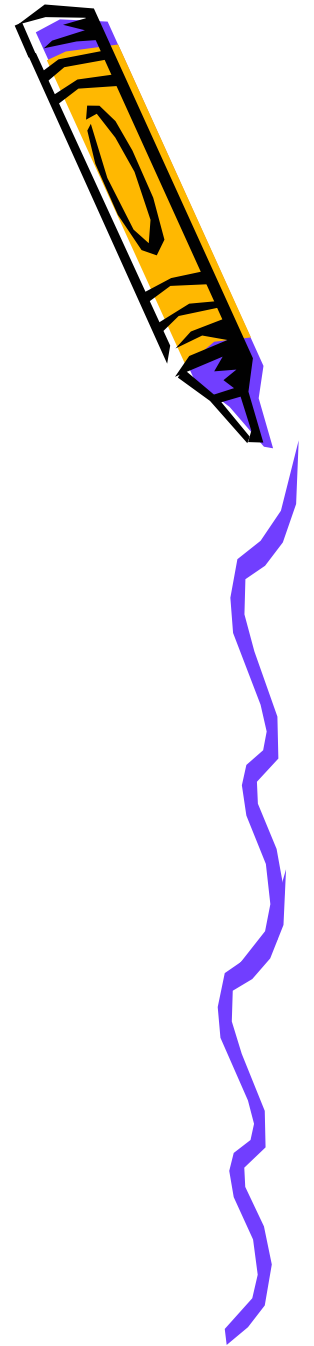
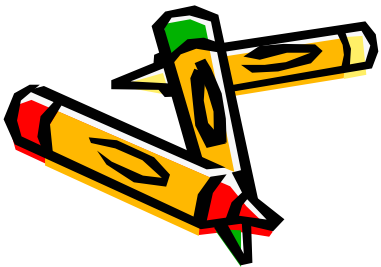
This poem is good to document a living thing that goes through change:

- acorn/oak
- caterpillar/butterfly
- egg/chicken
- water vapor/rain



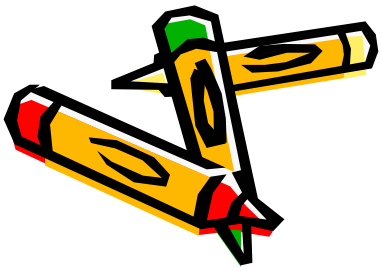
# Language Arts and Poetry

It's what you do,  
where you play,  
the voice inside.



# Verbs

- Show some verb poems.
- Have students hunt through their books to find unusual verbs.  
(Dictionary, yes, but how about Social Studies or Science?)



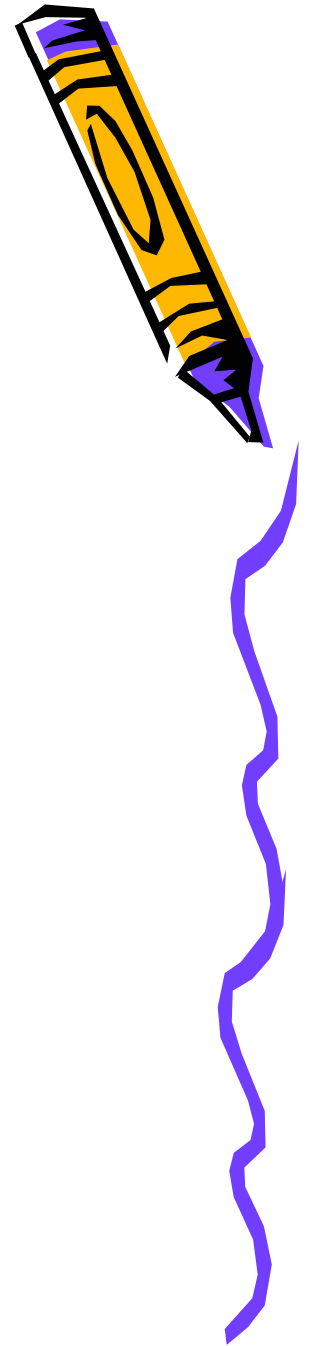
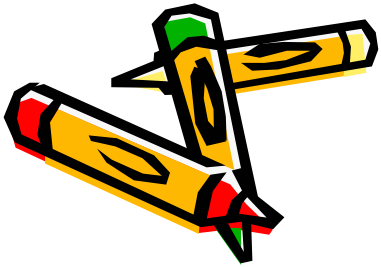
# Tackle

by Jacob, grade 6

Tackle is mean and  
really rough

He will never really think  
he has enough  
He uses his arms, hands,  
feet and body  
He is really naughty

