



PROJECT

Lunch Poems

Session 6 of 6

Re-Seeing Our Poetry

Students will discuss revision and have time to revise and share previous poems.

YOU WILL NEED

- Lunch Poems — Session 6 Handouts
 - Pages 3 and 4 — 1 copy per student + extras
- 1 notecard
- Computer
- Projector

BEFORE YOU START

- Write the warm-up question on the board: “If you could re-live one moment of your life, what would it be and why?”
- Write “revision” on the notecard.

How to begin (10 Minutes)

Warm-Up

Students will write their answer to the question written on the board, “If you could re-live one moment of your life, what would it be and why?” Encourage them to write in full sentences.

Review all the vocabulary words they have learned so far by reading the words on each card and asking for volunteers to share the definition in their own words. Then, introduce today’s new word, “revision.” Ask students what they know about this word—have they heard it before and in what situation? Are there any context clues that might help them guess the definitions? Write their thoughts on the board. Throughout the lesson, students will gain an understanding of this word and be able to make their own meanings. You will ask them this question again at the end of the session.

“Revision” improves a piece of writing because the content, structure, or organization is changed; whereas, editing is the process of making sentence-level changes to a piece of writing, such as the word choices and punctuation. This session will focus mainly on revision. 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 (15 Minutes)

Ask for students to share responses to the warm-up question, and even share your own answer. After students have shared their moments, ask them what they think would be different, based on how they’ve grown or changed, if they were to return to that moment.

To connect to revising: There are different reasons someone might choose to re-live a part of their life: Maybe it was a special moment that you loved, maybe you wish it had gone differently want to return to it because we loved it, or maybe we wish something had gone differently, or you don’t think you got to experience it fully and want to notice new details about it. You can return to a poem you’ve written for the same reasons.

Defining revision: When you return to a poem, you are not re-living it, per se, but re-seeing it— this is literally what “revision” means (often used as another word for editing, but they are very different processes!) When you see a poem with new eyes, you might notice things we want to change about it in order to give the audience a certain feeling, or narrow or expand our focus on something. You can create different versions of your poem that have different effects on you, as the writer, and on your readers.

In order to think about this: Project Hoa Nguyen’s poem, “Blackberries,” on Page 1 of [Lunch Poems — Session 6 Handouts](#) for the whole class to see. Nguyen is known for her fragmented phrases that spread out over the page, and sometimes it makes it look like she actually wrote two different poems in one.

On Page 1, students will see a version of Nguyen’s poem, with purple boxes blocking out phrases that add new ideas and details to the poem. Ask for a student-volunteer to read this version of the poem out loud, including the title. What does the class think this poem is about, based on what was read? What feelings does this poem incite?

Now, show students Page 2 of “Lunch Poems — Session 6 Handouts.” Page 2 will have all of the purple boxes removed, revealing Nguyen’s poem in its original form. Read the full poem out loud and ask the same questions as before: What does the class think this poem is about, based on what was read? Does this version make students feel something different?

STEP 2 (25 Minutes)

Students can think about revising their poems in the same way. They’ll look at what they have and think about what interests them about their poems now that they’ve experienced new things since writing them. They’ve changed and grown, so their poems can, too. They’re not trying to turn all of their old poems into the most perfect version of itself, but instead they are exploring what their poems can become when they’re seen differently.

Ask students to take out any of the poems they have from previous sessions. They will read them over, trying to stay as objective as possible. If one of their poems isn’t as well-written as they wish, there is no need to feel embarrassed or speak negatively to themselves because this poem has the potential for improvement.

Students will think about the parts of each poem that they like, what stands out to them about their poems now, how two different poems might actually be related, etc. Then, they will work on making those changes to their poems. They can use Pages 3 and 4 of Lunch Poems — Session 6 Handouts to rewrite their poems.

STEP 3 (10 Minutes)

Remind students that even though they spent this session revising one of their poems, that doesn't mean their work is done forever. The beautiful thing about poetry and art is that it is ever-changing; they might decide to revisit this poem again in 5 years to imprint it with lessons they've learned since.

For the final reflection, ask students what meaning they have made out of poetry—have their ideas about what a poem is or could changed? Which resources did they enjoy the most, and do they think they will search out more of the same to write future poems?

Conclusion: A final exhibition, whether a gallery walk or student reading, would be a wonderful way for students to share their poems with an audience.