



Participant Lesson Plan Found Poetry

Title: *Found Poetry*

Grade Level: Grade 8

Time Frame: 5-7 Lessons

Subject: History, Language Arts, and Writing

Historical Era: Era 6: The Development of the Industrial United States (1870-1900)

Primary Source Format(s):

Photographs, Journal Entries, Speeches, Letters, Poems, Historic Documents

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Date: 10/2/2008

School District: Teaching With Primary Sources Waynesburg University

National Center for History in the Schools Historic Era:

United States History Era 6: The Development of the Industrial United States (1870-1900)

<http://nchs.ucla.edu/standards/dev-5-12d.html>

World History Era 7: An Age of Revolutions, 1750-1914

<http://nchs.ucla.edu/standards/world-standards5-12.html>

Pennsylvania Academic Standards:

1.1.8G Learning to Read Independently

- Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.

1.1.8H Learning to Read Independently

- Read a variety of genres and types of text.
- Demonstrate comprehension

1.3.8F Reading, Analyzing and Interpreting Literature

- Read and respond to nonfiction and fiction including poetry and drama.

1.5.8A Types of Writing

- Write poems, plays and multi-paragraph stories.
- Include literary elements
- Use literary devices

8.1.8B Historical Analysis and Skills Development

- Analyze and interpret historical sources
- Different historical perspectives
- Visual data presented in historical evidence

8.1.8D Historical Analysis and Skills Development

- Primary sources
- Secondary sources
- Credibility of evidence

8.3.8B United States History

- Identify and analyze primary documents, material artifacts and historic sites important in United States history from 1787 to 1914

Objectives:

- 1) The students will be able to analyze primary sources and select key words and phrases that represent a historical figure or event.
- 2) The students will be able to write a paper that describes the historical significance of their found poem, how the new poem is related to the original primary source document, why they chose some of the words and phrases they included in their poem, and how the historical figure or event is represented in the new poem.
- 3) The students will be able to create a found poem using keywords and phrases selected from primary source documents such as a speech, a letter, a diary entry etc...

Learning Activities:

Focus Activity: Begin the lesson by reviewing the definition of found poetry. Found Poetry is the rearrangement of words, phrases, and sometimes whole passages that are taken from other sources and reframed as poetry by changes in spacing and/or lines (and consequently meaning), or by altering the text by additions and/or deletions.

Inquiry Activity: For this activity, you will be leading the students through a worksheet titled "Found Poetry in American Memory Documents." Inform the students that they will also follow this process in the application section when choosing their own source and creating their own poem.

Model Activity-

An example of Found Poetry using the Primary Source O Captain! My Captain! By Walt Whitman is included with this lesson.

- 1) Distribute the Found Poetry in American Memory Documents worksheet to your class with a copy of the primary source (listed below) you have chosen as your example.
- 2) Have the students follow along as you read the historical document aloud. (For your example, you can put the document on a transparency so the students are able to see exactly what you are doing as you walk them through the process), not making any marks the first time through.
- 3) Emphasize that they are looking for historical key words and phrases that are significant to the time period while they are underlining
- 4) As you read the document again, underline words and phrases that appeal to you and are related to history phrases that sound like they might fit into a poem and describe the time period. (Have the students also underline.)
- 5) Once you have finished reading the document with the class, write the words or phrases on a big sheet of paper that you will later cut apart. Be sure to write the things you underlined in the same order you found them to be sure that no words or key phrases are skipped.
- 6) Once all the words are listed, cut the words or phrases out into strips or individual words. (It may be a good idea to have this done in advance so you do not waste class time cutting. You may want to tape them or put a magnet on the back to stick to the board for the following step.)
- 7) Once all the words and phrases are up on the board start to rearrange and combine them to create a new poem, calling on student volunteers to help you during this process.
- 8) You can rearrange the words and phrases until your class is satisfied with the poem. (Note that there is no right way of doing this. It is based what you feel relates to the historical time period and what you want to include.)
- 9) Once you have finished creating your poem, give the poem a title and re-write it on colored construction paper or decorative fun paper for display.

Application Activity: It is now your students' turn to create their own found poems.

- 1) To begin the student portion of the lesson, have the students get into pairs.
- 2) Place the selected primary sources around the room and allow the class about 10 minutes to circulate around the room looking at the primary sources and chose which one they would like to use to create their found poems.
 - a. It is important to have 3 copies that the students will be able to write on and highlight labeled for when they have chosen their document.
- 3) When the pairs of students have selected their document, they receive 3 copies of the document. One for each student and one master copy they can use as a reference.
- 4) When all pairs have selected their primary source documents, they can begin to follow the steps you have modeled for them stopping once they have created their found poems with the key words and phrases they chose from the primary source documents.

