

& PROJECT

Rare Air / Aire Raro

Session 1 of 5

LET'S TAKE A WALK

Poets see the world in a special way — everyone walks down this street, but as a poet, you see that street a little differently. When you write your observations in a poem readers can see how you see the street, and feel how you feel. In this lesson, students create a list poem from observations around their community.

YOU WILL NEED

- Pencils
- Paper
- Clip boards (enough for students to have one in each group of three)
- Chart paper
- Markers

STEP 1 (40 MINUTES)

Take a Walk

Split up students into groups of three. Each group should get a few pieces of paper, one clipboard, and one pencil (bring some extras outside in case any break). Students will work in their

groups to create a list poem using their senses around the school. Each line is a singular image/observation. Students should be super descriptive and use simile/metaphor when possible.

Establish any rules for when you are outside: (ex: stay where the teacher can see you, do not play on the playground equipment, do not leave the school grounds, etc...) If your students perform better in groups with assigned roles, use a scribe (writes down the ideas students come up with), material handler (gets all of the materials for the group), and coordinator (makes sure group is following the route/teacher and is back in line on time).

Have a route in mind when going around the school. If there are parents/support staff available to assist on this project, then you can be a little more spread out, but if you are the only one outside, we'd suggest leading the group in "sections." (Ex: "From this sidewalk to that gate is our first section, we'll write in this space for 10 minutes. When I say, we'll meet at the gate and prepare for the next section.")

Once outside, have students go around with their groups, observing different things and writing lines for their list poem. Encourage them to use all five senses, specific details, and simile/metaphor as they are writing. Each line does not need to start with "I see" or "I feel", but can just get right into the image/sensory experience. The time outside should last around thirty minutes.

STEP 2 (20 MINUTES)

DEBRIEF

Once back in the classroom, have each group pick out one or two lines to add to a list class-wide list poem. Discuss the following questions:

- Does the list poem you created during the free-write look different than the one you created outside? Why or why not? (In the first list, there was only recollection, no physical experience. We can more efficiently describe things as we are observing/experiencing them).
- Does your list poem look different than the class list poem? Why? (Hopefully different groups were noticing different things, and perhaps various themes might show up. One group had more sounds, or used more imagery, or more metaphor, perhaps).

See the attachment “Our School” for an example of a class draft.

STEP 3 (5 MINUTES)

HOMEWORK

For homework, students will go around their neighborhood/house (with a parent if necessary) and create a list poem like they just did (at least fifteen lines long). They be working on them in class the following day.