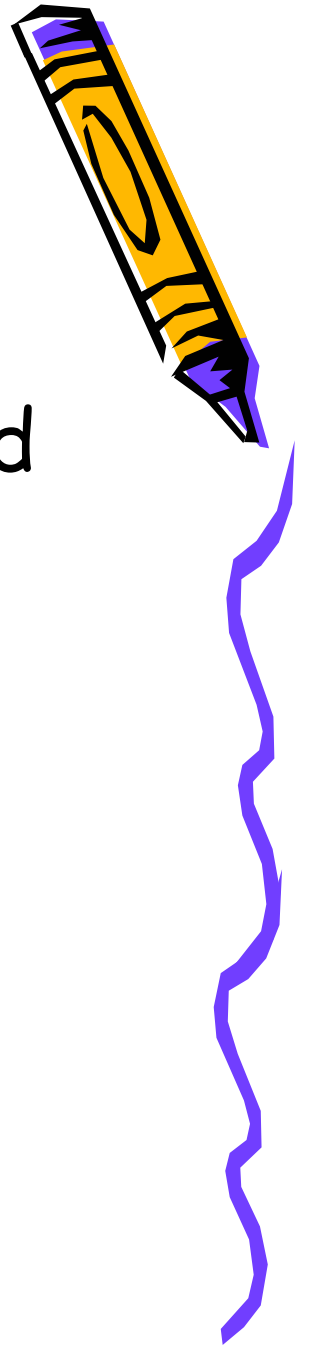
He will do what he  
needs to do  
He will hurt you.



# Share that verb

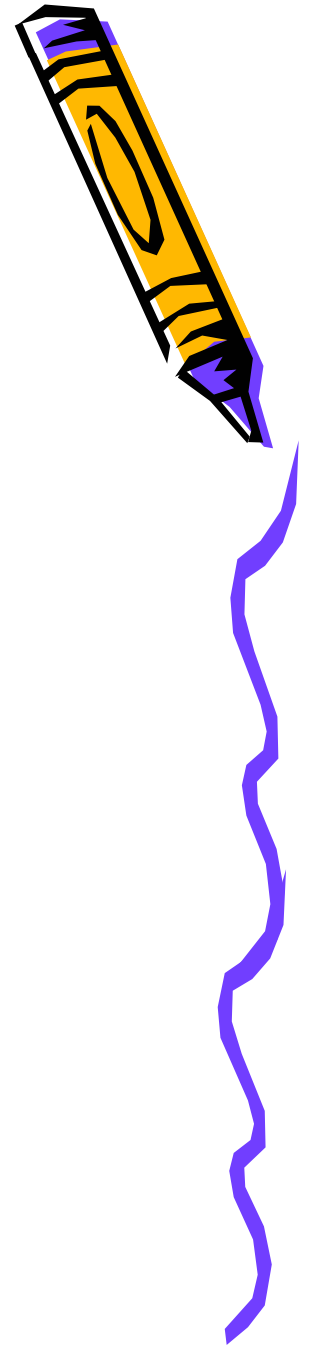
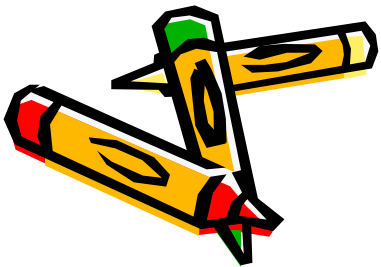
Have students exchange poems and respond to the poem they are reading.

- Write their own version.
- Use the verb in a sentence.
- Act it out.