- 5) When the pairs have created their found poems and they are glued to a piece of paper, each pair of students will then write a 2-3 page paper that describes the historical significance of their found poem, how the new poem is related to the original primary source document, why they chose some of the words and phrases they included in their poem and how the historical figure or event is represented in the new poem. Additional resources may be necessary to help the student gain more information to write their papers.
- 6) Once the students have written their papers, the students will get paired up with another group of students (creating a group of 4) and peer edit and revise the other pair's paper, making comments, asking questions, and making necessary corrections.
- 7) After the peer editing stage, the partners will go back and revise their papers creating a final draft. At this time the pair will also create a final copy of their poem using markers, construction paper, and decorative paper for a classroom or bulletin board display.
- 8) When all students are completed with their work and both final copies of their paper and poems have been made, students will have to opportunity to present their poems and discuss their papers with the class in a 10-15 minute oral presentation.

Assessment: The students will be evaluated as follows

- 1) When working in pairs with the primary source documents, are they highlighting key words and phrases chosen from the primary source document? (10 Points)
- 2) Have the students effectively followed the steps to create their own found poem? (5 Points)
- 3) Rough draft of students explanation paper with peer corrections. (25 points)
- 4) Found poem rough draft (glued words and phrases) and the worksheets they highlighted with historical key words and phrases. (25 points)
- 5) Is the final copy of the found poem written neatly and easy to read? (10 points)
- 6) Final copy of the found poem and 2-3 page paper written in partners is turned in. (Graded separately)
- 7) Teachers Evaluation on the students presentation. (35 Points)

Total Points Possible For This Assignment: 110 Points Possible

Assessment Tool(s):

Found Poetry in American Memory Documents Worksheet

Name _____ Date _____



Found Poetry In American Memory Documents

A found poem is created by using phrases or words from existing literary work and combining them in new and creative ways.

1. Follow along as your teacher reads the document. Underline words and phrases that appeal to you. Listen for phrases that sound like they might fit into a poem.
2. Look through the words and phrases you underlined. Select four interesting phrases or groups of words.
3. Write one phrase or group of words on each section below.
4. Cut the sections apart.

As a group:

5. Work together to rearrange and combine the words and phrases written by members of the group to create a new poem.

Each group of words or phrases can be one line of the poem. Words and phrases can be cut apart and combined to make one line. Rearrange the words and phrases until your group is satisfied with the poem.

Glue the strips of paper to colored construction paper. As a group, decide on a title and write it at the top of the page.

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Presentation Peer Rubric

Oral Presentation Rubric : Found Poetry Presentations

Peer Evaluation

Teacher Name: _____

Poem Name: _____

Group Members Names: _____

CATEGORY	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Reflective Comments for the Group What did you like about their presentation? Did their poem relate to the primary source? What would you change about the presentation?				
Questions for Group Members that Were Not Answered During the Presentation				

Teachers Project Evaluation

Group Oral Presentation Rubric: Found Poetry Presentations

Teachers Evaluation

Found Poem Name: _____

Group Members Names: _____

(5 points in they write their poems name and the name of the group members)

CATEGORY	5	4	3	2
Attire	Business attire, very professional look.	Casual business attire.	Casual business attire, but wore sneakers or seemed somewhat wrinkled.	General attire not appropriate for audience (jeans, t-shirt, shorts).
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about	Facial expressions and body language sometimes generate a strong interest and	Facial expressions and body language are used to try to generate enthusiasm, but	Very little use of facial expressions or body language. Did not generate much interest in topic being

	the topic in others.	enthusiasm about the topic in others.	seem somewhat faked.	presented.
Comprehension	Students are able to accurately answer almost all questions posed by classmates about the topic.	Students are able to accurately answer most questions posed by classmates about the topic.	Students are able to accurately answer a few questions posed by classmates about the topic.	Students are unable to accurately answer questions posed by classmates about the topic.
Historical Knowledge/ Connection to Primary Source	Shows a full understanding of the topic and effectively showed the relationship between the primary source and the found poem	Shows a good understanding of the topic and demonstrated understanding of the relationship between the primary source and the found poem	Shows a good understanding of parts of the topic and showed little understanding of the relationship between the primary source and the found poem	Does not seem to understand the topic very well. Did not show the relationship between the primary source and the new found poem

FOUND POETRY EXAMPLE:

For this lesson, the primary source I selected was "O Captain! My Captain!," by Walt Whitman

Background Of Poem-

Walt Whitman wrote this poem during the Civil War and Reconstruction Era 1861-1877 after President Abraham Lincoln was assassinated on April 14, 1865. Whitman felt the president was very courageous and embodied American virtues. It was after Lincoln's death he was inspired to write one of his most famous works which was published in New York's Saturday Press in November of 1865. "O Captain! My Captain!" became the most popular poem Whitman would write and helped him to secure a position as one of the greatest American poets of the 19th century.

