



PROJECT

Lunch Poems

Session 1 of 6

Recipe Poems

Students will begin to explore what a “poem” and “poetry” can be by practicing associative thinking across senses, experience, and memory. They will learn how food and meals are also tied to memory, and are introduced to the terms “genre” and “artistic medium.”

YOU WILL NEED

- Lunch Poems — Session 1 Handouts
 - Pages 3 and 4—1 copy per student
- Computer and projector
- 2 notecards
- Tape
- Paper or writing journals

BEFORE YOU START

- Write the word “genre” on one notecard and the phrase “artistic medium” on the other.
- Write the warm-up question on the board: “What is your favorite thing to eat for lunch and what do you like about it?”

How to begin (10 Minutes)

Warm-Up

Students will write their answer to the question on the board, “What is your favorite thing to eat for lunch and what do you like about it?” Encourage them to write in full sentences.

Next, explain that this project will try to understand what poetry is by comparing it to other “genres” and “artistic mediums.” Ask students what they know about these words—have they heard them before and in what situations? Are there any context clues in the words that might help them guess the definition? Write their thoughts on the board.

Throughout the lesson, students will gain an understanding of these words and be able to make their own meanings. You will ask them this question again at the end of the session.

- In this context, the word “genre” means “a category of art.” K-Pop is a genre of music; comedy is a genre of movie; graphic novel is a genre of book, and so on.
- An artistic medium is the material art is made of: sculptures can be made of clay, metal, wood, etc.; books are printed on paper, with ink; paintings can be made on canvas, using watercolors, acrylic paints, pencil, etc.

Students do not need to come up with these exact words, rather these definitions are shared mainly to provide context to you for the lesson.

STEP 1 (20 Minutes)

First, ask students what they think of when they hear the word poem and write their answers on the board. Remind students that there are no wrong answers, as poetry can take its form in many different ways—poems can live in incomplete sentences or full narratives, and they definitely don’t always rhyme!

Next, students will consider the genre of a recipe. As a class, consider the genre expectations of a recipe. Ask students what they think of when they hear the word recipe. What do most recipes have? Write their answers on the board.

Some students may not have ever seen a written recipe before, so after their initial thoughts have been documented, you will walk them through the components of one. Project Page 1, [Lunch Poems — Session 1 Handouts](#) for everyone to see and ask students to shout out what they notice; guide them to see the list of ingredients, the directions, the cook time, etc.

Finally, project Page 2 of “Lunch Poems — Session 1 Handouts” and read the excerpt of Patricia Smith’s poem, “When the Burning Begins.” Preface the poem by telling students this poem is about the death of a father, so it is a sad poem. While the poem is being read, students can think about:

- What is this poem saying?
- What instructions does it give?
- What does it describe?
- Which parts are the poem parts, and which parts are the recipe parts?

Ask students to share their thoughts to the questions after the poem is read.

STEP 2 (20 Minutes)

Finally, students will write their own poem inspired by their favorite food or dish. Pass out Page 3, “Lunch Poems—Session 1 Handouts” to each student. They will use this sheet to brainstorm for their poem.

Next, students will use their brainstorming to write their own recipe poem on Page 4, “Lunch Poems—Session 1 Handouts.”

STEP 3 (10 Minutes)

Give students the opportunity to share their favorite word or phrase from their poem with the rest of the class.

Ask students again what they think the definitions of “genre” and “still life” are, based on the mentor text they read, the poem they wrote, and the painting they viewed. Which of the resources helped them achieve this understanding the most? Write their definitions on the board, alongside their thoughts from the beginning of the session and make note of any similarities or differences you see between the two sets.

At the end of the session, write both sets of definitions on the notecards labeled “genre” and “still life.” Tape these notecards to the board or an empty space on the wall.