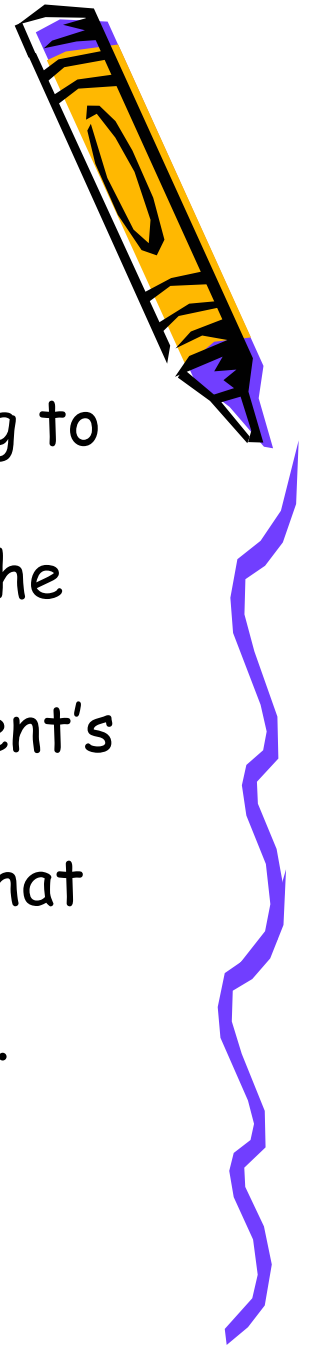
# Social Studies and Poetry

- Culture
- Biography
- Current events
- Historical events



# Culture, family, and the Recipe Label poem

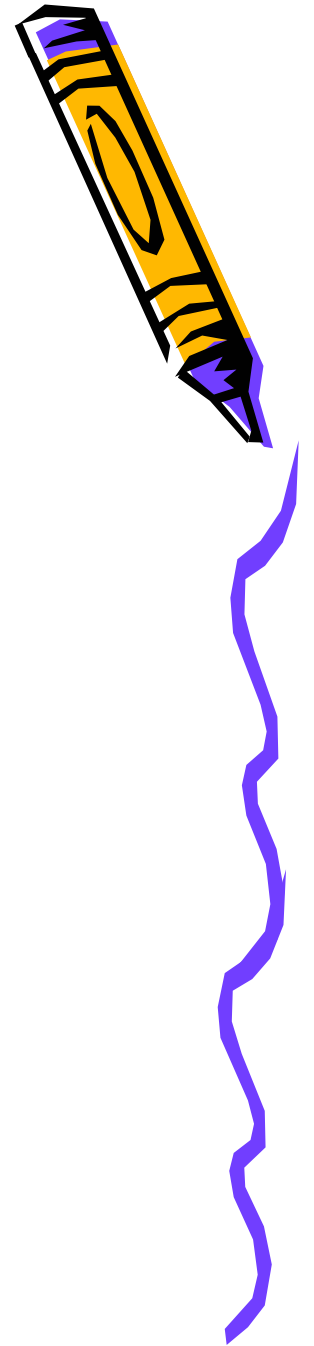
- Have students identify the groups they belong to - ethnic, gender, location.
- Underneath, have students draw a line down the middle of the paper to create two columns.
- On one side, list important people in the student's life.
- On the other, list what these people do or what they've taught the child.
- Combine this into a poem. An example follows.



# Labels

by Sara Holbrook

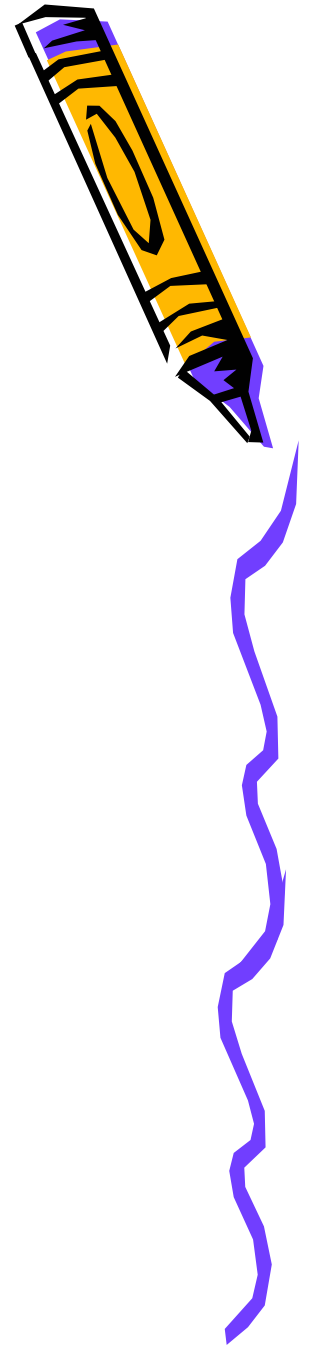
People get tagged with these labels,  
like African American,  
Native American,  
White  
Asian, Hispanic,  
or Euro-Caucasian -  
I just ask that you get my name right.  
I'm part Willie,  
part Ethel,  
part Suzi and Scott.  
Part assembly-line worker,  
part barber, a lot of dancer  
and salesman, Part grocer and mailman.  
Part rural, part city, part cook  
and part caveman.  
I'm a chunk-style vegetable soup  
of cultural little bits,  
my recipe's unique  
and no one label fits.  
Grouping folks together  
is an individual waste.  
You can't know me by just a look,  
you have to take a taste.



