Writing Poetry Overview

Finding a Prompt

To help inspire your students in their poetry writing, you want to find a prompt concerning History/Social Studies that sparks their interest. This can be something that you normally cover in class or something new that you want your students to learn about and analyze.
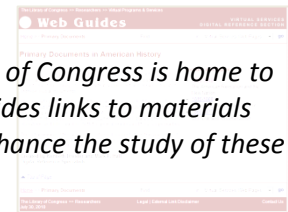
In the CCSS for Literacy in History/Social Studies, you can find an emphasis on the incorporation of informational texts, visual/quantitative information, and primary/secondary sources. When looking for poetry writing prompts that relate to your class content, consider the following:

- Historical documents
- Newspaper/magazine articles
- Speeches
- Political cartoons
- Video clips

- Textbook content
- Reports
- Historical letters
- Journalistic photographs
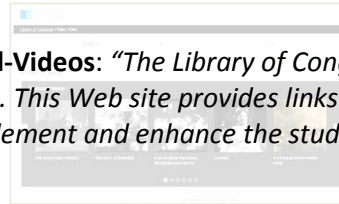- Historical figures/events

Helpful Web Resources:

The Library of Congress, Primary Documents in American History: *"The Library of Congress is home to many of the most important documents in American history. This Web site provides links to materials digitized from the collections of the Library of Congress that supplement and enhance the study of these crucial documents."*
http://www.loc.gov/rr/program/bib/ourdocs/

The Library of Congress, Collections with Film-And-Videos: *"The Library of Congress is home to many of the most important documents in American history. This Web site provides links to materials digitized from the collections of the Library of Congress that supplement and enhance the study of these crucial documents."*
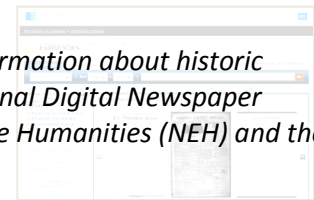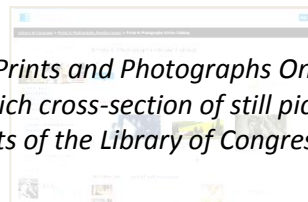http://www.loc.gov/film-and-videos/collections/

Chronicling America: *"Chronicling America is a Website providing access to information about historic newspapers and select digitized newspaper pages, and is produced by the National Digital Newspaper Program (NDNP). NDNP, a partnership between the National Endowment for the Humanities (NEH) and the Library of Congress (LC)."*
http://chroniclingamerica.loc.gov/

The Prints and Photographs Online Catalog: *"The Prints and Photographs Online Catalog (PPOC) contains catalog records and digital images representing a rich cross-section of still pictures held by the Prints & Photographs Division and, in some cases, other units of the Library of Congress."*
http://www.loc. gov/pictures/

The Cagle Post, Cartoons & Commentary: *"Daily updating political cartoons by all the top cartoonists"*
http://www.cagle.com/politicalcartoons/

The New York Times: *"World; U.S.; Politics; New York; Business; Dealbook; Technology; Sports; Science; Health; Arts; Style; Opinion; Education"*
http://www.nytimes.com/

History, Famous Speeches & Audio: *"U.S. Presidents; World War I; Cold War; American History; Middle East History; British History; World Leaders; Science & Technology; Sports; Entertainment; Disasters; Crime"*
http://www.history.com/speeches

Integration into Instruction

Once you have found a prompt, you will want to write your instructions to match your students' interests and learning needs. To help you decide how to do this in a way that meets standards, and how to integrate students' presentation of their poems in class, refer to the following:

Relation to CCSS
Which literacy standards will we meet with this lesson?
- History/Social Studies
  - Key Ideas & Details
  - Craft & Structure
  - Integration of Knowledge and Ideas
  - Range of Reading & Level of Text Complexity
- Writing
  - Text Types & Purposes
  - Production & Distribution of Writing
  - Research to Build & Present Knowledge
  - Range of Writing

Student Response with Poetry
What are my objectives for my students in this lesson?
- Create
  - Compose/Formulate/Construct
  - Imagine/Invent
  - Hypothesize
- Analyze
  - Compare/Contrast
  - Infer/Investigate
  - Examine/Attribute
- Evaluate
  - Argue/Debate
  - Appraise/Judge
  - Recommend/Defend

Presentation of Poetry
In what way(s) will my students present their poems?
- Reading
  - *Methods*: make copies for each student/group, write or project on white board, post to class blog/wiki
  - *Benefits*: aids visual learning, students can see the form of the poem and spelling of vocabulary, enhances reading skills
- Listening
  - *Methods*: read aloud (to class/group/teacher), record audio file, act out as drama
  - *Benefits*: aids auditory learning, students can hear inflection/meter/rhymes, enhances speaking/listening skills
- Multimedia
  - *Methods*: create video of poem being read aloud or with text, illustrate the poem, create digital poetry, post online
  - *Benefits*: provides visual/auditory connections to poem's meaning, enhances engagement and digital literacy

Do I want to specify what type(s) of poem my students should write? If so, how can I incorporate types of poetry into instruction?