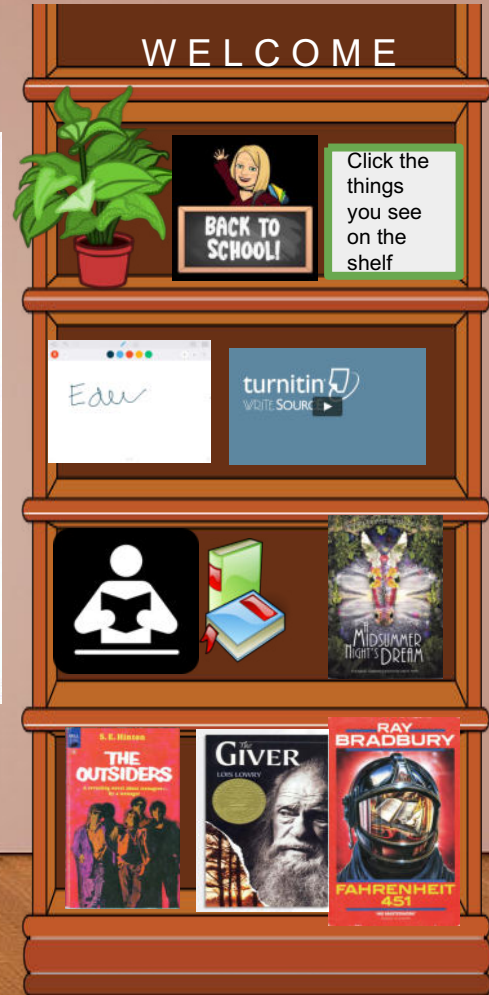


"Hand in Hand Together We Can"



Objectives:

Today we will be introduced to one of America's best living poets, Billy Collins. He is a teacher, so we will attend his "classroom" in groups to learn about his life and achievements. Once there, we will solve a riddle, earn a key to escape his "room," and then be released to visit some "virtual stations" with our groups. These stations will prepare us to read his poetry in a way that will make him proud.



Directions

Read an article about me, Billy Collins, [HERE](#).

Then come back to my room, and click on the locked door at the left. Solve the riddle you find there to uncover a key and escape my room.

First group back gets homework passes. If you get back early, quiz each other on vocab.

Once you escape, you can move on to your station.

Mr. Collins

POETRY

Yes, I am Billy Collins, famous poet and teacher

Station Directions:

We will be visiting six “virtual stations” today. Each station will direct you to view something and will provide directions for what your group should discuss afterwards.

Choose a different person in your group at each station to take bullet pointed notes of the main points your group discusses. After each person in your group has had a turn to take notes at a station, select volunteers to take notes for any remaining stations you visit.

At the end of your station visits, each girl will be recording the group notes she took on a shared class google slide. She should be prepared to read her notes if she is called upon during our whole class discussion of these bulleted points.



STATION 1

Watch the video of the beehive on the next slide.

Discuss with your group: What connection is there between the activity of listening to bees in a hive and the activity of reading a poem?

Have person 1 write down the connections your group makes on paper. Label your notes “Station 1 Notes.” Bullet points are okay. Later, this person will need to write down the bullet points she is recording on a shared class slide called “Station 1.”

STATION 1



STATION 2

Watch the video of the mouse in the maze.

In your groups, describe the way the mouse explores the maze and tries to find its way through the maze.

Discuss: What connection is there between a mouse like this in a maze and a student reading a poem. Think! Think! Think!

Have person 2 write down the connections your group makes on paper. Label your notes “Station 2 Notes.” Bullet points are okay. Later, this person will need to write down the bullet points she is recording on a shared class slide called “Station 2.”