Example of Highlighting important key words and phrases:

O Captain! My Captain! By Walt Whitman

O Captain my Captain! our fearful trip is done;
The ship has weather'd every rack, the prize we sought is won;
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring:

But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
Rise up—for you the flag is flung—for you the bugle trills;
For you bouquets and ribbon'd wreaths—for you the shores a-crowding;
For you they call, the swaying mass, their eager faces turning;
Here Captain! dear father!
This arm beneath your head;
It is some dream that on the deck,
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still;
My father does not feel my arm, he has no pulse nor will;
The ship is anchor'd safe and sound, its voyage closed and done;
From fearful trip, the victor ship, comes in with object won;
Exult, O shores, and ring, O bells!
But I, with mournful tread,
Walk the deck my Captain lies,
Fallen cold and dead.

List of Words Taken from the Poem:

Fearful trip
Prize
O the bleeding drops of red
Cold and Dead
Hear the Bells
Captain
Dream
Lips are pale and still
Safe and Sound
Closed and Done
Object Won
Mournful Tread

While developing this poem I have noticed that you may not be able to use all the words. Out of 12 words I was able to use 11 (prize is not used).

The rationale used for selecting these words was based on the time period which was just after the Civil War had ended and when the president was shot there was an outpouring of grief across the country. At this time, poems and songs were written to mourn the nation's loss and the loss of a great President.

New Found Poem:

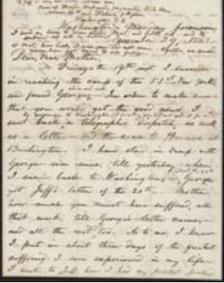
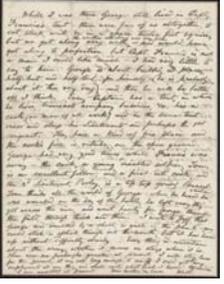
Captain
O the bleeding drops of red
Mournful tread
Cold and dead
Fearful trip
Closed and done
Lips are pale and still
Hear the bells
Object won
Safe and sound
Dream

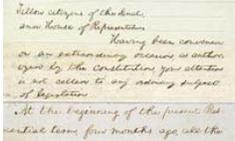
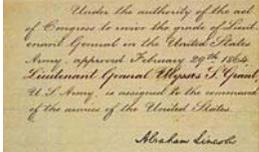
The new poem still reflects what was happening at this time period and the way Whitman and others around the world were feeling after Lincoln was assassinated. The end of the poem reminds us that though times may be tough we can get through it is we come together and look towards the future and the foundation the past has provided us to build on moving forward and learning from the past. It is important to note that the newly created poem is both a representation of the ideas presented in the original and a personal expression.

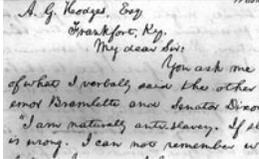
Bibliographic Organizer

Title of Lesson

Thumbnail Image	Title	Library of Congress URL
	Found Poetry Based on Elsie Wall	http://memory.loc.gov/ammem/ndlpedu/lessons/98/poetry/example2.html
	Found Poetry Examples based on the "Blizzard of 1888"	http://memory.loc.gov/ammem/ndlpedu/lessons/98/poetry/example.html
Found Poetry in American Memory Worksheet	The American Memory Collections from A-Z Grades 4-6, page 121.	Petri, Gail. <u>The American Memory Collections from A-Z</u> . Grand Junction, CO: Linworth Publishing, Inc., 2003.
 In Box	Walt Whitman, half-length portrait, seated, facing left, wearing hat and sweater, holding butterfly	http://lceb2.loc.gov/cgi-bin/query/h?pp/PPALL:@field(NUMBER+@1(cph+3b24247)) Photograph by Phillips & Taylor, Philadelphia. Forms part of: Feinberg-Whitman Collection (Library of Congress). Saunders, no. 48 Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA DIGITAL ID: (b&w film copy neg.) cph 3b24247 http://hdl.loc.gov/loc.pnp/cph.3b24247
 In Box	LC #220 Whitman's Cardboard Butterfly	http://memory.loc.gov/ammem/collections/whitman/butterfly.html Cardboard butterfly, n.d. Reverse Manuscript Division (49)