# Recipe poem

by Peter

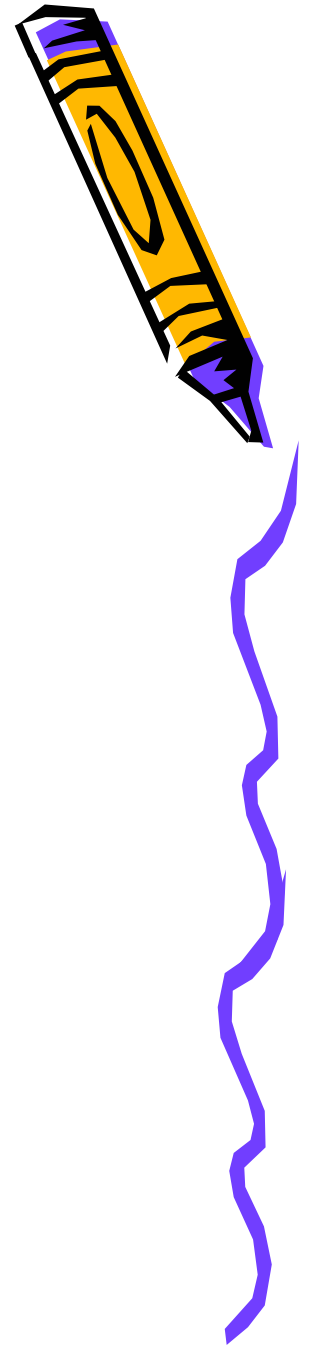
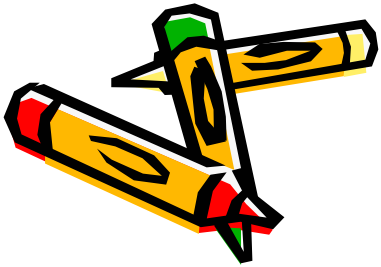
My dad is comedy  
My mom is looks  
And my stepmom  
taught me how to cook  
My brother always wears a hat  
So do I  
How 'bout that?



# Recipe poem

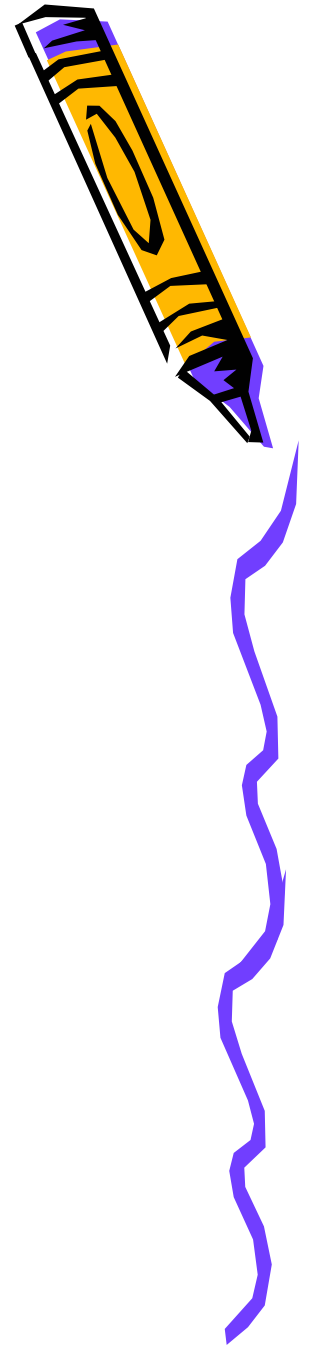
by Nicole

My dad is black  
My mom is Hispanic  
My dad taught me Kwanzaa  
My mom taught me El Dia de  
Reyes  
Lots of ways to celebrate



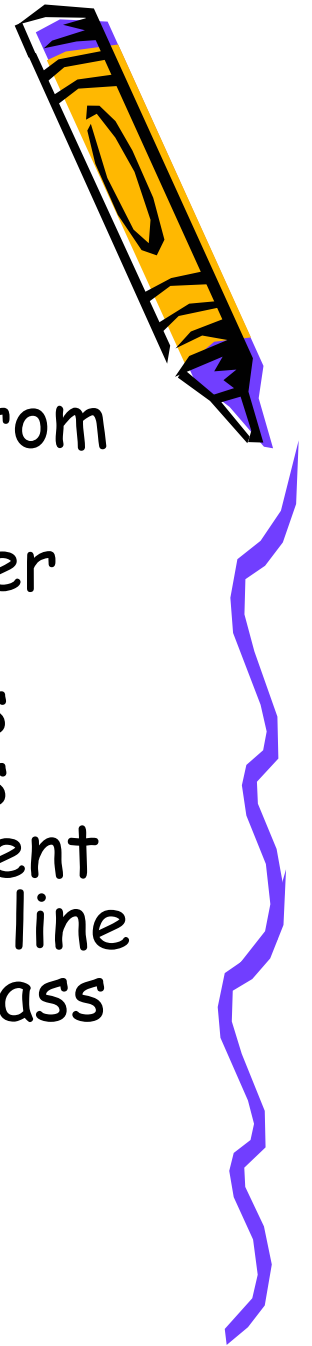
# Share

- Notice the differences, the different flavors in each recipe.
- What is most intriguing?
- What makes this person unique?