STATION 2



STATION 3

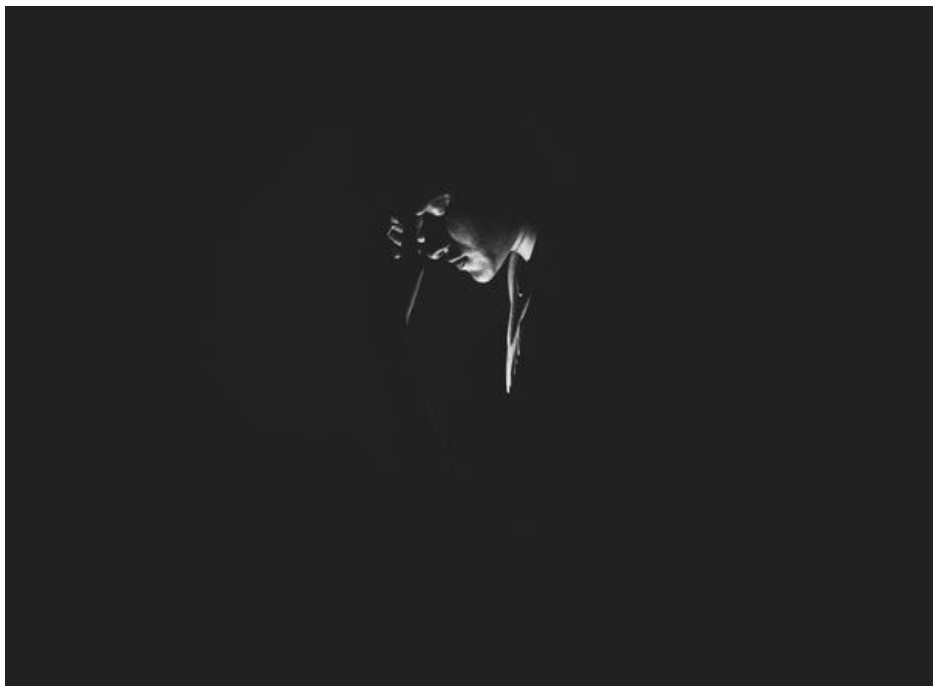
Look at the picture on the left of a person in a dark room. Imagine yourself in a dark room.

Then watch the video of a light turning on.

Discuss the connections between a dark room and a light and the process of reading poetry. Think! Think! Think!

Have person 3 write down the connections your group makes on paper. Label your notes “Station 3 Notes.” Bullet points are okay. Later, this person will need to write down the bullet points she is recording on a shared class slide called “Station 3.”

STATION 3



STATION 4

Watch the interrogation clip from *Tangled*. What is the purpose of interrogating someone?

In your group, discuss the connections between how a poem read by students is like a person who is tied up and interrogated. Think! Think! Think!

Have person 4 write down the connections your group makes on paper. Label your notes “Station 4 Notes.” Bullet points are okay. Later, this person will need to write down the bullet points she is recording on a shared slide called “Station 4.”

STATION 4

Watch the first 2 minutes and 14 seconds.



STATION 5

Fast forward a few minutes into the waterskiing video and watch the skier ski across the lake for about 30 seconds.

Discuss in your group the connections between skiing and reading a poem. Think! Think! Think!

Have person 5 write down the connections your group makes on paper. Label your notes “Station 5 Notes.” Bullet points are okay. Later, this person will need to write down the bullet points she is recording on a shared class slide called “Station 5.”

STATION 5



STATION 6

In the next slide you will see an old fashioned slide before it is held up to a light and after it is held up to a light.

Discuss: How is the process of reading a poem like holding up an old fashioned slide to the light? What are the common connections? Think! Think! Think!

Have person 6 write down the connections your group makes on paper. Label your notes “Station 6 Notes.” Bullet points are okay. Later, this person will need to write down the bullet points she is recording on a shared class slide called “Station 6.”