 <p>In Box</p>	<p>"O Captain! My Captain!"</p>	<p>http://www.loc.gov/exhibits/treasures/images/tlc0405.jpg</p> <p>Walt Whitman (1819-1892) "O Captain! My Captain!" Proof sheet with corrections in ink, 1888 Manuscript Division</p>
	<p>Walt Whitman (1819-1892) to Louisa Van Velsor Whitman (1795-1873),</p>	<p>http://www.loc.gov/exhibits/treasures/images/ww0022p1s.jpg</p> <p>Walt Whitman (1819-1892) to Louisa Van Velsor Whitman (1795-1873), December 29, 1862 Page 2 - Page 3 Holograph letter Manuscript Division (22)</p>
	<p>Walt Whitman (1819-1892) to Louisa Van Velsor Whitman (1795-1873)</p>	<p>http://www.loc.gov/exhibits/treasures/images/ww0022p3s.jpg</p> <p>Walt Whitman (1819-1892) to Louisa Van Velsor Whitman (1795-1873), December 29, 1862 Page 2 - Page 3 Holograph letter Manuscript Division (22)</p>
	<p>Reading copy "Death of Lincoln" lecture,</p>	<p>http://www.loc.gov/exhibits/treasures/images/ww0035s.jpg</p> <p>Reading copy "Death of Lincoln" lecture, 1879 Bound printed and manuscript pages Manuscript Division (35)</p>
	<p>Walt Whitman (1891-1892) to Peter Doyle</p>	<p>http://www.loc.gov/exhibits/treasures/images/ww0041p1s.jpg</p> <p>Walt Whitman (1891-1892) to Peter Doyle (1843-1907), August 21, 1869 Page 2 - Page 3 - Page 4 Holograph letter Manuscript Division (41)</p>
	<p>Diary notes, March 26, 1892</p>	<p>http://www.loc.gov/exhibits/treasures/images/ww0061p1s.jpg</p> <p>Horace Traubel (1858-1919) Diary notes, March 26, 1892 Page 2 Manuscript Division (61)</p>

	<p>Abraham Lincoln (1809-1865) Inaugural Address, 1861</p>	<p>http://www.loc.gov/exhibits/treasures/images/vc2.6p1.jpg</p> <p>Abraham Lincoln (1809-1865) Inaugural Address, 1861 Page 2, 3, 4, 5, 6, 7 Printed text with emendations in the hand of Lincoln Manuscript Division (2.6) Gift of Robert Todd Lincoln, 1923</p>
	<p>"Assassination of President Abraham Lincoln"</p>	<p>http://www.loc.gov/exhibits/treasures/images/s49.4.jpg</p> <p>Assassination of President Abraham Lincoln" <i>The New York Herald</i> (New York) Enlarged April 15, 1865 Serial & Government Publications Division (49.4)</p>
	<p>Abraham Lincoln (1809-1865)</p>	<p>http://www.loc.gov/exhibits/treasures/trm107.html</p> <p>Abraham Lincoln (1809-1865) Draft of message to Congress Holograph manuscript page, July 4, 1861 Manuscript Division Gift of Robert Lincoln, ca. 1923 (46B.3)</p>
	<p>Commission for Ulysses S. Grant (1822-1885) as lieutenant general</p>	<p>http://www.loc.gov/exhibits/treasures/trm129.html</p> <p>Abraham Lincoln (1809-1865) Commission for Ulysses S. Grant (1822-1885) as lieutenant general March 10, 1864 Holograph manuscript Manuscript Division (41A)</p>
	<p>Betty Herndon Maury Diary entry, June 3, 1861</p>	<p>http://www.loc.gov/exhibits/treasures/trm135.html</p> <p>Betty Herndon Maury Diary entry, June 3, 1861 Page 2 Holograph manuscript diary Manuscript Division (42.6)</p>

 <p>Emancipation Proclamation (final version)</p>	<p>Emancipation Proclamation (final version)</p> <p>Washington: Government Printing Office, January 1, 1863</p> <p>Rare Book & Special Collections Division</p>	<p>http://www.loc.gov/exhibits/treasures/tr00.html</p>
 <p>If Slavery Is Not Wrong, Nothing Is Wrong</p>	<p>If Slavery Is Not Wrong, Nothing Is Wrong</p>	<p>http://www.loc.gov/exhibits/treasures/tr00.html</p> <p>Abraham Lincoln (1809-1865) to A.G. Hodges Holograph letter April 4, 1864 Manuscript Division (4.3)</p>
 <p>United Order "Bné B'rith" to Abraham Lincoln</p>	<p>United Order "Bné B'rith" to Abraham Lincoln</p>	<p>http://www.loc.gov/exhibits/treasures/images/vc41.3.jpg</p> <p>Henry Kuttner United Order "Bné B'rith" to Abraham Lincoln Holograph letter with seal, January 5, 1863 Manuscript Division Gift of Robert Lincoln, ca. 1923 (41.3)</p>
 <p>Assassination of President Abraham Lincoln"</p>	<p>Assassination of President Abraham Lincoln"</p>	<p>http://www.loc.gov/exhibits/treasures/trm150.html</p> <p>"Assassination of President Abraham Lincoln" <i>The New York Herald</i> (New York) Enlarged April 15, 1865</p>
<p>Teachers Resources</p>	<p>Creating found poetry using primary sources Use of Images Description of Process</p>	<p>http://www.loc.gov/teachers/history/teachers/</p>