

for the teacher

Teacher Notes:

Week 4 of the 7th grade poetry section of the descriptive reading / writing unit focuses on the theme of “love.”

Locate and print these poems for students to use throughout the week. You can simply Google the titles of the poems and quickly find them, or just click on the link to go straight to sources I’ve found as well:

(Day 1) “Oranges” by Gary Soto located at

<http://collegewritinglatelunchf2014.qwriting.qc.cuny.edu/files/2014/09/oranges-by-gary-soto.pdf>

(Day 2) “Love That Boy” by Walter Dean Myers located at

<https://www.poemhunter.com/poem/love-that-boy/>

Ideally, students are working in a group of 5 (one person for each letter in “DIDLS”). Each person will become the expert on how his or her part of DIDLS helps reveal the theme of the poem. Each group member will then teach his or her findings to the other group members so that each group member has notes for all the DIDLS. If time allows, students can present / explain their findings to the class, to the teacher, or to another small group of students in the class.

(Day 3) “To My Dear and Loving Husband” by Anne Bradstreet (1612 - 1672) located at <https://www.poets.org/poetsorg/poem/my-dear-and-loving-husband>

This is an interesting and unique poem to discuss in class because it was written during a time of arranged marriages. Love was not a reason to marry someone—Marriage was for political or social or even just basic survival reasons. Plus, women at this time (for the most part) were not educated in language or reading, much less inclined to write a love poem for their husbands. Knowing this background, as well as looking at the life/death dates of the author, makes it extra meaningful in that sense.

(Day 4 & 5) “Let’s Get Creative Project”

This is the “end of the poetry” project where students will get to choose any four poems previously studied in class (plus one they write / wrote themselves based on one of them) and create a poster (any size, etc.) that visually represents what they’ve learned. Instructions / rubric included for students. In the past, I’ve taken a “project test” grade on this two-day assignment. I consider this an “alternative form of assessment” in lieu of a traditional “test” or other exam.

What's happening next week? We move into a four-week short story unit focusing on descriptive reading and writing skills through various mentor texts, writing opportunities, and analysis & close reading!