STATION 6



A slide before you hold it up to the light



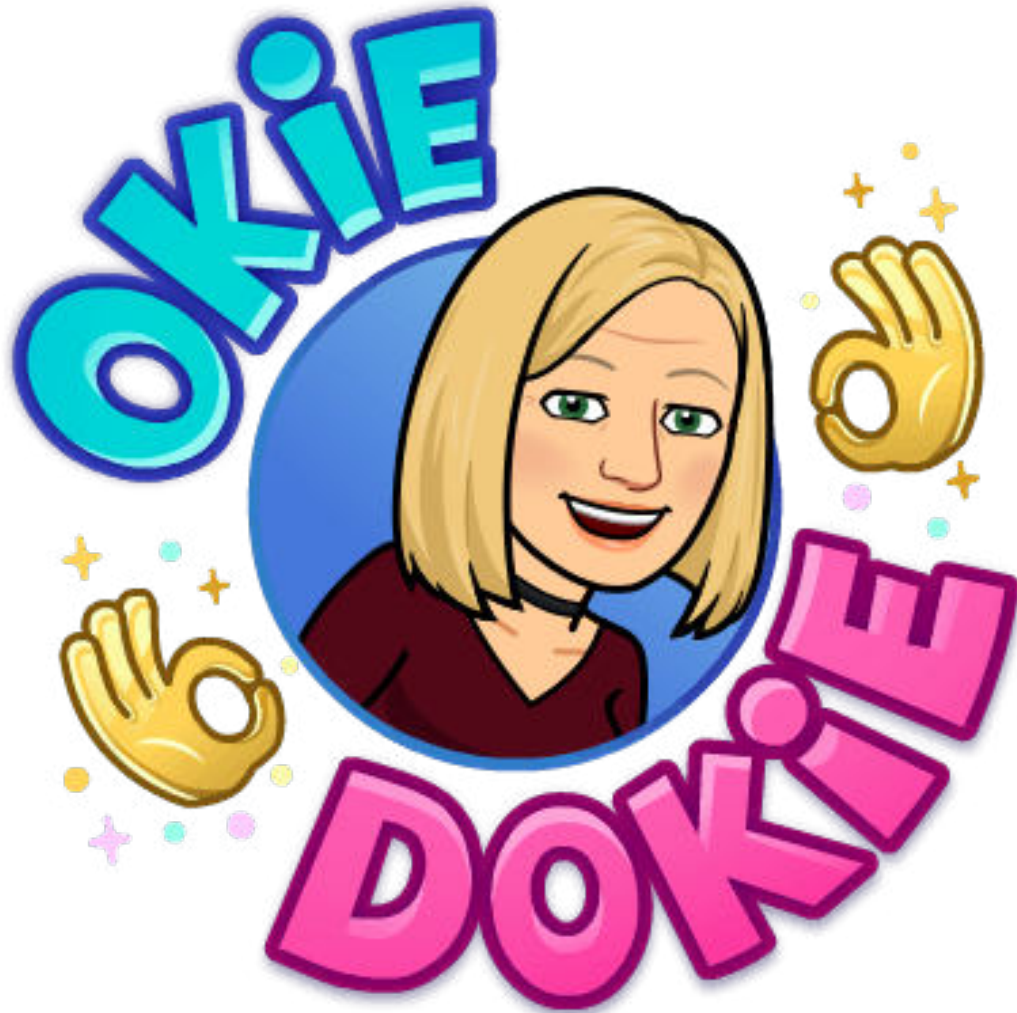
A slide after you hold it up to the light.

Recording Time

Time to give our groups letter “names.” Listen carefully while you are given your group’s letter (A-D.) Click on the red link below to find the “Station” Number Slide for which you recorded your group’s notes. Find the box that corresponds to your group’s letter on that slide. Type the bullet points from your group discussion in your group’s box on the shared class slide.

Link: [Shared Class Google Slides](#)





**Let's Discuss
Our Brilliant
Bulleted Ideas
Together!**

*****Learning is not an
isolated event*****

Now for the Poem: “Introduction to Poetry”

Thematic Question: How does the speaker want his students to read poetry? Why?



[Link to a hard copy of the poem](#)



"Hand in Hand Together We Can"



Homework:

Go to the Portal and type the answer to the questions below directly into the text box. How was this lesson today like the theme of the poem? Ideally, should we learn for a grade or to enjoy the process? In reality, which is more important to you? What is one personal message you can take away for yourself from this poem?

For more poems by Billy Collins, click on the black and white icon in the bookshelf of the person reading a book and search his name on that poetry site.



WELCOME



Click the things you see on the shelf