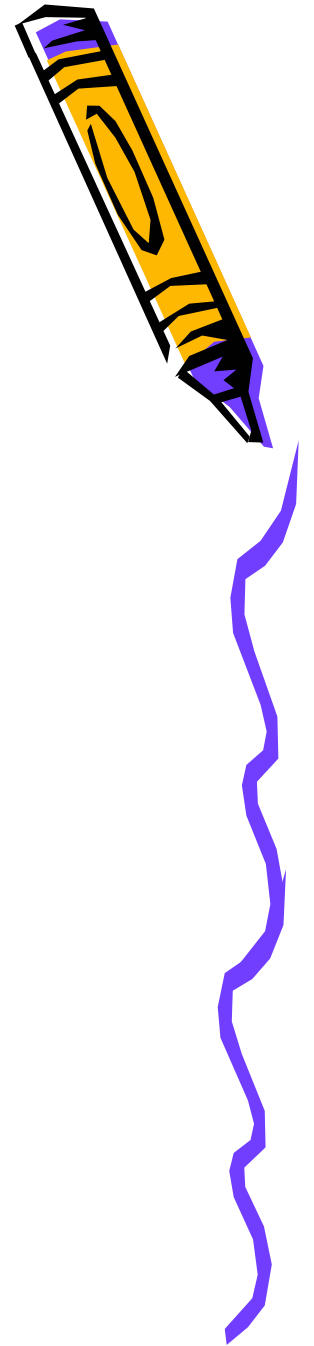
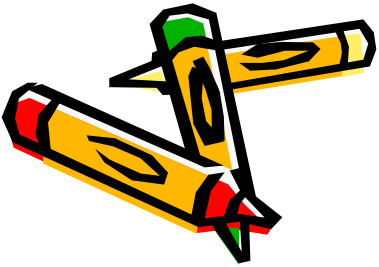
# Revision ideas

Have students take one of the labels from their poem and write about what that means to them. Have them include other people like them that are in the same group. Share these and see how groups are alike or different and how students define themselves in similar and different groups. Write a class poem, taking one line from each person's poem to create a "class label."



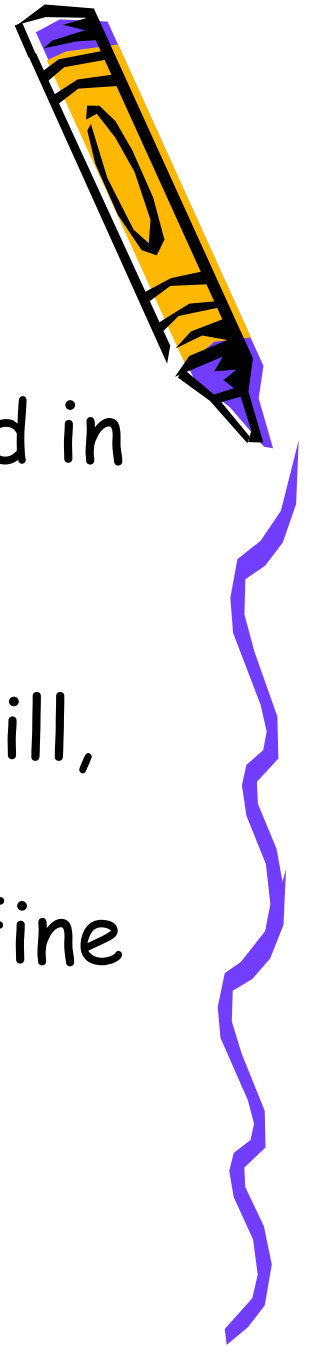
# Publish

- Illustrate your poems, either with computer clip art, collages, or drawings.
- **SHARE!**



# More sharing

- Mix up the ideas - those presented in one content area can be equally successful in another.
- Poems summarize, synthesize, distill, and reflect ideas.
- Poetry helps students find and refine their voice in all subjects.



# Keep in touch

If you have a good idea, share it. E-mail it to me and I can send it out to everyone else. Also, if you would like a digital copy of this PowerPoint, e-mail me and I will send it as a reply.

[srasely@esasd.net](mailto:srasely@esasd.net)

