

& PROJECT

Rare Air / Aire Raro

Session 2 of 5

THE POET'S EYE

As a poet, how do you get your reader to feel what you are feeling? In this session we examine the devices that poets use to create vivid images in our minds and show off our world in a new way.

YOU WILL NEED

- Pre-cut strips of paper (roughly 1.5"x8.5")
- Scissors
- Pencil
- Paper
- Previous step's homework completed

STEP 1 (10 MINUTES)

How to Begin

Discussion: "Yesterday, we all experienced the same thing (our walk outside), but we described it differently. Why? What sort of things did you experience on the walk you did in your neighborhood? Share take a few minutes to share your poem with a partner at another table."

STEP 2 (50 MINUTES)

Reconstructing the Poem

Display the example poem:

My Neighborhood

by Brandan Pierce

Black long-haired stray cat I named Scrappy snacking on 9Lives,
A haunted house, unkempt. Over eighty types of weeds grow in the yard,
Fallen leaves feel like cold spaghetti
The warmest November I can remember
A church with many doors, shaped like frowns. Tiny windows are eyes.
New LED street lights, replacing the ones that never worked
Patrolling police car, white, with blue stripes interrupted by the word
Detroit
The ambassador bridge, full of trucks, full of boxes, full of foods
Scrappy is rubbing his body against my leg, his fur is a cheap blanket
Cushionless, black, porch chair once probably sat at a dining room table,
Sounds like someone is scraping two giant rocks together, constantly
No people walking
Goodbye, Scrappy

As a class, talk about what you notice about it. Identify:

- **Simile:** Comparing two things using “Like” or “As”
- **Metaphor:** Comparing two things using “Is”
- **Personification:** Describing a nonhuman object using human
- **Vivid or Sensory details:** Giving more adjectives and placement to the things in your poem, using the five senses

Have students share out if they have these things already in their poems.

Then, students write each line of their poem they completed as homework on a different strip. On each strip, they edit the line to add an experience “Where I...”, personification, specific details, or simile/metaphor. If they need more lines to add to their piece, then they should grab more strips of paper.

Then, students move their lines around to create the best flow for their poem. Have students think about if they want their poem to rhyme, length of lines (they can cut their strips up even more to make more lines out of a single strip).

STEP 3 (15 MINUTES)

Getting the Draft Down

Once students have picked a final order, they should copy their poem on a final draft paper.